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THE INFLUENCE OF ACADEMIC RESILIENCE AND ACADEMIC SELF EFFICACY ON STUDENT ENGAGEMENT WITH ACHIEVEMENT MOTIVATION AS MEDIATION IN ACCOUNTING EDUCATION

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Abstract : *This study outlines the challenges faced by students that lead to system stagnation when they encounter difficulties in completing their research reports within the expected timeframe. Inadequate English language competence is a major factor likely to hinder the progress and success of most authors referred to as 'emerging researchers.' Therefore, this research aims to understand the pedagogical impact of research writing on enhancing scholarly writing skills and improving English language proficiency for emerging authors. This study employs a qualitative research approach with a case study design. This approach aims to understand real-life circumstances involving the subjects under investigation. Semi-structured interviews were used to collect data. The data were analyzed using Miles and Huberman's data analysis techniques, which include data reduction, data display, and verification. The research results show that the pedagogical impact of research writing in improving scientific writing skills and improving English language skills is increasing pedagogical skills in English academic writing and increasing the level of publication of research results.*

Keywords : *English Language Competence; Writing Skill; Emerging Researcher.*

Abstrak : *Kajian ini menguraikan tantangan yang dihadapi oleh mahasiswa yang membuat sistem stagnan saat mengalami kesulitan menyelesaikan laporan penelitian dalam jangka waktu yang diharapkan. Kompetensi bahasa Inggris yang tidak memadai merupakan faktor utama yang kemungkinan besar menghambat kemajuan dan keberhasilan sebagian besar penulis yang disebut sebagai 'peneliti pemula'. Oleh karena itu, penelitian ini bertujuan untuk memahami dampak pedagogis penulisan penelitian dalam peningkatan keterampilan menulis ilmiah dan peningkatan kemampuan bahasa Inggris bagi penulis pemula. Kajian ini menggunakan pendekatan penelitian kualitatif dengan desain studi kasus. Pendekatan tersebut bertujuan untuk memahami keadaan kehidupan nyata yang melibatkan subjek yang diteliti. Wawancara semi-terstruktur digunakan untuk mengumpulkan data. Data tersebut dianalisis denggan menggunakan teknik analisis data Miles and Huberman yang terdiri dari reduksi data, display data, dan verifikasi. Hasil penelitian menunjukkan bahwa dampak pedagogis penulisan penelitian dalam peningkatan keterampilan menulis ilmiah dan peningkatan kemampuan bahasa Inggris adalah meningkatnya kemampuan pedagogis penulisan akademik bahasa Inggris dan meningkatnya tingkat publikasi luaran hasil penelitian.*

Kata Kunci : *Kompetensi Bahasa Inggris; Keterampilan Menulis; Peneliti Baru.*

INTRODUCTION

Learning activities constitute an educational process that provides students with opportunities to acquire knowledge necessary for life (Mukaromah et al., 2018). Student engagement is a critical factor in the learning process. It represents a psychological process demonstrating the attention, interest, investment, effort, and involvement that students dedicate to their schoolwork (Dharmayana et al., 2012). Kuh (2009) states that student engagement reflects the time and effort students devote to activities empirically related to desired college outcomes and what institutions do to encourage student participation in these activities. Despite its importance, various issues in student engagement remain prevalent. Problems such as low participation in class discussions, frequent absenteeism, tardiness, and lack of enthusiasm during lessons (Amalia & Hendriani, 2017) indicate low student engagement. Empirical findings suggest that undergraduate students' lack of engagement in their programs leads to reduced motivation towards courses/modules (Cardona, 2013). This phenomenon is observed among students at the Faculty of Economics and Business, Semarang State University. A study by Nurkhin & Rohman (2023) on 338 Accounting Education students from the 2020 and 2021 cohorts revealed varying levels of engagement, with 6.7% categorized as very active, 53.3% as moderately active, 30% as active, and 10% as inactive. This indicates that while engagement levels are relatively high, there remains a subset of students with low engagement.

Student engagement is influenced by various factors. Fredricks et al. (2004) explain that student engagement is affected by internal and external factors. Internal factors relate to students' needs, while external factors pertain to their learning environment. Internal factors include self-regulation, motivation, self-efficacy, and resilience (Gibbs & Poskitt, 2010). This study focuses on two internal factors that influence student engagement: academic resilience and academic self-efficacy. Academic resilience is the ability of students to efficiently handle academic setbacks, anxiety, and study pressure (Radhamani & Kalaivani, 2021). Research has shown a positive and significant relationship between academic resilience and student engagement (Mozammel et al., 2018; Ahmed et al., 2018; Delia & Kusdiyati, 2021). However, some studies, such as Okoro (2020), argue that academic resilience does not significantly predict student engagement.

The issue of low levels of student involvement, particularly at the Faculty of Economics and Business, Semarang State University, has raised serious concerns. Nurkhin & Rohman (2023) conducted research involving 338 students from the Accounting Education Study Program, revealing varying levels of student involvement. While the majority of students display adequate engagement, a significant number experience low involvement. Factors influencing student involvement can be categorized as internal and external. Internal factors, such as self-regulation, motivation, and academic beliefs (self-efficacy), are emphasized by Fredricks et al. (2004) as critical in student engagement.

