THE EFFECT OF POSITIVE THINKING TRAINING ON ACADEMIC SELF-EFFICACY STUDENTS OF PSYCHOLOGY UIN PALEMBANG

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ABSTRACT

The methodology in this experimental study aims to examine the effect of positive thinking training to increase the level of academic self-efficacy in students. This research was conducted on 30 students of the Faculty of Psychology UIN Raden Fatah Palembang. In this study, the subjects were divided into two groups, namely the experimental group and the control group. The hypothesis proposed in this study is that there is a difference between the group that was given positive thinking training (experimental) and not given positive thinking training (control). This study uses a *Randomized Pre-Post Test Control Group Design.* Positive thinking training was conducted in two meetings. This data collection was carried out using the academic self-efficacy scale method which was made in the form of a questionnaire. Then for data analysis, using the technique of Kolmogorov Smirnov, and Shafiro Wilk using SPSS22 Statistics for Windows. And test the hypothesis by using the Wilcoxon test on SPSS22 Statistics for Windows.The results of the Wilcoxon hypothesis test showed that there was no significant difference between the experimental and control groups ($p = 0.151 > 0.05$). However, after being given treatment in the form of positive thinking training, there was a significant difference, namely being ($p = 0.029 < 0.05$).Thus, positive thinking can be one way to increase academic self-efficacy in students. Conclusion: There is an effect of positive thinking training on academic self-efficacy for students of the Islamic Psychology Faculty of UIN Raden Fatah Palembang.

Keywords: Positive Thinking, Self-Efficacy

INTRODUCTION

Apart from the world of high school, some high school students continue their education to a higher level, namely university. The world of education today has provided a lot of access and convenience for each individual so that they can develop their potential. Self-development in individuals through education can be one of the shortcuts in preparing an individual to face global competition and can also be a shortcut or alternative to prepare themselves. According to Elfiky (2009), training in positive thinking is a process that is interrelated with concentration, feelings, attitudes, and also behavior. On the other hand, education also continues to improve standards, so that graduates are also able to compete in the global market. This indirectly requires individuals to further develop their abilities, so that academic achievement can be optimal. Therefore, an individual who is a student should have a strong belief in academic achievement. Self-efficacy in academics means the belief in an individual that he can carry out the academic tasks given and indicates his level of ability. But many students experience changes, for example, the demands of tasks that are difficult to do compared to high school. This incident will be shown them, whether they are ready and also able to adapt. The effort is that the student must be able to accept all the shortcomings within himself, continue to increase his potential, and also learn to view reality objectively because they will be required to be able to complete tasks, and also become the hope of the family in the future. Adjustment is also an important process to reach a meeting point between physical conditions and demands from the environment. Individuals continue to be required to adapt to the social environment, both soul and surroundings. Schneiders said that an individual has one of the responses such as maturity, usefulness, satisfaction, and health.

Park and Kim (2006) said that self-efficacy is very important for students to be able to control their motivation to achieve expectations in the academic scope. This academic self-efficacy is accompanied by specific goals and comprehension of academic achievement in the future. This understanding illustrates that academic self-efficacy can be a very important natural resource for self-development through the student's choice of activity. A survey of the initial researchers to four students found indicators

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that weakened the argument for academic self-efficacy, such as doubts aboutdoing assignments and low motivation to learn to achieve satisfactory academic achievement. Academic self-efficacy can determine how academic barriers and challenges can be faced, Bandura (in Dwitantyanov, 2010), one of the efforts to improve academic self-efficacy is through training, Sdorow (in Dwitantyanov, 2010). Ellis adds thatan individual can and can upgrade his beliefs by training his thinking skills. The ways and patterns of thinking of an individual that affect the behavior and also the feelings that will appear in a situation are clear, Hayes & Rogers (2008). This positive thinking training can be one of the shortcuts along with alternatives in increasing self-efficacy in academics. Santrock (2008) suggests that a negative mood can create and allow an individual to feel guilty, angry, and complicate everything that has happened. Positive thinking is also the same as a positive life that is oriented towards belief. With this way of thinking, an individual can survive in stressful situations.

