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MOTIVATION ACHIEVEMENT AND RESILIENCE OF MIGRANT STUDENTS: A Perspective Islamic Guidance and Counseling

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Abstract: *Migrant students face various challenges in academic, social, and psychological aspects, which require adaptability. However, studies examining the relationship between achievement motivation and resilience among migrant students in Islamic higher education, particularly in the Islamic Guidance and Counseling study program, remain limited. This study aims to assess the relationship between achievement motivation and resilience among migrant students in the Islamic Guidance and Counseling study program at UIN North Sumatra. This study applies a quantitative approach designed using a correlational method. The research sample included 97 migrant students, obtained through a purposive sampling method. Data were obtained through achievement motivation and resilience scales, which have been tested for their validity and reliability. To analyze the data, SPSS version 25 and Pearson Product Moment correlation were used. A significant positive relationship was found between resilience and motivation to achieve ($r = 0.789$; $p < 0.05$). The coefficient of determination ($R^2 = 0.623$) indicates that 62.3% of the variance in resilience was statistically associated with achievement motivation. These findings indicate that achievement motivation is strongly associated with resilience among migrant students. The findings provide empirical evidence on the relationship between achievement motivation and resilience among migrant students in Islamic higher education and may serve as a basis for developing Islamic guidance and counseling services. Future studies are recommended to use longitudinal or experimental designs to further examine this relationship.*

Keywords: *Achievement Motivation; Resilience; Migrant Students; Psychological Adaptation; Higher Education.*

INTRODUCTION

Migrant students are those who pursue higher education in a place different from their hometown and live away from their families for a period of time. This phenomenon is increasing. This encourages students to seek out educational institutions that they believe will support their academic and professional advancement (Khotimah & Nur Budiono, 2022). However, life abroad presents many complex challenges, including academic, social, economic, and psychological, as well as opportunities for advancement.

This phenomenon is evident in the mental health of adolescents in Indonesia. The 2022 Indonesia National Adolescent Mental Health Survey (I-NAMHS) showed that 34.8%, or approximately 15.5 million Indonesian adolescents, experienced mental health problems, while 5.5% met the criteria for a mental disorder (Aranditio, 2026). This situation indicates that this age group entering higher education is vulnerable to psychological distress. For migrant students, this vulnerability may be increased as they must adapt to a new environment and lead a more independent life. Research by Datuchtidha & Huwae (2024) also shows that self-regulation is significantly positively related to the psychological well-being of out-of-town students, so that out-of-town students need adequate psychological resources to be able to adapt optimally during their education in a new environment.

Migrant students must adapt to a new environment, culture, social interaction patterns, and learning systems that may differ from their previous experiences. Furthermore, academic stress, demands for independence, limited direct family support, and financial difficulties can all impact students' mental health. Migrant students are particularly vulnerable to these conditions, and if they cannot adapt effectively, they will face difficulties (Syamsir et al., 2025).

To face these challenges, migrant students require psychological skills that enable them to persevere, adapt, and bounce back when faced with adversity. This ability is known as resilience. Reivich & Shatte (2002) define resilience as an individual's ability to adapt positively, manage stress, and bounce back after experiencing challenging situations. Resilience is a crucial factor for migrant students because it plays a role in helping them manage academic stress, overcome obstacles during their studies, and maintain psychological well-being in a new environment. Students who have high self-resilience tend to be able to view difficulties as challenges that can be overcome, so they are better prepared to face the various demands of life away from home (Mirza et al., 2024).

Achievement motivation is another important psychological component for the success of migrant students, in addition to resilience. McClelland (1961) defines achievement motivation as an inner drive that drives people to complete tasks in the best possible way and achieve certain standards of success. Achievement motivation helps students in higher education achieve their academic goals even when they face various obstacles. Highly motivated students tend to demonstrate traits such as perseverance, responsibility, discipline, and the ability to maintain effort in the face of academic pressure (Nafitianto & Purwanto, 2025).

Several previous studies have examined resilience and achievement motivation in migrant students, which can be grouped into three categories. First, research on resilience. Haerani's (2026) study found that resilience in migrant students is influenced by internal and external factors and can be enhanced through personal strategies and institutional support. Second, research on achievement motivation. Afriani et al.'s (2023) study found that learning motivation has a significant relationship with the adjustment of migrant students. Research by Kamal & Riki Anggrian (2026) shows that achievement motivation is more influenced by internal psychological factors than economic conditions.

