THE ROLE OF FAMILY SUPPORT, SELF EFFICACY WITH STUDENT RESILIENCE IN COMPLETING THESIS

Kristina Putri Wira[1], Yarmis Syukur[2], Neviyarni S[3], Dina Sukma[4]

[1,2,3,4]**Universitas Negeri Padang**

Corresponding E-mail : kristinaputriw@gmail.com, yarmissyukur@fip.ac.id, neviyarni.suhaili911@gmail.com, sukma_psycho@yahoo.com

ABSTRACT

This study aims to describe family support and self-efficacy with student resilience in completing thesis. This study uses a correlational descriptive quantitative method. The population of this study were 442 undergraduate students at the Faculty of Education who were active in 2018, with a sample of 210 people, who were selected using a proportional stratified random sampling technique. The instruments used were family support questionnaires and self-efficacy questionnaires. Analyzed with descriptive statistics, simple regression and multiple regression. The results of this study indicate that (1) family support is generally in the good category with an average score of 180.50 with a percentage of respondents of 72.20%,

Keywords: *Family Support, Self Efficacy, Resilience.*

1. INTRODUCTION

The final semester is a time when students are required to complete a final project in the form of a thesis as a condition for obtaining a bachelor's degree. Thesis is a term used in Indonesia to illustrate a scientific paper in the form of an exposure to undergraduate research results that discusses a problem or phenomenon in a particular field of science using applicable principles, (Suwita, 2016). Furthermore, Mahesti & Rustika (2020) explained that thesis is one of the academic requirements in higher education that must be fulfilled. Likewise at Padang State University, where a thesis is a final assignment or writing assignment that students must complete and complete in order to obtain a bachelor's degree. The preparation of the final task in the form of a written work or thesis is a source of stress for final year students. In higher education, in order to be able to develop all aspects of the individual and social, physical, way of thinking and personality while being a student, attitudes and habits of learning skills must be owned by student participants, because getting good academic results by getting used to discipline and study well (Ayu, Yarmis & Nurfarhanah, 2014). Students whose graduation is not on time, because in working on the thesis they encounter various obstacles, including obstacles to making interesting titles according to the background of the problems encountered in the field and searching for materials or literature is not easy because not all information can be used as literature and the search process requires relatively long time. Students are less diligent in consulting with lecturers, with various reasons and the inability of students to share their time and intellectual abilities that are lacking in working on or compiling theses. According to Putri (2016) explained that in the process of doing the final project negative feelings often arise among students such as tension, worry, loss of motivation, family support and frustration. In the end, these negative feelings cause students to delay working on their final project until they are unable to survive any problems encountered in lectures. Therefore,

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students who are in the process of working on their thesis need excellent endurance in order to be able to encourage enthusiasm, be able to adapt to every problem they face. This endurance can be referred to as resilience.

According to Roellyana & Listiyandini (2016) in facing problems in working on their thesis, students need a role of resilience. Furthermore, Magfiroh (2019) said that resilience is a person's ability to survive, rise and adapt to difficult conditions. The ability of individuals to be able to rise and survive and adapt to difficult conditions can protect individuals from the negative effects arising from problems. According to Tanjung, Neviyarni & Firman (2018) said that students who have good adjustments will be able to achieve high achievements because they can master the existing conditions. There are aspects that can increase student resilience, namely emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, reaching out (Reivich & Shatte, 2002). In line with the opinion of Khomsah, Mugiarso, & Kurniawan (2018) aspects that can increase student resilience are: empathy, optimism, self-regulation, reaching out, causal analysis, self-efficacy, and impulse control. With these aspects of resilience in a person, he will be able to handle and rise from every problem he experiences. According to Grotberg (1995) resilience has several characteristics such as being able to control feelings, being able to rise from problems, and being able to be confident, have empathy, and have a high caring attitude. The achievement of this resilience characteristic is characterized by an individual's optimistic attitude in adapting to the difficulties encountered so that they are able to rediscover enthusiasm and strength in their lives, so that resilience is needed especially for final year students, so that students are able to avoid negative impacts and are able to complete the final assignment that is currently underway. pursued in his education. In addition, the family also plays an important role for students in the learning process, as well as for completing thesis. Individuals who are still in the educational stage need support,

