The Relationship of Self-Efficacy with Stress in Completing the Students' Thesis of Psychology Faculty in Medan, Indonesia

Andy Chandra S.Psi., M.Psi

Psychology Faculty, Medan Area University (UMA), Medan, Indonesia
Corresponding Author: Andy Chandra

Abstract: Stress does not always have a negative effect, because sometimes it can have an effect on helping and stimulating the individual to behave positively. Stress in writing the thesis can also be positive and negative. Positive stress makes students become passionate in writing the thesis, to be motivated to write a better thesis. Negative stress makes the students become lazy in writing the thesis, loss of motivation, postpone the thesis writing and some even not to finish it. There is a very significant relationship between self-efficacy with the stress in completing the thesis. This result is proved by the correlation coefficient of rxy = 0,464; p < 0.050. This means that the higher the self-efficacy, then this will reduce the stress in completing the individual's thesis. On the contrary, the lower the self-efficacy is then this will increase the stress in completing the individual's thesis. Based on the research result conducted on the students of the Faculty of Psychology, University of Medan Area, the suggested hypothesis is accepted.

Keywords: self-efficacy; stress; thesis; psychology

I. INTRODUCTION

When students see that the demand of the thesis work exceeds the resources they have, they will be very susceptible to stress. Mutadin (2002) explains that the obstacles faced by students in doing thesis is not immediately get the solution, It can lead to stress, low self-esteem, frustration, loss of motivation, delay the completion of the thesis and some even decide not to complete the thesis. Stress does not always have a negative effect, because sometimes it can have an effect on helping and stimulating the individual to behave positively. Stress in writing the thesis can also be positive and negative. Positive stress makes students become passionate in writing the thesis, to be motivated to write a better thesis. Negative stress makes the students become lazy in writing the thesis, loss of motivation, postpone the thesis writing and some even not to finish it. The existence of differences in the impact of stress on the individual self is caused by the differences in characteristics of each individual. The differences in individual characteristics will determine the individual response to the source of stress, so that the individual responses may differ on the stimulus that becomes the source of the same stress.

From few students with low self-efficacy, they experience negative stress caused by difficult lecturers, breaking promises of counseling and too much to revise so that the studenst assume that they are complicated and finally the students always let the thesis and they do not do the thesis, but they are spending more time gathering and walking with friends, rarely to read and visit the library, difficult to start and focus in doing the thesis. They also often express their laziness and are unsure of their works and it is difficult to encourage him them to remain diligent and keen in their thesis. Meanwhile, they are having difficulty always avoiding the task even though they have earned a bachelor's degree. This means that self-efficacy affects the individual's emotions, which also implies the ability to deal with stressors.

According to More (in Tamara, 2007) individuals who have confidence in problem-solving skills will show hard effort and try to overcome and find a way out of every problem faced and will make stress as a positive stress, this is called a person who has self- high efficacy. Meanwhile individuals who tend to doubt their ability to overcome the problem, stay away from themselves and give up when facing various obstacles and make stress into negative stress, this is called people who have low self-efficacy.

II. THEORETICAL FRAMEWORK

2.1 Understanding Stress

Stress basically does not always have a negative effect, because it can sometimes be helpful and stimulate the individual to behave positively. Stress that has a positive impact is commonly called *eustres* and stress that has a negative impact is called *distress*. Stress is not just a stimulus or response, as each individual

can respond differently to the same stimulus. The existence of individual characteristic differences causes a different response given to the stimulus that comes. Smet (1994) states that stress is a process that places a person as an active mediator and can influence the source of stress through behavioral, cognitive, and emotional strategies. This statement makes it clear that stress cannot only be called a stimulus or response alone, because there are aspects of cognitive and emotional behavior in humans, each of which has different characteristics.

Based on the understanding of stress and description of the conditions in completing the thesis experienced by the students, it can be concluded that stress in completing the thesis is the condition of the pressure in self due to the interaction of self and the environment experienced by the students who are completing the thesis and affect the physical aspects, cognitive, and emotional.

2.2 Type of Stress

According to Wangsa (2010) the psychologists distinguish the stress into two, namely:

a. Eustress is the result from a response to a healthy, positive, and constructive stress. This includes the well-being of individuals as well as organizations associated with growth, flexibility, adaptability, and high levels of performance.

b. Distress is the result from a response to the unhealthy, negative, and destructive stress. This includes individual and organizational consequences such as cardiovascular disease and high absenteeism, associated with illness, decline, and death.