Third, research on factors influencing resilience and psychological well-being. Research by Lintang et al. (2025) found that mental health literacy and resilience play a significant role in the psychological well-being of students living away from home. Research by Datuchtidha & Huwae (2024) also showed that self-regulation has a positive relationship with the psychological well-being of students living away from home. Furthermore, Sianto et al. (2025) found that religiosity influences students' academic resilience, while Putra et al. (2023) showed that the psychological well-being of students living away from home is influenced by self-acceptance, a supportive environment, and independence in navigating life away from home.

Much research has been conducted on achievement motivation and resilience, but most studies have focused on school or university students in general. Research specifically investigating the relationship between achievement motivation and resilience in students living away from home in the Islamic Guidance and Counseling Study Program is relatively limited. BPI students who are trained to become Islamic counselors and instructors have a different context than students in other study programs. They are prepared as prospective Islamic counselors and instructors who are required to possess academic, psychological, social, and spiritual maturity. These differences in characteristics allow the relationship between achievement motivation and self-resilience to exhibit different dynamics than those found in the general student population. Therefore, a study in a more specific context is needed to understand the relationship between achievement motivation and self-resilience more comprehensively. One relevant context is students in the Islamic Guidance and Counseling Study Program at UIN North Sumatra.

The Islamic Counseling and Guidance (BPI) Study Program at the Faculty of Da'wah and Communication at the State Islamic University of North Sumatra (UIN) is one of the study programs that accepts students from various regions with diverse social, cultural, and economic backgrounds. As prospective Islamic counselors and counselors, BPI students are not only required to achieve academic success but are also expected to possess psychological and spiritual maturity and strong adaptability to face life's challenges. These characteristics place different demands on BPI students compared to students from other study programs, making achievement motivation and resilience crucial, especially for students from outside the region.

For students from other regions, the transition to a new educational environment is often accompanied by various difficulties, such as adjusting to local culture, changing social interaction patterns, and more complex academic demands. These conditions can cause

psychological stress that impacts the adaptation process, psychological well-being, and academic achievement (Yanti Aura Putri et al., 2025). Differences in the ability to face these challenges lead to varying levels of resilience among students from other regions. In this context, achievement motivation is seen as a psychological factor that plays a crucial role in helping students maintain their enthusiasm for learning, overcome various obstacles, and achieve academic goals. Previous research has shown that achievement motivation significantly contributes to developing student resilience in facing the academic demands of Islamic higher education (Khotimah & Nur Budiono, 2022). According to Tafsir Inspirasi (Arifin, 2021), the command to read surah Al-Alaq which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ هـ

Which means read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Noble. He taught (man) by means of the pen. He taught man what he did not know. In this verse, understanding that reading and seeking knowledge are not merely cognitive tasks, they are spiritual reflections to strengthen human personality when facing life's challenges. These verses become the basis for achievement motivation in research, where the command "Iqra" demands perseverance, academic responsibility, and focus on optimal achievement as a form of devotion to the Creator. In addition, self-awareness that Allah is the source of knowledge that teaches humans from ignorance, directly builds aspects of self-resilience. Although some students can adapt well and achieve success, many also face difficulties in the learning process, lack self-confidence, and difficulty in handling academic pressure (Ghania & Prihatsanti, 2025). Thus, this verse not only serves as a normative basis in Islam, but also has conceptual relevance to research variables. The command to continue learning and developing one's potential reflects the motivation to achieve, while the ability to face challenges during the process of seeking knowledge aligns with the concept of resilience. A hadith narrated by Imam Muslim states:

قَالَ رَسُولُ اللَّهِ ﷺ مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ

Meaning: whoever takes the path to seek knowledge, Allah will make easy the path to paradise, this hadith shows that seeking knowledge is a noble worship. Learning not only helps students, including students who are away from home, improve themselves and get closer to Allah. The values of the hadith can serve as a spiritual impetus that encourages people to achieve and makes them strong to face various academic challenges (Narrated by Muslim No. 2699). This Islamic perspective strengthens the conceptual basis of the research that achievement motivation and self-resilience are not only seen as psychological aspects, but also have spiritual dimensions that support each other in the process of achieving student academic success.

