

The Correlation between Self-Concept and Optimism among Psychology Faculty of College Students Who Compiled on Thesis at University of Medan Area

Nini Sri Wahyuni¹, Istiana², Jannah Safira Asri³

^{1,2,3}Universitas Medan Area, Indonesia

istiana@staff.uma.ac.id

Abstract

This study aims to determine the relationship between self-concept and optimism in students of the Faculty of Psychology who prepare thesis at the University of Medan Area. The population in this study were students of the 2016 who were in the process of writing a thesis and had conducted a seminar proposal totaling 270 people. The sample of this research is 68 people. The sampling technique used in this research is incidental sampling. The data collection tool used was a self-concept scale based on Berk's theory (in Dariyo, 2007) consisting of 48 items ($\alpha = 0.713$) and a scale of optimism based on Seligman's theory (2008) consisting of 48 items ($\alpha = 0.763$). Data analysis using Pearson Product Moment correlation technique with correlation coefficient value (r) = 0,545 and $p = 0.000$ ($p < 0.05$), which means that there is a significant positive relationship between self-concept and optimism in preparing theses for students of the Faculty of Psychology, Medan Area University. which indicates that the hypothesis in this study is accepted. The higher the self-concept of the subject, the higher the optimism of the students of the Faculty of Psychology, Medan Area University in preparing their thesis. The self-concept has a role on optimism in completing the thesis by 29.7%.

Keywords

self-concept; student
optimism; college
students



I. Introduction

As a student, there are many responsibilities and workloads that must be completed in order to complete the degree. And to complete his bachelor's degree, a student must complete his final project or thesis. Thesis or Final Project is a scientific work that is required as part of the requirements for academic education in Higher Education (Poerwadarminta, 1986).

Education is a conscious effort made by adults for human maturity which is carried out in the process of teaching and learning activities, both formally and informally. Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems. (Sulaiman, et al. 2019)

Education is one way to produce quality Human Resources (HR) with experience changes in knowledge, skills and attitudes. These changes can be a capital to improve selfcompetence in facing the era of globalization that always underbgo the change (Sitorus et al, 2019). Education that is carried out from time to time is always changing in accordance with the times. Therefore, teachers as learning managers are required to be more creative and innovative in order to make learning outcomes more optimal. (Sipayung, T et al. 2020)

Thesis is an individual task for students and is a requirement for completing studies at the strata 1 (S1) level. In doing so requires time and a long process for completion. At the time of completion of the final project, many stages and challenges faced by students. All of that requires a lot of money, effort, time, and attention. Students should complete the thesis within one semester or about six months. However, in reality, many students complete their thesis beyond that.

The number of student challenges in completing the thesis, among others, from the internal factors of the students concerned, as well as from external factors. Internally from individual students, it is usually caused by the difficulty of finding reference materials, the lack of students' ability to understand the method of writing scientific papers, the fear of meeting the supervisor because they are unable to fulfill the tasks given by the lecturer, lack of enthusiasm because they feel alone after seeing their classmates. Have graduated, pressure from parents, funding constraints.

Meanwhile, external factors are factors from academic administration. The challenges and obstacles are usually in the form of: fulfilling the requirements in writing a thesis such as, having to take lectures and pass a minimum of 110 credits (Student Manual, 2016/2017 Academic Year). Have a Grade Point Average (GPA) of at least 2.00 with a maximum D score of 1 subject, (except Pancasila Education). Submit a proposal title, complete and attend a thesis proposal seminar, revision according to the direction of the lecturer, conduct research, carry out research results hearings, revise research results and research approvals. In addition, the administrative requirements that must be complete, the deadlines that have been set by the campus, all of which create tension and pressure both physically and psychologically in students,

The number of difficulties and challenges in compiling the final project made students who were initially enthusiastic in writing the thesis, along with the obstacles faced in compiling the thesis resulted in a decrease in the enthusiasm.

The phenomenon that occurs in Medan Area University students based on the results of interviews with several students at Medan Area University, it is known that the obstacles that are often encountered when compiling theses are laziness, low motivation, easy to give up and hopeless, difficult to meet with supervisors, pressure from family, difficulty finding references and developing theories, differences in perceptions between supervisors, lack of mastery of research methodology or concepts, getting continuous revisions from lecturers, and difficulties in time management. Obstacles in writing a thesis make students view the thesis as a difficult and unpleasant thing to do and assume that difficulties in the process of writing a thesis will continue to occur or be permanent (long time).