Based on the above, researchers can see how important it is to develop positive thinking training models to increase self-efficacy in this academic concept. In this study, we use Elfiky's positive thinking model combined with several other psychological approaches. According to Elfiky (2009) when an individual thinks, the information he thinks about will interpret and will manifest certain feelings, therefore, thinking positively is also the same as emotion. Researchers want to study and examine empirically how positive thinking training influences academic self-efficacy in first-year students.

Theoretical Foundation

Academic Self-Efficacy

a. Definition of academic self-efficacy

Self-efficacy is an individual's belief in his /her capability, especially to carry out a series of activities to achieve certain goals that he/she has. An individual's self-efficacy in academics can also be defined as the belief or belief of a person to direct his abilities or potential, cognitive, motivation, and take the necessary actions or challenges to do the tasks he has.

b. Academic self-efficacy aspects

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According to Bandura (in Dwitantyanov, 2010) quoted by Suralaga, self-efficacy also participates in influencing an individual in terms of feeling, thinking, and acting. This individual self-efficacy consists of three aspects, namely level, general generality, and strength.

c. The processes that accompany academic self-efficacy

Bandura (in Dwitantyanov, 2010) states that there are four processes in self-efficacy, namely selection, affection, motivation, and cognitive.

d. Sources of academic efficacy

Bandura(in Dwitantyanov, 2010) states that academic self-efficacy is formed, developed, or passed down through one or a combination of four sources, namely experience of mastery, modeling in the social sphere, social persuasiveness, and also the physical-emotional condition of an individual.

Training in positive thinking

a. Understanding Positive Thinking

Positive thinking can be explained as a way of thinking that is more focused on positive perspectives and emotions, towards oneself, others, and the environment. Then the benefits obtained will be able to make an individual think positively and also survive in situations that can make him experience stress.

b. Characteristics of an individual who thinks positively

An individual who places more emphasis on how to think positively can see the signs through several criteria. The first, of course, is to believe in the almighty, namely God Almighty. Then the second is to always stay away from and avoid environments that have negative behavior, such as pitting one party against another, gossiping, and also often lying. Third, having a visual field, having a purpose, and a reason for wanting something and how to use all of the advantages it has. Fourth, one must always find a way out, have confidence, and also have a positive projection. Fifth, always learn from the problems at hand. Sixth, always learn from good and bad experiences that have been passed. Seventh, do not allow yourself to be affected and get into trouble or difficulties when experiencing it. Eighth, have confidence and courage when facing challenges. Ninth, smart in socializing and

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also sorting out the social sphere. And the last is the tenth, living with struggle, ideals and noble character.

c. Components of positive thinking training

This training is designed as a positive thinking model for Elfiky (2009) which is combined with several approaches as complementary methods. The implementation of this research consisted of two meetings. The goal is to improve students' academic self-efficacy. This positive thinking training is also not just a cognitive level, but can also measure how emotional levels. According to Elfiky, an individual's cognitive level is always related simultaneously to that individual's emotional level. Each meeting session is aimed at the source of academic self-efficacy in students, namely models in the social scope, physical and emotional conditions, clear experiences, and also socially persuasive.

Humans in which have aspects of life that can not be separated from the process of thinking and feeling. Individuals will make beliefs and principles in themselves and then beliefs will form feelings. This positive thinking approach also covers a person's emotional level apart from the scope at the cognitive level. In the way of thinking of an individual, the individual will be easy to get caught up in what was done before, for example when the failure of individual experiences makes him trapped in negative thoughts.