Conversely, external factors, including learning environment conditions, were identified by Gibbs & Poskitt (2010) as exerting a substantial influence.

This study will specifically address two internal factors: academic resilience and academic self-efficacy, which are believed to significantly impact student engagement. Academic resilience pertains to a student's ability to effectively overcome academic challenges and learning pressures (Radhamani & Kalaivani, 2021). Numerous studies have demonstrated a positive relationship between academic resilience and student engagement (Mozammel et al., 2021). While some studies, such as that by Ahmed et al. (2018), affirm the significant role of academic resilience in enhancing student engagement, others like Okoro (2020) suggest that it may not always be a strong predictive factor in student engagement. This underscores the complexity of the relationship between academic resilience and student engagement in the learning environment. Understanding the factors that influence student engagement, such as academic resilience and academic self-efficacy, is a pivotal step in elevating the quality of tertiary education. A comprehensive, evidence-based approach is crucial in cultivating an environment that supports and motivates each student to actively participate in the learning process.

Academic self-efficacy is defined by Bandura (1977) as an individual's belief in their capability to achieve specific academic outcomes. Studies by Mozammel et al. (2018), Chang & Chien (2015), and Linnenbrink & Pintrich (2003) support the significant positive influence of academic self-efficacy on student engagement. Contrarily, Okoro (2020) found that self-efficacy does not significantly predict student engagement. Previous research has shown inconsistencies in the effects of academic resilience and self-efficacy on student engagement, prompting the introduction of achievement motivation as a mediating variable. Achievement motivation, an internal factor originating from individual students, is defined by Chetri (2014) as a pattern of planning actions and feelings related to striving for excellence. High achievement motivation is linked to greater student engagement (Akpan & Umobong, 2013; Estell & Perdue, 2013; Galugu & Amriani, 2019).

Achievement motivation is influenced by academic resilience and self-efficacy. Okoro (2020) states that resilient students maintain high levels of achievement motivation and performance despite stress and conditions that risk poor performance or dropout. This indicates that high resilience can enhance achievement motivation. Similarly, Aditianingsih et al. (2018) found that self-efficacy significantly influences achievement motivation (Warsiki & Mardiana, 2020; Liu & Cheng, 2018). According to involvement theory, student engagement is the amount of physical and psychological energy students invest in obtaining academic experiences. The more energy students invest, the greater their academic experiences (Astin, 1999).

Understanding achievement motivation involves recognizing the impact of various factors. Aditianingsih et al. (2018) have highlighted the significance of an individual's belief in their abilities as a determinant of achievement motivation. This indicates that students with high self-confidence (self-efficacy) are more likely to exhibit a strong drive for achievement. Supporting this perspective, research by Warsiki & Mardiana (2020) and Liu & Cheng (2018) has established a significant relationship between self-efficacy and achievement motivation. In the context of involvement theory, student engagement encompasses the physical and psychological energy students invest in their academic experiences. As articulated by Astin (1999), student involvement is internally driven and serves as a proxy for learning activities. Factors such as academic resilience, academic self-efficacy, and achievement motivation, which emanate from within the student, can profoundly influence student engagement based on the explanation of involvement theory.

Based on the background that has been explained, the aim of this research is to conduct an analysis of several variables that are believed to influence student engagement. The research objectives include; 1) analyzing the influence of academic resilience on student engagement; 2) analyzing the influence of academic self-efficacy on student engagement; 3) analyzing the influence of achievement motivation on student engagement; 4) analyzing the influence of academic resilience on achievement motivation; 5) analyze the influence of academic self-efficacy on achievement motivation; 6) analyze the influence of academic resilience on student engagement through achievement motivation; and 7) analyze the influence of Academic Self Efficacy on Student Engagement through Achievement Motivation. This research aims to provide a deeper understanding of the factors that can increase student engagement in the academic environment.

METHOD

This research study utilizes a quantitative approach that specifically targets the Department of Economics Education at Semarang State University. In the context of quantitative research, numerical data is collected and analyzed using statistical methods to draw conclusions. The study's population consists of 163 students from the 2020 cohort enrolled in the Department of Accounting Education at Semarang State University, with a determined sample size of 116 respondents based on Slovin's formula. The researchers opted for a survey method to collect data, using online questionnaires designed on a Likert scale ranging from 1 to 5. Before commencing the main data collection phase, a pilot test was conducted involving 30 respondents to validate and ensure the reliability of the questionnaire instrument. This preliminary step was crucial in guaranteeing the accuracy and consistency of the survey items. Subsequently, after refining the questionnaire based on pilot test results, it was distributed to the final sample of 116 respondents.

The collected data underwent descriptive statistical analysis to summarize the sample characteristics and identify any discernible trends. Additionally, regression tests were employed to investigate the relationships between variables, particularly focusing on academic resilience, Academic Self-Efficacy, motivation for achievement, and their impact on Student Engagement. Hypothesis testing was conducted using IBM SPSS 22 software to ascertain the statistical significance of these relationships. Furthermore, the study utilized the Sobel test, facilitated by a Sobel calculator, to assess the mediating effects of Motivation for Achievement in the relationship between academic resilience and student engagement, as well as Academic Self-Efficacy and Student Engagement. Overall, this comprehensive analytical approach aimed to provide a thorough understanding of the factors influencing student engagement in an academic context.

