Achievement Motivation, Academic Stress and Academic Flow: A Correlation Study on Santri

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Abstract

This study aims to determine empirically the relationship between achievement motivation and academic stress with acadeic flow in boarding school student. The population in this study were students at a boarding school, while the sampling technique used is purposive sampling technique with a total of 100 subjects. Data collection tools are achievement motivation scale, academic stress scale and academic flow scale with four alternative answers. The data analysis method used is regression of two predictors. The results of the major hypothesis obtained r_{x12y} coefficient of 0.772 with p 0.000 ($p < 0.001$) which means that there is a very significant relationship between achievement motivation and academic stress with academic flow with an effective contribution of 59,5% so that the major hypothesis is accepted. The results of the first minor hypothesis are accepted because the coefficient between r_{x1y} is 0.638 with a significance level of p of 0.000 ($p < 0.01$) meaning that there is a very significant positive relationship between achievement motivation and academic flow with an effective contribution of 40,7%. The second minor

hypothesis is also accepted because it shows the magnitude of the coefficient between r_{x2y} of -0.705 with a significance of p of 0.000 (p <0.01) so that there is a very significant negative relationship between academic stress and academic flow and has an effective contribution of 49,7%. Based on the results of the study, it shows that achievement motivation and academic stress affect academic flow in students and become a reference for schools to improve students' academic abilities in learning.

Abstrak

Penelitian ini bertujuan untuk mengetahui secara empiris hubungan antara motivasi berprestasi dan stres akademik dengan *flow* akademik pada santri. Populasi dalam penelitian ini adalah seluruh santri tahfidz di pondok pesantren, sedangkan teknik pengambilan sampel menggunakan teknik *purposive sampling* berjumlah 100 subjek. Pengambilan data menggunakan skala motivasi berprestasi, skala stress akademik dan skala *flow* akademik. Adapun metode analisis data yang digunakan adalah regresi dua prediktor (hipotesis mayor). Hasil hipotesis mayor diperoleh koefisien r_{x12y} sebesar 0,772 dengan p 0,000 (p < 0,001) artinya ada hubungan yang sangat signifikan antara motivasi berprestasi dan stres akademik dengan *flow* akademik dengan sumbangan efektif sebesar 59,5% sehingga hipotesis mayor diterima. Hasil hipotesis minor pertama dinyatakan diterima karena besarnya koefisien antara r_{x1y} sebesar 0,638 dengan tingkat signifikansi p sebesar 0,000 (p<0,01) artinya terdapat hubungan positif yang sangat signifikan antara motivasi berprestasi dengan *flow* akademik dengan sumbangan efektif 40,7%. Hipotesis minor kedua juga dinyatakan diterima karena menunjukkan besarnya koefisien antara r_{x2y} sebesar -0,705 dengan signifikansi p sebesar 0,000 (p<0,01) sehingga terdapat hubungan negatif yang sangat signifikan antara stress akademik dengan *flow* akademik serta memiliki sumbangan efektif sebesar 49,7%. Berdasarkan hasil penelitian menunjukkan bahwa motivasi berprestasi dan stres akademik mempengaruhi flow akademik pada siswa dan menjadi acuan bagi sekolah untuk meningkatkan kemampuan akademik siswa dalam belajar.

Keywords: Achievement Motivation, Academic Stress, Academic Flow.

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Introduction

Santri is a pesantren student who studies religious studies (Imroni, 2017). Pesantren education belongs to non-formal education, according to Law No.2 of 2003, Article 26. Pesantren is a course of study outside of formal education that can be implemented as structured and tiered for individuals who require educational services that function as a substitute, supplement, and complement to formal education to support lifelong education (Nugraha, 2018).

Memorizing the Qur'an, or tahfidz is a learning method in pesantren. Tahfidz is derived from the Arabic word "*hafadza*," which means "memorization" (Maslucha, 2019). In essence, remembering the Qur'an is similar to studying in general. Several factors must be examined, including the problems that arise during memorizing (Ulfa, 2014). This problem stems from the fact that becoming a hafidz is difficult and time-consuming. The process is difficult since it requires memorizing the contents of the Qur'an in vast quantities, including 114 letters, 6,236 verses, 77,439 words, and 323,015 letters. The letters of the Qur'an differ from Indonesian letter symbols (Chairani & Subandi, 2021).

