

The Relationship Between the Ability to Think Positively and Academic Stress in Students Who Are Working on Thesis at Bina Darma University

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ABSTRACT

Academic stress is a common problem that is usually experienced by students. The source of the problems experienced by students is academic problems. One way to reduce academic stress is by thinking positively. In this research, quantitative methods were used with simple regression analysis, the population in this research was 2828 with a sample of 280 students. Analysis of the data used in this research is by using validity and reliability tests, assumption tests, statistical tests. Based on the research results, it can be concluded that there is a significant influence between the ability to think positively on the academic stress of Bina Darma University students in Palembang who are working on their thesis. Regression analysis results Simple results show that every one unit increase in positive thinking ability will reduce the level of academic stress by 0.67 units. In addition, the R-squared value of 0.45 indicates that 45% of the variability in academic stress can be explained by positive thinking skills. Validity and reliability tests also show that the instruments used, both to measure academic stress and positive thinking ability, have high validity and reliability, with Cronbach's Alpha values of 0.89 for academic stress and 0.87 for positive thinking ability respectively.

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1. Introduction

According to (Gadzella 2005) Academic stress is a person's perception of academic stressors and how they react to academic stressors which consist of physical, emotional, behavioral and cognitive reactions to these stressors. Gadzella and Masten (2005) measured academic stress in two aspects, namely stressors and reactions to academic stressors. Academic stressors consist of 5 categories, including teacher and student interactions, anxiety about learning outcomes, examinations or tests, the learning process in groups, and the influence of peers on learning. Positive thinking patterns are related to anxiety, meaning that the higher a student's level of positive thinking, the lower their anxiety level (Scheier & Carver, 1993; Prihandoko et al., 2021; Rahman & Weda, 2018). This shows that the ability to think positively can

help reduce academic stress. Matheny and Carty (Nurakhman, 2009) stated that the characteristics of academic stress include experiencing symptoms: a) physical, characterized by changes in body weight, physical fatigue, holding objects tightly, hands damp and cold, tense muscles, headaches, frequent colds, cold sweat comes out and the body is unable to rest optimally, b) behavior, characterized by frequent grumbling, isolation, lying, blaming others, frequent daydreaming, nervousness, and difficulty in disciplining oneself, c) thinking, easily forgetting, not having clear goals, decreased performance, unable to make choices, and thinking negatively, d) emotions, characterized by feelings of anxiety, irritability, fear, crying easily, easily offended and feeling neglected. Phenomena related to academic stress peak when students reach their final semester.

According to Barseli et al (2017), there are two factors that cause academic stress, namely: Internal factors are 1) Mindset, namely the way a person views things from his point of view. For example, a student who views learning as something difficult and burdensome. 2) personality, namely a characteristic possessed by each individual which is formed as a result of the family environment and social environment. Academic stress will occur if the individual's personality is weak and sensitive to pressures obtained from the environment such as family, school or the social environment. 3) Confidence is a belief in one's abilities so that it makes individuals optimistic and responsible. If students' self-confidence is weak then this will also make students feel unable to meet the academic demands placed on

them. External factors, namely causal factors originating from the environment around students, consist of high pressure for achievement, encouragement of social status, more intensive lessons, and parents who place high demands on students' academic achievements (Butera et al., 2024; Asha et al., 2022).

Factors that influence students when they are in the process of completing their final assignments include lack of direction and goals, confusion about where to start working, emotional pressure from friends and family, pressure from social media when seeing that other people have been asked to complete their final assignments and have even finished the lecture period, it is difficult to arrange consultation time with the final assignment supervisor, students have difficulty finding references related to the research title, moreover, as a student who is working on the final assignment, laziness is one of the biggest factors. The main thing is related to academic stress. Every day the respondent tries to complete the thesis report as best as possible, because of pressure from the parents the respondent becomes lazy in working on the thesis report (Mooto, 2023; Okah et al., 2024; Rahman & Amir, 2019)

Elfiky (in Nurcahyani & Prastuti, 2021) explains that positive thinking is closely related to concentration, feelings, attitudes and behavior, and positive thinking can be described as a way of thinking that emphasizes positive viewpoints and emotions, both towards oneself, other people and situations. faced. Smeltzer and Bare further explained that individuals who have positive thoughts if they experience stress in an academic environment and the stress experienced is still within the limits of individual capacity, then the individual feels challenged to increase creativity and is triggered to develop themselves (Rexy & Bare, 2012; Barimbing, 2022; Hamuddin et al., 2022).

According to Peale (2009), there are several factors that influence a person's positive thinking, namely:

1. Religiosity Religion can help individuals obtain healing from diseases of the mind, heart, soul and body. Religion can get rid of fear, hatred, pain, moral defeat so that it can provide strength with health, happiness and goodness.

2. Self-confidence Individuals who are able to trust themselves can easily think positively about the conditions they are facing. Solid self-confidence can make individuals attract success towards themselves.

