

The Influence of Achievement Goal Orientation and Classroom Climate on Academic Resilience in Students of Sma Negeri 4 Purwokerto

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Abstract. Academic resilience is important for students to be able to manage and adapt to various academic pressures. This study aims to determine the effect of achievement goal orientation and classroom climate on academic resilience in SMA Negeri 4 Purwokerto's students. This research was conducted on students in classes X and XI of SMA Negeri 4 Purwokerto, with a total sample of 248 students. The sampling technique used in this study was stratified random sampling. This study used three scales, namely the academic resilience scale (24 items, $\alpha=0.835$), the achievement goal orientation scale (24 items, $\alpha=0.839$), and the classroom climate scale (35 items, $\alpha=0.864$). This research is a quantitative study with multiple regression analysis techniques. The results showed that the influence of achievement goal orientation on academic resilience obtained an F count of 91.988, so the first hypothesis was accepted. Furthermore, the results of the influence of classroom climate on academic resilience obtained an F count of 22.762, so the second hypothesis was accepted. The results of the effect of achievement goal orientation and classroom climate on academic resilience obtained an F count of 55.020, so the third hypothesis is accepted. The results of multiple regression analysis obtained an adjusted R-square coefficient of determination of 0.310, which means that achievement goal orientation and classroom climate make an effective contribution of 31% to academic resilience.

Keywords: *Academic Resilience, Achievement, Classroom Climate, Goal Orientation, Students.*

1 Introduction

The world community is demanded by advances in technology their scientific curiosity, intellectual abilities, creativity, and skills so that intelligent individuals with various skills and knowledge are formed. With advances in science and technology, education has a very important role. Education does not only make students intelligent in the academic field but also creates an appropriate learning atmosphere and learning process so that students can actively develop their potential (1).

Education has a significant influence on the development of cognitive, creative, crisis-resistant, and dynamic potential in everyone (2). These abilities and potentials considered are capable of helping individuals survive in a situation of pressure, which is one of the problems that often arise in the world of education. Especially for high school students who generally have an age range between 15 and 18 years. Elizabeth Hurlock refers to this period as late adolescence (3).

In this phase, adolescents experience changes mentally, physically, and psychologically (4). This implies that high school students, who are also teenagers, are experiencing various crises, including problems of ego identification and identity crises. In addition to psychological pressure on students, they also experience academic pressure, including the need for students to

complete their assignments effectively, turn in assignments on time, demands from parents for good grades, and a competitive learning atmosphere (5). The amount of academic pressure experienced causes some students to actually experience stress, be reluctant to do studies, delay assignments, become emotionally unstable, and do negative things (6).

Strengthened by previous research, which stated that the inability of students to manage the academic difficulties they faced would be a source of pressure on them (7). The existence of academic pressure that is not managed properly will lead to academic procrastination or delayed work. This can cause tasks to be neglected, and even the results can be unsatisfactory (8). Changes in high school students who are experiencing the final adolescent phase require students to have academic resilience to be able to adapt to changes and difficulties, including academic difficulties.

Academic resilience is an individual's ability to be able to develop and improve his competence in managing academic difficulties (9). Several studies have found that academic resilience is related to positive developments in individual academics. Academic resilience is conceptualized as the capacity to succeed in facing challenges in adjusting to and following academic changes (10). In academic resilience, the dimensions of prevention, reflecting and adaptive help seeking, negative affect, and emotional response are used (11). Academic resilience can be predicted from achievement goal orientations. Furthermore (12), students with an orientation towards achievement goal orientation will have superior academic resilience compared to students who are not oriented towards achievement goal orientations (12).

Achievement goal orientation is a goal that involves dynamic cognitive processes and focuses on competence (13). Achievement goal orientation is related to motivation and reflects the standards used by students in managing their way of learning. Therefore, it is necessary to have a good achievement goal orientation as part of the planning and assessment of learning objectives. Previous research has found a significant relationship between classroom climate and academic resilience. The higher the classroom climate, the higher the academic resilience students will have. Conversely, the lower the classroom climate, the lower the academic resilience (14). Classroom climate is the learning environment and class psychosocial atmosphere that appear during the teaching and learning process (15).

