

## **DEVELOPMENT OF ACHIEVEMENT MOTIVATION TRAINING MODULE TO IMPROVE ISLAMIC STUDENT ACADEMIC RESILIENCE IN DISASTER AREAS**

**Fitriah M. Suud<sup>1</sup>, Muhamad Uyun<sup>2</sup>, Tri Na'imah<sup>3</sup>**

<sup>1</sup>Universitas Muhammadiyah Yogyakarta

<sup>2</sup>Universitas Islam Negeri Raden Fatah Palembang

<sup>3</sup>Universitas Muhammadiyah Purwokerto

Corresponding Email: [fitriahmsuud@gmail.com](mailto:fitriahmsuud@gmail.com)

### **ABSTRACT**

Students residing in regions prone to disasters often face challenges that hinder their motivation and ability to bounce back academically, particularly in terms of resilience. The objective of this research was to create a training module focused on Achievement Motivation, to enhance academic resilience among Islamic students. This research was conducted using a 4D research and development model, consisting of four steps: define, design, develop, and disseminate. The participants were students from Central Sulawesi who were prone to experiencing disasters. The data analysis strategy employed was an initial quantitative descriptive approach to examine the problem profile of students' academic resilience. Furthermore, the results of the focus group discussions (FGDs) were analyzed using qualitative descriptive data analysis. This study aimed to develop training models that focus on enhancing achievement motivation. The research conducted during the defined stage revealed issues among students on academic resilience. The descriptive analysis identified specific components of academic resilience, including the ability to confront challenges, adaptability, resilience, and problem-solving skills. The research design stage has produced a program for Achievement Motivation Training specifically designed for students who are prone to disasters. The study suggests that teachers have a crucial role in facilitating students' attainment of higher levels of academic resilience. One of the suggested programs was achievement motivation training, which teachers can implement using both individual and group approaches.

**Keywords:** Achievement Motivation Training, Academic Resilience, Disaster-Prone Areas, Student, School

Submission	Review Process	Revised	Accepted	Published
03-09-2023	04-09-2023 - 23-11-2023	23-11-2023	27-11-2023	20-12-2023

### **INTRODUCTION**

In September 2018, a catastrophic earthquake and tsunami struck along the coast of Palu, Indonesia. This disaster caused significant casualties and material losses. More than 2,045 people were declared dead as a result of the earthquake and tsunami. Additionally, many people were injured and left homeless. Material losses were estimated at IDR 18.4 trillion, including destroyed infrastructure, damaged houses, and affected public facilities (Fauzi & Mussadun, 2021).

Natural disasters can have an impact on a student's probability of graduating on time and increase a student's probability of dropping out of school. Academic disruptions resulting from disasters, either directly or through their psychological impact, can hinder students' academic progress. If the learning process is interrupted for an extended period, students may face difficulties in completing their educational program within the set time limit (Di Pietro, 2018). Anjelyta et al. (2022) found various problems faced by students in post-pandemic schools, including difficulty

accepting tasks given by teachers, and occasional neglect of these tasks. Moreover, students were also found to lack support and attention from parents in response to the changes in the learning system.

Preliminary studies conducted in Palu revealed low academic ability and low desire to learn among students after experiencing multiple disasters. While teachers have made efforts to provide support, internal student factors are more inhibiting (Alifuddin, M., Chaer, M. T., & Sukatin, S. 2021). Symptoms of the problems were found to be associated with low academic orientation, students being less responsible for learning tasks, and having no attachment to school. These symptoms indicate a problem in the dimension of student academic resilience (Astuti, N. M. W., Werdhiana, I. K., & Wahyono, U. (2021) and are required to respond adaptively to each difficulty.

An individual's capacity to overcome the academic difficulties they face is known as academic resilience. Academic resilience is a student's ability to effectively deal with setbacks, challenges, difficulties, and pressures in an academic environment (Martin & Marsh, 2006). Resilience consists of psychological, physical, and social aspects that help a person stay focused on studies and achieve academic goals. Academic resilience includes the ability to overcome academic difficulties, develop motivation and focus, improve study skills, and adapt to changing situations. Cassidy (2016) argued that important dimensions of academic resilience were perseverance, reflection, and adaptive help-seeking, and emotional responses. Perseverance is shown through hard work and a willingness to try, refusal to give up, adherence to plans and goals, acceptance and utilized feedback, treating difficulties as opportunities to face challenges, and commitment to continuous improvement. Martin & Marsh (2006) stated that resilient

