The Influence of Self-Efficacy on Resilience in Students Who Work in Thesis

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Abstract — *Students who are working on their final project often faced with various problems and pressures. They need to build self-efficacy to be able to increase confidence in achieving something. Self-efficacy is an individual's belief in their ability to organize and take steps in solving certain problems or tasks. Individuals with high self-efficacy view difficult tasks as challenges to face rather than as threats to avoid. Respondents are highly committed to achieving its goals, respondents will also invest a high level of effort and strategic thinking to deal with failure. Resilience is the ability to thrive in the face of adversity in every individual whilst facing problems or pressure. By increasing resilience, humans can develop life skills such as communicating, realistic abilities in making life plans, and being able to take the right steps for their lives. This study was conducted to determine whether self-efficacy has an effect on resilience. The research design used in this study is a quantitative research design with a sample of 75 people and the population of this study is students who are working on a thesis. The data were first analysed for validity, reliability, and followed by simple regression analysis. The results showed that self-efficacy had an effect on the resilience of 30,5% and a significant value of $p = .000$ ($p<0.05$), testing the effect of the dimensions of self-efficacy on resilience showed results that strength has the greatest influence on resilience.*

Keywords: self-efficacy, resilience, student

Abstrak — - *Self-efficacy* adalah keyakinan individu dan kemampuan individu dalam mengambil langkah dalam menyelesaikan masalah atau tugas tertentu. Individu dengan *self-efficacy* yang tinggi akan memandang tugas yang sulit sebagai sebuah tantangan daripada ancaman dan memiliki komitmen yang tinggi untuk mencapai tujuan mereka. Resiliensi adalah daya juang dari setiap individu dalam menghadapi masalah atau tekanan. Individu yang memiliki resiliensi yang baik dapat mengembangkan keterampilan hidup yang baik seperti berkomunikasi dan kemampuan dalam membuat rencana hidup dan sanggup untuk mengambil langkah yang tepat bagi hidupnya. Penelitian ini dilakukan untuk mengetahui apakah *self-efficacy* berpengaruh terhadap resiliensi. Metode penelitian yang digunakan merupakan metode penelitian kuantitatif dengan sampel sebanyak 75 orang dan populasi penelitian ini adalah mahasiswa yang sedang mengerjakan skripsi. Data dianalisis untuk validitas, reliabilitas lalu diikuti oleh analisis regresi sederhana. Hasil penelitian menunjukkan bahwa *self-efficacy* memiliki pengaruh terhadap resiliensi sebesar 30,5% dan nilai signifikan sebesar $p = .000$ ($p<0.05$), uji pengaruh dimensi *self-efficacy* terhadap resiliensi menunjukkan hasil bahwa *strength* memiliki pengaruh paling besar terhadap resiliensi.

Kata Kunci: *self-efficacy*, resiliensi, mahasiswa

INTRODUCTION

Students in a college must complete the final project or thesis to complete their college studies. Students who are working on their final project or thesis are usually called final students (Pratiwi & Lailatushifah, 2012). In doing the final project or thesis, students are often faced with various problems and pressures. The problems and pressures faced are, namely, a short amount of time to work on the final project while students are still attending or repeating courses (Sari and Indrawati, 2016).

Students are often faced with difficulties in doing a thesis. There are two factors that can prevent students from doing their thesis. First is the external factors originating from these students, motivation, and even the ability of students to do a thesis. Second is external factors which include the environment of the individual itself, such as various thesis workmanship systems from the faculty, as well as from the supervisor. The difficulties faced by students decided they were to postpone the preparation of the thesis and did not even complete the thesis (Slamet, 2003).

The results of research conducted by Triyana, Hardjajani, and Karyanta (2013) on psychology study students and Sebelas Maret University medical faculty stated that there were 60% of students from the 2004 class and 80% of the 2005 class students who could not graduate on time or during four years of study. These results indicate that there are a majority of students who have difficulty being able to graduate on time because in doing thesis there are some obstacles felt by students, such as obstacles to find titles and look for materials that can be used in preparing the thesis.

The number of unpleasant conditions in the preparation of the thesis such as failing to meet with the lecturer, can not divide the time for various activities carried out so it is difficult to consult with the lecturer and finally unable to complete the thesis on time. These various obstacles will make students become depressed, anxious, difficult to concentrate, lazy to do the thesis, avoid not working on the thesis, or can even cause psychological problems such as frustration, stress, or delay working on the thesis (Everall, Altrows, Paulson, 2006). And other impacts that can be caused are not being able to graduate on time and will reduce the quality of student education and will affect the Performance Assessment (IP) (Lidiawati, Sinaga, & Rebecca, 2020), therefore, it is considered necessary for students to build self-efficacy to be able to increase confidence in achieving something that is owned by students.