In this case, a positive attitude is needed as one of the determinants for success in writing a thesis. This positive attitude shows the same meaning as optimism. Optimism is the habit of thinking about the causes of an event about how someone explains the events that are pleasant or unpleasant. The habit of thinking about the cause of an event as a personality trait by Seligman (2008) called the explanatory style (explanatory style).

According to Seligman (2008), optimism is a holistic view, seeing good things, thinking positively and easily giving meaning to oneself. Individuals who have an optimistic nature will be seen in the aspects of optimism, namely permanence (stipulation of an event), pervasive (broadness of events) and personalization (source of events). Optimistic students will be of the view that every good event will remain in him (permanence), trying to make things better if bad events hit and every bad event in one aspect of life (pervasive) for example, being criticized and given advice by friends, lecturers and others. parents regarding his thesis will not extend to other lives and realize that all bad events do not come from his shortcomings (personalization).

An optimistic attitude will not let someone sway in a negative mood such as anxiety, fear, and even frustration. When experiencing failure, optimistic students tend to respond with an active response and not easily give up hope, planning an action, trying to seek help and advice. Optimistic students also think that failure is caused by something that can be changed and is temporary (Seligman, 2008). Likewise, the optimism possessed by final year students, they will feel that the thesis is a burden that can be passed.

Many factors influence a person's optimism in completing a thesis, including personality elements, innate elements, beliefs, environmental influences, cognitive abilities, social skills, and so on (Partosuwido, 1993). Factors that influence optimism from within a person are elements of personality, one of which is self-concept. Self-concept is a person's understanding and expectations about how a person views himself, the aspired self and how he is in actual reality both physically and psychologically (Hurlock, 2006).

Calhoun & Acocella (in Beatriks & Indra, 2015) define self-concept into two parts, namely positive self-concept and negative self-concept. A positive self-concept is closely related to the ability to adapt well, broad knowledge, high self-esteem, not giving up easily, always wanting to try new experiences that he considers useful and having an optimistic behavior pattern. While a negative self-concept will make individuals feel they are not needed, not accepted, incompetent, consider themselves incapable, afraid to face new things and lack the courage to meet the demands of their lives.

Self-concept plays an important role in any form. Through self-concept, the individual can get a complete picture of himself, he must and understand what he will live and want so that he tries to make it happen. A good self-concept will make students feel confident in their abilities. This makes individual students able to optimize their abilities, so that students have many opportunities to hone, train and develop their self-concepts. The more or often the ability to hone, train and develop self-concept, the higher the optimism that students will have.

Given the importance of optimism in the completion of the thesis for final year students, the researcher is interested in revealing the factors that influence it, which refers to the description above, among others, related to self-concept. For this reason, the researchers conducted a study entitled "the relationship between self-concept and optimism in psychology faculty students who compose a thesis at the University of Medan Area".

II. Research Methods

This research is a quantitative research that seeks the relationship between two variables, namely, optimism as the dependent variable and self-concept as the independent variable. Optimism in question is a belief in oneself to achieve good results, never give up, and think positively in overcoming difficulties in order to be successful in achieving the desired goals. The self-concept in question is the view of each individual about himself, including a picture of himself and the desired personality, which is formed through experiences and social interactions.

The population in this study were students of the psychology faculty of Medan Area Stambuk 2016 who were currently compiling a thesis and had conducted a proposal seminar totaling 270 students. The sampling technique in this study used incidental sampling. According to Ari Kunto (2006) if the research population is more than 100 people, the sample can be taken between 10-15% or 20-25% or more. In this study, researchers took 25% of the total population. Thus, the sample taken for this study amounted to 68 students.

The method of collecting data using a measuring instrument in the form of a psychological scale with a Likert scale type. There are two psychological scales used, namely

the optimism scale in writing the thesis based on the aspects proposed by Seligman (2008) which consists of 3 aspects, including: permanence, pervasiveness, and personalization. And the self-concept scale is based on the aspects proposed by Berk (in Dariyo, 2007) which consists of 4 aspects, including: physiological, psychological, psychosociological, psycho-ethical and moral.