Based on the explanation above, the purpose of this study is to analyze the relationship between self-resilience and achievement motivation in students from other countries in the Islamic Guidance and Counseling Study Program at UIN North Sumatra. This study is expected to provide a theoretical contribution by enriching the study of the relationship between achievement motivation and self-resilience in students from other countries in the context of Islamic education. Practically, the results of the study are expected to be

used as a consideration for the Islamic Guidance and Counseling Study Program at UIN North Sumatra in designing coaching programs, guidance services, and psychological support for students from other countries so they can adapt and achieve optimal academic achievement.

RESEARCH METHOD

This research uses a quantitative approach with a correlational design aimed at identifying the relationship between achievement motivation as the independent variable (X) and self-resilience as the dependent variable (Y) among migrant/out-of-town students in the Islamic Guidance and Counseling Study Program at UIN Sumatera Utara. Because this research emphasizes measuring variables objectively and assessing the relationships between variables through statistical analysis, a quantitative approach was chosen.

The population in this study includes all migrant/out-of-town students in the Islamic Guidance and Counseling Study Program at UIN Sumatera Utara for the 2025–2026 academic year who come from outside the campus area and undergo their studies while living far from their families, with a total population of 800 students, representing the entire student body of the Islamic Guidance and Counseling Study Program. In this study, migrant/out-of-town students are defined as students who come from outside the campus location and reside in boarding houses, dormitories, or other accommodations without living with their parents during their studies. The research sample was determined using a purposive sampling technique based on specific criteria, namely active students of the Islamic Guidance and Counseling Study Program who come from outside the campus area and live in boarding houses, dormitories, or other accommodations without living with their parents during their studies. Based on these criteria, 97 respondents were obtained who met the requirements to serve as the research sample.

The data sources used in this study consist of primary data obtained directly through the distribution of questionnaires to respondents, while secondary data were obtained from scientific literature and other documents relevant to the study. The research instrument used a questionnaire with a five-point Likert scale: strongly disagree, disagree, undecided, agree, and strongly agree. The achievement motivation instrument was developed based on McClelland's theory (1961), while the self-efficacy instrument was based on the theory of Reivich and Shatté (2002). The instruments consisted of 26 statements representing indicators for each variable and had undergone validity and reliability testing prior to their use in the study. The validity test results showed that all statement items had a validity coefficient (Corrected Item-Total Correlation) greater than the critical value (0.199), so all items were deemed valid. Furthermore, the results of the reliability test using Cronbach's Alpha showed a value of 0.936 for the achievement motivation variable and 0.940 for the resilience variable. Both values exceeded the minimum threshold of 0.70; therefore, the instrument was deemed to have a very good level of reliability and was suitable for use in this study.

The data obtained were analyzed using SPSS version 25 for Windows through descriptive statistics, validity tests, reliability tests, normality tests, linearity tests, Pearson product-moment correlation analysis, and the coefficient of determination. Pearson's product-moment correlation analysis was used to test the direction and strength of the relationship between achievement motivation and resilience, while the coefficient of determination was used to measure the proportion of variation in resilience associated with achievement motivation at a significance level of 0.05.

Table Operational variables research

Variables	Variable Types	Indicator
Motivation Achievement	Variables Independent (X)	1. Achievement orientation performance academic 2. Perseverance in finish task lectures 3. Determination objective clear learning 4. Independence in Study 5. Not quite enough answer to results academic 6. Encouragement For increase performance in a way sustainable
Self -Resilience	Variables Dependent	1. Regulation emotion 2. Control impulse 3. Optimism in face difficulty 4. Ability analyze and solve problem 5. Efficacy self 6. Ability rise from failure

-
7. Ability weave
positive relationship
-

RESULT AND DISCUSSION

Result

The purpose of this study is to examine the relationship between achievement motivation and resilience among out-of-town students in the Islamic Counseling and Guidance Study Program at UIN North Sumatra. A total of 97 out-of-state students who met the study criteria were included as respondents.

1. Descriptive Statistics

Descriptive statistics were used to provide an overview of the respondents' characteristics based on gender, semester, and region of origin. The number of respondents in this study was 97 students from the Islamic Counseling and Outreach Study Program at UIN North Sumatra.

Table 1. Distribution Respondents By Gender

Gender	Frequency	Percentage
Male	30	30.9%
Female	67	69.1%
Total	97	100%

Based on Table 1, the majority respondents study This various genitals female, namely as many as 68 people (70.1%), while respondents male totaling 29 people (29.9%). This show that respondents study dominated by students female.

