

## TRAINING ON POSITIVE THINKING AND SELF-EFFICIENCY IN DEVELOPING THESIS

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**Abstract.** *In general, every student is required to prepare a final project or thesis, as one of the requirements for obtaining a bachelor's degree (S1) at a university. Based on the experience of researchers as thesis supervisors and some research results, in the thesis preparation process, most students experience various obstacles. These various obstacles can come from within the student himself (internal factors) such as increased anxiety, decreased self-efficacy in compiling a thesis, as well as from the environment around the student (external factors), such as; harmony and family support, peer support. Based on the experience of researchers as counselors and from the results of research, these various obstacles can be overcome if managed properly, by thinking positively. This experimental study aims to determine the effect of providing positive thinking training on self-efficacy in preparing a thesis for students. The experimental research design pretest-posttest control group design with the experimental group and the control group amounted to 15 people each for each group. The research subjects were students of 45 Bekasi Islamic University who were writing their thesis. The results of the pretest-posttest measurements after the training were held, showed differences. There was a significant increase in student self-efficacy after taking positive thinking training. Hypothesis testing using Paired Sample T-test analysis shows the value of Sig. (2-tailed) of 0.000 ( $p < 0.05$ ) which means that the null hypothesis ( $H_0$ ) is rejected, there is a difference or increase in self-efficacy in completing the thesis before and after being given training.*

**Keywords:** *Training on Positive Thinking, Self Efficacy in Writing Thesis.*

**1.INTRODUCTION** . In general, each student is required to compile final project or thesis, as one of the requirements to get a bachelor's degree (S1) at a tertiary institution. In nature workmanship and completion of the thesis there are constraints similar to what is often perceived and faced by the students. Based on the results of the study were researchers predecessor did by interviewing five students who were in the stage of preparation of the thesis, get the data as follow. The first subject stated that the obstacles that were felt before the thesis preparation

period were the erratic mood changes marked by being easily stressed if he wanted to start working, besides that he also felt that the difficulty in finding literature or journals was one of the reasons he felt stressed. This has an impact on the feeling of lack of confidence in himself to be able to complete the thesis according to the specified time. In addition to their target for others who want to do after the thesis is completed and graduated, namely marriage. Subject to feel that if there are understanding and support of the family ( parents subjects, families prospective spouse, prospective spouse) on condition that experienced this, will greatly help affect the feelings of positive subjects in the work on the thesis.

The second subject stated that the obstacles faced during the thesis preparation period were the interaction of internal factors and external factors. The main internal actor that often hinders one of them is laziness which is difficult to overcome when having to do tasks alone without friends. Subject find that work together with a friend, even though the task that is done is individual greatly affect the smooth completion of the task such. The existence of a friend of the same age (peer group) that are both currently working on a thesis (factor external ) greatly helps the subject in getting the mood positive, so the mood for the completion of the thesis can be kept awake. F external actors more the constraints felt by the subject of the third, the uncertainty of the time lecturer in a decision making on the title of the proposed or correction of lecturers against workmanship stages of thesis, so it also makes it experienced a change in the mood for too long waiting for feedback turning from faculty supervisor (long in the perception of the students ). To be able to always keep moods stable in the process of this he felt that parents should give a clear understanding of the workload being he experienced this, he was very sad always require the support of positive from parents. The example is when the mother is always asking to do something at a time when that is not appropriate, on the other hand, because the conditions were less rest for too long working on the thesis that causes the condition of mood it becomes less good. The interaction of some of these obstacles causes him to tend to feel anxious and worried if he will not be able to complete the tasks at the completion stage of the thesis according to the specified time. Self- confidence will be able to finish on time to decrease. Subject four states that he is having trouble retrieving data for a thesis that is done by him using the analysis of data quantitative, which he felt less ability to respect those. Coupled again with anxiety facing faculty mentors that many desire, ask in the above capabilities are owned by the student ( perception of students ), while the subject feels himself her less to afford her such as that requested by the lecturers. Subject four has barriers related to a self -concept and, anxiety. Subject fifth stated that empathy, support families and, harmony in the family is a matter principal who made it remains eager to remain consistent and still maintain the spirit to be able to quickly complete the thesis according to the target time of achievement that is made. Matters is that still makes her believe that he will be able to complete the thesis according to hopes.