As a tahfidz student, the activities performed at the pesantren include remembering and participating in other activities that comply with the pesantren's schedule. Starting from this hectic state, a student who memorizes the Qur'an may feel pressured by academic responsibilities (Hasanah & Sa'adah, 2021). Crowded environments or friends who frequently invite conversing can also interfere with memorizing concentration. In addition to these issues, tahfidz students are prone to laziness or a lack of commitment to complete the memorizing task, resulting in a missed memorization target (Amir et al. 2021). Furthermore, the students' task of memorizing the Qur'an involves challenges or problems that are frequently encountered, such as forgetting the memorized verses, misunderstanding managing the schedule, and a sense of pessimism in completing the study of memorizing the Qur'an (Sulastri, 2019).

The condition needed by individuals to focus and enjoy the activities is flow. Flow is a state in which people can focus and enjoy an activity even though much physical or mental energy is required (Shernoff & Csikszentmihalyi, 2009). According to Yuwanto (Arif, 2013), academic flow is the state that people experience when they can concentrate and enjoy their academic tasks. Meanwhile, Markamad (2019) indicates that if individuals can generate flow when engaging in academic activities, focusing on work, enjoying the learning process, and not being distracted by external conditions unrelated to learning objectives will be simpler.

Problems causing difficulty concentrating on tasks and dealing with external disturbances and bad emotions within can make it harder for people to achieve flow (Sun et al. 2011). Flow is influenced by two factors: the human factor and the environmental factor. Person variables are internal factors that include gender, family background, and personality traits (Csikszentmihalyi, 2014).

Individual aspects also include activity ability or competence (Utami, 2017), perception of a task, internal desire, and emotional state (Gatari, 2020). On the other hand, environmental elements refer to how much challenge is given to individuals, learning environment circumstances, learning methods, and social environment (Csikszentmihalyi, 2014).

The traits of persons who strive with all their might to achieve something challenging and worthwhile can encourage the best experience felt in flow (Nakamura & Csikszentmihalyi, 2002). Individual qualities that indicate an individual's proclivity to complete challenging tasks as well and as quickly as feasible are known as achievement motivation and are thought to influence academic achievement (Csikszentmihalyi, 2014). Kristanti and Sari's (2021) research found that achievement drive and social support strongly influenced academic flow. According to Arif (2013), success motivation helps a person focus on what he is doing and makes someone interested in challenging tasks. This will aid a person's ability to concentrate and encourage them to develop sufficient abilities to face the challenges of activity, making it easier to enter a flow state.

A person can achieve flow if the difficulties or tasks are balanced with their ability. If the challenge is too difficult for the students, anxiety will arise, and flow conditions will not be achieved (Csikszentmihalyi, 2014). Academic stress is experienced by students under external pressure in academic activities and overburdened with existing tasks (Budiani et al. 2021). According to Gatari's (2020) research, a considerable negative association exists between academic stress and academic flow among students. This demonstrates that those under much academic pressure need help achieving academic flow.

Multiple studies on these variables have been undertaken, including one by Mikicin (2007), who investigated the association between achievement motivation and flow in swimming athletes and discovered that strong achievement motivation in individuals makes it easier to achieve flow experiences. Furthermore, Budiani et al. (2021) investigated the association between academic stress and academic flow in students and discovered that academic stress negatively correlates with academic flow.

Based on preliminary findings, this study aims to objectively investigate the relationship between achievement motivation and

academic flow among tahfidz students. This study also looked at the positive association between achievement motivation and academic flow and the negative relationship between academic stress and academic flow.

Methods

A quantitative research method was employed in this study to examine whether there is a relationship between achievement motivation, academic stress, and academic flow. The research was carried out at a tahfidz pesantren with 100 tahfidz santri participants. The quota sampling method was used to obtain the research subjects by determining the number of subjects from the population with specific characteristics. The research subjects comprised 50 male and 50 female students with an average age of 21. They were tahfidz students actively memorizing the Qur'an at levels 1, 2, and 3.