Table 2. Distribution Respondents By Semester

Semester	Frequency	Percentage
II	8	8.2%
IV	17	17.5%
VI	22	22.7%
VIII	50	51.5%
Total	97	100%

Based on Table 2, respondents originate from various semester level in the Guidance Study Program Islamic Counseling . Most of respondents is There were 50 students in the eighth semester (51.5%), followed by 22 students in the sixth semester (22.7%), 17 students in the fourth semester (17.5%), and 8 students in the second semester (8.2%). Dominance eighth semester students show that part big respondents has own deeper experience undergo life as student nomads .

Table 3. Distribution Respondents Based on Region of Origin

Place of Origin	Frequency	Percentage
South Labuhanbatu	10	10.3%
North Labuhanbatu	17	17.5%
North Padang Lawas	15	15.5%
Coal	10	10.3%
Sharpening	5	5.2%
Simalungun	5	5.2%
Central Tapanuli	15	15.5%
Mandailing Natal	20	20.6%
Total	97	100%

In Table 3, it can be seen that respondents most originate from Regency Mandailing Natal, namely as many as 20 people (20.6%), followed by North Labuhanbatu as many as 17 people (17.5%), North Padang Lawas and Central Tapanuli each 15 people (15.5%), South Labuhanbatu and Batu Bara each 10 people (10.3%), and Asahan and Simalungun each have 5 people (5.2%). This is show that respondents originate from background diverse background areas so that can give representative image.

2. Prerequisite Test Analysis

a. Normality Test

Normality test done For know is the research data normally distributed as one of the prerequisite analysis Pearson Product Moment correlation test normality done using the test...

Figure . Normality Test Results

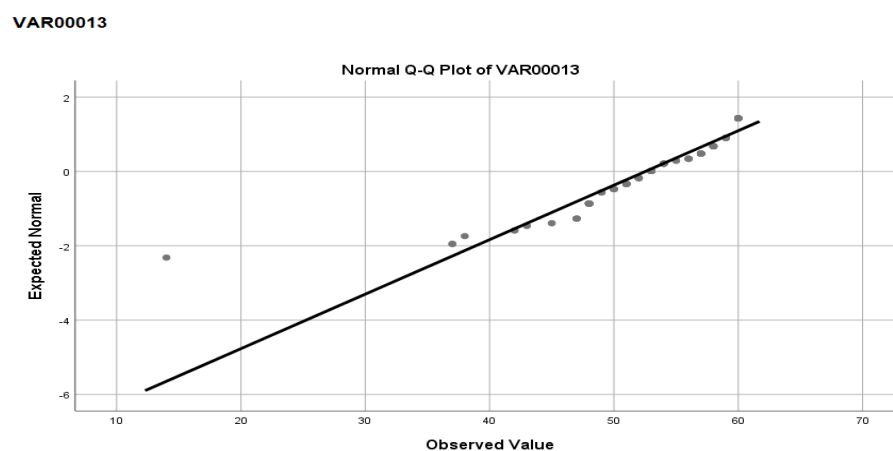
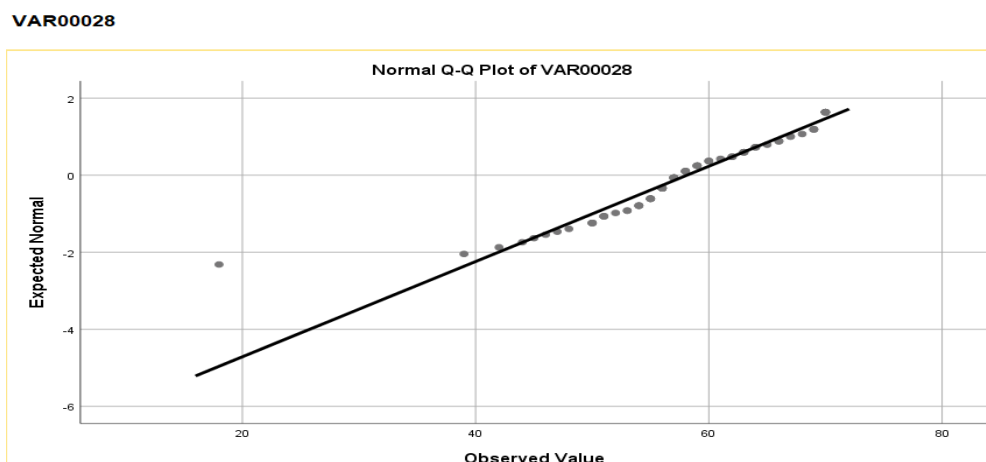
Figure 1. QQ Plot of VAR00013 (X) Learning Motivation