RESULT AND DISCUSSION

This study aims to delve into various factors influencing student engagement within the academic setting, building upon the outlined research objectives. These objectives encompass a comprehensive analysis: firstly, examining the impact of academic resilience and academic self-efficacy on student engagement; secondly, exploring how achievement motivation influences student engagement; thirdly, investigating the relationships between academic resilience, academic self-efficacy, and achievement motivation; and finally, analyzing how these factors collectively shape student engagement. By addressing these facets, this research endeavors to offer a nuanced perspective on enhancing student engagement, thus contributing to the broader discourse on educational effectiveness and student success.

1. Descriptive Analysis Results

Descriptive analysis was conducted using SPSS 22 software, and the results obtained are presented in Table 1 as follows;

Table 1: Descriptive Analysis Results

	N	Min	Max	Mean	Std. Dev
AR	116	29	55	43.36	4.965
ASE	116	38	64	53.90	4.131
MB	116	50	75	63.57	5.019
SE	116	28	45	36.05	3.112
N	116				

From the results of the descriptive analysis in Table 1, the minimum, maximum, mean, and standard deviation values of each variable are presented. The data indicate that the levels of academic resilience (AR), academic self-efficacy (ASE), and student

engagement (SE) among students are high, while the level of achievement motivation (MB) among students is very high. Based on the research objectives, it can be concluded that there are seven hypotheses in this study. The first five hypotheses represent direct effects, which will be tested through path analysis using regression tests by examining the t-values and t-tables, as well as the significance values for each variable.

From the descriptive analysis conducted using SPSS 22 software, the results presented in Table 1 reveal key insights into the variables under study. Academic resilience (AR) shows a range from 29 to 55, with a mean of 43.36 and a standard deviation of 4.965. Academic self-efficacy (ASE) ranges from 38 to 64, with a mean of 53.90 and a standard deviation of 4.131. Achievement motivation (MB) ranges from 50 to 75, with a mean of 63.57 and a standard deviation of 5.019. Student engagement (SE) ranges from 28 to 45, with a mean of 36.05 and a standard deviation of 3.112. These findings suggest that students exhibit generally high levels of academic resilience, academic self-efficacy, and student engagement, while achievement motivation is notably very high among the sample.

The research objectives prompt the formulation of seven hypotheses for further investigation. The first five hypotheses focus on direct effects and will undergo testing through path analysis using regression tests. This will involve assessing the t-values and significance levels for each variable against established t-tables. The remaining two hypotheses explore indirect effects and will be evaluated using the Sobel test facilitated by a Sobel test calculator application. These hypotheses aim to elucidate the relationships between academic resilience, academic self-efficacy, achievement motivation, and student engagement, contributing to a deeper understanding of factors influencing student success in academic contexts.

The study observed that students exhibited high levels of academic resilience, academic self-efficacy, and student engagement, underscoring their positive academic orientation and commitment. Specifically, AR demonstrated a mean score of 43.36, suggesting a robust ability among students to cope with academic challenges. ASE, with a mean score of 53.90, indicated strong beliefs in one's capabilities to achieve academic goals, fostering proactive learning behaviors. Notably, MB exhibited a mean score of 63.57, indicating a high drive among students to attain academic excellence. Conversely, SE, with a mean score of 36.05, highlighted varied levels of active participation and involvement in academic activities.

Thus, this study highlights the importance of academic resilience, academic self-efficacy, and achievement motivation in promoting student engagement and academic achievement. Further testing through path analysis and Sobel tests will provide deeper insight into the relationships between these variables, which in turn can assist in designing more effective interventions to increase student academic success.

2. The Influence of Academic Resilience and Academic Self Efficacy on Student Engagement with Achievement Motivation

In this study, path analysis was conducted to explore the relationship patterns between academic resilience, academic self-efficacy, achievement motivation, and student engagement. The analysis utilized regression tests facilitated by SPSS 22 software. The results, as shown in Table 2, provide valuable insights into the direct effects of these independent variables on student engagement and achievement motivation.

Table 2: Regression Analysis Results (Student Engagement)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.831	3.494		2.528	.013
	Academic Resilience	.045	.050	.072	.911	.364
	Academic Self Efficacy	.283	.077	.376	3.669	.000
	Motivasi Berprestasi	.157	.063	.253	2.512	.013
a. Dependent Variable: Student Engagement						

Table 3: Regression Analysis Results (Achievement Motivation)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.966	4.944		3.836	.000
	Academic Resilience	.054	.075	.054	.725	.470
	Academic Self Efficacy	.784	.090	.645	8.732	.000
a. Dependent Variable: Achievement Motivation						

The regression analysis with student engagement (SE) as the dependent variable provides significant insights into how academic resilience (AR), academic self-efficacy (ASE), and achievement motivation (MB) influence student participation and involvement in academic activities. The findings reveal distinct patterns and relationships among these variables. The analysis shows that academic resilience (AR) has a t-value of 0.911, which is lower than the critical t-value of 1.98137, and a significance value of 0.364, which is higher than the 0.05 threshold. This indicates that AR does not have a statistically significant effect on student engagement. Despite the theoretical and practical importance of resilience, which represents a student's ability to bounce back from setbacks and persist in the face of challenges, its direct impact on engagement appears limited in this context. One possible explanation is that while resilience helps students endure academic pressures, it may not necessarily translate into increased

engagement without the presence of other supportive factors, such as a motivating learning environment or effective instructional strategies.