2.3 Understanding Self-efficacy

According to Bandura (1997) self-efficacy is about a belief in an ability to organize and execute the course of action that depends on a particular situation to produce a work, trying to direct the cognitive, emotional, socialization and skill that underlies the individual to achieve the desired goal because through self-efficacy, the individuals are required to integrate capabilities optimally to achieve the goals. According to Bandura (1998) self-efficacy is that every individual has a sense of self-worth and success in adjusting to both the environment and the extent to which they have the confidence or capacity that they have to be able to carry out the task or handle the problem with good results. Mischel (in Myers, 2000) states that self-efficacy is a belief in the individual's ability to control oneself and execute the appropriate behaviors to achieve the goals. Self-efficacy also encourages the individuals to take on challenging reality tasks and can motivate the development of individual abilities. Self-efficacy also plays a role in determining the quality and quantity of the effort required to achieve the desired goals. According to Schwartz and Gottman (in Bandura, 1997) self-efficacy is the ability of the individuals to produce a work, trying to direct the cognitive, emotional, socializing, and expertise that underlies the individual to achieve the desired goal. According to Wilhite (2008) self-efficacy is a situation where someone believes that he can control the outcome of the effort and self-efficacy is also a belief that someone can behave as needed to produce something that Bandura (2008) desires.

Self-efficacy is the belief that the individual can control the situation, produce results, and can control the effort that has been done, then self-efficacy can generate passion or spirit that can be interpreted with the spirit of someone to be able to control the situation, produce results and can control from effort that has been done.

According to Bandura (2008) self-efficacy is a person's assessment of how great his ability to deal with a situation, where the student's belief in his ability in completing the thesis can increase the efforts to achieve the goals but also can hamper the teenagers' efforts to achieve the goals.

III. RESEARCH METHODOLOGY

In this chapter the researcher will explain about the method that will be used in this research which covers identification of the research variable, operational definition, population and sampling technique, data collection method, validity and reliability of measuring instrument and data analysis method.

3.1 Identification of Research Variables

To be able to test the research hypothesis, first identification of the main variables used in this study is needed. The research variables consist of:

1. Free Variable   : Self-efficacy
2. Dependent variable: Stress in completing the thesis.

3.2 Operational Definition of Variables

After identifying the research variables then the next step is to formulate the operational definition of research variables. The variables of this research are formulated as follows:

   a. **Stress**

Completing the thesis is a condition where the existence of pressure in the individual who is completing the thesis due to the interaction of individuals with the thesis supervisors and influential on the physical aspects, behavior, cognitive, and emotional. The data on stress in completing the thesis are revealed by using stress scale in completing the thesis which consist of two aspects, namely biological aspect, and psychological aspect. The higher the score obtained in the scale, the higher the stress level in completing the

thesis. On the contrary, the lower the score obtained in the scale, the lower the stress level in completing the thesis.

b.   **Self-efficacy**

Self-efficacy is a belief or an individual's confidence in his or her ability to execute and accomplish the tasks he faces so that he can overcome the obstacles and achieve his desired goals.

Self-efficacy is measured by the use of self-efficacy which is based on the aspects expressed by Mischel (2000): a persistent one in doing things, self-regulation, great enthusiasm, self-assessment, confidence and self-satisfaction. The higher the value obtained from the self-efficacy scale means the higher the self-efficacy possessed and vice versa the lower value obtained from the self-efficacy scale indicates the lower the self-efficacy has.

3.3 Population, Sample, and Sampling Technique
a. Population

Population is one important factor that must be considered. According to Hadi (1990) population is a number of residents or individuals who have at least one common trait. As for the population in this study is the students of Psychology Faculty University of Medan Area 2007 who have taken the seminar courses in the odd semester of academic year2010/2011. Based on the students' data from the head of psychology department, they are approximately 150 people.

b.Sample

The sampling technique in this research is incidental sampling that is the sampling technique is based on the criteria that according to the researcher, it will provide the required information in accordance with the research objectives. With this characteristic, the sample is obtained 55 people.

3.4 Data Collection Method

In this study the main method that will be used for data collection is the scale method used in the form of preferred scales which is designed to obtain the data about self-efficacy and stress in completing the thesis. The reason researchers use the scale method is as proposed by Hadi (1990), is as follows:

a. Subject is the person who knows best about himself.

b. What the subject states to the researcher is true and trustworthy.

c. The subject's interpretation of the questions suggested to him is the same as what the researcher intended.

The scale type in this research is direct that is a scale which conducted by researcher based on Likert scale. Hadi (1990) suggests that the scale of the choice type is more attractive to the respondents because it only takes a shorter time to answer. The scale used in this study is the scale method, namely the scale of self-efficacy and scale of stress in finishing the thesis. Here is an explanation of each scale, namely:

1) Stress Scale in completing the thesis

This scale is used to reveal how high the level of stress in completing the thesis owned by the students who are completing the thesis based on the aspects proposed by Sarafino (1994) that consists of biological aspects and psychological aspects. The scale is given directly and the subject is asked to choose one of the alternative answers that have been provided. It contains the questions items on the scale of stress in completing the thesis presented in the form of questions that are *favorable* and *unfavorable*. For a *favorable* item, the assessments given for the answer *Strongly Agree (SS)* is assigned a value of 4, the answer *Agree (S)* is given a value of 3, the answer *Disagree (TS)* is given a value of 2, and for answers *Strongly Disagree (STS)*. Meanwhile for the *unfavorable* items, the assessment given for the answer *Strongly Disagree (STS)* is given a value of 4, the answer *Disagree (TS)* is given a value of 3, *Agreed (S)* is given a value of 2, and for answers *Strongly Agree* given value 1.