3. Social support Individuals need support from the people around them to create feelings of being needed and wanted which will lead individuals to think positively about themselves.

Arifin (2010) also stated that individuals who think positively have the following characteristics: 1 Seeing problems as challenges. 2 Enjoy life. 3 Choose an open mind. 4 Eliminate negative thoughts as soon as they come to mind. 5 Be grateful for what you have. 6 Don't listen to unclear gossip. 7 Don't make excuses, but take action. 8 Use positive language. 9 Care about self-image.

From the theories above, it can be concluded that academic stress can affect students' positive thinking abilities. Excessive academic stress can interfere with the ability to think positively, so that students feel more anxious and unable to handle academic demands well. Therefore, it is important for students to have positive thinking skills to deal with academic stress and improve their academic performance.

2. Methodology

This research uses a quantitative approach. Data collection methods in scientific research are intended to obtain relevant, accurate and reliable materials. The data collection method used in this research is: a. Questionnaire According to Sanusi (2014), a questionnaire is a form of data collection by providing a list of questions that have been prepared carefully in advance. The population in this study were Bina Darma University students in Palembang who were working on their thesis. The sampling used in this research was purposive sampling. The total research population was 2828 students who were working on their thesis at Bina Darma University, Palembang.

Table 1. Students who were working on their thesis

No	Faculty	Amount
1	Sain Teknologi	982
2	Sosial Humaniorah	431
3	Sain Teknologi	448
4	Sosial Humaniorah	311

5	Sosial Humaniorah	205
6	Sosial Humaniorah	236
7	Vokasi	215
Amount		2828

Source: data obtained from the directorate of information systems and technology (DSTI) at Bina Darma University, Palembang 2024..

Based on data obtained by researchers from field surveys at Bina Darma University, Palembang, the population obtained was 2828. This research technique was nonprobability sampling, namely purposive sampling. Purposive sampling is a technique for collecting sample and population members based on characteristics, characteristics or special criteria that are in accordance with the research objectives (Sugiyono, 2017). The characteristics of this population are:

- a. Active student at Bina Darma University, Palembang
- b. Students who are working on their thesis
- c. Gender (male and female)

The population in this study were students who were working on their thesis at Bina Darma University, Palembang, totaling 2828 students, out of a total population of 2828 students who were working on their thesis at Bina Darma University, Palembang in 2024.

Preparation of measuring instruments in this research was carried out by compiling a questionnaire or questionnaire used to measure research variables. This data collection method aims to obtain data that is relevant, accurate and trustworthy. This research uses a quantitative approach with a correlational (cause-and-effect) research design. Respondents were asked to choose one of four answer options on a Likert scale: SS (strongly agree), S (agree), STS (strongly disagree), and TS (disagree).

1. Academic Stress Scale

This academic stress scale blue print was created by the researchers themselves based on aspects of academic stress according to Busari (2014), which include: a) Cognitive Aspect: Characterized by decreased concentration and memory. b) Affective Aspect: Involves emotional responses such as excessive worry, sadness, anger and uncontrolled emotions. c) Behavioral Aspect: Relates to changes in behavior that occur as a reaction to stress. D Physiological Aspect: Measures physical symptoms that arise due to stress, such as headaches, chest pain, stomach ache and shortness of breath. This scale consists of 60 statement items which are divided into favorable and unfavorable statements.

2. Positive Thinking Ability Scale

The positive thinking ability scale was prepared based on the theory put forward by Albercht (Machmudati & Diana, 2017) which includes four aspects: A. Positive Expectations (Positive Expectations): Includes optimism, the ability to solve problems and distance oneself from the fear of failure. B. Self-Affirmations (Positive Affirmations): Focuses on strengthening yourself through positive thinking. C. Non-Judgment Talking (Statements that Do Not Judge): Describes a flexible, realistic and not excessive attitude in opinions. D. Reality Adaptation (Adjustment to Reality): Emphasizes the ability to accept reality without regret, frustration or self-blame. This scale also consists of 60 statement items which are divided into favorable and unfavorable categories.

3. Result and Discussions

3.1 Result

The separation between sub-headings and sub-sub headings should be numbered as well. Cronbach's Alpha value ranges from 0 to 1. More value closer to 1 indicates higher reliability, while values at 77 below 0.70 is generally considered to indicate that the instrument has inadequate reliability. On the other hand, the value is above 0.70 indicates that the instrument is quite reliable and consistent in depth measure what should be measured. In this research, the two

main instruments used are scales academic stress and positive thinking ability scale. Reliability test results for these two scales are shown in Table below:

Table 2. Reliability test results

Instrument	Cronbach's Alpha
Academic stress scale	0.89
Positive thinking ability scale	0.87

The results of the reliability test show that the academic stress scale has a Cronbach's Alpha value of 0.89. This means that the instrument has a very high level of reliability, indicating that this scale is consistent in measuring the level of academic stress in students.