individuals were characterized by diligence, hard work, and strategic action. Many ways can be taken to increase positive emotions in individuals. The following are forms of interventions that have been used by several researchers to increase students' academic resilience, namely Cognitive Restructuring Group Counseling (Wulandari et al., 2022), Self-Instruction Training (Purnama, 2019), Solution Focus Brief Counseling (Dewi et al., 2021). In contrast to the previous studies, this study will design achievement motivation training to increase the academic resilience of students who are not in disaster-prone areas. Barnard (1994) (in VaenBrda, 2001) argued that resilience could increase if individuals had an achievement orientation thus achievement motivation training can increase student academic resilience. Yusuf et al. (2022) argued that challenges hindering the implementation of disaster education in disaster-prone schools included a lack of teacher and student capacity, limited learning resources, and the absence of models/approaches.

The results of preliminary studies also found that teachers find it difficult to build student motivation because there was a lack of problem-based AMT guidance for students in disaster-prone areas. The current Achievement Motivation Training is still general, so it is necessary to design an Achievement Motivation Training module with contents suitable to the needs and problems of students in disaster-prone areas (Kamil, P. A., Utaya, S., & Utomo, D. H. 2020). Students in disaster-prone areas face unique challenges that do not exist in safer environments. Trauma, uncertainty, loss, and environmental changes can significantly affect their motivation (Shofiah et al., 2023). General AMT modules cannot effectively address situations and feelings that are specific to students in disaster-prone areas. Ulfah & Miftakhi (2018) also argued that achievement motivation is the potential of students to have

the willingness to solve their learning problems. Modules that link goals to real and relevant situations for students in disaster-prone areas can further stimulate intrinsic motivation (Machell, K. A., Kashdan, T. B., Short, J. L., & Nezelek, J. B. 2015). Students will see how achievement can have a positive impact in the context of their lives.

For this reason, this study aimed to develop an Achievement Motivation Training module for students in disaster-prone areas and analyze the feasibility of Achievement Motivation Training module products for students in disaster-prone areas.

## **RESEARCH METHODS**

### **Participant**

The design of the Achievement Motivation Training module involved participants such as Principals, Guidance Teachers, and Homeroom Teachers from Junior and Senior High Schools in Palu as well as experts in educational and developmental psychology. In addition, this study also involved 113 junior and senior high school students in Palu, Indonesia.

### **Research Instruments**

The instruments used for data collection were: The academic resilience scale was modified by Hardiansyah et al. (2020) according to the conditions of Indonesian adolescents. The dimensions measured were self-adjustment, toughness, intelligence in facing difficulties, and problem-solving. This scale was used for problem analysis before the training module was designed.

Module validation questionnaire used to assess the quality of achievement motivation training modules. The questionnaire consists of a language validation questionnaire and validation of training content. A focus group discussion guide will be utilized to determine

the theme of the AMT module by student resiliency problems.

### **Data collection**

This research design used a 4D model research and development model consisting of 4 stages, namely define, design, develop, and disseminate (Thiagarajan, 1974). The define stage contains a needs analysis as a basis for product development, namely the achievement motivation training module. For this reason, a study was conducted on the academic resilience of students in high school and junior high school X in Central Java. The results of this needs analysis provide an overview of the problem profile of student resilience in disaster-prone areas. During the design stage, FGD was conducted with teachers and experts to generate a prototype of the achievement motivation training module. This product design contained achievement motivation training materials that could be used to increase students' academic resilience in disaster-prone areas. The develop stage is an expert appraisal, which is validating or assessing the feasibility of product design. In this activity, an evaluation was carried out by the Principals of Junior and Senior High Schools in Palu as well as experts in the field of educational and developmental psychology. The disseminate stage is the socialization of modules through distribution in limited quantities to teachers.

### **Data Analysis**

Data analysis techniques used in this study were: 1) quantitative descriptive analysis, used for profile analysis of student academic resilience problems. Descriptive analysis was also carried out to analyze the feasibility of training modules from experts and teachers. 2) Qualitative descriptive data analysis was used for FGD result analysis to design achievement motivation training models.

## **RESULTS AND DISCUSSION**

The results of the analysis were presented in order according to the 4D model stage consisting of 4 stages, namely define, design, develop, and disseminate. At the define stage, student problems related to academic resilience were found. Descriptive analysis was carried out based on aspects of academic resilience, namely the ability to face problems, self-adjustment, resilience, and problem-solving ability.

