

What Makes Final Students Success? The Effect of Self-Efficacy Toward Positive Thinking

Merri Hafni, Nabila Eryani

Abstract— *Self-efficacy* or believing in the ability of individual self is one that affects the way of thinking both positively and negatively, especially in students who are in the final semester. This study aims to determine the relationship between Self-efficacy and Positive Thinking on final year, assuming that the higher Self-efficacy will produce positive thinking, whereas the lower the Self-Efficacy will produce negative thinking. This research used a quantitative design. Sampling technique in this study by using random sampling techniques by spreading the scale of Self-efficacy and Positive Thinking scale. Based on the analysis, the research results indicated that there is a relationship between Self-efficacy and Positive Thinking. The result of this study shows that the lower the way of positive thinking, the lower the self-efficacy is declared acceptable.

Index Terms— Self-efficacy, Students Success, Positive Thinking.

I. INTRODUCTION

Student's success become the main goal in their study process, especially in the formal department. In reaching the goal, need external and internal driver. For internal driver, trust and believe is one that influences positive thinking hence believing our self and views academic goals such as completing lecture assignments and obtaining high GPA can be achieved if students have the desire to direct and motivate themselves to achieve their academic expectations hence self-efficacy becomes high.

Today, individuals are able to think theoretically, critically and abstractly, not only organizing what is observed and experienced but are also able to process their way of thinking (Papalia & Olds, 2001). A student in a university, especially in the law faculty at the University of Medan Area is required to complete his/her study as soon as possible, a student has the provision to search and explore the scientific fields of interest by reading, observing, selecting reading material for further study, then pouring it in various scientific works.

Self-Efficacy is very important for students to control motivation in achieving the desired expectations, accompanied by specific goals it will be a determinant of the success of these achievements in the future.

Bandura (1997) defined Self-efficacy as a belief in the ability of self in organizing and implementing an action that is needed to achieve effort results. "*Self-efficacy is a belief in the ability of individuals to be able to organize and carry out a series of actions deemed necessary to achieve the desired outcome*".

Manuscript received Jan 31, 2020

Merri Hafni, Department of Psychology, Faculty of Psychology, Universitas Medan Area, Medan, Indonesia

Nabila Eryani, Department of Psychology, Faculty of Psychology, Universitas Medan Area, Medan, Indonesia

The theory above is in line with the results of previous studies (Handayani, 2017) which stated that there are direct and indirect effects of self-efficacy on the ability to solve problems through positive thinking, research findings showed that self-efficacy towards positive thinking provided significant results and showed the existence of high influence. In other words, students who have high self-efficacy in themselves affect positive thinking beliefs in students.

Elfiky (2014) in his research found that the thought process is closely related to concentration, feelings, attitudes and behavior. Positive thinking can be described as a way of thinking that emphasizes more on positive perspectives and emotions, both towards oneself, others and the situation at hand.

According to Marseto and Bachtiar positive thinking has several aspects included; positive expectations, self-affirmations, statements that do not judge, and adjustment to reality. Elfiky (2009: 269) stated that "the thought process is closely related to concentration, feelings, attitudes and behavior. Positive thinking can be described as a way of thinking that emphasizes more on positive perspectives and emotions, both towards oneself, others and the situation at hand".

Based on the explanation of the phenomenon, this research is to identify the relationship between self-efficacy and positive thinking hence the relationship between the two is visible.

II. METHOD

This study is including in quantitative correlation approach. This study has two variables, namely self-efficacy as the independent variable and positive thinking as the dependent variable.

The data was collected from Faculty of Law students of the University of Medan Area who had received a Decree of the Research Proposal. The sampling technique in this study was random sampling, hence the sample size was 70 students. The data collection method used a psychological scale (positive thinking and self-efficacy) with the Likert model and the Guttman model arranged in favorable and unfavorable forms. Researchers used the product-moment correlation by utilizing computer data processing software.

III. RESULTS AND DISCUSSION

The positive thinking scale consists of 45 items after conducted the power difference test is obtained 40 items with good difference power. Whereas on the academic self-efficacy scale, it was found that out of 40 items 34 items had a good difference. The results showed that the scale of positive thinking has a validity coefficient (r) ranging from 0.025 to 0.738 with a significance level of 5%. As for the academic self-efficacy scale, the item is declared valid if it has

What Makes Final Students Success? The Effect of Self-Efficacy Toward Positive Thinking

a validity coefficient (r) ranging from -0.042 to 0.725 with a significance level of 5%.

