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The Effect of Positive Thinking Ability and Family Support on the Academic Resilience of Student Working Thesis in the Economic Education Study Program FKIP ULM

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ABSTRACT

Academic resilience in tertiary institutions can be interpreted as the ability to deal effectively with challenges, difficulties, and pressure in academic situations. The phenomenon that often occurs in tertiary institutions is that it is not uncommon for a number of students to be able to achieve, go through and complete the stages well, but some are not finished and fail in the process. As a student, the demands are even greater because you are required to be able to show maximum results in the process of implementing learning activities during your study period. This demand can cause various kinds of difficulties experienced by students so that it can affect the formation of identity, social, emotional, physical and academic functions of students. The type of research that will be used is associative quantitative research, namely research that asks the relationship between two or more variables. The relationship used in this study is a causal relationship, the population in this study totaled 73 people from the 2017 and 2018 batches. The sample in this study was 73 taken using total sampling. The results of the study showed that there was a significant positive influence of the ability to think positively on academic resilience with an R^2 of 0.552 on academic resilience. This shows that the percentage of the contribution of positive thinking and family support to the academic resilience of students who are working on a thesis in the Economics Education study program FKIP ULM is 55.2%.

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Introduction

Students are required to be able to fulfill all existing tasks, among these tasks is to develop the potential of these students optimally as part of a higher education institution. Great burden and pressure when they have to fulfill their final project or thesis writing which is a student's final project. They come from many parties, both from the academic and non-academic worlds. Students in universities must be responsible for being able to build a better nation in reference to the Tridharma applied by universities. So, students should have the ability to complete their academic assignments well because this is related to their future. Nevertheless, many college students today still expect others to help them thrive. Students cannot avoid academic problems and challenges. Each student can respond to academic challenges in different ways. If students face problems and have difficulty solving problems, they tend to experience negative emotions and stop thinking, which in turn makes it easier for stress to occur in students. So, it is important for students to understand their abilities, find solutions to problems, and bear what they are responsible for. This requires academic resilience to protect students [1].

The phenomenon in college, it is not uncommon for many students to successfully complete assignments well, but there are also those who fail. As a student, the responsibility is getting heavier because

you have to be able to show the best results in learning activities. High expectations for students will raise several problems that will make it difficult for students and shape student identity or character, social abilities, student emotions, student growth, and student academic achievements. Students' skills to overcome challenges vary. Depending on how students handle and interpret it, this condition can be a good or bad inspiration or encouragement for them [2].

Explanation in the world of education, academic resilience is defined as the ability to effectively face a challenge, a difficulty, and pressure that often occurs in academic life Martin & Marsh in Utami [3]. Students have to face various risks, such as obtaining low grades in courses, deadlines in doing narrow assignments, difficulty of assignments given, strict student absenteeism, and having to attend many classes. In short, academic resilience is the ability to achieve good performance despite the challenges of relating and following academic developments.

It is proven that positive thinking can increase student independence and reduce anxiety, fatigue, stress, and burnout. Positive behavior, better mood, and tendency to look at problems from various points of view to find the best way to solve them are attitudes that can be shown by someone who thinks positively. So, it is important for final year students to think positively when they work on their thesis. It is based on a theory that says that positive thinking encourages people to think constructively or look at it

from multiple points of view, so that they can look at problems objectively, find solutions to problems, and be open to other people's ideas.

According to Nurhindazah and Kustanti in Ilmiati et al. with the support provided by family, one can increase their resilience in facing various situations, so that students are able to survive and continue to struggle to complete their thesis when they face challenges while working on it [4]. Examples of family support that families fail to provide to students are the lack of information about the appropriate procedures for completing the thesis and where to obtain references for the thesis that has been done as well as enthusiastic support in working on the thesis.

Family support affects academic resilience based on research by Irianto et al., Pratiwi & Kumalasari. Asni & Olive Rasmin, Septianmar et al. [5-8]. The results of Pratiwi & Kumalasari's research stated that the higher the resilience of students' academic lives, if the support from family is greater [6]. This means that the more parents provide support, the higher the academic reciprocity of students.

Some students of the economic education study program also lack family support in the form of motivation from parents such as providing encouragement to graduate quickly from college, lack of assistance with transportation facilities so that students have to ask friends for help or use ojol transportation (online motorcycle taxi). In addition, students also often lack costs to support thesis work so that some students while working.

Thus, efforts that can be made to reduce the level of academic resilience of students are by training students to think positively and have family support. Based on the description above to reveal the influence of positive thinking skills and family support on the academic resilience of students who are working on their thesis in the economic education study program FKIP ULM.

Method

Associative quantitative research examines the relationship between two or more variables. In this case, this relationship is called a casual relationship, which is a relationship of cause and effect of 2 variables, namely the independent variable (influencing variable) and the dependent variable (influenced variable) [9].

Causal relationship is the type of relationship applied to this study, the population to be taken in this study amounted to 73 people from the class of 2017 and 2018 in students of the economic education study program FKIP ULM. While the samples taken in this study amounted to 73 selected by applying total sampling.

The techniques in data collection used are questionnaires (questionnaires), interviews (interviews), and documentation. As for testing the data obtained using validity tests and reliability tests. In this study, the technique in the analysis applied is the Structural Equation Model (SEM) based on Partial Least Square (PLS) with inner model testing (structural model) using the t test (partially).