Conversely, academic self-efficacy (ASE) shows a t-value of 3.669, which surpasses the critical t-value, coupled with a significance value of 0.000. This strong positive and significant effect on student engagement underscores the importance of self-efficacy in educational settings. ASE, reflecting students' beliefs in their ability to perform specific academic tasks successfully, fosters greater confidence and motivation. High self-efficacy encourages students to engage more deeply with their coursework, participate actively in class discussions, and tackle challenging assignments with a proactive mindset. This finding aligns with Bandura's theory of self-efficacy, which posits that individuals with higher self-efficacy are more likely to embrace and persist in activities where they believe they can succeed. The analysis also reveals that achievement motivation (MB) has a t-value of 2.512 and a significance value of 0.013, indicating a positive and significant impact on student engagement. Achievement motivation reflects a student's drive to achieve excellence and attain academic goals. This intrinsic motivation propels students to invest effort and time in their studies, thereby enhancing their engagement levels. The significant effect of MB on SE suggests that students who are highly motivated to achieve academic success are more likely to participate actively in their educational activities, seek out additional learning opportunities, and strive for high performance.

The combined results indicate that while academic resilience may not directly influence student engagement, both academic self-efficacy and achievement motivation are crucial drivers of student engagement. Self-efficacy instills confidence and a sense of capability, which motivates students to engage more fully in their academic endeavors. Achievement motivation, on the other hand, provides the necessary drive and ambition, further fueling student participation and commitment. These findings have significant implications for educators and policymakers. To enhance student engagement, educational interventions should focus on building students' self-efficacy and fostering achievement motivation. Strategies such as providing positive feedback, setting attainable goals, and creating a supportive learning environment can enhance self-efficacy. Additionally, recognizing and rewarding academic achievements can boost students' intrinsic motivation to excel.

Therefore, the study highlights the pivotal roles of academic self-efficacy and achievement motivation in promoting student engagement. While academic resilience remains an important trait for overall student well-being and persistence, its direct effect on engagement requires further exploration. Future research should investigate the potential mediating factors that might bridge the gap between resilience and

engagement, providing a more comprehensive understanding of the dynamics at play in academic settings.

The regression analysis with achievement motivation (MB) as the dependent variable provides further insights into the roles of AR and ASE. The findings reveal that AR has a t-value of 0.725, which is less than the critical t-value of 1.98118, with a significance value of 0.470. This result indicates that academic resilience does not have a significant direct impact on achievement motivation. Conversely, ASE exhibits a t-value of 8.732, significantly higher than the critical t-value, and a significance value of 0.000. This strongly suggests that academic self-efficacy positively and significantly affects achievement motivation among students. Therefore, while resilience may not be a direct predictor of motivation, self-efficacy appears to play a pivotal role in motivating students to achieve academic excellence.

Thus, the findings indicate that academic resilience (AR) has a t-value of 0.725, which is significantly lower than the critical t-value of 1.98118, and a significance value of 0.470. This result suggests that AR does not have a statistically significant direct effect on achievement motivation. Academic resilience, defined as the capacity to overcome academic challenges and recover from setbacks, may not directly translate into a heightened motivation to achieve academic excellence. This finding can be interpreted in the context that while resilience helps students endure academic adversities, it does not necessarily enhance their intrinsic motivation or desire to excel academically. Resilience might contribute more indirectly by enabling students to persist in their studies despite difficulties, but without directly influencing their motivation levels.

Academic self-efficacy (ASE) exhibits a t-value of 8.732, which is considerably higher than the critical t-value, and a significance value of 0.000. This robust positive and significant impact underscores the crucial role of self-efficacy in driving achievement motivation among students. ASE reflects students' confidence in their capabilities to perform academic tasks successfully. High levels of self-efficacy are associated with greater intrinsic motivation, as students who believe in their academic abilities are more likely to set ambitious goals and exhibit persistence and effort towards achieving these goals. This aligns with Bandura's theory of self-efficacy, which emphasizes that individuals with high self-efficacy are more motivated to undertake and persist in tasks where they expect to succeed. Thus, enhancing academic self-efficacy can significantly boost students' achievement motivation, leading them to strive for higher academic performance and excellence.