The reliability test of the positive thinking scale obtained the reliability coefficient of 0.338 while the academic self-efficacy scale obtained the reliability coefficient of 0.337. Both scales are included in the high category and are suitable for use in research. Data analysis techniques used the Product Moment technique with the results of the correlation coefficient of 0.310 with a significance level of $p = 0.009$ where $p < 0.050$. The results showed a relationship between academic self-efficacy and high positive thinking. However, in reality, there were still many students from 2008 to 2010 as many as 121 students who were stated to be still active as students and had not yet passed the 4-year study period. This means that the proposed hypothesis; 'the lower the way of positive thinking, the lower the self-efficacy' is declared acceptable.

There are several possibilities that occur in the condition of student academic self-efficacy regarding the extent of the role of academic self-efficacy in the way of thinking shown by students. Related to this, Bouffard et al (in Bandura 1997: 80) suggested that Self-efficacy has a contribution to students and is one of the predictors of academic success. This showed that there are a role and contribution in self-efficacy, especially confidence in the ability possessed in overcoming obstacles to achieving success on academic tasks. Self-efficacy of Medan Area University Law Faculty students, based on the results of descriptive statistical data processing, it can be concluded that the Self-Efficacy of Medan Area University Law Faculty students is in the high category of 9.6%. Empirical mean obtained value of 38.668 which, when placed into a measure of theoretical mean, is in the high category that is the range of $38.67 \leq X$. Based on the description, it can be concluded that the Self-efficacy of Law Faculty students is included in the sufficient category.

Table 1. Hypothetical and Empirical Average Calculation Results

Variable	SD	Mean		Category
		Hypothetic	Empiric	
Positive Thinking	4,68	50	38,67	Sufficient
Self-efficacy	17,05	77,5	75,23	High

Meanwhile, Table 1 shows for positive thinking, Law Faculty students of Medan Area University, the results of descriptive statistical data processing can be concluded that the empirical mean obtained a value of 75.23 which, if placed into the theoretical mean size, is in the high category which is in the range of $75.231 \leq X$.

Based on this description, it can be concluded that the positive thinking of Law Faculty students is in the high category. In general, the academic self-efficacy of students of the Faculty of Law, University of Medan Areas in the high category with a percentage of 51%. This result means that the subject has the confidence to work on academic tasks related to the activity of doing thesis tends to be high which will then be generated based on the efforts made by students in completing the final project. The results of this study showed an overview of the academic self-efficacy of students of the

Faculty of Law, University of Medan Area which is classified as very good. This is because there are certain treatments given by the Department to students who enter the semester with a study period of more than four years. Special Treatment is applied to students hence students can develop their potential to immediately complete their final obligations as students.

The research results on the description of the academic self-efficacy of students who are included in the high category indicated the existence of effort and endurance of students in facing difficulties one of which is the process of doing the thesis. This is in line with Bandura's theory which stated that individuals with low self-efficacy will find it difficult to motivate themselves and will reduce their efforts or give up at the beginning of obstacles (Bandura, 1997: 33). In general, positive thinking of students of the Faculty of Law, University of Medan Areas in the high category with a percentage of 54%.

Table 2. Product Moment Analysis

	R ²	P	BE%	Category
SE - PT	0,096	0.009	9,6%	Significant

These results indicated that the subject is very good at focusing attention and words from positive things both towards oneself, other people and situations encountered especially those related to the activity of doing thesis work. The research hypothesis which stated that "there is a positive relationship between positive thinking and academic self-efficacy in students who are writing their thesis" is accepted. This showed that the higher the student's positive thinking, the higher the student's academic self-efficacy and the lower the student's positive thinking, the lower the student's Self-efficacy. The results showed the research determination coefficient value amounted to 0.338. This implied that in this study, positive thinking made an effective contribution of 33.8% towards Self-efficacy.

Table 2. indicated that the consistency level of the Self-efficacy variable of 9.6% can be predicted by positive thinking variables, while the remaining 88.4% is determined by other factors not revealed in this study.

IV. CONCLUSION

Based on the analysis of research results and hypothesis testing, it can be concluded that there is a positive relationship between Self-efficacy and Positive Thinking at the final year students of the Faculty of Law, University of Medan Area, the higher the level of self-efficacy, the more positive the way of thinking, conversely the lower the self-efficacy, the more negative the way of thinking.

Final year students of the Faculty of Law, University of Medan Area have sufficient self-efficacy. So, the lecture and department staff have to motivate the student to increase their self-efficacy to face the study process, then, it will be impacted to their thinking process to be positive for passing the 4-year study period.