Changes in high school students who are experiencing the late teenage phase require students to be able to have academic resilience to be able to adapt to changes and difficulties, including academic difficulties (16). Academic resilience is an individual's ability to be able to develop and increase his or her competence in managing academic difficulties (9). Academic resilience is a phenomenon defined by the capacity to succeed in facing challenges in adapting to and following academic changes (10). Academic resilience can be predicted from achievement goal orientations. Furthermore, students who are oriented towards achievement goal orientations will have superior academic resilience compared to students who are not oriented towards achievement goal orientations (12).

Elliot and Murayama revealed that achievement goal orientation is a goal that involves dynamic cognitive processes and focuses on competence (13). Achievement goal orientation is related to motivation and reflects the standards used by students in managing their learning. Therefore, it is necessary to have a good achievement goal orientation when planning and assessing learning objectives. Previous research found a significant relationship between classroom climate and academic resilience. The higher the classroom climate, the higher the academic resilience of students. On the other hand, if the classroom climate is low, academic resilience will also be lower (14).

Classroom climate is the learning environment and psychosocial atmosphere of the class that emerge during the teaching and learning process (15). The formation of a classroom climate,

which includes the teacher's teaching style to students in the class, interactions and relationships between students and teachers and students, and the tendency to do assignments in collaboration with other students who have the same achievement goal orientation, Therefore, researchers are interested in further studying the influence of achievement goal orientation and classroom climate on academic resilience among students at SMA Negeri 4 Purwokerto.

2 Literatur Review

2.1 Academic Resilience

Resilience is the capacity of a human to handle stress and the capacity of a human to be healthy in his mental health (17). Academic resilience is an individual's ability to be able to develop and improve his competence in managing academic difficulties (9). Academic resilience is an individual skill to overcome the challenge of a difficult academic setting (18). Academic resilience is an individual skill to overcome a difficult situation; humans with good academic resilience have an adaptation skill (19).

2.2 Achievement Goal

Achievement goal Orientation is related to motivation and reflects the standards used by students in managing their learning (14). Academic resilience is an individual's ability to be able to develop and improve his competence in managing academic difficulties (9). The achievement goal has been defined by Ames and Archer (20) as how long it takes humans to reach their goals. Academic resilience is the human desire to grow, succeed, and demonstrate competence in activities (12).

2.3 Classroom Climate

Classroom climate is the learning environment and class psychosocial atmosphere that appear during the teaching and learning process (15). Classroom climate is the influencing factor of academic resilience. Classroom climate is the psychosocial conditions that are formed through interactions between teaching staff and students during the teaching and learning process in the classroom, which includes the teacher's teaching style with students in class, interaction, and good relationships between students as well as teachers and students. The tendency to do assignments by collaborating with other students has the same achievement goal orientation (15). According to Church et al. (21), classroom climate is social interaction between teacher and student, which can build and give instruction on the learning process.

3 Method

3.1 Research Design

This research uses a quantitative method using multiple regression analysis. This research consists of three variables, namely academic resilience, achievement goal orientation and classroom climate. The participants of this study consisted of students of SMA Negeri 4 Purwokerto class X and XI. Researchers use a scale that is prepared using dimensions that will be measured based on the theory described in the form of a blue print. The scale of academic resilience consist 24 item and modified the scale by Ningtyas and Kumalasari (22) namely perseverance, reflecting and adaptive help seeking, negative affect and emotional response (11). The scale of achievement goal orientation consist 24 item and modified the scale by Ningtyas and Kumalasari (22) namely mastery approach, mastery avoidance, performance approach, performance avoidance (13). The scale of classroom climate consist 35 item arranged dimension

by Darkenwald and Valentine (23) namely affiliation, teacher support, task orientation, personal goal attainment, organization and clarity, student influence and involvement. The blue print is used as a reference in compiling the items to be used. The research scale used consists of favorable and unfavorable statements with 4 (four) alternative answers, namely strongly agree, agree, disagree and strongly disagree.