The distinct effects of AR and ASE on achievement motivation reveal important nuances in understanding student motivation. While academic resilience does not

directly influence motivation to achieve, it plays a crucial role in supporting students through academic challenges, potentially contributing to sustained engagement and long-term success. Academic self-efficacy, on the other hand, directly and significantly impacts achievement motivation, indicating that students' belief in their academic abilities is a key driver of their motivation to excel. This suggests that interventions aimed at boosting self-efficacy could be highly effective in enhancing students' intrinsic motivation and overall academic performance. These findings have profound implications for educational strategies aimed at improving student outcomes. Educational practitioners should prioritize building students' academic self-efficacy to foster a motivating learning environment. Practical approaches could include setting realistic and achievable goals, providing constructive feedback, and celebrating academic successes to reinforce students' belief in their capabilities. Furthermore, while academic resilience is essential for coping with academic stress, its indirect effects on motivation highlight the need for holistic support systems that address both emotional resilience and motivational factors.

The study highlights the pivotal role of academic self-efficacy in driving achievement motivation, suggesting that enhancing students' confidence in their academic abilities can lead to greater motivation and academic success. Future research should explore the potential mediating and moderating factors that link resilience to motivation, offering a more comprehensive understanding of the complex dynamics influencing student achievement. By focusing on both resilience and self-efficacy, educators can develop more effective strategies to support and motivate students in their academic journeys.

3. Increasing The Level of Publication of Research Mediation Effects of Academic Resilience and Self-Efficacy on Student Engagement and Achievement Motivation

In this study, the Sobel test was conducted to determine the magnitude of the indirect effect between independent variables (academic resilience and academic self-efficacy) and dependent variables (student engagement and achievement motivation) through the mediation variable (achievement motivation). The Sobel test utilized the unstandardized coefficients from the regression analysis to calculate the significance of these mediation effects. Data for the Sobel test were taken from the Unstandardized Coefficients of each variable in Table 2. The calculation of the Sobel test for the academic resilience variable can be seen in Figure 1.

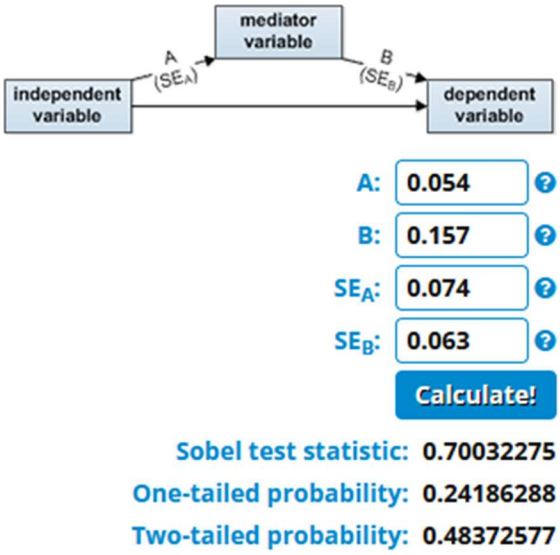

Figure 1: Sobel Test Results for Academic Resilience

The calculation results using the Sobel test calculator for the significance of mediation obtained a t-value of 0.07003, which is smaller than the critical t-value of 1.98118. This value has a positive direction with a significance level of 0.05. The Sobel test calculation also indicates a one-tailed probability value of 0.242, which is greater than 0.05. From this explanation, it can be concluded that academic resilience does not mediate academic self-efficacy towards student engagement. The Sobel test was also conducted on the academic self-efficacy variable as shown in Figure 2.

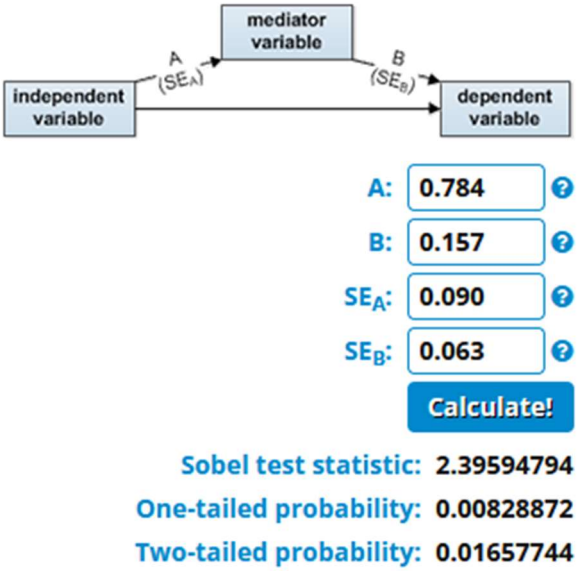

Figure 2: Sobel Test Results for Academic Self Efficacy

The calculation results using the Sobel test calculator for the significance of mediation obtained a t-value of 2.3959, which is larger than the critical t-value of 1.98118. This value has a positive direction with a significance level of 0.05. The Sobel test calculation also indicates a one-tailed probability value of 0.008, which is smaller than 0.05. From this explanation, it can be concluded that achievement motivation positively and significantly mediates the influence of academic self-efficacy on student engagement. Based on the conducted tests, it can be concluded that four hypotheses are accepted, such as; academic self-efficacy has a positive and significant effect on student engagement; achievement motivation has a positive and significant effect on student engagement, academic self-efficacy has a positive and significant effect on achievement motivation, and academic self-efficacy has a positive and significant effect on student engagement through achievement motivation. meanwhile, the other three hypotheses are rejected, like academic resilience has a positive and significant effect on student engagement, academic resilience has a positive and significant effect on achievement motivation, and academic resilience has a positive and significant effect on student engagement through achievement motivation.