Table 1. Academic Resilience Issues

Dimension	Categorization		
	Not Good (%)	Good Enough (%)	Good (%)
Ability to deal with problems	16.8	66.4	16.8
Self-adjustment	16.8	61.1	22.1
Toughness	15.0	69.0	15.9
problem solving	16.8	69.0	14.2

At the design stage, the aim was to develop a Motivational Achievement Training Module for disaster-prone students. In this effort, researchers compiled a product development flowchart module which was a visual representation using graphic symbols. This flowchart aims to illustrate the steps and materials needed in the module development process.

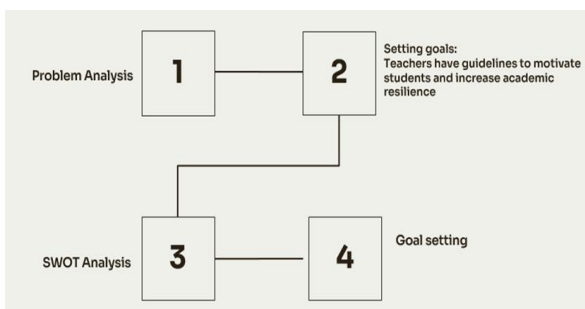


Figure 1: *Product Development Flowchart*

Based on the results of problem identification, relevant material for *achievement motivation training* was: self-understanding with SWOT analysis, psycho-

education about efforts to achieve academic resilience, understanding academic resilience, and goal setting. Furthermore, at the development stage, validation was carried out by the principal at junior high school and Senior High School X in Palu as well as experts in educational and developmental psychology which aimed to verify the suitability of content and language in the *achievement motivation training module* of students in disaster areas. The feasibility aspects of the validated content were:

1. Suitability of the material for each session: the extent to which the material presented in each training session was the main objective of "Achievement Motivation Training". The expert evaluated whether the content delivered in each session appropriately supported achievement motivation, whether the order of material was logical, and whether there was consistency between goals and content.
2. Material Accuracy assessed the accuracy and correctness of the information conveyed in the training material. Experts ensured that the data, facts, and concepts provided in the training had a solid foundation and were in accordance with the latest research or relevant theories.
3. Material Freshness assesses the extent to which training materials remain up-to-date and relevant to the latest developments in the field of motivation.
4. Presentation Techniques refers to the methods and techniques used to convey information during training.

Validation of the Achievement Motivation Training module for students in disaster areas involved assessing the depth of understanding of the material as well as checking the feasibility of the language

contained in the module. Evaluation of the language used in the module was carried out by considering straightforwardness and communicative aspects. In this context, language directness was reviewed through indicators such as clarity, readability, fluency, and logic in flowing information. In addition, experts also conducted checks for potential grammatical, spelling, and syntax errors that may hinder students' comprehension. The validation results involving 8 experts were presented in the following table:

No.	Assessment Indicators	Average Score	Criterion
1.	Content Eligibility Aspect		
	a. Material Suitability for Each Session	85	Good
	b. Material Accuracy	86	Good
	c. Material Updates	90	Excellent
	d. Serving Techniques	86	Good
2.	Language feasibility aspects		
	a. Straightforwardness of Written Language	82	Good
	b. Written Language Communicative	88	Good

**Table 2. Validator Evaluation Results**

Furthermore, before the module was socialized to teachers, user response trials were carried out on 10 junior and senior high school teachers in Palu. The results of the teacher's response are presented in Table 3.

No.	Indicator	Average rating	Information
1.	Presentation of Material	84	Good
2.	Language	88	Good
3.	Benefits	90	Excellent

**Table 3. Results of Teacher Response Assessment to AMT Module**

The teachers gave some suggestions that could be applied to improve the quality of the Achievement Motivation Training (AMT) Module:

1. Add more operational briefing

instructions for participants: i.e. more detailed and practical instructions to module users. In this context, teachers feel the need for more detailed and clear guidance on the steps or actions that must be taken by module users. This will help users better understand how they should understand the material presented and carry out the tasks in the module.

2. The language used should be practical, simple, clear, and easy to understand by module users. Practical language will help users more easily understand the concepts presented in the module. By avoiding the use of overly theoretical terms, modules can be more effective in transferring information and facilitating user understanding. After the module is revised, it is ready to be socialized and used by teachers as a guide in conducting AMT to increase student academic resilience.

In terms of the ability to deal with various problems, the results of the analysis showed that the distribution of students in the three categories had interesting results. A total of 16.8% of students fell into the "good" category, indicating that they had an exceptional capacity to analyze situations, recognize obstacles, and formulate effective solutions. They stand out through their critical skills, inspiring creative power, and deep analytical understanding when faced with complex situations. The vast majority, 66.4% of students, fell into the "moderately good" category, reflecting satisfactory ability to handle problems. However, there were still opportunities for improvement for them. A basic understanding of the stages of dealing with a problem and the ability to formulate adequate solutions in a general context, characterize this category.