3.2 Population and Sample

The sampling technique used was stratified random sampling technique. Stratified random sampling is a sampling technique that takes into account a level or stratum in a population (24). Determining the sample size in this research uses the Kretji table which is based on the 5% level, namely 248 out of a total of populatin 713 students, then rounded down to 700 students consisting of classes X and XI who will be taken randomly and then used as samples in this research. The subjects of this research were students in classes X and XI at SMA Negeri 4 Purwokerto.

3.3 Research Instruments

3.3.1 Academic Resilience

The instrument used try out test. Based on the results of the item analysis on the Rix academic resilience scale, it moves from 0.307 to 0.723, meaning that the item has a discrimination power of > 0.30 , so the item power is satisfactory. From this test, there were 17 valid items and 7 items that had low discrimination power so they had to be discarded. as in the following table:

Table 1. Item Analysis Result Academic Resilience

No.	r-calculate	Information
1	-.085	Removed
2	.345	Good discrimination power
3	.207	Removed
4	.143	Removed
5	.345	Good discrimination power
6	.036	Removed
7	.307	Good discrimination power
8	.157	Removed
9	.402	Good discrimination power
10	.318	Good discrimination power
11	.723	Good discrimination power
12	.609	Good discrimination power
13	.334	Good discrimination power
14	.677	Good discrimination power
15	.580	Good discrimination power
16	.270	Removed
17	.567	Good discrimination power
18	.481	Good discrimination power
19	.429	Good discrimination power
20	.370	Good discrimination power
21	.518	Good discrimination power

22	.579	Good discrimination power
23	.592	Good discrimination power
24	.160	Removed

3.3.2 Achievement Goal Orientation

Based on the results of the analysis of items on the achievement goal orientation rix scale, it moves from 0.364 to 0.750, meaning that the item has a discrimination power of > 0.30 , so the item's power is satisfactory. From this test, there were 15 valid items and 9 items that had low discrimination power so they had to be discarded.

Table 2. Item Analysis Result Achievement Goal Orientation

No.	r-calculate	information
1	.036	Removed
2	.364	Good discrimination power
3	.199	Removed
4	.249	Removed
5	.299	Removed
6	.523	Good discrimination power
7	.153	Removed
8	.629	Good discrimination power
9	.468	Good discrimination power
10	.632	Good discrimination power
11	.524	Good discrimination power
12	.242	Removed
13	.580	Good discrimination power
14	.406	Good discrimination power
15	.124	Removed
16	.563	Good discrimination power
17	.511	Good discrimination power
18	.365	Good discrimination power
19	.365	Good discrimination power
20	.642	Good discrimination power
21	.607	Good discrimination power
22	.750	Good discrimination power
23	.103	Removed
24	.164	Removed

3.3.3 Classroom Climate

Based on the results of the item analysis on the academic resilience rix scale, it moves from 0.308 to 0.659, meaning that the item has a discrimination power of > 0.30 , so the item power is satisfactory. From this test, there were 24 valid items and 11 items that had low discrimination power so they had to be discarded.

Table 3. Item Analysis Result Classroom Climate

No.	r-calculate	Information
1	-.032	Removed
2	.318	Good discrimination power
3	.389	Good discrimination power
4	.298	Removed
5	.571	Good discrimination power
6	.183	Removed
7	.481	Good discrimination power
8	.567	Good discrimination power
9	.516	Good discrimination power
10	.376	Good discrimination power
11	.171	Removed
12	.351	Good discrimination power
13	.329	Good discrimination power
14	.540	Good discrimination power
15	.244	Removed
16	.388	Good discrimination power
17	.472	Good discrimination power
18	.481	Good discrimination power
19	.156	Removed
20	.659	Good discrimination power
21	.256	Removed
22	.556	Good discrimination power
23	.446	Good discrimination power
24	.214	Removed
25	.466	Good discrimination power
26	.392	Good discrimination power
27	.180	Removed
28	.403	Good discrimination power
29	.351	Good discrimination power
30	.124	Removed
31	.308	Good discrimination power
32	.484	Good discrimination power
33	.550	Good discrimination power
34	.510	Good discrimination power
35	.011	Removed