The Sobel test calculation for the academic resilience variable (Figure 1) yielded a t-value of 0.07003, which is smaller than the critical t-value of 1.98118. Despite the positive direction, the significance level of 0.05 and a one-tailed probability value of 0.242 (greater than 0.05) indicate that academic resilience does not significantly mediate the effect of academic self-efficacy on student engagement. This finding suggests that while resilience is a valuable trait for enduring academic challenges, it does not play a mediating role in enhancing student engagement through self-efficacy.

The Sobel test for the academic self-efficacy variable (Figure 2) revealed a t-value of 2.3959, which exceeds the critical t-value of 1.98118. This significant result, with a one-tailed probability value of 0.008 (less than 0.05), indicates that achievement motivation positively and significantly mediates the influence of academic self-efficacy on student engagement. This implies that self-efficacy enhances student engagement indirectly by boosting their motivation to achieve academic success. The Sobel test results support the acceptance of four hypotheses and the rejection of three hypotheses. Specifically, the results confirm that achievement motivation is a critical mediator in the relationship between academic self-efficacy and student engagement, emphasizing the importance of fostering self-efficacy to enhance students' motivational levels and engagement in academic activities.

The analysis conducted in this study led to the rejection of the first hypothesis, indicating that students with high levels of academic resilience do not significantly influence the high level of student engagement. This finding stands in contrast to the student involvement theory, which posits that factors intrinsic to the student, such as academic

resilience, significantly influence student engagement (Astin, 1984). According to this theory, students who demonstrate the ability to recover from setbacks and persist in the face of academic challenges should exhibit higher levels of engagement in their studies.

The research findings also contradict several empirical studies. For instance, Mozammel et al. (2018) found that academic resilience positively and significantly impacts student engagement. Their study highlighted that resilient students are more likely to participate actively in academic activities, engage with peers and instructors, and exhibit a commitment to their educational pursuits. Similarly, Romano et al. (2021) reported a significant positive relationship between academic resilience and student engagement, suggesting that resilient students tend to be more involved in their academic environment and display higher levels of motivation and participation.

However, the findings of this study align with Okoro (2020), who concluded that academic resilience does not significantly contribute to student engagement. Okoro's research suggests that while resilience helps students manage stress and recover from academic setbacks, it does not necessarily translate into greater engagement with their studies. This perspective implies that other factors, such as self-efficacy and intrinsic motivation, may play more critical roles in determining the extent of student engagement. The divergence in findings suggests a complex relationship between academic resilience and student engagement that may be influenced by various contextual and individual factors. The implication is that while academic resilience is undoubtedly an important trait for managing academic stress and overcoming challenges, it may not be the primary driver of student engagement. Instead, students' commitment to their studies might be more closely tied to their self-belief in their academic capabilities (self-efficacy) and their intrinsic motivation to achieve academic goals.

This research also produced findings that based on the conducted tests, the second hypothesis in this study is accepted. The research findings indicate that academic self-efficacy has a positive and significant influence on student engagement. This aligns with the involvement theory, which posits that student engagement is influenced by intrinsic factors within the students, such as academic self-efficacy (Astin, 1984). Academic self-efficacy refers to a student's belief in their ability to successfully perform and complete academic tasks (Bandura, 1997). It encompasses confidence in handling academic challenges and the motivation to persist in the face of difficulties. The positive impact of academic self-efficacy on student engagement is supported by numerous studies. For instance, Mozammel et al. (2018) found a significant positive relationship between self-efficacy and student engagement. Their study highlighted that students with higher self-efficacy are more likely to participate actively in academic activities, engage with peers and instructors, and

demonstrate a commitment to their educational goals. Linnenbrink and Pintrich (2003) also emphasize that self-efficacy is a crucial factor in promoting student engagement and learning. They argue that students who believe in their academic capabilities are more likely to set challenging goals, employ effective learning strategies, and show resilience in the face of setbacks. This increased engagement, in turn, enhances their academic performance and overall educational experience.

The findings from this study are consistent with the broader literature on self-efficacy and student engagement. For example, Zimmerman (2000) found that academic self-efficacy not only motivates students to engage in their studies but also influences their persistence and effort. High self-efficacy leads to greater academic effort and perseverance, which are critical components of student engagement. Additionally, Schunk and Pajares (2001) discuss how self-efficacy impacts students' academic behaviors, including their engagement in classroom activities. They note that students with higher self-efficacy are more likely to participate in class discussions, seek help when needed, and persist through challenging tasks. This active engagement fosters a deeper understanding of the material and promotes a more enriching educational experience. The research findings specifically highlight that among students majoring in Economics Education (Accounting) class of 2020 at Universitas Negeri Semarang, high levels of academic self-efficacy significantly enhance student engagement. These students exhibit increased participation in academic activities, proactive learning behaviors, and a stronger commitment to their educational pursuits. The positive correlation between self-efficacy and engagement in this context underscores the importance of fostering confidence in students' academic abilities to enhance their overall engagement and success.