Based on the subject statement above, it shows that most of the obstacles they face lead to the following. They felt worried and insecure about completing the thesis in a schedule. The Constraint is cover the aspects of the efficacy of the individual self, that aspect of the level of magnitude, where it is associated with how

individuals can do a task based on the degree of difficulty (Rohmatun, 2014) which is characterized by delays in work on the thesis because of difficulties in looking for library sources so that it also has an impact on his *mood* in working on his thesis. Statement of the subject is also shortly to cover broad aspects of the criteria in the field of behavior ( *generality* ) as well as the level of power ( *strength* ), it is shown by the feeling unsure and worried if he can not pass according to the time he set.

According to Bandura in Rohmatun, ( 2014), *self-efficacy* is the result of a cognitive process in the form of a decision, belief, or an expectation that the individual has about how far the individual able to estimate the ability he has when doing a task or activity. certain necessary to be able to achieve the final result it hopes for. According to Bandura in Rohmatun (2014), individuals who have high self-efficacy are easier to face challenges. Individuals feel confident in completing their goals because they have full confidence in their abilities. Individuals also will not depend on other people who hinder their goals, but still, stick to them to achieve their goals. These individuals will quickly face problems and be able to rise from their failures. So, individuals who have high self-efficacy will feel confident that they are capable of completing a task, and vice versa. This is what makes student self-efficacy an important thing.

Several aspects indicate that the self-efficacy of students who are completing the thesis is related to the individual's way of thinking in dealing with problems and the direction of individual thinking in looking at the problem optimistically or pessimistically, which will determine how to deal with these difficulties and individuals with the efficacy. high will survive in the face of adversity. Elfiky said 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 a positive point of view and emotions, both towards oneself, others and, the situation at hand (Budinarsih, 2017)

A positive mindset is very necessary to see things from a positive perspective. In difficult times, it is very important to understand and sustain positive institutions, such as positive thinking. Seligman (Wibawa, 2010) states that positive and optimistic thinking can bring the individual to happiness. With a positive mindset, it will certainly make it easier to adjust to the environment and easier to develop its abilities to achieve success.

Students with a study period of 4 years or more are expected to have high self-confidence, enthusiasm, and a positive mindset so that they can complete the thesis according to the targets set by each student (Budinarsih, 2017). Students when thinking will form beliefs and principles in themselves. This belief will also form a feeling for that belief.

In addition to covering the cognitive level, the positive thinking approach also includes an emotional level, for example when a student fails, increased sense of anxiety because it did not get support from friends peer or, family, often making himself caught up in thoughts and negative feelings. Student negative thought to a problem makes itself tends to form a belief that he was not able to, especially in the fields of academic, in his thesis that requires the ability to think more than the ability to face the task of eye subjects that are already commonplace in the process.

Research conducted by Budinarsih (2017) shows that in general positive thinking students of the Department of Psychology are in the high category with a percentage of 54%. These results indicate that the subject is very good at focusing

his attention and his words from positive things both to himself, other people and, the situation at hand, especially those related to the activity of doing the thesis. So that there is a positive relationship between positive thinking and academic self-efficacy in students who are preparing a thesis in the Department of Psychology, Semarang State University.

In addition to the phenomenon directly from the results of the study early and reference research beforehand as explaining at the top, based on the experience of researchers as lecturers supervising the thesis, the phenomenon at the top too often researchers have encountered in student guidance thesis. Even students who have a good achievement, when Compiling thesis also there face obstacles such as, anxiety, lack of trust themselves, require the support of peer and family.