3.4 Data Analysis Techniques

The normality test in research uses the Kolmogrov-Smirnov technique. If the significant value (p) $>$ 0.05 then the item can be said to have a normal distribution, conversely if it is significant (p) $<$ 0.05 then the item can be said to not have a normal distribution. Based on the results of the normality test using the ANOVA table with the Kolmogrov-Smirnov technique, a significant value (p) $>$ 0.05 was obtained for the three variables, namely academic resilience which had a significance of 0.053, achievement goal orientation had a significance of 0.051, classroom climate had a significance of 0.291. So the distribution of data from these three variables is normally distributed.

4 Results

Based on the results of the normality test using the ANOVA table with the Kolmogorov-Smirnov technique, a significant value (p) > 0.05 is obtained for the three data variables, namely academic resilience has a significance of 0.053, achievement goal orientation has a significance of 0.051, classroom climate has a significance of 0.291. Based on the normality test, the results show that normal. The results of the normality test for each variable can be seen in the following table 4:

Table 4. Normality Test Result

	<i>Y_Academic Resilience</i>	<i>X1_Achievement Goal Orientation</i>	<i>X2_Classroom Climate</i>
<i>Asymp. Sig. (2-tailed)</i>	0.053	0.051	0.291

Based on the linearity test, a significance value (p) was obtained for the achievement goal orientation of 0.769 and classroom climate of 0.657. so it can be conclude that the data is linear. The result linearity test can be seen the following table 5:

Table 5. Linearity Test Result

	<i>X1_Achievement Goal Orientation</i>	<i>X2_Classroom Climate</i>
<i>Linearity</i>	0.769	0.657

Based on the multicollinearity test, achievement goal orientation and classroom climate have a tolerance value of 0.963 and VIF 1.038 so that both variables have a tolerance value of > 0.10 and a VIF value of <10.00, so the regression model influences achievement goal orientation and classroom climate on academic resilience does not occur multicollinearity. The results of the multicollinearity test can be seen in the following table 6:

Table 6. Multicollinearity Test Result

	<i>X1_Achievement Goal Orientation</i>	<i>X2_Classroom Climate</i>
<i>Tolerance</i>	0.963	0.963
<i>VIF</i>	1,038	1,038

Then proceed with hypothesis testing, the results of the regression test at a significance level of 5% for the effect of achievement goal orientation on academic resilience obtained $F_{count} = 91.988$ and the probability value sig. (p) = 0.000 ($p < 0.05$) so it is said to be significant, and $t_{count} = 9.591$ and the probability value is sig. (p) = 0.000 ($p < 0.05$) so it can be said to be significant. So the hypothesis is accepted. That there is an influence of achievement goal orientation on academic orientation can be seen in the following table 7:

Table 7. Result of Hypothesis Test $X1*Y$

Measure	F	df	t	Rsquare	B	F
Result	91,988	247	9,591	0,272	27,221	0,000

In addition, the effect of achievement goal orientation on academic resilience is 27.2%. Which has the equation $y = 27.221 + 0.460x$. it can be concluded that academic resilience will change by 0.460 for every change that occurs in achievement goal orientation. The result of the regression test at a significance level of 5% for the influence of classroom climate on academic resilience obtained $F_{count} = 22.762$ and the probability value sig.(p) = 0.000 ($p < 0.05$) so it is said to be significant, and $t_{count} = 4.771$ and the probability value is sig. (p) = 0.000 ($p < 0.05$)

so it can be said to be significant. Then the second hypothesis is accepted, namely that there is an influence of classroom climate on academic resilience.

