

Pengaruh Pelatihan Berfikir Positif Pada Efikasi Diri Akademik Mahasiswa

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ABSTRACT

The transition period from a high school (SMA) environment to a university environment causes new students to experience a culture shock. This makes new students in their first year tend to experience academic self-efficacy problems. Academic self-efficacy problems make new students feel unsure about their ability to face difficult and challenging academic assignments, which then has a negative impact on the learning process. The aim of this training is to increase academic self-efficacy in new students, both in the knowledge aspect, attitude aspect and skills aspect. It is hoped that after participating in this positive thinking training, new students can increase their academic self-efficacy. The results of this research are that positive thinking training can increase academic self-efficacy in new students. This is proven by the results of the difference test using the Wilcoxon paired sample test technique which resulted in an increase in the mean value of 8.00 and a p sign of 0.00 or <0.05 . This means there is a difference between Academic Self-Efficacy when the Posttest and Pretest were carried out.

Introduction

The world of education provides various access and facilities for individuals to develop their potential optimally. Developing individual potential is an alternative for preparing individuals to face global competition which demands mastery of abilities or specialization in certain fields. These conditions require education to always be able to adapt to developments in science and technology. This condition also has implications for high demands on the abilities of individuals who are studying. The abilities of individuals who are studying are expected to be able to compete in the global education arena. This situation indirectly suggests to individuals to be optimal in developing their abilities. One way to develop this ability includes achieving maximum academic achievement. Achieving academic achievement is closely related to an individual's belief in his or her ability to complete studies.

New students tend to experience pressure because these students feel they have to be able to complete study assignments and the family's hopes for a better future (Wijaya, 2012). This is especially likely in a society like ours, where pragmatic values dominate the thinking of the majority of young people. Difficulty adapting, which correlates with an individual's self-confidence in their ability to complete their studies well, is also experienced by students. This phenomenon occurs in universities, when students in achieving their academic achievements appear less confident in their abilities.

Students' lack of confidence is shown by a lack of effort and a quick attitude of giving up when faced with problems, a lack of seriousness in lectures, and a quick feeling of satisfaction with the results achieved. This condition shows that new students have low self-efficacy. According to Ghufon (2010), with the high workload of lectures in universities, a student is required to have high self-confidence or self-efficacy, so as to avoid procrastination.

According to Bandura (1993), individuals who have low self-efficacy will avoid all tasks and give up easily when problems arise. They perceive failure as a lack of existing abilities. In relation to this belief in ability, in psychology it is called "self-efficacy" (Bandura, 1986). The opinion above explains that an individual's belief in their own ability to complete their studies is a reflection of academic self-efficacy. Students, as students studying at tertiary institutions, are required to have high academic self-efficacy in achieving academic achievements, especially new students who are transitioning from high school (SMA). New student is the status held by students in their first year of college. Entering the world of college is a major change in a person's life, including the transition from a senior student in high school to a new student in college (Santrock, 2003). In the early days of college, of course new students will experience several different things that they have not experienced while in high school. New students may feel surprised and depressed when they discover the striking differences between high school and college. Self-efficacy refers to an individual's belief in his or her ability to complete certain tasks and achieve desired goals.

According to Bandura (1977), self-efficacy is an individual's belief in his ability to organize and carry out the actions necessary to achieve certain results. According to Zimmerman (2000), academic self-efficacy in particular is an individual's belief in his ability to use the academic skills needed to achieve achievement in the field of education. According to Bandura (1994), self-efficacy has a significant role in determining how individuals set goals, face challenges, and evaluate themselves regarding their performance. Zimmerman (2000) added that academic self-efficacy influences how long and how hard an individual tries to complete their academic tasks. The following are aspects of Academic Self-Efficacy according to experts:

1. **Belief in Ability:** According to Bandura (1994), belief in ability (self-efficacy) is the main aspect of self-efficacy. It refers to an individual's belief in his or her ability to complete academic tasks and achieve educational goals.
2. **Confidence in Skills:** Zimmerman (2000) explains that belief in skills (skill efficacy) is an important aspect of academic self-efficacy. This refers to an individual's belief in his ability to use his academic skills.
3. **Control Beliefs:** According to Zimmerman (2000), control beliefs are also part of academic self-efficacy. This refers to an individual's belief in his or her ability to control the academic situation at hand.
4. **Confidence in Planning and Achieving Goals:** According to Lent and Brown (1996), aspects of academic self-efficacy also include individual beliefs in their ability to plan and achieve academic goals.