With the background behind the phenomenon and the problems in the above, the researchers are interested in research with training positive thinking as an effort to increase self-efficacy students who were writing his thesis at the University of Islam 45 Bekasi. It is expected to get the training to think positively the students can see the ability themselves they are more positive and able to overcome the obstacles that encountered during the process of preparing the thesis. The hypotheses in this study are:

- a. Hypothesis Zero (H<sub>0</sub>): there is no difference in the pretest and posttest scores, which indicates that there is no difference in the self-efficacy of students who are preparing a thesis before and after being given positive thinking training.
- b. Alternative Hypothesis (H<sub>a</sub>): there is a difference in the pretest and posttest scores, which indicates a difference in the self-efficacy of students who are compiling their thesis after being given positive thinking training.

## 2. LITERATURE REVIEW

### Self Efficacy

According to Bandura in Rohmatun 2014, *self-efficacy* is the result of a cognitive process in the form of decisions, beliefs, or expectations that an individual has about how far the individual able to make estimates about his abilities when doing certain tasks or behaviors needed to could achieve the result he hoped for. The belief that an individual has to make an action affects the activities and efforts of the individual in facing difficulties in completing certain tasks. This belief will move individuals to behave more diligently, resiliently and, dare to face problems. Individuals will also have a strong motivation to achieve maximum results. This belief will also determine the type of coping behavior, how hard the effort is made to overcome the problem, and how long the individual able to withstand unwanted obstacles. Self-efficacy consists of three important things, namely; **An order of magnitude (Magnitude; The area of behavior (Generality), the level of strength (Strength)**. Besides, it is 4 factors that influence the efficacy of self according to Bandura, in Hanapi & Court, 2018; **mastery experience (experience of success), vicarious experience (experience of other people), verbal persuasion (verbal persuasion), and physiological and emotional state (physiological and emotional states)**.

### Students Who Prepare Thesis

Students are a group of young people who have the opportunity to study at higher education institutions that have self-identity. Student identity itself is formed and built from the self-image possessed by individuals as dynamic, social,

independent and, religious beings. Based on the student's self-identity, a sense of religious, intellectual, social responsibility and, a sense of individual responsibility as citizens and the nation as servants of God will be reflected (Rohmatun, 2014).

### **Thesis**

According to the Big Indonesian Dictionary (KBBI), a thesis is defined as a scientific essay that is required as part of the requirements of academic education. Thesis is a scientific paper of a student on completing the S Arjana Tier 1 (Mutakien, 2015). This thesis is evidence of the student's academic ability in research with topics according to their field of study. Thesis is prepared and defended to achieve a bachelor's degree. Usually, a thesis is one of the graduation requirements. In general, a thesis is a scientific paper of the results of research or experiment prepared by students under the guidance of a supervisor and is accounted for, in a Final Program Examination Session to meet the requirements for obtaining a bachelor degree (SI). The thesis is one of the requirements that must be fulfilled as part of getting a bachelor's degree (SI). Thesis is one of the differences between undergraduate (SI) and diploma (D3) education levels (Widigda & Setyaningrum, 2018). Can in conclude that self-efficacy students in completing the thesis are the student self-confidence in his ability to deal with various situations difficulties and constraints experienced in the process of completing the thesis.

### **Positive Thinking Training**

Simamora in Kamil ( 2010) defines training as a series of activities designed to increase skills, knowledge, experience, or changes in an individual's attitude. Training is a part of education which is a means of fostering and career development as well as an effort to improve the quality of human resources according to job requirements.

### **Positive thinking**

Albrecht in Dwitanyanov (2010) suggests that positive thinking is an individual's ability to focus attention on the positive side of something and use positive language to form and express thoughts. Elfiky said 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 a positive point of view and emotions, both towards oneself, others and, the situation at hand (Dwitanyanov, 2010).

### **Aspects of positive thinking**

Four aspects in thinking positively, the *reality adaption* (adjustment to reality), nonjudgmental talking (a statement that does not rate), *positive expectation*, and self-affirmation, by Albrecht in Dwitanyanov, 2010.

#### **a. Reality Adaption (Adjustment to reality)**

*Reality adaption* (adjustment to reality) is recognizing the reality and quickly adapt to it, accept and try to deal with it. A person can accept various facts whether they want or not and immediately adjust to these facts, will tend to have a healthy soul compared to someone who cannot accept reality and tends to blame himself.