Figure 2. QQ Plot of VAR00028 (Y) Personal Resilience

Based on the figure, the significance value for both variables is greater than 0.05, indicating that the research data is normally distributed. Therefore, the assumption of normality has been met, and the data is suitable for analysis using Pearson Product-Moment correlation.

b. Linearity Test

Linearity test done For ensure that connection between motivation achievement and resilience self fulfil assumptions linearity as one of the condition in analysis Pearson Product Moment correlation .

Table 4. Linearity Test Results

Component	Sig. Value	Information
Linearity	0,000	Linear
Deviation from Linearity	0.667	There is no deviation linearity

Based on Table 4, the value significance of the Linearity component of 0.000 (< 0.05) indicates that there is significant linear relationship between motivation achievement and resilience self. In addition, the value The significance of the Deviation from Linearity of 0.667 (> 0.05) indicates that No there is significant deviation from pattern linear relationship. With Thus, the assumption linearity stated fulfilled so that second variables can analyzed use technique Pearson Product Moment correlation for test the relationship that exists between both of them.

3. Hypothesis Testing

a. Pearson Product Moment Correlation Test

Hypothesis testing implemented with analysis Pearson Product Moment correlation to determine direction as well as strength relatedness between motivation achievement and resilience self in students Study Guidance Program migrants Islamic Counseling at UIN North Sumatra. Analysis This aim For reveal to what

extent does the variation on variables motivation achieve related with variations in variables resilience self .

Table 5. Correlation Test Results

Correlations

Correlations			
		VAR00013	VAR00028
VAR00013	Pearson Correlation	1	,789**
	Sig. (2-tailed)		,000
	N	97	97
VAR00028	Pearson Correlation	,789**	1
	Sig. (2-tailed)	,000	
	N	97	97

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the analysis results, the correlation coefficient (r) value is 0.789 with a significance value of 0.000 ($p < 0.05$). A significance value of less than 0.05 indicates that there is a statistically significant relationship between the two variables. A correlation coefficient value of 0.789 indicates that the existing relationship is relatively strong and has a positive direction. This indicates that students who have higher achievement motivation tend to have higher levels of self-resilience. Conversely, students who have low achievement motivation tend to show lower levels of self-resilience. These findings indicate that the drive to achieve academic success is closely related to students' ability to deal with pressure, adapt to new environments, and survive when facing various challenges during their life away from home.

These findings align with McClelland's (1961) theory, which explains that individuals with high achievement motivation tend to exhibit perseverance, responsibility, and a drive to achieve success. These characteristics align with the concept of resilience according to Reivich & Shatté (2002), namely the individual's ability to adapt positively, manage stress, and recover from difficulties. Therefore, students with high achievement motivation tend to have greater resilience in facing challenges while studying abroad.

The results of this study are also supported by several previous studies. Sungkowardani et al. (2022) found a relationship between learning motivation and adjustment in international students. Chaliawala et al. (2025) showed that the psychological well-being of international students is influenced by various factors, such as individual characteristics, academic pressure, and cultural differences, which influence adaptability. However, this study has a different context because it specifically examines the relationship between achievement motivation and resilience in international students in the Islamic Guidance and Counseling Study Program, who are prepared to become future counselors and Islamic counselors, thus possessing unique academic, psychological, and spiritual characteristics.

Based on the test results, the research hypothesis stating a positive and significant relationship between achievement motivation and self-resilience in migrant students is accepted. Thus, achievement motivation is proven to have a strong relationship with self-resilience in migrant students of the Islamic Guidance and Counseling Study Program at UIN North Sumatra. However, because this study used a correlational design, the results do not indicate a cause-and-effect relationship. Self-resilience also has the potential to be related to other factors, such as social support, religiosity, and self-efficacy, because these factors are related to an individual's ability to cope with stress and maintain adaptive psychological functioning (Lina et al., 2023; Shofi et al., 2025). Therefore, further research is recommended to examine these factors to obtain a more comprehensive understanding of the self-resilience of migrant students.

b. Coefficient Test Determination

Coefficient determination used For measure how much big connection variables motivation achieve to resilience self . Calculation coefficient determination done based on value coefficient correlation that has been obtained .