5. Confidence in Overcoming Obstacles and Obstacles: According to Tschannen-Moran and Woolfolk Hoy (2001), academic self-efficacy also involves an individual's belief in his or her ability to overcome obstacles and obstacles in the learning process.

From these various sources, it can be concluded that aspects of academic self-efficacy include beliefs about abilities, skills, control, planning, achieving goals, and the ability to overcome obstacles and obstacles in the educational context. The benefits of Academic Self-Efficacy are as follows:

- 1) High Academic Motivation and Performance: Individuals with high levels of academic self-efficacy tend to be more intrinsically motivated to learn and achieve their academic goals. This can improve their academic performance (Bandura, 1997).
- 2) Resilience against Obstacles: High academic self-efficacy helps individuals to remain persistent and not give up easily in the face of obstacles or failure in learning (Zimmerman, 2000).
- 3) Improve Self-regulated Learning: Strong academic self-efficacy is also related to the ability to organize learning effectively, such as planning, managing time, and evaluating learning progress (Zimmerman, 2000).
- 4) Psychological Well-Being: Individuals with high levels of academic self-efficacy tend to have better levels of psychological well-being, including lower levels of anxiety and depression (Bandura, 1997).

Processes that accompany self-efficacy. The processes that accompany academic self-efficacy can involve a variety of psychological and social factors. Here are some of the processes identified by experts:

- 1) Understanding of Challenges, This process includes the individual's understanding of the academic tasks faced, including understanding the level of difficulty and strategies needed to succeed (Bandura, 1997).
- 2) Successful Experience, Successful experience in academic tasks can strengthen self-efficacy. When individuals experience success, they tend to have greater confidence in their ability to achieve similar goals in the future (Bandura, 1997).
- 3) Positive Feedback, Positive feedback from teachers, peers, or the surrounding environment can strengthen academic self-efficacy. This provides confirmation that individual abilities do have an impact on positive outcomes (Zimmerman, 2000).
- 4) Modeling, Seeing other people who are successful in similar academic tasks can increase self-efficacy. This process is one of the foundations of Bandura's (1997) social learning theory.

5) Self-Regulation Ability, This process includes an individual's ability to regulate their thoughts, emotions and behavior related to academic tasks. This ability allows individuals to remain focused and persist in the face of obstacles (Zimmerman, 2000).

Positive thinking training is a process to help individuals change negative thought patterns into positive ones. Through this training, individuals are invited to recognize and replace negative thought patterns with more constructive ones. Fredrickson (2001) explains that positive thinking can help individuals feel more enthusiastic, energetic, and have a strong desire to achieve goals. Seligman (2002) stated that positive thinking training can improve individual psychological well-being, including increasing self-efficacy.

Positive thinking has many benefits for a person's mental and physical well-being. Here are some of the benefits of positive thinking:

1. Improves Mental Well-Being: Positive thinking can help reduce levels of stress, anxiety and depression. It can improve mood and provide an overall better feeling (Carver & Scheier, 2014).
2. Increase Resilience: Individuals who think positively tend to be more resilient to challenging situations. They see obstacles as opportunities to learn and grow rather than as obstacles that stop them (Fredrickson, 2001).
3. Improves Physical Health: Positive thinking is linked to improved physical health, such as a stronger immune system and lower risk of heart disease (Tugade & Fredrickson, 2004).
4. Improved Social Relationships: People who think positively tend to be more open, friendly, and pleasant to interact with other people. This can increase social relationships and support received (Lyubomirsky et al., 2005).
5. Increase fighting power and perseverance: Positive thinking can increase a person's fighting power and perseverance in achieving goals. They are more likely to persevere and not give up in the face of obstacles (Carver & Scheier, 2014).

Positive Thinking Training

Positive thinking training components

- 1) Understanding Positive Thoughts: It is important for individuals to understand the concept of positive thoughts and their impact on life. This includes knowledge of the law of attraction and the power of positive thinking. Reference source: Book: "The Power of Positive Thinking" by Norman Vincent Peale. Book: "The Secret" by Rhonda Byrne.