In addition, another 16.8% of students fell into the "less good" category. They seemed to

have encountered obstacles in navigating complex situations, accurately identifying the core problems, and developing efficient solutions. This group clearly needed additional support and guidance to sharpen their problem-dealing skills. The importance of collaborative efforts in strengthening the ability to address problems was evident. For students in the "less good" category, it was necessary to provide a platform for improvement and strengthening. Meanwhile, students who had achieved the "good" category also needed to be faced with new challenges to continue to develop their ability to overcome academic problems. Through this approach, the learning environment would be a place that stimulates growth and peaks achievement for each individual. Effective stress coping strategies are an important part of resilience and help students to stay resilient in the face of pressure and challenges, as well as help students recover emotionally and mentally after a disaster. The development of positive stress coping strategies can prepare students to face and adapt to post-disaster situations (Andriyani, 2019).

Based on the 'self-adjustment' aspect, it was found that 22.1% of the students showed self-adjustment that could be called "good". This group of students demonstrated high skills in adapting to change, maintaining psychological stability, and managing emotions efficiently. They are likely to have strong social skills, which allow them to establish positive interpersonal relationships. A total of 62.1% of students, in the "moderately good" category, describe the majority of the student population with adequate ability to adjust to changing situations and maintain psychological balance. They may be able to manage emotions appropriately and have sufficient social competence to establish healthy interpersonal relationships. Meanwhile, 16.8% of students showed adjustment that could be categorized

as "less good". This group still faces difficulties in coping with change, controlling emotions, or maintaining psychological balance (Suud, F. M., Chaer, M. T., & Setiawan, W. 2020). Psychological adaptation is needed by students in dealing with disasters, but indeed the level of student adaptation varies (Wijayanti & Hafida, 2023).

Support and direction in developing adjustment skills will likely be required for these students. Steps are needed to improve the adjustment of students who are in the "less good" category, while also providing mentoring and development to students who have achieved "good" adjustment to continue to sharpen their adjustment skills. This collaborative effort will build a learning environment that supports optimal growth and achievement at all levels. Involving students in disaster preparedness activities is an important step in preparing them to face emergencies, and developing mental resilience and adaptability to the situation at hand (Hendriana & Wardani, 2020).

In the context of toughness, it was found that 15.9% of the students showed toughness which can be called "good". Students in this group feature strong mental courage, resilience, and the capacity to bounce back after obstacles or failures. A positive attitude, optimism, and skills to manage stress effectively may characterize them. Meanwhile, another 15% of students showed the toughness that could be classified as "less good". They may experience obstacles in the face of challenges and pressures. Prone to stress, a tendency to give up quickly, or difficulty coping with failure can be characteristic in this group. Therefore, efforts need to be initiated to improve the resilience of students who are in the "not good" category, while also providing support and reinforcement for students who have achieved "good" resilience to continue to hone their skills in facing challenges. With this approach, the learning environment will

become a landscape where students can grow and achieve maximum achievement in overcoming problems. A total of 69% of students, who fall into the "good enough" category, reflect most students with adequate resilience. Students in this category have adequate abilities in dealing with challenges and pressures. They may have enough endurance to overcome adversity, but there are still opportunities for further development in terms of toughness.

The analysis found that 14.2% of the students showed "good" problem-solving skills. Students who fall into this category have a strong capacity to detail situations, recognize the core of the problem, and formulate efficient solutions. They have strong critical skills, inspiring creative power, and deep analytical thinking in overcoming various problems. A total of 69% of students, in the "moderately good" category, represent the majority of students with adequate problem-solving skills. They are able to deal with complex situations, although there is room for improvement. Furthermore, they have a basic understanding of the problem-solving process and are able to come up with adequate solutions in common situations. Meanwhile, 16.8% of students demonstrated problem-solving skills that could be characterized as "poor". Students in this group encounter obstacles in analyzing complex situations, identifying problems appropriately, or coming up with effective solutions. Additional support and guidance to develop problem-solving skills will be of great benefit to them. In the research of Yunus et al., (2020) it is stated that students who have high motivation to achieve achievements have better ability to solve problems. Therefore, teachers need to encourage the use of collaborative learning methods to increase student motivation and develop their ability to overcome various problems effectively.