This view that has become bad or negative will form beliefs and make an individual think that he is not capable and continue to feel inferior. Therefore, positive thinking is very helpful for an individual, both a student, and even a resident outside the academic community, to take the necessary actions correctly and well, and then be able to overcome all the problems that are passed optimally. Changing how an individual thinks to be positive about on his academic self-efficacy, can increase feelings that tend to be more positive and show in a view where this academic goal can motivate him to be able to achieve expectations in his academics, so that this self-efficacy can improve academics performance.

RESEARCH METHODS

IdentificationVariable Study

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Independent variable : Positive Thinking Training
Dependent variable   : Academic Self-Efficacy

Definition Operational
1. Efficacy self academic
   Academic self-efficacy is the belief one has about one's abilities orcompetence to achieve a task by the target and take action required to reach purpose as well as resolve challenging academics.

2. Training think positive
   Training thinks positively is training that emphasizes method thinking which emphasizes corner look and emotion which is positive, good for self alone, other people, and situations encountered and positive thinking also makes individuals survive in situations that are prone to distress.

Subject Study
1. Student Faculty Psychology UIN Raden Fatah Palembang, which amounted to 30 people.
2. Willing to be a research subject in the control group and the experimental group.
3. Research subjects in the experimental group were willing to take part in positive thinking training for two days.

Design Experiment
The experimental design used by the researcher is the Randomized Pre-Post Test Control Group Design (Latipun,2002,p.87). While the technique sampling used in the study is done by randomizing the subject into two groups, namely the experimental group and the control group.

Procedure Experiment

Table 1
Pretest-Posttest Control Group Design

Group	Pre-test	Variable Bound	Post-test
Experiment	O_1	X	O_2

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Control	O$_3$	-	O$_4$

Information :

E	: GroupExperiment
K	: Control Group
X	: Treatment
-	: No Treatment
O$_1$and O$_2$	: Pretest
O$_3$_andO$_4$	: Posttest

The first step in this experimental research is toprepare an academic self-efficacy scale to be tested on subjects made in the form of a questionnaire. The study began with screening to obtain prospective research subjects, then the subjects were divided into two groups, namely the control group and the experimental group. The control group (K) is the group that is not given treatment (-), while the experimental group (E) is the group that is given treatment in the form of positive thinking training (X). On the first day, both groups were given a questionnaire regarding the academic self-efficacy scale, namely as a pretest, then the control group was not given training, while the experimental group was given positive thinking training which was carried out offline (face-to-face) using the positive thinking training module design. On the second day of training, the experimental group was given retraining in the form of watching a short video about positive thinking motivation and after watching, the subject was asked to express feelings before and after watching the video, then after the training, both groups, both control, and experimental groups were given returned to the same questionnaire regarding the academic self-efficacy scale as the posttest.

Method Data Collection

In the process of collecting data in this experimental research, researchers used severalmethods, namely using a student's academic self-efficacy scale by filling out a questionnaire regarding the academic self-efficacy scale. And the academic self-efficacy scale used is The Academic Self-Efficacy Scale (TASES) which consists of 25 items, designed by Sagone and Caroli (2014), and consists of four dimensions, namely self-

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involvement, self-oriented decision-making, other people-oriented problem solving, and interpersonal climate (Darmayanti, 2021).

Method Analysis Data
1. Descriptive Statistics Test
   Test Descriptive study using SPSS22 Statistics for windows.
2. Test Normality
   The test normality study uses the technique Kolmogorov Smirnov and ShafiroWilk using SPSS 22 Statistics for Windows.
3. Test Hypothesis
   Study In this case, the researcher used the Wilcoxon test using SPSS 22 Statistics for Windows.

RESULTS AND DISCUSSION
Research Preparation
This study uses the student academic self-efficacy scale, namely TASES and positive thinking training modules. On the results of the trial of the academic self-efficacy scale, the reliability test was carried out by comparing Cronbach's alpha coefficient (Cohen et al., 2013) with the coefficientalpha ranges from 0.70 to 0.90 and indicates a high-reliability score (Hinton et al., 2004). In other words,the value of the alpha coefficient is above 0.70 (Bland & Altman, 1997 in Darmayanti, 2021). This means that the TASES academic self-efficacy scale used has high reliability.