Data was collected using the scale-filling method by distributing instruments to respondents. The scales employed in this study were three psychological scales previously compiled by researchers. The first was an achievement motivation scale that assesses characteristics of achievement motivation, such as accountability, risk consideration, creativity and innovation, attention to feedback, task completion time, and realistic goals. The achievement motivation scale consisted of 26 questions with a reliability value of $\alpha = 0.883$. The second scale was the academic stress scale, which assesses academic stress factors, such as study pressure, workload, grade anxiety, self-expectation, and depression. The academic stress scale had 27 items and had a reliability value of $\alpha = 0.907$. The third scale was the academic flow scale, which assessed features of academic flow, such as absorption by activity and fluency of performance. The academic flow scale comprised 28 items with a reliability value of $\alpha = 0,891$.

The scale employed was a rating scale with four possible answers: strongly disagree, disagree, agree, and strongly agree. Favorable items weigh 1-4. 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 means strongly agree. Meanwhile, the unfavorable items weigh 4-1. 4 for strongly disagree, 3 for disagree, 2 for agree, and 1 for strongly agree.

The data were analyzed using a two-predictor regression analysis technique of product-moment assisted by the SPSS 21.0 for Windows application (statistical package for social science). The test

aimed to see if there was a link between achievement motivation,
academic stress, and academic flow.

Result and Discussion

The normality test resulted in a normal distribution of
academic flow variables, achievement motivation, and academic
stress with K-SZ, with p values greater than 0.05 (p> 0,05).

Table 1. Normality Test Results

No.	Variable	K-SZ	P (0,05)
1.	Academic flow	0,731	0,659
2.	Achievement motivation	0,865	0,443
3.	Academic stress	1,131	0,155

The linearity test between academic flow and achievement
motivation obtained a linear F-value of 1.216 with a P value of 0.257
(p> 0.05). The linearity test between academic flow and academic
stress obtained a linear F-value of 1.466 with a P value of 0.104
(p>0.05). These results indicated a linear relationship between
academic flow variables and achievement motivation and a linear
relationship between academic flow variables and academic stress.

Table 2. Linearity Test Result

No.	Variable	F	Sig(P)
1.	Academic Flow and achievement motivation	1,216	0,257
2.	Academic Flow and academic stress	1,466	0,104

According to the regression test results, the p-value is 0.000
and $rx12y = 0.772$, indicating a significant relationship between
accomplishment motivation, academic stress, and academic flow,
with an effective contribution of 59.5%.

Table 3. Hypothesis Test Result

Model	Rx12y	R square	Adjusted R squared	Std. error of the estimate	F	Sig(p)
1 regression	O,772[a]	0,595	0,586	5.736	64.722	0.000**

Based on product moment analysis, the correlation coefficient between achievement motivation variables and academic flow (rx1y) is 0.638 with a p-value of 0.000 (p<0.01). These findings reveal that motivation has a significant positive relationship. The greater the achievement motivation, the greater the academic flow, with a 40.7% effective contribution.

Table 4. Correlation Test Results of Achievement Motivation Variables and Academic Flow

Variable	Rx1y	R Squared	Sig(p)
Achievement motivation and academic flow	0,638	0,407	0,000**

Based on product moment analysis, the correlation coefficient between academic stress variables and academic flow (rx2y) is -0.705 with a p-value of 0.000 (p 0.01). These findings reveal a significant negative relationship between academic stress and academic flow, with an effective contribution of 40.7%.

Table 5. Correlation Test Results of Academic Stress Variables and Academic Flow

Variable	Rx2y	R Squared	Sig(p)
Academic Stress and academic flow	-0,705	0,497	0,000**

Flow is defined as a state of awareness experienced by those who are absorbed in and appreciate an activity deeply (Bakker, 2004). Flow can be seen in various activities such as work, study, play, and worship. Individuals require flow, especially when learning. Academic flow refers to flow in learning situations (Aini & Fahriza, 2020). Internal variables such as self-efficacy, self-confidence, optimism, achievement motivation, and academic stress have all been demonstrated to influence flow (Budiani et al., 2021).