Considering these findings, efforts need to be made to improve problem-solving skills for

students in the "less good" category. Support and development should also be provided to students who have achieved the "good" category to continue to strengthen their ability to overcome the various challenges faced. Thus, the learning environment will be a vehicle that stimulates optimal growth and achievement for all students. Based on the average score, students with average score in problem-facing ability = 15.15 ; self-adjustment = 15.77 ; resilience = 34.07, and troubleshooting = 25.86.

Based on the average score, it can be concluded that students have different levels of ability in some specific areas. Most problems experienced by students are related to the ability to face problems and adjustment. Students experience obstacles in the effectiveness of overcoming academic problems. Problem-solving skills include analysis, creativity, and problem-solving. A relatively low score indicates students may have difficulty solving problems in an efficient and in-depth manner. This can include challenges in analyzing complex situations, finding innovative solutions, and dealing with problems of an academic nature. Self-adjustment is the most common problem. Students face difficulties in adapting to change, maintaining emotional balance, and adjusting to the social and psychological environment (Abdillah, H. Z., Rahman, F., Husna, M., Sitinjak, C., Hidayah, N., & Mujidin, M. 2022). Scores that are also relatively low in self-adjustment indicate that students may face challenges in coping with pressure and maintaining mental stability when faced with change or challenging situations.

Building on the identified issues, the findings were used to design achievement motivation training materials to improve students' academic resilience after disasters. These findings suggested that the role of the teacher extends to the academic aspect, encompassing support for students to navigate

and thrive in the school environment. Schools had a central responsibility in building resilience and understanding related to the environment and disasters, as well as education on disaster risk mitigation efforts (Yusuf et al., 2022).

Schools not only function as places of education but psychosocial functions as well that can foster student resilience in disaster situations (Pacheco et al., 2022). Interaction between students, teachers and classmates can also be an important source of social support for students, especially in coping with the psychological impact of disasters. Educators must be able to create a conducive atmosphere so that students feel comfortable without feeling pressured and feel comfortable (Yusnaena et al., 2022). Thus, schools have an important role in shaping students' psychosocial resilience, helping them face challenges in life better, including disaster situations. Therefore, AMT is a form of school program that involves teachers in building student resilience.

The results showed that the achievement motivation training module can help teachers in increasing students' academic resilience. Dwiningrum (et al., 2020) argued that to increase the dimension of student resilience in disaster-prone areas, it is essential to develop motivation to successfully achieve desired goals, develop positive aspects in life, and develop the ability to anticipate goals and outcomes. This implies the necessity of cultivating positive thinking (M. Suud & Na'imah, 2023). Achievement motivation relates to the internal drive to achieve the desired goal. The ability to successfully achieve goals during difficult environmental challenges such as disasters shows the drive to achieve despite obstacles. Achievement motivation is also related to efforts to develop positive aspects in life (Rahiem, M. D. (2021). Students who are passionate about achieving tend to have a positive outlook on their efforts

and focus on positive achievements, despite facing difficult situations such as disaster-prone areas. Students' resilience in facing challenges can also encourage them to look at the positive side of their efforts in achieving achievements (Bahiroh, S., Pratiwi, S. A., & Suud, F. M. 2019). Achievement motivation also contains the ability to plan, predict, and visualize goals to be achieved as well as expected results. The ability to predict goals and outcomes is an important part of students' efforts to face challenges and reach the achievements.

Self-understanding is one of the important materials in achievement motivation training, which is a process of introspection and deep reflection on oneself, one's goals, potentials, and limitations (Kenny, M. E., Walsh-Blair, L. Y., Blustein, D. L., Bempechat, J., & Seltzer, J. 2010). Self-understanding helps students to become more self-aware, so that students can maximize their potential, overcome obstacles, and achieve goals more effectively. Students who feel more satisfied with themselves tend to have a greater drive to reach the achievements, have a positive outlook on themselves and life, and have the ability to manage emotions and achieve good results in life (Shutenko, 2015).

Furthermore, to increase academic resilience needs to start by understanding the sources of student resilience. Schools can design various activities that aim to develop student resilience, both with a personal and group approach. Teachers can develop resilience with collaborative and communicative activities, collaborative activities that are integrated into various lessons (Dwiningrum et al., 2020). The findings of this research in the form of an achievement motivation training module are one of the guidelines for classical programs to increase Islamic students' academic resilience in disaster-prone areas.