Results of Data Analysis and Interpretation
1. Descriptive Statistical Test
   Descriptive Statistics serves to explain or provide an overview of the characteristics of a series of data without drawing general conclusions (Ghozali, 2016). And from the research data, it can be seen that there are maximum, minimum, mean, and standard deviation data. The data below shows that the experimental pre-test mean is 68.87, the experimental post-test mean is 76.47. While the mean pre-test control is 70.87 and the mean post-test control is 66.53. This means that there is a difference between the mean of the experimental group and the control group both pre-test and post-test. In the experimental group, the mean difference was 7.6 while in the control group, the mean difference was -4.34. So in this descriptive

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statistical test, it can be concluded that in the experimental group (which was given the treatment) it was bigger in the post-test part than the pre-test, while in the control group (which was not given the treatment) it was bigger in the pre-test part than the post-test.

This is evidenced by the table below:

Table 2
Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Experimental Pre-Test	15	35	100	68.87	15,436
Experimental Post-Test	15	45	95	76.47	10.113
Control Pre-Test	15	55	90	70.87	10,514
Post-Test Control	15	38	86	66.53	14,081
Valid N (listwise)	15				

2. Normality Assumption Test

Results of the Kolmogorov Smirnov and ShafiroWilk normality testshow that the two variables in this study have an abnormal distribution. It can be seen that the significance value (sig.) for all data both in the Kolmogorov Smirnov and ShafiroWilk tests still has a value < 0.05, namely in the posttest experimental class of the Kolmogorov Smirnov test the significance value (sig.) is 0.000 and in the ShafiroWilk test significance value (sig.) is 0.000. This is evidenced by the table below:

Table 3
Normality test

	Class	Kolmogorov- Smirnov [a]			Shapiro-Wilk		
		Statistics	df	Sig.	Statisti	df	Sig.
Test Results Efficacy Scale Academic Self	Experimental Pre-Test	.170	15	.200 [*]	.949	15	.509
	Experimental Post-	.376	15	.000	.682	15	.000
	Control Pre-Test	.207	15	082	.930	15	.274
	Post-Test Control	.102	15	.200 [*]	.963	15	.746

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3. Hypothesis Test

The results of the Wilcoxon hypothesis test showed that there was no significant difference between the experimental and control groups before treatment (p = 0.151 > 0.05). However, after being given treatment in the form of positive thinking training, there was a significant difference, namely being (p = 0.029 <0.05). This is evidenced by the table below:

Table 4
Wilcoxon Test

	Experimental Post-Test - Experimental Pre-Test	Post-Test Control - Pre-Test Control
Z	-2,189 [b]	-1,435 [c]
asymp. Sig. (2-tailed)	.029	.151

Discussion

Based on the processing of descriptive statistical data, it was found that in the experimental group there was an increase in score of (7.6). Whereas in the control group there was no significant difference in the score (-4.34). In the normality test, the data showed that the data were not normally distributed, so it used the Wilcoxon hypothesis test, and it was seen that the significance of the group that was not given treatment (the control group), namely (p = 0.151 >0.05), while the significance of the group that was given treatment was in the form of training think positively (p = 0.029 <0.05). The difference seen after the treatment indicated that there was a significant increase in scores in the experimental group and control subjects did not show a significant difference in scores.Thus the research hypothesis can be accepted, namely the influence of positive thinking training on academic self-efficacy. There was a difference in the level of score increase, which was due to the positive thinking training held for two days so that it was able to motivate the subjects to increase the effectiveness of academic self-efficacy, both physically and psychologically.

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CONCLUSION

This study found that there was a difference between the control group and the experimental group, namely the group that was not given positive thinking training and the group that was given positive thinking training, so it can be concluded that positive thinking training affects increasing students' academic self-efficacy. The experimental group's academic self-efficacy was proven to be higher than that of the control group.

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