The implications of these findings for educational practice are substantial. Educators should focus on developing students' academic self-efficacy to improve their engagement. This can be achieved through various strategies, such as providing positive feedback, setting achievable goals, and creating a supportive learning environment. By boosting students' confidence in their academic abilities, educators can enhance their motivation and engagement, leading to better educational outcomes.

Achievement motivation and student engagement posits that achievement motivation has a positive and significant effect on student engagement. The findings confirm this hypothesis, aligning with the involvement theory, which suggests that intrinsic factors within students, such as achievement motivation, drive engagement (Astin, 1984). Research by Mozammel et al. (2018) supports this, indicating that motivated students are more likely to engage actively in their studies. Linnenbrink and Pintrich (2003) also emphasize that motivation is crucial for student engagement and learning. For students majoring in Economics Education (Accounting) at Universitas Negeri Semarang, high

achievement motivation translates into higher levels of participation and commitment to their academic activities. Then, the academic resilience and achievement motivation, which suggests that academic resilience positively affects achievement motivation, is rejected based on the research findings. Contrary to the Conservation of Resources (COR) theory (Hobfoll, 1989), which posits that individuals with higher resources (resilience) tend to gain new resources (motivation), the results indicate no significant effect. This finding also contradicts involvement theory and studies by Abaidoo et al. (2021), which highlighted resilience as a predictor of motivation. However, the findings align with Falikah et al. (2020) and Zou & Shahnawaz (2013), who suggest that resilience does not directly influence motivation significantly and may play a minor role compared to other factors.

The academic self-efficacy and achievement motivation asserts that academic self-efficacy significantly influences achievement motivation. The acceptance of this hypothesis aligns with COR theory, where individuals invest resources such as self-efficacy to acquire new resources like motivation (Hobfoll, 1989). This is supported by Zou & Shahnawaz (2013) and Zhang et al. (2015), who found a significant positive relationship between self-efficacy and motivation. Enhanced self-efficacy leads to increased achievement motivation, fostering students' drive to excel academically. Likewise with the hypothesis about, which posits that achievement motivation mediates the effect of academic resilience on student engagement, is rejected. The findings indicate that resilience does not significantly impact motivation or engagement, contradicting involvement theory and COR theory. This is consistent with Okoro (2020) and Tresnowati & Sunarto (2022), who found that resilience does not significantly contribute to student engagement. The rejection of this hypothesis suggests that other factors may mediate the relationship between resilience and engagement. Meanwhile, academic self-efficacy, achievement motivation, and student engagement which proposes that academic self-efficacy influences student engagement through achievement motivation, is accepted. The research findings support the involvement theory and COR theory, demonstrating that self-efficacy leads to higher achievement motivation, which in turn enhances engagement. The direct effect of self-efficacy on engagement is 37.6%, while the indirect effect through motivation is 16.3%, indicating partial mediation. This suggests that while achievement motivation plays a role, self-efficacy remains a stronger direct predictor of engagement.

These research findings are supported by Mozammel et al. (2018) and Linnenbrink & Pintrich (2003), who state that academic self-efficacy has a positive and significant effect on increasing student engagement. Zou & Shahnawaz (2013) and Zhang et al. (2015) also mention that academic self-efficacy can predict achievement motivation positively and significantly. Meanwhile, Okoro (2020) and Akpan & Umobong (2013) state that

achievement motivation has a positive and significant influence on student engagement. Based on these studies, it can be concluded that academic self-efficacy has a positive and significant effect on student engagement, academic self-efficacy also has a positive and significant effect on achievement motivation, and achievement motivation has a positive and significant effect on student engagement. Thus, it can be concluded that academic self-efficacy has a positive and significant effect on student engagement through achievement motivation.

Student involvement theory has proposed by Astin (1984), emphasizes that the amount of physical and psychological energy that students invest in their academic experience directly correlates with their level of engagement. This theory suggests that factors such as resilience, self-efficacy, and motivation, which originate from within the student, are crucial for enhancing engagement. According to Astin, involvement is not a mere passive attendance but active participation in academic and extracurricular activities, which enhances learning and personal development. Likewise with the academic resilience refers to a student's ability to effectively deal with academic setbacks, stress, and challenges, and to recover and succeed despite these adversities (Martin & Marsh, 2006). It encompasses behaviors and attitudes that enable students to persevere through difficulties, maintain their motivation, and achieve their academic goals. Research by Mozammel et al. (2018) and Romano et al. (2021) supports the notion that resilience fosters a proactive approach to learning and active participation in academic activities.

Meanwhile, self-efficacy, as defined by Bandura (1997), is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In an academic context, self-efficacy influences students' motivation, learning strategies, and persistence (Zimmerman, 2000). Studies have shown that students with high academic self-efficacy are more likely to set challenging goals, exhibit perseverance, and engage actively in their learning processes (Schunk & Pajares, 2001). Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for some separable consequence (Ryan & Deci, 2000), is also critical for student engagement. Intrinsically motivated students find learning activities inherently enjoyable and fulfilling, leading to greater engagement and persistence (Deci & Ryan, 1985). Meanwhile, achievement motivation refers to the drive to excel academically and achieve high performance. It is a critical determinant of student engagement and academic success. According to the involvement theory (Astin, 1984), intrinsic factors such as motivation significantly influence student engagement. Research by Zhang et al. (2015) indicates that self-efficacy positively affects achievement motivation, which in turn enhances engagement. This study supports these findings, showing that achievement motivation mediates the relationship between

self-efficacy and engagement, although self-efficacy remains a stronger predictor of engagement.