The data from the scale obtained were analyzed and tested the hypothesis with the product moment correlation. Overall data analysis was carried out using the SPSS 24.0 computerized facility for windows.

III. Result and Discussion

The results of the study on 68 students of the 2016 Stambuk Faculty of Psychology at the University of Medan Area who were the subject of the study, showed that the magnitude of the correlation coefficient between the variables of self-concept and optimism in the students of the Faculty of Psychology at the University of Medan Area who wrote the thesis was equal to 0.545 with significant $p = 0.000$ ($p < 0.05$). This shows that the research hypothesis is accepted, so it can be stated that there is a significant positive relationship between self-concept and optimism in students in writing thesis. The positive relationship between the two variables shows that there is a unidirectional relationship, namely the higher the student's self-concept, the higher the optimism, on the contrary, the lower the student's self-concept, the lower the optimism. According to Burns (2005) a person's self-concept can move in unity from positive to negative. This is reinforced by Seligman (2008) who says that one of the factors that influence a person's optimism is self-concept.

Based on the determinant coefficient (r^2 that is 0.297 shows that the contribution of self-concept to student optimism in writing thesis is 29.7%, while the other 70.3% is influenced by other factors that were not examined in this study such as self-confidence, belief, and social environment.

The results of this study are in line with research conducted by Ryan Thanoesya (2016) with a correlation coefficient of $r = 0.482$; $p = 0.001$ ($p < 0.05$) indicates that there is a significant relationship between self-concept and optimism. Someone who has a positive self-concept will have a positive self-acceptance of himself, have extensive knowledge, have high self-esteem, easily adapt to various problems and obstacles he faces, and have an optimistic behavior pattern. Meanwhile, individuals who have a negative self-concept will behave pessimistically, which is an attitude that tends to avoid the problems and obstacles they are facing. This means that positive and negative self-concepts will affect one's optimism.

Then the research results according to Segendig Kurniawan (2015) based on the results of the Product Moment correlation analysis from Pearson, the correlation coefficient value (r) = 0.808; significance (p) = 0.000 ($p < 0.05$) means that there is a very significant positive relationship between self-concept and optimism.

Increasing optimism is one way to improve self-concept in students who are working on thesis. A person's feeling that he does not have the ability, shows a negative attitude towards the quality of the ability he has. Though it is necessary to know that all success depends a lot on how a person views the quality of the abilities he has. Negative views and attitudes towards the quality of one's abilities result in a person viewing all tasks as difficult to complete. On the other hand, a positive view of the quality of one's abilities causes a person to view all tasks as something that is easy to complete.

According to Seligman (2008), optimism causes someone to judge better while pessimism makes someone judge worse.

Calhoun & Acocella (in Beatriks & Indra, 2015) which defines self-concept into two parts, namely positive self-concept and negative self-concept. A positive self-concept is closely related to the ability to know oneself well, always think positively, accept the existence of other individuals, set realistic goals that are considered useful and have an optimistic behavior pattern. Whereas in the negative self-concept, knowledge, evaluation, and expectations of an individual about himself are very little, less realistic, and tend to be pessimistic.

The self-concept variable owned by the research subjects was declared to be high with the empirical average value obtained of 125.40 while the hypothetical average value was 107.5 with a Standard Deviation/Standard Deviation of 10.244. The optimism variable owned by the research subjects is high with an empirical average value of 122.56 while the hypothetical average value is 110 with a Standard Deviation/Standard Deviation of 9.900.

From this research, it is known that self-concept and optimism in psychology faculty students who compose thesis at Medan Area University are relatively high. Self-concept can affect the attitude of optimism in writing thesis on students. The self-concept in this study is used as an indicator to increase optimism in writing a thesis for the 2016 Stambuk students of the Faculty of Psychology, Medan Area University.

IV. Conclusion

Based on the results of the study, it can be concluded that there is a significant positive relationship between self-concept and optimism in students of the Faculty of Psychology who compose a thesis at the University of Medan Area. The relationship can be seen from the correlation = 0.545 with a significant level of 0.000 ($p < 0.05$). This means that the higher the self-concept, the higher the optimism.