Self-efficacy is an individual's belief and the individual's ability to take steps in solving a particular problem or task. (Bandura, 1997). Self-efficacy is related to three dimensions: level, strength and generality. Level refers to how difficult a person finds it to adopt a specific behavior. Strength reflects how certain a person is of being able to perform a specific task. Generality refers to the degree to which self-efficacy beliefs are positively related, either within a behavioral domain, across behavioral domains (Lidiawati et al., 2020). Individuals who have high self-efficacy will see a difficult task as a challenge rather than a threat. Individuals will have a high commitment to achieve their goals and will have a high level of effort and can think strategically to deal with failure (Yendork, & Somhlaba, 2015). Individuals see failure as a lack of effort owned to achieve goals. In addition, individuals after experiencing failure will be able to rise again (Bandura, 1997).

According to Liebert and Priegler (1982) in Warsito (2009), one's self-efficacy can affect the business and endurance in facing the obstacles being faced, the higher one's self-efficacy, the greater the endurance they have and the individual's endurance in the face of adversity or pressure is also called resilience.

According to Tri Utami and Helmi (2017), by increasing resilience, individuals can face challenges and difficulties that are being faced and can develop their skills and abilities in planning their lives. Individuals can make the pressure they face becomes an opportunity to develop themselves. Connor and Davidson (2003) define resilience as a struggle for each individual in dealing with problems or pressures. Resilience can overcome difficulties faced such as frustration, stress, depression, and many problems experienced by individuals. Individuals with good resilience can rise from the pressures and stress they face, and they will try to overcome the problem. Meanwhile, resilience is the capacity of individuals to overcome the negative effects of the difficulties being faced (Pidgeon, Rowe, Stapleton, Magyar, & Barbara, 2014). In the context of this study, students who have high self-efficacy, when they have problems tend to continue to defend the actions of learning in order to finish their thesis. Self-efficacy have a significant impact on the definition of goals, and compliance through the influence they exert on individually choice, motivation, resilience, and on emotional reactions (Goulão, 2014; Maddux, 2013). Students who have high self-efficacy will not give up so easily when they have problems, but will continue to maintain their learning behavior and try to solve the problems (Lidiawati et al., 2020). The purpose of this study was to examine the effect of self-efficacy on resilience in students who are working on a thesis.

RESEARCH METHODS

Participants in this study entered the stage of emerging adulthood aged 18 to 25 years (Arnett, 2000), who were working on a thesis and were undergoing studies in private universities in Tangerang. The research design used is a quantitative research method. The type of quantitative research used is a non-experimental research design to

determine the causal relationship. According to Hadi (2015) quantitative research is a method of measuring quantitative and statistical data through scientific calculations, which come from individual samples or groups that will be asked to answer questions about ongoing research, and the frequency of the sample responses will be determined.

This study begins by finding out about the phenomena that exist about self-efficacy and resilience that occur in students who are working on a thesis in private university, then researchers look for participants who are ready to fill out the questionnaire that has been provided, then look for participants who are in accordance with predetermined criteria, after that the researcher will try out the measuring instrument used so that the measuring instrument is really valid and reliable.

The questionnaire used consisted of 2 parts, namely to measure self-efficacy (Lukito, Lidiawati, & Matahari) and also measure resilience (Dong, Nelson, Shah-Haque, Khan, & Ablah, 2013), and the researcher also asked participants to fill out informed consent as a form of agreement from research participants that would provide the correct data, and also the researcher's consent to use the data with wise and only for research purposes. After all the required data has been collected, the researcher does the calculation using JASP software, then conducts analysis and discussion of what has been obtained.

The analytical method used in this study is a classical assumption and simple linear regression analysis. The classical assumption test will be conducted together with simple linear regression analysis, which includes the normality test, correlation test, linear test, heteroscedasticity test, and homogeneity test. The Kolmogorov-Smirnov test is used to determine whether data is normally distributed. Correlation test (Pearson and Spearman) was conducted to determine the relationship or linearity of the two variables, and then proceed with regression analysis to ascertain the influence of one variable to another (Gravetter & Wallnau, 2016)

RESULTS AND DISCUSSION

In the process of collecting data, researchers collected data by distributing online questionnaires through Google forms without distributing questionnaires in hardcopy form. From a total of 75 participants in this study. Next, the researcher wants to find out whether self-efficacy has an effect on resilience using simple linear regression. Before the regression test was carried out, a correlation test between the two variables had been carried out which stated that the two variables were significantly related. A correlation test was performed using Pearson's Correlation on both variables, namely self-efficacy, and resilience.

Table 1 Result of Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552[a]	.305	.295	8.898

From the above table, it can be seen that the regression coefficient R^2 shows that self-efficacy has an effect of 30.5% on resilience, then 69.5% is influenced by other factors beyond resilience.