#### **b. Non-judgmental talking (a statement that does not rate)**

*Non-judgmental talking* ( the statement that does not judge) is a statement that describes itself based on an assessment of circumstances, is flexible, and is not fanatical in opinion. This statement is meant as a substitute when someone tends to give a negative statement about something.

*c. Positive Expectation.*

*Positive expectation* (positive outlook) by Albrecht is doing something to focus on success, optimism, problem solving, distancing themselves from the fear of failure and, the use of words containing expectation such as "I can do it". Someone who has hopes and dreams or ideals will tend to be more positive, this happens because there are emotions behind the dream.

*d. Self Affirmation*

A self-affirmation is to focus on one's strengths more positively on the premise that everyone is as important as everyone else. A person who has positive thoughts will believe in himself and others. Through positive thinking, someone will be motivated to do something new and take advantage of existing opportunities.

Training thinking positively identified as the training that emphasizes the way of thinking with the viewpoint and emotions are more positive, both to oneself, others or, to the situation at hand (Budiningsih, 2017). Besides according to Corey, positive thinking training is one of the development cognitive model of transpersonal (Ertiyastuti et al., 2012). Positive thinking training in this study was developed from the rational-emotive cognitive approach model (*TRE-Model*) that was developed by Albert Ellis. Teknik Rational Emotive Cognitive Ellis insists on a cognitive model of ABC (*Antecedent, Behavior, and Consequence*) (Ertiyastuti et al., 2012). Based on the theory - the theory on the above, it was concluded that positive thinking training is training that emphasizes the way of thinking, viewpoints and emotions are more positive, both to oneself, others or, to the situation at hand.

The Positive Thinking Training Brief Module used in this study was compiled by research based on a combination of the theories above.

### **3. RESEARCH METHODS / METHODOLOGY**

Research method was *quasi-experimental*. The experimental design that is used is *non randomized pretest-posttest control group design*. Two groups selected (groups of experimental and group control). The data *pretest* is collected to know the state of the initial (baseline). Meanwhile, the data *posttest* is collected after treatment. The purpose is to know if there is any difference between the experimental group and the control group (Latipun, 2014). The subjects in this study were students who were completing their thesis at the Islamic University "45" Bekasi. The characteristics of the specified subjects are: 1. Male / female, 2. Subjects are final semester students who are in the thesis preparation stage, 3. The selected participants are students who are preparing a thesis with a low self-efficacy *pretest* score.

Subject selection is done with technique purposive sampling, with the characteristics of a particular suit the purpose of research, as has been mentioned in the above. Followed by using *proportional stratified* technique. *Proportional stratified* is a type of *stratified* sample in which the determination of the number of samples is proportionally adjusted to the number in each subpopulation (Setiawan, 2018). If the population is more than 100, it can be taken between 15-25% (Arikunto, 2002). After the crawl is done, obtained a sample of 100 students who were compiling the thesis of berbagai program of study that is different. Furthermore, the subject was selected *non-randomly*, by looking at the student's self-efficacy *pretest* score in completing the thesis. A total of 30 students with low initial self-efficacy scores were divided into two groups; 15 students as the experimental group, and 15 students as the control group.

Collecting data in this study used interviews and psychological measurement scale in the form of instrument measuring the model scale *Likert*. There are six ( 6 ) instruments that its used. Therea are the scale of self-efficacy students in completing the thesis , The self concept scale, The scale of support of parents , The scale of the harmony of the family , The scale of anxiety and The scale of peer groups. The data analysis used to see whether there was a difference in the *pretest* and *posttest* self- efficacy scores was the *independent sample t-test* analysis , and to test the significance of the differences in the score data , the *paired sample t-test* analysis was used.