V. REFERENCES

- [1] Albercht, k. (1980). *A fire Book Brain Power Learn To Improve You Thinking Skill*. New York: Simon and Scoster.

- [2] Alwi Hasan, d. (2005). *Kamus Besar Bahasa Indonesia*. Jakarta: Departemen Pendidikan Nasional Balai pustaka.
- [3] Bandura, A. (1997). *Self Efficacy The Exercise Of Control*. New York: W.H Freeman and Company.
- [4] Bangun, E. (2018). Efikasi Diri Mahasiswa. *Psikologi*.
- [5] Baron, R. &. (2004). *Psikologi Sosial Jilid 1* . Jakarta: Penerbit Erlangga.
- [6] Baron, R. A., & Branscombe, N. R. (2013). *Social Psychology*. Pearson Higher Education.
- [7] Bella, M. M., & Ratna, L. W. (2019). Perilaku Malas Belajar Mahasiswa Di Lingkungan Kampus Universitas Trunojoyo Madura. *Journal trunojoyo*, 280-303.
- [8] Broto, h. d. (2009). *Stress Pada Mahasiswa Penulis Skripsi*. Yogyakarta.
- [9] Canpil. (2013). Hubungan antara Berpikir Positif dengan Kemampuan Pemecahan Masalah Interpersonal pada Santri di Asrama Putri Pondok Pesantren Madrasah Aliyah. *jurnal nevy*.
- [10] Daniati, T. &. (2017). Hubungan antara Berpikir Positif dengan Kecenderungan Berperilaku Delinkuen pada Remaja. *jurnal ilmiah*.
- [11] Elfiky, I. (2017). *Terapi Berpikir Positif, cetakan XIV*. Jakarta: Penerbit Zaman.
- [12] Feist, J. &. (2010). *Theories of Personality*. Yogyakarta: Pustaka belajar.
- [13] Ghufron, M. N. (2010). *Teori - teori Psikologi*. Jakarta: Ar-ruzz media.
- [14] Hambali A.D & jaenudin, U. (2015). *Psikologi Kepribadian*. Bandung: Pustaka Setia.
- [15] Handayani, S. D., Rahmawati , Y., & Somawati, S. (2017). Efikasi Diri (Self-Efficacy) dan Kemampuan Berpikir Positif terhadap Kemampuan Pemecahan Masalah Matematika. *Psychology*.
- [16] Hurlock, E. B. (2017). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan Edisi Kelima*. Jakarta: Penerbit Erlangga.
- [17] Khairul.asmi. (2013, december 22). *Kompasiana*. Retrieved from Komspasiana: <http://kompasiana.com>
- [18] Lestari, V. P., & Dewi, D. K. (2018). Hubungan Efikasi Diri dan Kontrol diri dengan Prokrastinasi Skripsi. *Penelitian Psikologi*, vol 05, no 03.
- [19] Mei, M. B., & Luluk, W. R. (2018). Perilaku Belajar Mahasiswa Di Lingkungan Kampus . 280-303.
- [20] Ormrod, J. E. (2010). *Psikologi Pendidikan*. Jakarta: Erlangga.
- [21] Papalia, D. E. (2014). *Human Development (13th edition)*. Boston: Mc Graw Hill.
- [22] Peale, N. (2017). *The Power of Positive Thinking*. Simon & Schuster Export.
- [23] Peale, N. V. (2001). *berpikir positif*.
- [24] Peale, N. V. (2006). *Kiat mempertahankan prinsip hidup dan berpikir positif*. jogjakarta: Media abadi: maguwoharjo.
- [25] Purnamasari, H. (2016). Perilaku Organisasi Dalam Pelayanan Administrasi Kependudukan. 154-163.
- [26] Rachmawati , F., & Budiningsih, T. E. (2015). hubungan Antara Berpikir Positif Dengan Efikasi diri Akademik pada mahasiswa yang sedang menyusun skripsi. *jurnal ilmiah psikologi* .
- [27] Rachmawati, F., & Budiningsih, T. E. (2015). Berpikir Positif dengan Efikasi Diri Mahasiswa yang Menyusun Skripsi. *Psychology*.
- [28] Schunk, D. (2012). *learning theories an educational prepective (6th edition)*. Boston: pearson publisher.
- [29] Schunk, D. (2019). *learning theoris an educational prespective (8th edition)*. pearseon education.
- [30] sebayang, A. (2008). Mahasiswa.
- [31] Yusuf, S. &. (2013). *Teori Kepribadian cetakan 5*. Bandung: PT Remaja Rosda Karya.