The initial hypothesis that academic resilience would significantly impact student engagement was rejected, the study underscores the multifaceted nature of student engagement. The findings suggest that resilience alone may not be sufficient to enhance engagement without the presence of other factors such as self-efficacy and intrinsic motivation (Diana, 2022). Future research should explore these dynamics further, considering the interplay between various psychological traits and contextual factors in fostering student engagement.

The study's findings underscore the pivotal role of academic self-efficacy in enhancing student engagement and achievement motivation. These insights have significant implications for educational practice, suggesting several strategies that educators and institutions can implement to foster self-efficacy and, consequently, improve student outcomes. Educational strategies should prioritize developing students' self-efficacy to boost both their motivation and engagement (Husna, 2023). This can be achieved through positive reinforcement, setting attainable goals, and providing opportunities for students to experience success, thereby building their confidence in their academic abilities. For instance, teachers can design tasks that are challenging yet achievable, offering constructive feedback and celebrating students' successes (Sholehah, 2020). Encouraging a growth mindset, where students view challenges as opportunities for growth rather than as obstacles, can also significantly enhance self-efficacy.

Interventions should be designed to simultaneously target both self-efficacy and motivation, as these factors are closely interconnected and collectively influence student engagement. Programs such as mentorship schemes, peer support groups, and workshops on goal-setting and self-regulation can be highly effective. For example, mentorship programs can provide students with role models who demonstrate high self-efficacy and motivation, while peer support groups can offer collaborative environments where students can share strategies and support each other in achieving academic goals. While academic resilience is essential for managing stress and overcoming challenges, holistic support systems that include psychological support, counseling, and resilience training should be implemented. These systems can help students build resilience while also addressing other factors that influence motivation and engagement. Schools and universities can provide access to counseling services, stress management workshops, and resilience-building programs to help students develop coping strategies and maintain their motivation and engagement in the face of academic challenges.

Curriculums should be designed to include activities that promote self-efficacy and motivation. For instance, project-based learning, collaborative assignments, and opportunities for self-directed learning can enhance students' confidence in their abilities and their intrinsic motivation to learn. Such activities allow students to take ownership of their learning, apply their knowledge in practical contexts, and collaborate with peers, all of which contribute to building self-efficacy and fostering engagement. Additionally, integrating reflective practices, where students regularly reflect on their learning processes and outcomes, can help them recognize their progress and reinforce their belief in their academic capabilities. Thus, the implementation of these strategies can help educational institutions create an environment where students are motivated, engaged, and confident in their abilities. By focusing on enhancing self-efficacy and providing comprehensive support systems, educators can significantly improve student outcomes, leading to greater academic success and overall well-being. The study's findings highlight the need for a multifaceted approach to education, one that addresses the complex interplay of psychological factors influencing student engagement and achievement.

CONCLUSION

Based on the research conducted on the influence of academic resilience, academic self-efficacy, and achievement motivation on student engagement, several conclusions can be drawn. Firstly, the study finds no significant influence of academic resilience on student engagement. This result contrasts with some existing theories and studies, suggesting that resilience alone may not be sufficient to enhance engagement levels among students. These findings indicate that while resilience helps students manage stress and overcome challenges, it does not necessarily translate into higher engagement.

The research highlights the complex interplay between these variables and the indirect effects of achievement motivation. While academic resilience does not significantly impact achievement motivation or student engagement, academic self-efficacy does. Moreover, achievement motivation mediates the relationship between self-efficacy and engagement, although self-efficacy remains a stronger direct predictor. These insights suggest that interventions should simultaneously target self-efficacy and motivation to maximize their impact on engagement. Future research should explore additional variables, such as social support and academic self-concept, to gain a more comprehensive understanding of the factors influencing student engagement.

Despite the valuable insights provided by this study, several limitations need to be addressed in future research to deepen the understanding of factors influencing student engagement. The study focuses on only three variables—academic resilience, academic self-efficacy, and achievement motivation—leaving out other potentially significant factors like social support, academic self-concept, and classroom environment. Additionally, the cross-sectional design limits the ability to infer causal relationships, suggesting a need for

longitudinal studies to examine these influences over time. The findings are also context-specific, based on students majoring in Economics Education (Accounting) at Universitas Negeri Semarang, which may limit generalizability. Replicating the study in diverse educational settings and comparing different student cohorts could provide more nuanced insights. Furthermore, while the study identifies achievement motivation as a mediator, other mediating and moderating factors such as intrinsic and extrinsic motivation, personality traits, and cultural background should also be explored. Addressing these limitations can help develop more comprehensive and effective educational strategies to enhance student engagement and academic success.

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