Training is done by online during the first day of at 8:00 am until the 17:00. Module training Think Positive are used in the training is composed of researchers based on the theory of think positively by Albrecht in dwitanyanov , 2010. Facilitator training is an alumni students of psychology Unisma who already work in School as a teacher guidance counseling . The co-facilitators are students of psychology Unisma who also was preparing a thesis and have certification as a trainer methodology training from the Institute of Certified Professional (LSP -p1). The *posttest* score data were taken immediately after the training ended .

The flow of the research framework can be briefly explained and understood through the chart below (Figure 1):

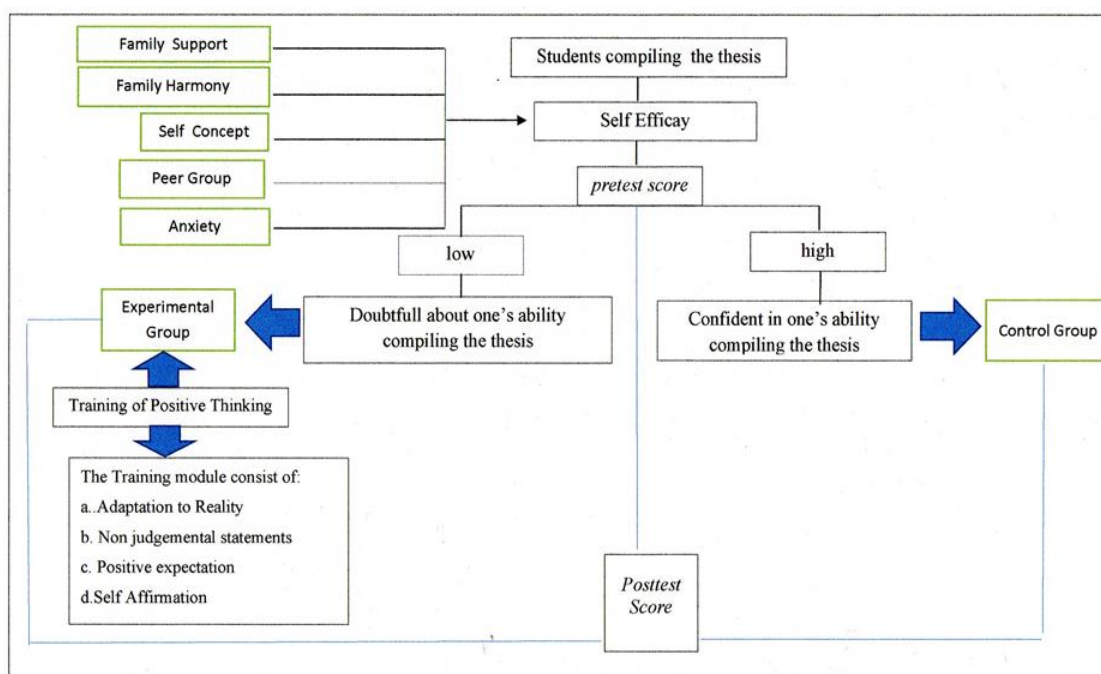


Figure 1. Research Flowchart

#### 4. RESULT AND DISCUSSION

##### RESULT.

The result of the calculation of the *independent sample t-test* analysis according to the *pretest* results before being given *treatment* ( see table 1). The t result was -4759 and the experimental group mean value = 55.27, the control group mean = 61.27,  $p = 0.000$  ( $p < 0, 05$ ), so that it can be concluded that there are differences in self-efficacy between the experimental group and control group before being given *treatment* and control group self-

efficacy level higher than the level of self-efficacy in the group experiment. The test of *independent sample t-test* is not only done before the group the experiment was given training but also after being treated.

Table 1. Test *Independent Sample T-Test ( pretest )*

Self Efficacy	Group <i>pretest</i>	N	Mean	F	t	Sig (2-tailed)
	Experiment	15	55.27	.389	-4759	.000
Control	15	61.27		-4759	.000	

The results of the calculation of the *independent sample t-test* analysis according to the *posttest* results, after being given treatment or *training* ( see table 2). The mean value of the control group = 76.40 and the mean value of the experimental group 79.40, the value of  $t = 2.123$ ,  $p = 0.043$  ( $p < 0, 05$ ). so it can be concluded that there are differences in the level of self-efficacy in the experimental group and the control group after being given *treatment*, with the mean value of the experimental group being higher than the experimental group.