Family support is a form of attention, care, appreciation, comfort, peace or assistance given to others, both in groups and individually. In addition, family support is also a method of treatment for someone because from this family support, individuals can be motivated to change. According to Lahey (2017) explains that family support is a role played by a person and this role can be in the form of giving advice, assistance and telling about the problems he is experiencing. The phenomena that the researchers found in the field through interviews with several students on February 28 2023 found there were problems or problems in working on their thesis which made it difficult for them to complete their final thesis assignment. It is known that one of the obstacles when working on a thesis is influenced by repeating courses so that they are not focused on dividing the time to complete the thesis, lack of motivation to work on the final thesis assignment, inadequate facilities for working on the thesis, students also sometimes feel lazy to meet supervisors, and have difficulty finding material thesis reference. According to Putri, Ibrahim & Sukma (2013) said that during the learning process carried out by students between learning and motivation cannot be separated,

In addition to family support factors, self-efficacy also plays an important role in student resilience in working on thesis. The results of previous research have revealed variables related to resilience, including positive thinking (Muslimin, 2021), mindfulness (Salsabila, 2021), self-compassion (Hatari & Setyawan, 2018), spirituality (Cahyani & Akmal, 2017), self-efficacy, and optimism (Roellyana & Listiyandini, 2016). Self-efficacy has also been studied previously in the context of completing thesis and it is proven to have a positive relationship with students' motivation to complete thesis (Al-Azhar & Cucuani, 2011) and the ability to write thesis (Sari, 2018). The phenomenon and the initial survey that researchers conducted on April 1, 2023 to see the causes of the low resilience of old study students due to lack of family support and low self-confidence will be able to complete their final studies. Based on the results of a survey that researchers have conducted, it was found that there are still students who lack motivation to work on their thesis, low family economy, lack of support from family, active in activities outside of

lectures, lack of sense of responsibility to work on thesis, many personal problems faced and too much neglect task. In line with that, the meta-analytic study conducted by Utami and Helmi (2017), as well as the views of Schwarzer & Warner (2013) show that there is a positive relationship between self-efficacy and resilience. Mufidah (2017) also stated that the greater a person's self-efficacy, the greater the level of resilience he has. Likewise Sari (2017) revealed that self-efficacy can make individuals have no doubts and have full confidence in their own abilities so that they can face and rise from problems. In addition, Oktaningrum & Santhoso (2018) explained that individuals who have high self-efficacy will continue to try to find solutions to the problems they face so that these individuals can adapt and rise from their problems or difficulties.

2. METHODOLOGY

This research uses a quantitative and correlational descriptive approach. According to Sugiyono (2007) descriptive research is statistics that function to describe or give an overview of the object under study through sample or population data as it is, without conducting analysis and making general conclusions. These data were analyzed by multiple regression. This study will explain the relationship between family support and self-efficacy with student resilience in completing thesis. The sampling technique in this study used the Proportional Stratified Random Sampling technique. According to Yusuf (2013) says that "Proportional Stratified Random Sampling is taking samples from members of the population randomly and proportionally stratified". The sample in this study was 210 students from the Faculty of Education S1 students who were actively registered in 2018. The instrument used in this study was the Likert Scale model.

3. RESULTS AND DISCUSSION

The research results that the researchers obtained from the descriptive results of family support data were in the good category, the descriptive results of self-efficacy data were in the high category and resilience was also in the high category.

3.1. Testing the Family Support Hypothesis (X1) with Resilience (Y)

Table 1. Analysis of Correlation Results (X1) with (Y)

Model	R	R Square	Sig.
X1 Y	0.485	0.235	0.000

Table 1 shows an R value of 0.485, which indicates family support with resilience. The R Square value is 0.235, meaning that 23.5% is the relationship between family support and resilience.with a significance level of 0.000 less than 0.05. The results of the analysis indicate that there is a significant positive relationship between family support with resilience.

3.2. Self-Efficacy Hypothesis Testing(X2) with resilience (Y)

Table 2. Analysis of Correlation Results (X2) with (Y)

Model	R	R Square	Sig.
X2 Y	0.462	0.213	0.000

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Table 2 shows an R value of 0.462, which shows the relationship between self-efficacy and resilience. The R Square value is 0.213, meaning that 21.3% is the relationship between self-efficacy and resilience,with a significance level of 0.000 less than 0.05. The results of the analysis indicate that there is a significant positive relationship between*self-efficacy*with resilience.

