

THE EFFECT OF GRATITUDE TRAINING ON ACADEMIC SELF-EFFICACY IN STUDENTS

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ABSTRACT

This study aims to find out and see empirically the effect of gratitude training on the academic self-efficacy of students, especially students of the Faculty of Psychology UIN Raden Fatah Palembang, as well as to find out the differences in academic self-efficacy of students of the Faculty of Islamic Psychology who received gratitude training and who did not get this. The research method in this study uses experiments, using randomization sampling techniques of subjects into experimental and control groups after pretesting. The subject of this study is a student of the Faculty of Psychology UIN Raden Fatah Palembang class of 2020. Design This research is a Randomized Pre-post Test Control Group design. The statistical analysis technique is an independent sample t-test hypothesis test. The results showed that the provision of positive thinking training influenced students' academic self-efficacy, this was based on an independent sample t-test which showed that between the experimental and control groups before the treatment showed no significant differences ($p = 0.019 > 0.05$ and the $< t$ table value of 2.406, $DF = 58.364$). However, after being given treatment there was a significant difference where t table = 2.406 and $p = 0.19 < 0.05$. Thus, positive thinking can be one way to improve academic self-efficacy in students.

Introduction

Apart from graduating from the world of high school education, some of the students who graduated from high school have continued their education to the tertiary level, some are not continuing (Hasibuan & Suryana, 2021). An individual's self-development through education can be an alternative in preparing a person to face global competition in the future (Megawati et al., 2019). On the other hand, education continues to improve standards (Potensia, 2020), so that its graduates are able to compete in the global market (Mawarpury, 2020). This indirectly requires individuals to further develop their potential, so that the achievement of academic achievement can be achieved optimally (Mikrayanti, 2020).

Therefore, individuals as students should have a strong belief in the achievement of their academic achievements. This concept is called academic self-efficacy (Noviati, 2017). Academic self-efficacy is as a person's belief that he is capable and able to perform the academic tasks assigned to him and indicates his level of ability (Baron, R. A, & Byrne, 2003). Park, et al (2006) mentioned that self-efficacy is very important for a student to in terms of controlling his motivation, achieving

his academic expectations. Academic self-efficacy if accompanied by specific goals and an understanding of academic achievement (Khanna & Singh, 2021), will be the determining point for the success of a person's academic behavior in the future (Alwisol, 2004).

This understanding clearly illustrates that academic self-efficacy can be a very important resource for individual self-development through the choice of student activities they undergo (Santrock, 2008). There are several indicators that can weaken academic self-efficacy, including hesitation in doing tasks and low individual motivation in learning to achieve successful and satisfactory academic achievement (Eliuuk-b u lbul, 2019). Academic self-efficacy determines the way in which academic barriers and challenges it will face (Freud & Eysenck, 2005). The higher the academic self-efficacy, the higher the academic achievement of a person (Ferla, et al (2009). One of the efforts to improve academic self-efficacy is through trainings (Sdorow, 1990).

Corey (2007) added that a person is able to modify his beliefs by practicing his thinking skills. The way and thinking patterns of a person can influence the behaviors and feelings that will be raised in specific situations (Hayes, P. & Rogers, 2008). Positive thinking training in a person can be one of the alternatives in improving academic self-efficacy (Watkins et al., 2021). Positive thinking has to do with positive living oriented to individual beliefs (Tofangchi, 2013). By thinking positively, a person will be able to survive in stressful situations (Kivimäki, 2005).

Academic self-efficacy can be interpreted as a person's belief that he is capable of performing a given academic task and signifies his level of ability (Baron, R.A. & Byrne, 2003). Positive thinking training can be an alternative in improving academic self-efficacy (Kristiana et al., 2021). Santrock's (2007) research shows that negative moods allow people to get angry, feel guilty, and magnify the mistakes that have occurred. Positive thinking has to do with a positive life oriented to beliefs (Hirshberg, 2018).

In this study, the instrument used was a self-efficacy scale using a questionnaire. The aitem in the questionnaire have various forms (Cochrane, 2021), such as dichotomous questions, multiple-choice questions, Rating Scale, and open-ended questions (Kohn & Frazer, 1986). Each of these forms certainly has different characteristics. The questionnaire model used in this study is a likert scale in the form of a Rating Scale. Questionnaires with a likert scale usually present questions accompanied by choices. The options on this likert scale are various (Retnawati, 2016).

This likert model instrument is relatively easy to make, and also respondents are easy to fill in the scale. However, there is a disadvantage of this instrument, namely the presence of respondents who tend to fill in the instrument according to community expectations (desireability bias). Instruments with this scale are a form of scale that is often used by researchers to make measurements (Darmawati, 2015).

This research is an experimental study using a quasi-experimental design. Quasi-experimentation or pseudo-experimentation is a form of experimental design developed from true experimental design. this design has a controll, but cannot fully function to control the outside variables that affect the implementation of the experiment (Bandung, 2006). Experimental Design in this study used non-Randomized Pretest- Postest-With Control Group Design.

Quasi-experiments or pseudo-experiments are a form of experimental design developed from true experimental design. This design has control, but cannot fully control the outer variables that affect the implementation of the experiment (Mason, 2020). This quasi-experimental design includes a pre-post design with unequal control groups and with a limited time series (Budiaji, 2013). The quasi-experimental design allows researchers to conduct research strictly in this context, albeit with

some specific limitations (A et al., 2020). This pseudo-study did not apply randomization of groups, experimental groups or control groups (Ratminingsih, 2010). This study used a quasi-experimental method because in this study there was no randomization in determining the subject of the study but using pre-existing subject groups and using control groups to understand the effects on treatment (Listiyandini et al., 2020). Experimental Design in this study used *non-Randomized Pretest-Posttest-With Control Group Design*.