Table 2 Significance of Linear Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2536.221	1	2536.221	32.036	.000[b]
Residual	5779.325	73	79.169		
Total	8315.547	74			

The results of the significance of the regression test obtained F = 32,036, p = .000 (p <0.5). The value is based on the value of the regression coefficient and the significance value obtained, then the null hypothesis which says that there is no effect of self-efficacy on resilience in students who are working on the thesis is rejected. From these results it can be said that H1 in this study was accepted namely there is an effect of self-efficacy on resilience in students who are working on thesis, with the regression equation as follows:

Table 3 Regression Coefficient

Model	B	Std. Error	Beta	T	Sig.
(Constant)	12.832	8.682		1.478	.144
Total *Self-efficacy*	1.025	.181	.552	5.660	.000

Based on the table above, the regression equation is obtained as follows:

Y = 12,832 + 1,025 X

From the regression equation above, it can be seen that self-efficacy has a positive effect on resilience, which means that if self-efficacy increases, then one's resilience will also increase.

This study aims to answer the question of whether there is an effect of self-efficacy on resilience in students who are working on a thesis. From the results of the correlation test, it was found that self-efficacy has a correlation r = .552, p = .000 (p <0.1) which means there is a significant positive relationship between self-efficacy and resilience. This shows that if students have high self-efficacy, then students will have high resilience as well. In addition, if expressed through a simple regression equation Y = 12,832 + 1,025 X, Y is resilience and X is self-efficacy which means that if the regression coefficient X increases 1 score, then Y has an increase of 1,025. Therefore, it can be said that if a student is facing difficulties while working on a thesis, it will make students able to have a good fighting spirit and be able to survive when faced with various problems in writing a thesis. This is also in line with the results of the regression analysis conducted by Salifu, Yendrok, Somhlaba (2015) which states that self-efficacy is a significant positive predictor of resilience tested in orphans.

Hypothesis test results that have been done using linear regression analysis show that self-efficacy has a significant effect on resilience with a value of R2 = .305, p = .000 (p <0.5). This shows that self-efficacy significantly affects resilience by 30.5% in students who are working on a thesis. Furthermore, there are 69.5% of other factors that can affect one's resilience. Herman, Stewart, Granados, DPhill, Jackson, Yuen (2011) say that besides self-efficacy, resilience also has other factors and characteristics, namely self-esteem, internal locus of control, and personality traits (OCEAN).

Based on the test results of the effect of the dimensions of self-efficacy on resilience, the results obtained that of the three dimensions possessed by self-efficacy, the level dimension does not have an effect on resilience, which means that the level dimension is not one of the causes of student participants in this study having resilience well (Hamill, 2011). What causes students in this study to have good resilience are the dimensions of generality and strength.

According to this study, individuals with high self-efficacy tend to choose actions that are more challenging and will show their commitment to achieving goals. Individuals who have self-confidence can face difficulties and will be sure that they have control over their thoughts and try to persevere in achieving goals. And according to the theory developed by Bandura (1977) the efficacy of a person's expectation can also differ in strength.

Someone who has strong expectations, they will have good resilience to solve the problem being faced.

And in accordance with the statement from Bandura (1997) which says that the more effective a person's ability to analyze ideas or personal ideas that are owned, will make individuals act appropriately in achieving their goals, which are in accordance with the generality that is owned by someone. Individuals who have good generality will have confidence in doing the given task, whether someone only does a task that has been mastered or choose a task that has never been done so that when faced with a problem, they will have many ways to solve the problem and will have the power be good at dealing with problems.

CONCLUSIONS

Based on the results of simple linear regression calculations, it can be stated that self-efficacy has an effect of 30.5% on resilience. These results are supported with the value (R2) = .305, p = .000, (p <.05). And 69.5% resilience is influenced by other factors. Factors that can affect a person's resilience other than self-efficacy are self-esteem, internal locus of control, and personality traits (OCEAN).

Theoretical Suggestions

1. The results that have been obtained indicate that there is a positive effect of self-efficacy on resilience, this study can contribute in the field of educational psychology in order to provide information as well as an understanding of students about self-efficacy and resilience.

2. This study uses self-efficacy measurement tools that have not been adapted to the research context and resilience measures still describe resilience in general, presumably for future researchers to be able to use measurement tools that are more specific and in accordance with the research context in order to obtain results that are consistent with research.

Practical advice

1. It is expected that students can have good self-efficacy in order to have good resilience too so that when faced with problems in doing a thesis, students have a role model (social modeling) so that when faced with various problems, students can have good resilience (strength).

2. It is expected that students can have someone who can help students in their thesis work in the form of suggestions, advice, or guidance (social persuasion) so that when faced with various problems in the thesis writing process, students can have a good fighting spirit.

3. Presumably can provide information to the university or educational institution to be able to provide something that can support the activities and the creation of self-efficacy and student resilience in the form of tutoring communities, peer groups, and counseling for students who are facing problems in working on their thesis.

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