Discussions about academic resilience concluded that several factors can shape a person's resilience: emotion regulation, impulse control, causal analysis, self-efficacy, realistic optimism, empathy, and reaching out (Shahidi Delshad et al., 2023). All these studies can be seen from an Islamic perspective. Emotional regulation refers to the ability to manage our "inner world", enabling us to maintain personal effectiveness even when under pressure (Miller-Slough & Dunsmore, 2023). People with high resilience can use a set of psychological skills to control emotions, attention, and behavior, even in extremely difficult situations. In the Quran, the regulation of emotions can be found in Surah al-Hadid, verse 23.

Impulse control is the ability to regulate the expression of thoughts and feelings, including the capacity to delay gratification for the greater good of the future. Impulsive control is closely linked to emotional regulation. (Schutte et al., 2023). Individuals with poor emotional regulation are generally also followed by poor impulse control. The Qur'an gives a sign of this effort, which is contained in Surah Ali Imran: 134.

Causal analysis is the ability of a person to analyze the causes of a problem honestly and objectively without having to blame himself or others too much (Suud et al., 2019; Kuehne et al., 2022). Resilient individuals have cognitive flexibility and can identify the whole cause of the problem faced well without being trapped in prejudices or cultural dogmas, which sometimes just obscure the true root problems that can be seen in Al-Hujurat verse 12 and Surah Yunus verse 36.

Self-efficacy is a belief in one's ability to face and solve problems effectively (Gülsün et al., 2023). Self-effectiveness also means convincing yourself that you are able to succeed in performing certain tasks in life. Individuals with high self-efficiency are

committed to trying to solve the problems they face, to not give up easily, and continue to try to improve the situation. Signs of increased self-effectiveness are found in the Qur'an Surah al-Baqarah, verse 286.

Realistic optimism is the ability to remain positive about the future, even in very difficult circumstances (Dimino et al., 2020). It is said that optimism is realistic because the individual, despite living with hope, remains within the realistic limits of planning. These people have a strong conviction, with the help of the Almighty, that they can control the direction of their lives. Allah SWT gives motivation to realistic optimists. Such advice can be found in Surah Ali Imran, verse 139, and Al-Insyirah, verses 5–6.

Empathy is the ability of a person to read the behavior signs of others to understand their psychological state and feelings, thus being able to build a better relationship with each other (Kann et al., 2023). Empathy consists of understanding and developing others. Cho & Lee (2023) found that affective empathy was a significant predictor of increased compassion fatigue. Cognitive empathy partially mediated the relationship between affective empathy and compassion fatigue, and it predicted significant reductions in compassion fatigue. We hope to be able to understand each other, to feel the suffering of others, and to benefit one another. The Qur'an illustrates this in Surah at-Taubah, verse 128.

Reaching out means the ability to always strive to improve the positive aspects of life and the willingness to take on new challenges and opportunities (Connor Garbe et al., 2023; Connor Garbe et al., 2023). Resilient individuals never stop trying to enhance the positive aspects of life, even during disasters that disrupt the joints of life. The Qur'an teaches mankind how to keep their spirits (Ath-Thalaq: 7).

Goal-setting material is considered important to be given to students as part of

efforts to increase their academic resilience (Suud et al., 2024). 'Goal setting' is the process of setting goals that are specific, measurable, achievable, relevant, and time-limited (Waage, J., Banerji, R., Campbell, O., Chirwa, E., Collender, G., Dieltiens, V., & Unterhalter, E. 2010). By understanding and applying this concept, students can develop the ability to plan and direct their efforts toward achieving academic goals (Yu et al., 2023), thereby increasing resilience as it provides clear direction and helps students overcome obstacles. In research conducted by Dias & Cadime (2017), it was concluded that 'goal setting' is a significant factor in predicting the level of resilience in adolescents. This means that adolescents' ability to set specific goals and plan actions to achieve them has a strong relationship with their ability to cope with challenges, stressors, and changes that may occur in their lives (Burns, E. C., Martin, A. J., & Collie, R. J. 2018). These findings suggest that goal setting is an important component in building and maintaining adolescent resilience.

## CONCLUSION

Students residing in disaster-prone regions face greater obstacles compared to their counterparts in more stable locations. Therefore, distinct training methods and focused attention are required to enhance learning motivation. This study has developed a training program to enhance achievement motivation in kids who were vulnerable to disasters. The research yielded recommendations that underscore the pivotal role of instructors in facilitating students' attainment of elevated levels of academic resilience. One of the suggested programs is achievement motivation training, which teachers can administer using classical and group methods. For prospective researchers, implementing a customized method may serve as a viable option for assisting students in

overcoming difficulties following a tragedy. Students in schools located in disaster-prone areas can receive additional help through individual counseling or other personal interventions.