Table 2. Test *Independent Sample T-Test ( posttest )*

Self Efficacy	<i>Posttest</i> Group	N	Mean	F	T	Sig (2-tailed)
	Experiment	15	79.40	1,933	2,123	0.043
Control	15	76.40		2,123	0.043	

Based on the results of the *paired sample T- test* before and after being given treatment or *treatment* in the form of positive thinking training, it is known that the Sig. (2-tailed) is 0.000 ( $p < 0.05$ ). It can be concluded that the hypothesis ( $H_a$ ) is accepted, meaning that there is a difference and an increase in students' self-efficacy in completing the thesis before and after being given treatment in the form of positive thinking training.

Table 3 Test *Paired Sample T-Test*

Self Efficacy Before and After Training	N	Correlation	Sig
	15	2,123	0,000

**DISCUSSION.** Positive thinking training was held on July 4, 2020, the training was held only one virtual meeting, due to time constraints and other considerations. This training was only given to the experimental group while the control group only filled out the *posttest*. The *posttest* filling was carried out right after the training was completed. This training consists of 6 sessions based on Alberth's theory of positive thinking. The first session, which is an opening or introduction. The second session with the theme "*Life Is Never Flat*", explains material about knowing oneself, the relationship between one's thoughts, feelings and, behavior that can influence each other. The material in *life is never flat* session is made based on the aspect of *reality adaptation* (adjustment to reality). *Reality adaption* is acknowledging reality by immediately adjusting. Abstain from regret, frustration and, self-blame. Accept problems and try to face them (Alberth in Machmudati & Rachmy Diana, 2017) ). Based on the results of some of the participants' answers on the assignment sheet, it shows that most of them have experienced the experience of getting poor course scores, the initial adaptation to starting college with assignments that are given in turns, even 6 out of 15 participants answered



that they felt they had chosen the wrong major and causing a sense of boredom because it is difficult to understand the courses in their chosen major. However, they can divert this because of some of the success experiences that accompany it, such as getting satisfactory scores during the last few semesters, winning several UKM competitions (student activity units) such as football, etc. So that in the "*life is never flat*" session, it can be concluded that participants can accept various facts, whether they want it or not because by immediately adjusting to these facts, individuals will tend to have a healthy spirit compared to someone who cannot accept reality and tends to blame self.

The third session of this training is with the theme "*Reframe Your Mindset*", which in this session consists of 3 materials on it, including recognizing cognitive distortion (*overthinking*), fighting negative thoughts, and positive thinking steps. In this session, participants are trained to change these negative thinking patterns. So in this "*reframe your mindset*" training session, participants are trained to stop negative judgments so that they do not become cognitive distractions and harm themselves by looking for alternative thoughts to replace previous negative thoughts. Based on the results of the answers on the "*Self Judgment*" task sheet, some participants showed that most of them had negative thoughts about themselves, both their abilities and things that had not even happened, they realized that these thoughts influenced the process of completing the thesis, so that answers to the question 'the perceived consequences of these thoughts' 12 out of 15 participants stated that they are more likely to experience procrastination and often lose focus because they think they are too inadequate to work on their thesis. In fact, 2 answers from 15 participants stated that they did not understand what they were going to research, so this caused them to be pessimistic about continuing their thesis.

The fourth session was themed "*Get Your Dream!*", on this session discussing positive expectations. *Positive expectation* is when doing something focuses more on success, optimism, problem-solving, and keeps away from a fear of failure and always uses words that contain hope such as "I can do it". Someone who has hopes, dreams or, aspirations will tend to be more positive, this happens because there must be an underlying emotion behind a dream. He will do something more focused on success, optimistic, problem-solving, and always use words that contain hope such as "I can do it". On this assignment sheet, some participants which are still confused about determining their priorities in reaching that *passion*, so 6 out of 15 participants only explain the *passion* they want to achieve at a glance. However, some participants were able to determine priorities and also the steps needed to achieve these expectations. This assignment sheet makes participants aware of their thesis work, whether thesis work has become one of the participants' *passions* and main priorities or not. Participants will also be stimulated cognitively and psychomotor to align behavior with their expectations. When a person has positive expectations or *passion*, he will tend to focus on positive things. The mind will focus on the process of achieving and succeeding in achieving expectations so that positive emotions will emerge such as happiness, confidence, optimism, and enthusiasm.