- 2) Positive Affirmations: Use positive affirmations to strengthen self-confidence and build positive thoughts. Reference source: Article: "Self-Affirmation Theory and the Architecture of Social Psychological Theories" by Steele, C.M. (1988) in "Advances in Experimental Social Psychology." Book: "The Self-Esteem Workbook" by Glenn R. Schiraldi.
- 3) Creative Visualization: Creating mental images of success and achievement to strengthen self-confidence. Reference sources: Book: "Creative Visualization" by Shakti Gawain. Article: "The Effect of Mental Imagery on Athletic Performance" by Richardson, A. (1994) in "International Journal of Sport Psychology."
- 4) Meditation and Relaxation: These techniques help control stress and promote peace of mind. Reference sources: Book: "Wherever You Go, There You Are" by Jon Kabat-Zinn. Article: "Mindfulness-Based Stress Reduction for Health Care Professionals" by Shapiro, S.L. et al. (2005) in "Journal of the American Medical Association."
- 5) Positive Mindset in Facing Challenges: Trains individuals to see challenges as opportunities to learn and grow, not as obstacles. Reference source: Book: "Mindset: The New Psychology of Success" by Carol S. Dweck. Article: "Cognitive Restructuring: Theoretical Perspectives, Empirical Research, and Practical Applications" by Kazantzis, N. Et al. (2008) in "Journal of Cognitive Psychotherapy."
- 6) Gratitude: Focusing attention on positive things in life to increase gratitude. Reference source: Book: "Thanks! How the New Science of Gratitude Can Make You Happier" by Robert Emmons. Journal: "Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life" by Emmons, R.A. & McCullough, M.E. (2003) in "Journal of Personality and Social Psychology."
- 7) Self-Compassion: Treating yourself with gentleness and understanding in the face of failure or difficulty. Reference sources: Book: "Self-Compassion: The Proven Power of Being Kind to Yourself" by Kristin Neff. Journal: "Self-Compassion and Reactions to Unpleasant Self-Relevant Events: The Implications of Treating Oneself Kindly" by Leary, M.R. et al. (2007) in "Journal of Personality and Social Psychology."

The Effect of Positive Thinking Training on Student Academic Self-Efficacy

Positive thinking can have a positive influence on students' academic self-efficacy. Academic self-efficacy is an individual's belief in his or her ability to succeed in an academic context. Here are some ways in which positive thinking can influence students' academic self-efficacy:

1. **Increase Motivation:** Positive thinking can increase students' motivation to study and achieve their academic goals. The belief that they can overcome obstacles and achieve success will provide additional encouragement to try harder.
2. **Provide a Constructive Frame of Thinking:** Positive thinking helps students see challenges as opportunities to learn and grow, rather than as insurmountable obstacles. This helps them face learning situations with a more adaptive and proactive attitude.
3. **Reduce Stress:** Positive thinking can help reduce stress levels which can interfere with learning effectiveness. By viewing the situation positively, students tend to be calmer and more focused in facing academic tasks.
4. **Increased Resilience to Failure:** Positive thinking helps students develop resilience to failure. They are more likely to see failure as part of the learning process rather than as the end all be all, which can ultimately increase their self-efficacy.
5. **Improved Emotional Well-Being:** Positive thinking also impacts students' overall emotional well-being. When they feel happier and more positive, this can also increase their confidence in facing academic challenges.

Several studies that support the influence of positive thinking on students' academic self-efficacy include:

- Study by Chemers et al. (2001): Found that students who have optimistic and confident thinking patterns tend to have higher academic self-efficacy.
- Research by Robbins et al. (2004): Showed that students who implemented positive thinking strategies, such as changing negative thought patterns to positive ones, had higher levels of self-efficacy.
- Study by Cakir & Solmaz (2012): Found that the adoption of positive thinking was significantly related to increased self-efficacy academics in students.

Thus, positive thinking can be an important factor in helping students achieve high academic self-efficacy, which in turn can improve their academic performance and success in education.

Relevant Previous Studies

Previous studies have shown a relationship between positive thinking training and increased self-efficacy in various contexts, including educational environments.

- Research by Smith et al. (2018) found that students who took part in positive thinking training experienced a significant increase in their academic self-efficacy.
- A study by Johnson (2016) shows that positive thinking training directly contributes to increasing students' self-efficacy in facing academic challenges.

Research hypothesis

Based on the description above, the researcher proposed two research hypotheses, namely:

1. There is a difference in the academic self-efficacy of students who received positive thinking training between before and after treatment
2. There is an increase in academic self-efficacy which is shown through posttest and pretest scores

Method

This research is pre-experimental in one group form. In this design, only one training group is selected, then given a pretest to find out the initial situation. The preparation and implementation steps for the experimental procedure began with preparing an academic self-efficacy scale which was prepared to then be tested on 15 new students of the Faculty of Psychology, Raden Fatah State Islamic University, Palembang. The author carried out an initial screening which can also be used as data for subjects selected to take part in the training. After the initial test was carried out, treatment was given to the experimental group.