## REFERENCES

- Abdillah, H. Z., Rahman, F., Husna, M., Sitinjak, C., Hidayah, N., & Mujidin, M. (2022). School well-being in terms of self-determination and patience in vocational high school students. *International Journal of Islamic Educational Psychology*, 3(1), 19-34.
- Alifuddin, M., Chaer, M. T., & Sukatin, S. (2021). Mitigation-based enlightenment da'wah (social movement of MDMC Sulawesi-Southeast in psychological assistance to COVID-19 survivors). *International Journal of Islamic Educational Psychology*, 2(1), 84-104.
- Andriyani, J. (2019). Strategi Coping Stres Dalam Mengatasi Problema Psikologis. *At-Taujih: Bimbingan Dan Konseling Islam*, 2(2), 37. <https://doi.org/10.22373/taujih.v2i2.6527>
- Anjelyta, H. T., Rasimin, & Sarman, F. (2022). Resiliensi Akademik Siswa di SMP Negeri 25 Kota Jambi Setelah Menghadapi Situasi Pandemi. *Jurnal Pendidikan Dan Konseling*, 4(6), 1707–1715.
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*, 7(NOV), 1–11. <https://doi.org/10.3389/fpsyg.2016.01787>
- Cho, H., & Lee, D. gwi. (2023). Effects of affective and cognitive empathy on compassion fatigue: Mediated moderation effects of emotion regulation capability. *Personality and Individual Differences*, 211, 112264. <https://doi.org/10.1016/J.PAID.2023.112264>
- Connor Garbe, M., Bond, S. L., Boulware, C., Merrifield, C., Ramos-Hardy, T., Dunlap,

- M., Caldwell, A., Shearman, N., & Miller-Fitzwater, A. (2023). The Effect of Exposure to Reach Out and Read on Shared Reading Behaviors. *Academic Pediatrics*.  
<https://doi.org/10.1016/J.ACAP.2023.06.030>
- Dewi, N. K., Ramli, M., & Radjah, C. L. (2021). Meningkatkan resiliensi akademik peserta didik melalui pendekatan solution focus brief counseling (Sfbc). *Jurnal Ilmu Keperawatan Jiwa*, 4(2), 243–254.
- Di Pietro, G. (2018). The academic impact of natural disasters: evidence from L'Aquila earthquake. *Education Economics*, 26(1), 62–77.  
<https://doi.org/10.1080/09645292.2017.1394984>
- Dias, P. C., & Cadime, I. (2017). Protective Factors and Resilience in Adolescents: The Mediating Role of Self-Regulation. *Psicologia Educativa*, 23(1), 37–43.  
<https://doi.org/10.1016/j.pse.2016.09.003>
- Dwiningrum, S. I. A., Nahdi, K., Aswasulasikin, Sumunar, D. R. S., Rukiyati, & Sholikhah, E. (2020). School strategies in strengthening student resilience in disaster-prone areas. *Cakrawala Pendidikan*, 39(3), 720–732.  
<https://doi.org/10.21831/cp.v39i3.30249>
- Fauzi, M., & Mussadun. (2021). Dampak Bencana Gempa Bumi Dan Tsunami Di Kawasan Pesisir Lere. *Jurnal Pembangunan Wilayah Dan Kota*, 17(1), 16–24.
- Hardiansyah, H., Putri, A. P., Wibisono, M. D., Utami, D. S., & Diana, D. (2020). Penyusunan Alat Ukur Resiliensi Akademik. *Psikostudia : Jurnal Psikologi*, 9(3), 185.  
<https://doi.org/10.30872/psikostudia.v9i3.3159>
- Hendriana, E. C., & Wardani, A. (2020). Partisipasi Anak- Anak Dalam Pengurangan Resiko Bencana. *Journal of Educational Review and Research*, 3(2), 122.  
<https://doi.org/10.26737/jerr.v3i2.2170>
- M. Suud, F., & Na'imah, T. (2023). The effect of positive thinking training on academic stress of Muslim students in thesis writing: a quasi-experimental study. *International Journal of Adolescence and Youth*, 28(1).  
<https://doi.org/10.1080/02673843.2023.2270051>
- Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43, 267–282.  
<https://doi.org/10.1002/pits.20149.1>
- Pacheco, E. M., Parrott, E., Oktari, R. S., & Joffe, H. (2022). How schools can aid children's resilience in disaster settings: The contribution of place attachment, sense of place and social representations theories. *Frontiers in Psychology*, 13(September), 1–13.  
<https://doi.org/10.3389/fpsyg.2022.1004022>
- Purnama, A. A. (2019). Self-Instruction Training untuk Meningkatkan Resiliensi Siswa Sekolah Menengah Atas. *Prophetic : Professional, Empathy and Islamic Counseling Journal*, 2(1), 127.  
<https://doi.org/10.24235/prophetic.v2i1.4755>
- Shahidi Delshad, E., Nobahar, M., Raiesdana, N., Yarahmadi, S., & Saberian, M. (2023). Academic resilience, moral perfectionism, and self-compassion among undergraduate nursing students: A cross-sectional, multi-center study. *Journal of Professional Nursing*, 46, 39–44.  
<https://doi.org/10.1016/J.PROFNURS.2023.02.006>
- Shofiah, V., Taruna, R., & Asra, Y. K. (2023). Academic Self-Efficacy as A Mediator on The Relationship Between Academic Motivation and Academic Achievement of College Students During the Online Learning Period. *International Journal of Islamic Educational Psychology*, 4(1), 154–168.  
<https://doi.org/10.18196/ijiep.v4i1.18247>
- Shutenko, E. (2015). Motivational and Conceptual Aspects of Students' Self-fulfillment in University Education. *Procedia - Social and Behavioral*