The correlation coefficient of the three variables (rx12y) is 0.772 with a significance of 0.000 (p<0.001) based on the examination of two predictor regression data. These data show that achievement motivation and academic stress are extremely correlated with the academic flow in tahfidz students, with an effective contribution of 59.5%. These findings suggest that the two variables of achievement motivation and academic stress can both influence

academic flow. Murray (Heckhausen & Heckhausen, 2008) defines achievement motivation as the desire to accomplish something tough, overcome barriers, and meet high standards. When people try to do something challenging and meaningful, they get an optimal experience or flow (Csikszentmihalyi, 1991). Individuals with strong academic achievement motivation will find it easier to obtain flow when engaging in academic-related activities. Individuals' ability to enjoy and focus on academic tasks is enhanced by their high motivation to succeed (Arif, 2013).

The correlation coefficient ($rx1y$) for the variables of achievement motivation and academic flow is 0.638, with a p-value of 0.000 ($p < 0.001$) and an effective contribution of 40.7%, according to the correlation test. These findings reveal a strong positive link between achievement motivation characteristics and academic flow. That is, the higher the level of academic flow, the higher the achievement motivation in individuals. In contrast, the lesser the individual's achievement motivation, the lower the academic flow. According to Csikszentmihalyi (2014), the occurrence of flow circumstances is influenced by the balance between difficulties and individual abilities. When students face obstacles greater than their ability, the flow does not occur; anxiety emerges. Academic stress is a mismatch between environmental expectations and student resources in academic activity (Rahmawati, 2012). Academic stress will prevent students from obtaining flow. The presence of stress generates an unpleasant environment and does not meet the requirements for a balance of tasks and abilities (Budiani et al., 2021).

According to the second correlation test, there is a correlation coefficient ($rx1y$) of -0.705 between academic stress and academic flow variables, with a p-value of 0.000 ($p < 0.01$) and an effective contribution of 49.7%. These findings reveal a substantial inverse link between academic stress factors and academic flow. That is, the more an individual's academic stress, the lower their level of academic flow. Individuals with lower levels of academic stress have higher levels of academic flow.

The findings of this study are consistent with prior research, such as Arif's (2013) study titled "The Relationship Between Achievement Motivation and Academic Flow," which discovered a favorable relationship between achievement motivation and academic flow. A person's strong achievement motivation will boost academic flow. Similarly, Peifer et al. (2013) discovered that high levels of

arousal stress are connected with low flow levels when studying the academic stress variable with the academic flow. For example, if a person is stressed, it will make it difficult for that person to establish conditions for flow.

Conclusion

According to the research findings, there is an extremely significant relationship between achievement motivation, academic stress, and academic flow. The correlation coefficient value rx12y of 0.772 with p 0.000 (p 0.01) and an effective contribution of 59.5% demonstrates this statement. These findings imply that tahfidz students' levels of achievement motivation and academic stress can influence their academic flow. According to the results, achievement motivation has a beneficial relationship with the academic flow. That is, the higher the level of achievement motivation, the better the academic flow. Conversely, the lower the academic flow, the lower the level of achievement motivation. At the same time, it is well-recognized that academic stress has a negative relationship with the academic flow. That is, the higher the level of academic stress, the lower the academic flow. Conversely, the lower the level of academic stress, the greater the academic flow. This research was done with extreme diligence. However, certain flaws still need to be addressed to achieve better research outcomes. 1) Researchers had limited access to the subjects because the pesantren needed to open the dormitory environment to the public. Therefore, the scale administration was carried out by the male and female boarding school caretakers with prior explanation by the researcher. This condition resulted in less-than-optimal control when filling out the research scale. 2) Some participants needed to comprehend how to fill out the scale fully, requiring refilling some items answered incorrectly. 3) Given the subjects' hectic schedule, it is possible that they needed to fill the scale in line with the actual condition.

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