Result and Discussion

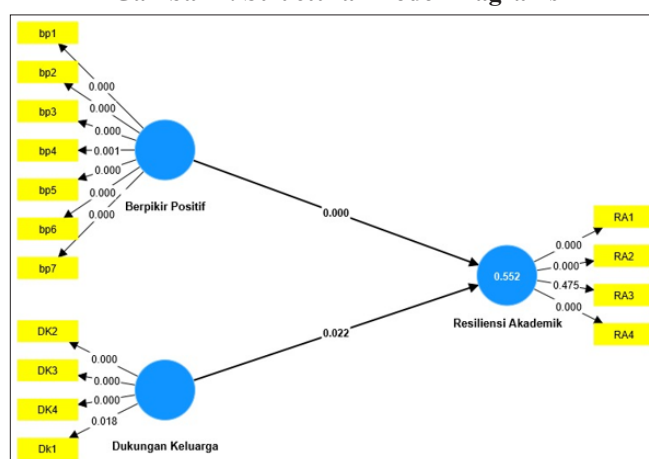
The data processing to be carried out in this study uses Smart PLS statistical software with version 4.0 using the bootstrapping method.

Inner Model test (Structural Model)

Tests with structural models are run on SEM with PLS. The purpose of testing is to find out whether or not there is an influence between the construct and the R-Square. This is done using p-values to derive the significance of parameter coefficients based on structural paths and R-Square to derive whether the independent variable has a substantive influence on the dependent variable. The R-Square value is applied to calculate how much influence a particular independent variable has on the dependent variable [10].

The way to see the magnitude of the influence of the independent variable with the dependent variable, then the R-square value will be used. The R-square value indicates the strength or weakness of the dependent variable's influence on the independent variable, and also indicates the strength or weakness of the research model. Evaluating the value of the R-square According to Ghozali in Putri Maulidiah et al., explained if the value of the R-square is set in three parts: values over 0.67 are categorized as strong, values between 0.33 and 0.67 are categorized as moderate/moderate, and values below 0.19 are categorized as weak [11].

Gambar 1: Structural Model Diagrams



Based on diagrams sourced from structural models, the output obtained through Smart PLS software is shown. The results of the inner model test showed that the independent variables of Positive Thinking (X1) and Family Support (X2) had an influence of 55.2% on the value of Academic Resilience (Y), with an R-square acquisition value of 0.552 having a medium category.

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Hypothesis test

T test (partially)

The value of the significance of the parameters obtained is estimated to show the relationship between the research variables. The values in the output obtained from the results for inner weight will be used as a basis for testing the hypotheses in the research conducted and the results in statistical tests will be seen according to Table 1.

Table 1: Output for Inner Weight

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Berpikir Positif -> Resiliensi Akademik	0,537	0,559	0,104	5,172	0,000
Dukungan Keluarga -> Resiliensi Akademik	0,270	0,262	0,118	2,283	0,022

The table obtained above is used in proving the design hypothesis that has been designed before, as shown by the results of data analysis processing with the SmartPLS application, and the initial example value and P value.

Positive Thinking towards Academic Resilience

Hypothesis 1 shows that the Effect of Positive Thinking (X1) has results that have a significant effect and have a positive response to Academic Resilience (Y). Based on the results of SmartPLS data processing, a P value of 0.000 was found, which has a value smaller than the value of alpha provisions (significant level), which is with a value of 0.05, and has an influence that has a value of 0.537, it shows that the Positive Thinking Influence (X1) is significant and has a positive value on the Academic Resilience variable. This therefore shows that hypothesis 1 will be declared acceptable.

Family Support for Academic Resilience

According to Hypothesis 2, the Effect of Family Support (X2) will have a significant impact and have a positive value on Academic Resilience (Y). With the results of data processing through SmartPLS, it was found that the P value with a value of 0.002, which has a value less than the alpha value (significant level), which is 0.05, and there is a positive influence with a value of 0.270. Thus, a conclusion can be made that hypothesis 2 is acceptable.

Based on data from questionnaires distributed to 73 students of the economic education study program FKIP ULM in 2017 and 2018, it is known that the influence of positive thinking and family support will affect the academic resilience of students who carry out their final assignments or theses in the economic education study program FKIP ULM. The results showed a significant influence or effect of positive thinking and family support on the variable of academic resilience of students who are working on a thesis in the economic education study program FKIP ULM, with the results of Positive Thinking and Family Support will significantly affect and value positively with a value of 0.552 on academic resilience. This shows that the percentage of contribution of positive thinking and family support to students who are in the process of completing their thesis on student academic resilience in the Economic Education study program FKIP ULM is 55.2%, where 44.8% can be influenced by several other variables that were not tested in this study.

Conclusion

Based on the results of research conducted to determine the effect of positive thinking and family support on the academic resilience of students who are working on a thesis at the Economics Education Study Program FKIP ULM, the following conclusions can be drawn (1) There is a positive influence on the positive thinking variable significantly on academic resilience students in

the economic education study program FKIP ULM. (2) There is a positive influence on the family support variable significantly on the academic resilience of students in the FKIP ULM economic education study program. (3) There is a significant influence between positive thinking and family support on the academic resilience of students who are working on a thesis in the economic education study program FKIP ULM, with the results of positive thinking and family support having a significant effect and a positive value of 0.552 on academic resilience. This shows that the percentage of the contribution of positive thinking and family support to the academic resilience of students who are working on their thesis in the Economic Education Study Program FKIP ULM is 55.2% while the remaining 44.8% is influenced by other variables not tested in this study.

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