3.3. Testing the Family Support Hypothesis(X1), Self Efficacy (X2) with Resilience (Y)

Table 3. Analysis Results (X1), (X2) with (Y)

Model	R	R Square	Sig.
X1X2 Y	0.500	0.25	0.000

Table 3 shows an R value of 0.500, which shows the relationship between family support, self-efficacy and resilience. The R Square value is 0.25, meaning that 25% is the relationship between family support, self-efficacy and resilience together.with a significance level of 0.000 less than 0.05. The results of the analysis indicate that there is a significant positive relationship betweenrelationship between family support, self-efficacy and resilience.

3.4. DISCUSSION
Family support

The results of the descriptive analysis show that family support is in the good category with an average score of 180.50 with a respondent percentage of 72.20%.Family support is a form of attention, care, appreciation, comfort, peace or assistance given to others, both in groups and individually (Sarafino & Smith, 2011). Aspects of family support according to (Sarafino & Smith, 2011) namely (1) informational support, (2) family expectations, (3) value/belief, (4) financial support. Factors that influence family support according to Purnawan (2008), namely internal factors (developmental factors, education or level of knowledge, emotional and spiritual factors) and external factors (practices in the family, socio-economic actors, cultural background).

Self Efficacy

The results of the descriptive analysis show that self-efficacy is in the high category with an average score of 191.33 with a percentage of 70.86%. Bandura (1997) that self-efficacy refers to the belief in the ability of students to organize and carry out the actions needed to produce a certain achievement. Luthans (2006) self-efficacy in each individual will differ from one individual to another based on three dimensions, namely the level/amount (magnitude), the dimension of broad field (generality), and the dimension of strength (strenght). Factors that affect self-efficacy are several factors that can increase self-efficacy: (1) Individual involvement in events that are felt by other individuals, (2) Verbal persuasion that individuals feel includes advice, guidance and motivation, (3) Psychological situations require individuals to face failure with great stress.

Resilience
The results of the descriptive analysis show that overall resilience is in the good category with a frequency of 86 with a percentage of 40.95%. Reichich & Shatte, (2002)Resilience is the ability to overcome adversity and rise from adversity. Some of the

characteristics of a resilient person according to Reivich & Shatte (2002), namely social competence, problem solving skills, autonomy, a sense of purpose and future). Reichich & Shatte, (2002)aspects of resilience, namely emotion regulation, impulse control, optimism, casual analysis, empathy, self-efficacy, reaching out, self-esteem , family support, spirituality, and positive emotions.

Relationship of Family Support with Resilience

Based on the results of the data analysis conducted, it shows that there is a significant positive relationship between family support and resilience of 23.5%.

The Relationship between Self Efficacy and Resilience

Based on the data analysis conducted, it shows that there is a positive and significant relationship between self-efficacy and resilience of 21.3%.

The Relationship between Family Support and Self Efficacy with Resilience in Completing Student Thesis

Based on the results of the data analysis conducted, it shows that there is a significant relationship between family support, self-efficacy together with student resilience with a regression coefficient of 0.500 and an R^2 of 0.250. This means that resilience is influenced by family support and self-efficacy by 25%.

4. CONCLUSIONS AND SUGGESTIONS
4.1. CONCLUSION
1. In general, family support is in the good category. In indicators also belong to the good category. This means that in general students get family support to complete their thesis.
2. In general, self-efficacy belongs to the high category. This means that there is encouragement from within the student to finish in order to achieve college goals.
3. In general, the resilience of students in completing thesis is classified in the high category. However, there are some people who do not have the motivation to immediately complete the thesis.
4. There is a significant positive relationship between family support and student resilience in completing thesis.
5. There is a significant positive relationship between self-efficacy and student resilience in completing thesis.
6. There is a significant positive relationship between family support and self-efficacy with students in completing thesis.

4.2.SUGGESTIONS
The suggestions that can be given based on the results of the research are as follows:
1. For the University
   a. As input for the university to increase efforts to accelerate graduation in the Faculty of Education.
   b.
   c. As material for consideration for academic advisor lecturers in providing guidance on working on thesis.
2. For Students
   The contribution of scientific thinking to the development, progress, and repertoire of science and technology, especially in the scientific field of guidance and counseling and

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education in general, which is related to students' perceptions of resilience in the process of completing thesis.
3. For Further Researchers

It is necessary to conduct research using a qualitative approach, so as to deepen, clarify and provide new findings related to family support, self-efficacy and student resilience in completing thesis.

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