Likewise, the positive thinking ability scale has a Cronbach's Alpha value of 0.87. This shows that this instrument is also very reliable, with high consistency in measuring positive thinking abilities in students. High Cronbach's Alpha values on these two scales indicate that the instruments have been well designed and are able to produce stable and reliable data to describe the variables studied.

The normality test aims to find out whether the data is normally distributed or not. In this research, the normality test was carried out using the Kolmogorov-Smirnov test and probability plot analysis.

Table 3. Normality test results

Variabels	p-value (Kolmogorov- Smirnov)
Academic stress scale	0.200
Positive thinking ability scale	0.153

Because the p-value is greater than 0.05, it can be concluded that the data is normally distributed.

The linearity test was carried out to determine whether there was a linear relationship between the independent variable (positive thinking ability) and the dependent variable (academic stress).

Table 4. Linearity test results

Variable Relationship	p-value	Conclusion
Positive Thinking Skills vs Academic Stress	0.023	Linear ($p < 0.05$)

The test results show a significant linear relationship between positive thinking ability and academic stress, which supports the linearity assumption of the model.

After carrying out the classical assumption test, the next step is to carry out a simple regression analysis to determine the effect of positive thinking skills on academic stress.

Table 5. Simple regression analysis results

Variabels	Coefficient	t	Sig.	R-squared
Intercept	45,23	10,89	0,000	0.45
Positive Thinking Skills	-0,67	- 3,46	0,001	-

The resulting regression model shows that every one unit increase in positive thinking ability will reduce academic stress by 0.67 units. The coefficient of determination (R-squared) of 0.45 indicates that 45% of the variability in academic stress can be explained by the ability to think positively and the other 55% is influenced by other factors.

This research succeeded in showing that there was a significant negative relationship between the ability to think positively and the level of academic stress in students who were working on their thesis at Bina Darma University, Palembang. The results of simple regression analysis show that every one unit increase in positive thinking ability will reduce the level of academic stress by

0.67 units. In addition, the R-squared value of 0.45 indicates that 45% of the variability in academic stress can be explained by positive thinking skills. Validity and reliability tests also show that the instruments used, both to measure academic stress and positive thinking ability, have high validity and reliability, with Cronbach's Alpha values of 0.89 for academic stress and 0.87 for positive thinking ability respectively. These results underline the importance of positive thinking skills as a key factor in managing academic pressure, especially in the thesis writing process which is often a source of stress for students. Thus, interventions aimed at improving positive thinking skills can be an effective strategy in helping students overcome academic stress while completing their thesis. The results of this research provide important implications for the development of more targeted psychological and academic support programs for final year students.

3.2 Discussion

The research results show that there is a significant negative relationship between positive thinking skills and academic stress. The higher the positive thinking ability students have, the lower the level of academic stress they experience. This is in line with the theory which states that the ability to think positively can help individuals manage stress more effectively, as stated by Albercht (Machmudati & Diana, 2017).

These findings indicate that interventions aimed at increasing positive thinking skills can be an effective strategy for reducing academic stress in students, especially those who are working on their thesis. As a practical implication, positive thinking training can be integrated into student development programs to reduce the level of academic stress which often becomes an obstacle in completing a thesis.

Although the results of this study support the proposed hypothesis, there are several limitations that need to be considered. First, this research only uses two main variables, and there are many other factors that can influence academic stress, such as social support, time management skills, and environmental factors. Further research with more comprehensive variables is recommended to provide a more comprehensive picture of the factors that influence academic stress.

In addition, the population of this study is limited to Bina Darma University students in Palembang who are working on their thesis, so the results may not be generalizable to a wider population. Further research involving samples from various universities or different study programs can provide more generalizable results.

Based on the results and discussion, it can be concluded that the ability to think positively plays a significant role in reducing academic stress in students. Increasing the ability to think positively can be a strategy for managing academic stress. However, keep in mind that there are other factors that also contribute to academic stress, which were not included in this study.

4. Conclusion

This study demonstrates a significant negative relationship between positive thinking ability and academic stress among students working on their thesis at Bina Darma University, Palembang. The findings suggest that students with higher positive thinking skills tend to experience lower levels of academic stress. The regression analysis shows that a one-unit increase in positive thinking ability reduces academic stress by 0.67 units, with 45% of the variability in academic stress explained by positive thinking ability. The instruments used in this study, with Cronbach's Alpha values of 0.89 for academic stress and 0.87 for positive thinking ability, show high reliability and consistency in measuring these variables.

These results emphasize the importance of interventions to enhance positive thinking skills as an effective approach to reducing academic stress, particularly for students facing the challenges of thesis writing. Positive thinking training could be integrated into student support programs to help manage academic pressure.

However, the study also acknowledges limitations. It focuses solely on two variables—positive thinking and academic stress—while other factors, such as social support and time management, may also impact academic stress. Additionally, the findings may not be generalizable beyond the specific population of Bina Darma University students. Future research should include a broader sample and explore additional variables to provide a more comprehensive understanding of academic stress.

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