- Sciences*, 214(June), 325–331. <https://doi.org/10.1016/j.sbspro.2015.11.652>
- Suud, F. M., Madjid, A., & Sutrisno. (2019). The Study Of Educational Honesty Stages Implementation in an Indonesian School. *Humanities & Social Sciences Reviews*, 7(4), 502–510. <https://doi.org/https://doi.org/10.18510/hssr.2019.7467>
- Suud, F. M., Rouzi, K. S., & Ismail, F. bin H. (2024). *Digital Resilience in the Millennial Generation According to the Islamic Paradigm in Southeast Asia*. 913–922. [https://doi.org/10.1007/978-981-99-3043-2\\_76](https://doi.org/10.1007/978-981-99-3043-2_76)
- Thiagarajan, S. (1974). *Instructional Development for training teachers of exceptional children : A Sourcebook*. eric.
- Ulfah, W. A., & Miftakhi, D. R. (2018). Pengembangan Model Achievement Motivation Training Berbasis Permainan Pada Pembelajaran Pendidikan Jasmani Sekolah Menengah Pertama. *Jendela Olahraga*, 3(2), 54–64. <https://doi.org/10.26877/jo.v3i2.2498>
- VaenBrda, A. D. (2001). Resilience Theory : A Literature Review. In *INDIVIDUAL RESILIENCE* (Issue October, pp. 1–140).
- Wang, J., Liu, W., Zhang, Y., Xie, S., & Yang, B. (2021). Perceived stress among chinese medical students engaging in online learning in light of covid-19. *Psychology Research and Behavior Management*, 14, 549–562. <https://doi.org/10.2147/PRBM.S308497>
- Wijayanti, A., & Hafida, S. H. N. (2023). Analysis of the psychological adaptability of high school students in disaster-prone areas of Mount Merapi. *IOP Conference Series: Earth and Environmental Science*, 1190(1), 012033. <https://doi.org/10.1088/1755-1315/1190/1/012033>
- Wulandari, S., Abdi, S., & Erwin, A. (2022). Efektivitas Konseling Kelompok Cognitive Restructuring Untuk Meningkatkan Resiliensi Siswa di Masa Pandemi. *Jurnal Pendidikan Dan Konseling*, 4(6), 3308–3314.
- Yu, J., Kreijkes, P., & Salmela-Aro, K. (2023). Interconnected trajectories of achievement goals, academic achievement, and well-being: Insights from an expanded goal framework. *Learning and Individual Differences*, 108(June), 102384. <https://doi.org/10.1016/j.lindif.2023.102384>
- Yunus, M., Setyosari, P., Utaya, S., & Kuswandi, D. (2020). The effect of a student's major and achievement motivation on their ability to solve citizenship problems. *International Journal of Innovation, Creativity and Change*, 11(6), 425–441.
- Yusnaena, Yulianti, P., Arief, M. L., Julianto, D., & Effendy, S. (2022). Analysis of student academic resilience: A study on coping stres and self-esteem. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(3), 20056–20062.
- Yusuf, R., Razali, Sanusi, Maimun, Fajri, I., & Gani, S. A. (2022). Disaster education in disaster-prone schools: A systematic review. *IOP Conference Series: Earth and Environmental Science*, 1041(1). <https://doi.org/10.1088/1755-1315/1041/1/012034>