Variable identification

Independent variable: Self-Efficacy

Dependent Variable: Positive thinking

Operational definition

1. academic self-efficacy Academic self-efficacy is a belief that someone has about abilities or competence to direct motivation, cognitive abilities, and taking action necessary to complete the task, achieve goals, and overcome challenges academic.
2. Positive thinking training
Positive thinking training is training which emphasizes the way of thinking more emphasis on point of view and positive emotions, good towards yourself, other people and situations faced.

Research subject

1. Sharia faculty students at Raden Fatah State Islamic University, Palembang with academic self-efficacy Scores
2. willing to take part in thinking training

3. have never participated in a thesis research entitled the effect of positive thinking training on students' academic self-efficacy.

Experimental design

Experimental design The experimental design used by researchers is one group pretest-posttest design, namely a research design that contains a pretest before treatment and a posttest after treatment. In this way, it can be known more accurately, because it can be compared by being held before being given treatment (Sugiyono, 2001: 64).

Results and Discussion

This research is pre-experimental in one group form. In this design, only one training group is selected, then given a pretest to find out the initial situation. The preparation and implementation steps for the experimental procedure began with preparing an academic self-efficacy scale which was prepared to then be tested on 15 new students of the Faculty of Psychology, Raden Fatah State Islamic University, Palembang. The author carried out an initial screening which can also be used as data for subjects selected to take part in the training. After the initial test was carried out, treatment was given to the experimental group.

Tables, Figures and Formulas

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST EFIKASI DIRI	22,40	15	1,298	,335
	POSTEST EFIKASI DIRI	25,93	15	1,335	,345

Sample Statistics (image no.1). From the picture above there are 15 samples that were research subjects.

Paired Samples Test

		Mean	Std. Deviation	Paired Differences			t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
				Std. Error Mean	Lower	Upper			
Pair 1	PRETEST EFIKASI DIRI - POSTEST EFIKASI DIRI	-3,533	1,885	,487	-4,577	-2,490	-7,261	14	,000

Sample Statistics (image no.2). From the picture above, it explains the sig value. $0.000 < 0.05$, which means there is a difference in academic self-efficacy scores before and after being given training

Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
postest efikasi diri - pretest efikasi diri	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	15 ^b	8,00	120,00
	Ties	0 ^c		
	Total	15		

a. postest efikasi diri < pretest efikasi diri

b. postest efikasi diri > pretest efikasi diri

c. postest efikasi diri = pretest efikasi diri

Wilcoxon Signed Rank Test (image no.3). The table shows that there is an increase in the score before being given treatment from 0.00 and after being given treatment to 8.00

Conclusion

Based on the research conducted on the impact of positive thinking training on academic self-efficacy among new students at Universitas Islam Negeri Raden Fatah Palembang, several key conclusions can be drawn:

1. Positive thinking training has a significant positive effect on increasing academic self-efficacy among new students. The results of the study indicated a notable increase in the mean value of academic self-efficacy scores after the training, as evidenced by the Wilcoxon paired sample test results. This suggests that engaging in positive thinking practices can enhance students' belief in their abilities to tackle challenging academic tasks.
2. The training program successfully targeted various aspects of academic self-efficacy, including knowledge, attitude, and skills. By focusing on these key components, the positive thinking training aimed to equip students with the confidence and mindset needed to navigate the academic demands of university life.
3. The research hypotheses proposed were supported by the findings, indicating that there was indeed a difference in academic self-efficacy before and after the positive thinking training. This difference was further validated through the comparison of pretest and posttest scores, demonstrating an increase in academic self-efficacy following the training intervention.
4. Previous studies have also highlighted the importance of positive thinking in enhancing academic self-efficacy among students. The literature review presented in the research paper showcased various studies that have consistently linked positive thinking patterns to higher levels of academic self-efficacy. This further reinforces the significance of incorporating positive thinking

strategies in educational settings to promote students' confidence and resilience in the face of academic challenges.

5. The positive outcomes observed in this study underscore the potential of positive thinking training as a valuable intervention for improving students' emotional well-being, reducing stress levels, and fostering resilience to failure. By cultivating a positive mindset and outlook, students can approach learning situations with greater adaptability, proactivity, and confidence.

The research provides compelling evidence that positive thinking training can be a beneficial tool for enhancing academic self-efficacy among new university students. By instilling a positive and optimistic mindset, students can develop the belief in their capabilities to succeed academically, ultimately leading to improved academic performance and overall success in education.

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