Thus, the hypothesis proposed by the researcher in this study is accepted.

The effective contribution to self-concept in relation to optimism is = 0.297. This shows that optimism is influenced by self-concept by 29.7% meaning that self-concept contributes 29.7% and 70.3% is caused by other factors not disclosed in this study.

In general, the results of this study prove that the self-concept of students of the Faculty of Psychology, University of Medan is stated to be high, where the hypothetical average value is 107.5 less than the empirical value of 125.40 with a difference that exceeds the value of SD / SB which is 10.244. Then for the variable of student optimism in writing a thesis, it is declared high because the hypothetical average value is 110 which is smaller than the empirical value of 122.56 with a difference that exceeds the value of SD / SB which is 9,900. The suggestions that researchers put forward are as follows:

For Research Subjects, namely for students who are working on a thesis at the Faculty of Psychology, University of Medan Area able to prepare themselves optimally both physically and psychologically in working on a thesis. The level of optimism and self-concept of students in writing theses is in the high category, this condition needs to be maintained in a proactive way such as participating in trainings related to optimism and seeking internal motivation such as setting a target time for graduation so that it can encourage individuals to continue to complete the thesis properly. good.

To the Institution/Agency Party, the institution should create and facilitate special programs that can increase optimism and self-concept in students such as Emotional Intelligence training and seminars. So that the level of optimism and self-concept of students is getting higher. With an attitude of optimism and higher self-concept in students, they can form students who are highly intellectual, successful and on time in achieving the degree they want, and can make changes to society.

For further research, for further researchers who are interested in researching and assessing self-concept with optimism, students who are writing a thesis can pay attention to taking research subjects and can use other variables outside of self-concept variables such as: self-confidence, belief and social environment.

References

- Agustiani, H. (2006). Psikologi Perkembangan Pendekatan Ekologi Kaitannya dengan Konsep Diri. Bandung: PT. Refika Aditama.
- Alifah, N. M. (2017). Gambaran Konsep Diri Mahasiswa Ditinjau Dari Perspektif Budaya. *Jurnal Ilmiah Psikologi*. 2 (2). 128 -136.
- Andangsari, E. W. (2009). Bagaimana Menjadi Orang yang Optimis. [on-line]. Diakses pada tanggal 11 Januari 2020 dari [http://www.Binucareer.com/Artikel/Bagaimana-Menjadi-Orang-yang Optimis/asp/](http://www.Binucareer.com/Artikel/Bagaimana-Menjadi-Orang-yang-Optimis/asp/)
- Arikunto. (2006). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Aneka Karya.
- Azwar, S. 2010. Metode Penelitian. Yogyakarta: Pustaka Pelajar.
- Baron & Byrne. (2004). Psikologi Sosial Edisi Kesepuluh. Penerbit Erlangga.
- Bracken, B. A. (2009). Positive Self-Concept. [on -line]. Diakses pada tanggal 14 Januari 2020 dari <https://www.Reaserchgate.net/>
- Burns, R. B. (2005). Konsep Diri: Teori, Pengukuran, Perkembangan dan Prilaku (terjemahan:Edy). Jakarta : Arcan.
- Carver, C. S., Scheier, Michael, F., Segerstrom, S. C. (2010). Optimism. *National Intitutes of Health Public Access AuthorManuscript. Clin Psychol Rev*.30 (7). 1-25.
- Dariyo, A. (2007). Psikologi Perkembangan Anak Tiga Tahun Pertama. Bandung: PT Refika Aditama.
- Goleman, D. (2007). Emotional Intelligence. Jakarta: Gramedia Pustaka Utama
- Ghufron & Risnawita. (2014). Teori-Teori Psikologi. Yogyakarta: Ar-Ruzz Madia.
- Hafiduddin, D. (2013). The Power Of Optimism. Jakarta:Pustaka Al-Kautsar
- Hadi, S. (2004). Metodologi Research. Yogyakarta. Penerbit: Andi.
- Hurlock, E. B. (2006). Psikologi Perkembangan. Edisi Kelima. Jakarta: Erlangga.
- Jeanete O. P. & Neleke, H. (2016). Identifikasi Gaya Belajar Mahasiswa. *Jurnal Psikologi Undip*. 15 (1). 56-63.
- Kiling, B. N. & Indra, Y. K. (2015). Tinjauan Konsep Diri dan Dimensinya Pada Anak dalam Masa Kanak Kanak Akhir. *Jurnal Psikologi Pendidikan & Konseling*. 1 (2). 116-124.
- Mirzan. (2012). Fungsi dan Tanggung Jawab Mahasiswa. [on-line]. Diakses pada tanggal 14 Januari 2020 dari [http://mirzanashar.blogspot.com/2012/5/fungsi-dan-tanggung-jawab mahasiswa.html](http://mirzanashar.blogspot.com/2012/5/fungsi-dan-tanggung-jawab-mahasiswa.html)
- Mubarok, A. (2015). Membangun Konsep Diri Dari Konsep Diri Pribadi Hingga Menjadi Pemimpin. Jakarta: Mubarok Institute
- Novilita, H., & Suharnan. (2013). Konsep Diri Adversity Quotient Dan Kemandirian Belajar Siswa. *Jurnal Psikologi*. 8 (1). 619-632.
- Nurtjahjanti, H. & Ika, Z. R. (2011). Hubungan Kepribadian Hardiness Dengan Optimisme Pada Calon TenagaKerja Indonesia (Ctki) Wanita Di Blkl Disnakertrans Jawa Tengah. *Jurnal Psikologi Undip*. 10 (2). 126-132.
- Rahman, A. A. (2013). Psikologi Sosial integrasi pengetahuan Wahyu dan Pengetahuan Empirik.. Jakarta: PT Raja Grafindo Persada
- Rahmat, J. (2007). Psikologi Komunikasi. Bandung:Rosdakarya