The purpose of this study is to find out and see empirically the influence of gratitude training (positive thinking training) on the academic self-efficacy of students, especially students of the Faculty of Psychology UIN Raden Fatah Palembang, as well as to find out the differences in academic self-efficacy of students of the Faculty of Islamic Psychology who received gratitude training and who did not get this.

Method

The variables used in this study are bound variables, namely. The variables used in this study are bound variables, namely Academic Self-Efficacy and **free variables**, namely Positive Thinking Training. **Academic self-efficacy** is a belief in the ability to focus on motivation, cognition ability and making decisions in acting to achieve goals in facing academic challenges. **Positive** thinking training is training that emphasizes the way of thinking, namely from the point of view, positive emotions towards oneself or others and situations.

The subject of this study was a student of the Faculty of Psychology UIN Raden Fatah Palembang class of 2020, willing to take part in positive thinking training for three meetings. **The experimental design** used by researchers is Randomized Pre-Post Test Control Group Design (Latipun, 2002). The sampling technique used in this study randomized the subjects into experimental and control groups after pretesting. **Experimental Procedures** The preparation and implementation of experimental procedures begins with preparing an academic self-efficacy scale to be tested. Module trials were conducted in a *pilot study*. Research begins with *screening* to get prospective research subjects. The data obtained from the *screening* is also useful as data on the pretest score of the selected subject. After the initial test was carried out, then the treatment given to the experimental group was positive thinking coaching, while the control group was not given treatment. After the treatment was given, then against both groups were given posttests.

The data collection method uses several methods, namely the student's academic self-efficacy scale. In addition, researchers also used observation, interview, and documentation methods in this study. Adata analysis methods are,

1. Normality Test The normality test of this study uses the *Kolmogorov Smirnov Goodness of Fit Test* technique, using SPSS 19.5 Statistics for Windows.
2. Homogeneity Test The homogeneity test in this study used a levene test, using SPSS 19.5 Statistics for Windows.
3. Hypothesis Test, In this study, researchers used parametric statistical techniques of t-test of two independent samples (*Independent Sample t-test*) and paired test (*Paired t-test*).

Results and Discussion

Research Preparation

This study used a student academic self-efficacy scale and a positive thinking training module that was tested through a pilot study. The results of the academic self-efficacy scale trial showed a reliability coefficient of 0.897

Results of Data Analysis and Interpretation

1. Test assumptions

The results of the Kolmogorov Smirnov Goodness of Fit Test showed that the two variables in this study had a normal distribution

2. Hypothesis Test

The results of the independent sample t-test hypothesis test showed that between the experimental and control groups before the treatment showed no significant differences ($p=0.019 > .005$ and t -table values of 2.406, $Df = 58.364$). However, after treatment there was a significant difference where t -table=2.406 and $p=0.019 < 0.05$. This proves that the provision of positive thinking training affects students' academic self-efficacy.

Discussion

Based on data processing, it was obtained that in the experiment group there was an increase in scores. In the control group, there was no significant difference in score ($p > 0.05$). The independent sample t-test showed that the difference in pretest scores between the experimental and control groups was insignificant ($P < 0.05$). Differences were seen after the treatment showed a significant increase in scores in the experimental group ($t_e = 2.406 > t_{table} = 2.567$ $p < 0.05$) and the control subjects showed no significant difference in scores ($t_e = 1.247 \leq t_{table} = 2.406$ $p < 0.05$). Thus, the research hypothesis is acceptable, namely that there is an influence of positive thinking training on academic self-efficacy. There are differences in the level of scores, which are caused by differences in internalizing training materials applicatively and various individual factors that cause differences in effectiveness in learning, such as maturity and psychological physical and mental health conditions of a person.

Table 1
One-Sample Kolmogorov-Smirnov Test

		<i>Unstandardized Residual</i>
N		31
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.53791531
Most Extreme Differences	Absolute	.119
	Positive	.081
	Negative	-.119
Test Statistic		.119
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

- c. *Lilliefors Significance Correction.*
- d. *This is a lower bound of the true significance.*

Table 2
Test of Homogeneity of Variances

Table		Levene			
		Statistic	df1	df2	Sig.
Hasil Pretes dan Posttes	Based on Mean	2.567	1	60	.114
	Based on Median	1.991	1	60	.163
	Based on Median and with adjusted df	1.991	1	59.788	.163
	Based on trimmed mean	2.603	1	60	.112

Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Hasil Pretes dan Posttes	2.567	.114	2.406	60	.019	3.000	1.247	.506	5.494	
Assumed equal variances			2.406	60	.019	3.000	1.247	.506	5.494	
Do not assume equal variances			2.406	58.364	.019	3.000	1.247	.505	5.495	

Conclusion

Based on the description above, it can be concluded that positive thinking training has an influence in improving the academic self-efficacy of students. The academic self-efficacy of the experimental group proved to be higher compared to the control group. The significance of the score increase is shown by a significance value that is less than the real level ($0.00 < 0.05$) which proves that the provision of positive thinking training affects the academic self-efficacy of students.

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