Table 7. Coefficient Test Results Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 ^a	.623	.619	4.996

a. Predictors: (Constant), VAR00013

The results of the analysis show an R Square value of 0.623, which indicates that 62.3% of variations in self-resilience have a statistical association with variations in achievement motivation, while the remaining 37.7% are associated with other factors not analyzed in this research. These findings show that achievement motivation has a strong relationship with self-resilience in migrant students from the Islamic Counseling Guidance Study Program at UIN North Sumatra.

The self-resilience of overseas students is not only related to achievement motivation, but can also be influenced by various other factors. According to Reivich & Shatté (2002) self-resilience is influenced by internal and external factors. For overseas students, factors such as social support, self-efficacy, religiosity, emotional regulation, and coping strategies can help students face academic pressure and the process of adjusting to a new environment. This is in line with research by Datuchtidha & Huwae (2024) which shows a positive relationship between self-regulation and the psychological well-being of migrant students, and Lintang et al. (2025) who found that resilience was related to the psychological well-being of migrant students.

Therefore, it is recommended that further research examine other factors related to the self-resilience of overseas students using a more complex analysis model, such

as multiple regression, so that a more complete picture of the factors related to the self-resilience of overseas students is obtained.

Discussion

The research findings indicate a positive and significant relationship between achievement motivation and resilience in students enrolled in the Islamic Guidance and Counseling program at UIN North Sumatra. This result is evidenced by the Pearson Product Moment Correlation Coefficient value reaching 0.789 and a significance value of 0.000 ($p < 0.05$). This correlation value is included in the strong category, indicating that increased achievement motivation tends to be followed by increased resilience in students enrolled in the program. This relationship indicates that students who have a strong drive to achieve academic goals tend to be better able to maintain enthusiasm and adapt when facing various challenges during their life abroad.

These findings align with the achievement theory proposed by David McClelland (1961). This theory explains that individuals with high achievement motivation tend to set high success targets, are willing to face challenges, and demonstrate perseverance in achieving their goals despite obstacles. In the context of students living away from home, achievement motivation is related to the drive to achieve academic goals while maintaining enthusiasm in the face of various demands during their studies (Mostafa & Lim, 2020; Rahmayanti et al., 2024). For students in the Islamic Guidance and Counseling Study Program, this relationship is relevant because they are being prepared as prospective counselors and Islamic counselors who are required not only to possess academic achievement but also psychological maturity, adaptability, and empathy in assisting the community. These characteristics allow the relationship between achievement motivation and resilience to have a more specific meaning than for students in general.

Life as a student living away from home demands a high level of adaptability to new environments. Cultural differences, varying social interaction patterns, limited direct family support, and increasingly complex academic demands often contribute to psychological stress. These situations can impact students' adjustment process if they lack adequate psychological resources. However, students with high achievement motivation tend to view difficulties as opportunities for growth and achievement. Therefore, achievement motivation can be understood as a psychological factor related to enthusiasm, consistency, and perseverance in facing various challenges during their studies (Amani Nezhad et al., 2022; Syamsir et al., 2025).

The results of this study also support the theory of resilience proposed by Reivich & Shatté (2002). According to them, resilience is an individual's capacity to adapt well, cope with stress, and recover from challenges. People with high self-resilience are typically able to manage emotions, maintain an optimistic attitude, have confidence in their abilities, and find solutions when faced with problems. These characteristics are highly relevant to the conditions of students living away from home, who are required to live more independently and be able to solve various problems without direct support from their families (Abaidoo et al., 2021).

The strong correlation between achievement motivation and resilience indicates that the drive to achieve success is related to students' ability to cope with pressure and various difficulties during their education. This likely occurs because students with clear academic goals tend to be better able to manage stress, maintain their commitment to learning, and demonstrate perseverance when faced with obstacles, thus the two appear to be positively associated in this study.

The results of this study align with the findings of Imron et al. (2023), who found that achievement motivation has a positive relationship with students' ability to cope with academic pressure. This study also supports the findings of Kotera & Aledah (2022), who explained that academic motivation contributes to increased student resilience. Both studies reinforce this finding, stating that high motivation to achieve academic goals can help students develop the ability to survive, adapt, and recover when faced with various difficulties during their studies. However, this study has a different context because it was conducted on students from other Islamic Guidance and Counseling Study Programs who are being prepared as prospective counselors and Islamic counselors, facing academic, psychological, and spiritual demands as prospective Islamic counselors. Thus, this study provides empirical evidence in a context that is still relatively under-researched (Li et al., 2022; Tiwari, 2026).