- Saputra, F. (2015). Hubungan Harga Diri Dengan Perilaku Menyontek Pada Mahasiswa. Skripsi. Medan: Fakultas Psikologi Universitas Medan Area.
- Segendig, K., Aditya, N. P., & Nugraha, A. K. (2015). Hubungan Konsep Diri Dengan Optimisme Dalam Menyelesaikan Skripsi Pada Mahasiswa Prodi Psikologi Fakultas Kedokteran UNS. *Jurnal Ilmiah Psikologi Candrajiwa*. 3 (4). 275-285.
- Seligman, M.E.P. (2008). Menginstall optimisme. Bandung: momentum.
- Simanjuntak, D. (2016). Hubungan Antara Konsep Diri Dengan Kepribadian Tangguh Pada Remaja Yang Memiliki Orangtua Tunggal Di Kecamatan Medan-Tembung. Skripsi. Medan: Fakultas Psikologi Universitas Medan Area.
- Sipayung, T. et al. (2020). An Analysis of Students Motivation in Online Learning Based on Realistic Mathematical Comic Videos. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 3861-3871.
- Sugiyono. (2008). Metode Penelitian Kuantitatif Kualitatif. Bandung Alfabeta.
- Suryabrata, S. (2000). Metodologi Penelitian. Jakarta : Raja Grafindo Persada.
- Sulaiman, et al. (2019). The Performance of Lecturer in the Development of Academic Culture in Ilmu Tarbiyah Al-Hilal College of Sigli. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. 220-228.
- Syahputri, F. (2007). Perbedaan Optimisme pada Remaja Putra dan Putri di Desa Gelanggang Maunjee Kec. Kutablang NAD. Skripsi. Medan: Fakultas Psikologi Universitas Medan Area.
- Thanoesya, R., Syahnar, S., & Ifdil, I. (2016). Konsep Diri dan Optimisme Mahasiswa dalam Proses Penulisan Skripsi. *Jurnal Penelitian Pendidikan Indonesia*. 2 (2). 58 -61.
- Thalib, S. B. (2010). Psikologi Pendidikan Berbasis Empiris Aplikatif I. Jakarta : Kencana
- Widodo, P.B., & Rusmawati, D. (2004). Studi Korelasi Konsep Diri dan Keyakinan Diri dengan Kewirausahaan Pada Mahasiswa. *Jurnal Prodi Psikologi FK. UNDIP Semarang*.