Table 8. Result of Hypothesis Test X2*Y

Measure	F	df	t	Rsquare	B	F
Result	22,762	247	4,771	0,085	29,995	0,000

In addition, the effect of classroom climate on academic resilience is 8.5%. Which has the equation $y = 29.995 + 0.252x$. it can be concluded that academic resilience will change by 0.252 for every change that occurs in the classroom climate. Based on multiple regression tests the effect of achievement goal orientation and classroom climate on academic resilience in students of SMA Negeri 4 Purwokerto with a significance level of 5% obtained Fcount = 55.020 probability value sig. (p) = 0.000 because $p < 0.05$ and Rsquare is 0.310. It can be concluded that the third hypothesis can be accepted.

Table 9. Result of Hypothesis Test X1 X2*Y

Measure	F	df	t	Rsquare	B	F
Result	55,020	247	4,486	0310	4,486	0,000

The effect of achievement goal orientation and classroom climate on academic resilience in SMA Negeri 4 Purwokerto students is 31% by having the equation $y = 4.486 + 0.426X1 + 0.171X2$. It can be concluded that academic resilience will change by 0.426 for every change that occurs in achievement goal orientation will change by 0.171 for every change that occurs in the classroom climate. Based on the explanation above, it can be concluded that achievement goal orientation has a greater influence on academic resilience compared to classroom climate. The greater the value of achievement goal orientation possessed by students, the greater the value of academic resilience.

5 Discussion

The result of this study describe that the achievement goal and classroom climate significant to influence the academic resilience. Students with an achievement goal orientation made high efforts to understand the subjects thoroughly comprehensive. If they encounter difficulties, students will not give up, or stop halfway. Students will views challenges as obstacles that force him to keep thinking positively to overcome it. Students will try apply various techniques, approaches, or tactics tohelps him really learn the subject thoroughly (25). In addition, the previous research stated that individuals have higher resilience in facing challenges because individuals have an achievement goal orientation, set goals to achieve and are involved in completing tasks or understanding material needed for growth (12). The higher achievement goal orientation, the higher academic resilience

Classroom climate is the influencing factor of academic resilience, calssrom climate is the psychosocial conditions that are formed through interactions between teaching staff with students during the teaching and learning process in the classroom which includes the teacher's teaching style students in class, interaction and good relationships between student as well as teachers and students, the tendency to do assignments by collaborating with other students have the same achievement goal orientation (15). A good classroom climate includes the teacher's teaching style to students in class, interactions and relationships between students and teachers and participants students, the tendency to do tasks by working together with other students who have an achievement goal orientation the same one. In addition students have a desire to learn

which has a positive attitude towards the subject matter, but if students do not find the learning process stimulating then their attention will decrease so that learning which originally brought students has enthusiasm. to learn makes students feel uncomfortable with the conditions of their learning environment (26). The higher classroom climate, the higher academic resilience.

6 Conclusion

Based on the results of data analysis and discussion related to the influence of achievement goal orientation and classroom climate on academic resilience in students of SMA Negeri 4 Purwokerto, the results obtained are that all hypotheses in this study are acceptable. The conclusion in this study is that achievement goal orientation has a significant effect on academic resilience, the higher achievement goal orientation the higher academic resilience. Classroom climate has a significant effect on academic resilience, the higher classroom climate the higher academic resilience. Achievement goal orientation and classroom climate have a significant effect on academic resilience in SMA Negeri 4 Purwokerto students.

The limitations of this study were the population and sample which only included students in class X and XI at SMA Negeri 4 Purwokerto. It is hoped that further research can be carried out with different populations from previous studies, different places or schools. The sample in this study were students of class X and XI SMA, for subsequent research the sample could also differ at the educational level. Practical Advice a) For Schools the results of this study are expected to provide knowledge and increase student academic resilience through various aspects of achievement goal orientation such as providing support to students in achieving achievement goals, training students to compete well. While increasing the academic resilience of students through various aspects of the classroom climate such as maintaining good relations between students, good relations between teachers and students, appreciating students' achievements, not discriminating between students one to another. b) For Students, the results of this study are expected for students to be able to further increase their academic resilience at school through increasing achievement goal orientation and managing classroom climate. This can be done in a way that students can be more diligent in managing assignments from teachers, organize classes well, establish good relationships with other students and teachers because of students.

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