The coefficient of determination analysis shows that achievement motivation has a statistical relationship of 62.3% with the resilience of students living away from home. This percentage indicates that achievement motivation demonstrates a strong relationship in developing resilience. However, 37.7% of the variation in resilience is influenced by other factors not analyzed in this study. These results demonstrate that resilience is a complex psychological construct formed through the interaction of several individual and environmental factors.

From the perspective of Islamic Guidance and Counseling, achievement motivation is not only interpreted as a drive to achieve academic success but also as a form of self-actualization of potential grounded in Islamic values. Islam teaches the importance of effort, patience, perseverance, and a never-give-up attitude in facing life's various trials. These values align with the concept of resilience, which emphasizes an individual's ability to remain steadfast and adaptive when facing difficulties. The findings of this study can be implemented in Islamic Guidance and Counseling services through individual counseling for students experiencing adaptation difficulties, group guidance services for students living away from home, resilience training, and programs to strengthen achievement motivation integrated with Islamic values such as *ikhtiar* (effort), patience, *tawakal* (trust), and self-reflection (introspection). This approach is expected to help students develop adaptability skills while maintaining academic motivation while living away from home (Baniani & Davoodi, 2021; Ding et al., 2025).

Overall, the findings of this study indicate that achievement motivation has a strong relationship with the resilience of students enrolled in the Islamic Guidance and Counseling Study Program. These findings provide an empirical contribution to the development of educational psychology and Islamic Guidance and provide a foundation

for higher education institutions to design mentoring, counseling, and coaching programs focused on enhancing achievement motivation to support the resilience of students enrolled in the Islamic Guidance and Counseling Study Program in facing the challenges of academic and social life.

Furthermore, this study has limitations. The study was conducted only among students enrolled in the Islamic Guidance and Counseling Study Program at the State Islamic University of North Sumatra, using a purposive sampling technique. Therefore, the results cannot be generalized to all students enrolled in the Islamic Guidance and Counseling Study Program. Therefore, further research is recommended using a longitudinal design or multivariate analysis, such as multiple regression or Structural Equation Modeling (SEM), to comprehensively analyze the relationship between various factors related to the resilience of students enrolled in the Islamic Guidance and Counseling Study Program.

CONCLUSION

This research demonstrates a positive and significant relationship between achievement motivation and self-resilience among students enrolled in the Islamic Guidance and Counseling Study Program at the State Islamic University of North Sumatra. The analysis findings indicate a strong correlation between the two variables, indicating that achievement motivation is closely linked to students' ability to navigate various academic, social, and psychological challenges during their time away from home.

The results of this study demonstrate a strong correlation between achievement motivation and self-resilience among students enrolled in the Islamic Guidance and Counseling Study Program. These findings strengthen the empirical evidence regarding the relationship between these two variables in the context of Islamic higher education, particularly among students enrolled in the Islamic Guidance and Counseling Study Program who are being prepared to become future counselors and Islamic counselors. Therefore, this study provides a theoretical contribution to enriching the study of the relationship between achievement motivation and self-resilience among students enrolled in the Islamic Guidance and Counseling Study Program, while also providing an empirical basis for developing Islamic Guidance and Counseling services.

Practically, the research findings can inform the Islamic Guidance and Counseling Study Program, particularly in designing individual counseling services, group counseling, academic guidance, self-development training, and mentoring programs for students enrolled in the Islamic Guidance and Counseling Study Program, oriented toward strengthening achievement motivation and self-resilience so they can adapt optimally during their education.

This study has limitations because it only involved students of the Islamic Guidance and Counseling Study Program at UIN North Sumatra, so the results cannot be widely generalized. Furthermore, the study used a correlational design, thus only showing a statistical relationship between achievement motivation and resilience, not a causal relationship. Therefore, it is recommended that future research involve a broader

population and examine other factors potentially related to resilience, such as social support, self-efficacy, religiosity, emotional regulation, coping strategies, and psychological well-being. Future research could also use a longitudinal design or multivariate analysis, such as multiple regression or Structural Equation Modeling (SEM), to obtain a more comprehensive understanding of the factors related to resilience in students living away from home.

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