The last session is "*I Deserve It!*" In this session, participants were invited to understand and realize the importance of believing in the inner strengths and how beliefs can influence behavior. Someone who sees himself in a more positive light, that is, believes in the strengths or strengths that exist in him will tend to be more optimistic and confident. After the end of the session, most of the participants

stated that unconsciously the tears and feelings that had been held up were suddenly poured out. This is because when someone sees himself in a more positive light, believes in the strengths or strengths that exist in him, that person will be more confident and optimistic in dealing with something. Positive belief in himself will generate positive emotions which in turn will affect behavior. Self-confidence and optimism will direct one's behavior to do things that are much more positive and adaptive so that negative emotions such as feelings of inferiority or lack of confidence in doing something will be reduced.

Based on the test results *Independent Sample T-test according to treatment (treatment)*,  $H_a$  is accepted. This shows that there is no significant difference between the experimental group and the control group. After being given *treatment* to the experimental group, from the test result it can be concluded that there is a difference in the level of self-efficacy at the experimental group and the control group with the mean value of the experimental group being higher than the control group.

The second hypothesis test aims to determine differences in the level of self-efficacy of students in completing theses in the experimental group, based on the results of the *paired sample t-test*. The value in Sig. (2-tailed) of 0.000 ( $p < 0.05$ ), which means that the hypothesis ( $H_0$ ) is rejected, which means that there is a difference and an increase in student self-efficacy in completing the thesis. So it can be concluded that there is a significant influence in the provision of treatment (*treatment*) in the form of positive thinking training in increasing student self-efficacy in completing theses.

## CONCLUSION

It can be concluded that an increase in self-efficacy score students in completing a thesis on the subject that have been trained to think positive. Subjects who were given positive thinking training experienced a significant increase in student self-efficacy in completing theses compared to subjects who were not given training. This means that there is a difference in the self-efficacy of students who are writing their thesis at the 45 Islamic University of Bekasi before and after being given positive thinking training. An increase in self-efficacy after receiving training has a direct positive impact on a more positive perspective in addressing problems related to thesis completion. The indirect impact is a positive perspective on any problems or other inhibiting factors such as family support, family harmony, self-concept, anxiety peer groups. Students become confident in their ability to solve other problems that become obstacles in completing the thesis.

### There are some research limitations:

1. Control of other factors that affect the self-efficacy of students from the self individual as congenital (proactive history) such as; age, gender, personality, attitude, intelligence (cognition), and so on, which have the opportunity to influence the self-efficacy of these students. Controls which have been carried out against the factors that are by connecting several factors that can affect the student self-efficacy with variable-variables else represent them; the level of anxiety, parental support, family harmony, self-concept possessed by these students, and influence from peers.
2. Because this training is carried out remotely, without meeting and face to face, the researcher is also unable to observe or observe directly how the conditions directly experienced or felt by the participants and the factors that can influence

these conditions during the training, several factors that may occur such as physical factors (in a sick condition or not) and even psychological conditions (such as feeling anxious, motivation to attend training and so on).

3. The researcher gave the *post-test* to the experimental group directly at the end of the training session. This creates a bias in filling the scale because some of the skills taught in the training require time and cognitive deposition processes to practice such as in the *Reframe Your Mindset!* In this session participants are taught to replace negative thoughts or *judgments* that arise when participants face an event that is not according to their expectations such as thesis obstacles with more positive alternative thoughts. This requires time and cognitive deposition processes to put into practice in the life of each participant so that the *post-test* should not be given at that time.

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