2) Self-efficacy scale

The scale of self-efficacy which is based on the aspects expressed by Mischel (2000) is a persistent in doing something, self-regulation, has a great spirit, self-assessment, confidence and self-satisfaction. The scale is given directly and the subject is asked to choose one of the alternative answers that have been provided. It contains the question items on the scale of stress in completing the thesis presented in the form of questions that are *favorable* and *unfavorable*. For a *favorable* item, the assessment given for the answer *Strongly Agree (SS)* which is valued 4, the answer *Agree (S)* is given a value of 3, the answer *Disagree (TS)* is given a value of 2, and for answers *Strongly Disagree (STS)*, while for the *unfavorable* aitem the assessment given for the answer *Strongly Disagree (STS)* is given a value of 4, the answer *Disagree (TS)* is given a value of 3, *Agreed (S)* is given a value of 2, and for answer for *Strongly Agree* given value 1.

3.5 Validity and Reliability

Furthermore, Hadi (1987) explains that a measuring instrument is said to be valid if the measuring instrument used can work with the proper function, and the function used has a precision that is the ability to carefully indicate the size of the symptoms or parts to be measured.

The formula of the correlation to test the validity of the measuring instrument is the product moment correlation of Pearson as follows:

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X).(\Sigma Y)}{N}}{\sqrt{\left\{\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right\}\left\{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right\}}}$$

Note:

r_{xy} = Correlation coefficient of score item with a total score
Σx = Number of item value
Σy = N umber of total value
Σx^2 = Squares number of item value
Σy^2 = Squares number of total value
Σxy = Number of subjects

The correlation coefficient obtained by the Product Moment rough point formula needs to be correlated to avoid the overestimated calculations, as a result of the next score into the total score. The technique used to correlate the calculation results is the *Part Whole* correlation technique with the following formula:

$$r_{bt} = \frac{(r_{xy})(SD_y) - (SD_x)}{\sqrt{(SD_x)^2 + (SD_y)^2 - 2(r_{xy})(SD_x)(SD_y)}}$$

Note:

r_{bt} = Correlation coefficient after being correlated
r_{xy} = Coefficient before being correlated
SD_y = Deviation coefficient of total value
SD_x = Deviation coefficient of item value

1) Reliability

Reliability indicates that an instrument is reliable enough to be used as a data collection tool because it is good, reliable, can be trusted, and can be relied on (Arikunto, 2006). In this research, the reliability of the measuring instrument is used the technique of variance analysis from Hoyt. The formula is as follows:

$$r_{tt} = 1 - \frac{Mki}{Mks}$$

Note:

r_{tt} = Reliability coefficient of measuring instrument
MKi = Mean of error square between the subjects and the items
MKs = Mean of square among the subjects
1 = Constant number

3.6 **Data Analysis Method**

The collected data will be analyzed by using Product Moment correlation technique with the following formula:

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X).(\Sigma Y)}{N}}{\sqrt{\left\{\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right\}\left\{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right\}}}$$

Note:

r_{xy} = Correlation of Product Moment among the items with the question
N = Number of subjects
X = Item score
Y = Total score

Before doing the data analysis by using Product Moment, first the research assumptions are tested by:

a. Normality Test, which is to know whether the data distribution research each of variables has spread normally.

b. Linearity Test which is to determine whether the data of the independent variables have a relationship with the bound data.

IV. DISCUSSION

This section will describe about the implementation of the research, in the form of orientation of the research stage and all the preparations that have been conducted, the implementation of research, research results and discussion.

4.1 Orientation of Research Stage

This research was conducted at the Faculty of Psychology, University of Medan Area, located at Jl. Swimming No. 1 Medan Estate. The background of establishing the University of Medan Area is as a manifestation of the 1945 Constitution that is participating the intellectual life of the nation and is a place for the aspirations and desires of the community that continues to grow to enjoy the higher education.

a. Administration Preparation

Before conducting the research, firstly some preparations related to the administration of research were conducted that is the problem of licensing which includes taking the measurement data scale and the research data by giving a letter of introduction from the Faculty of Psychology to the University of Medan Area. After the rectorate received the letter, the schedule of the study was determined.

b. Preparation of Research Measurements

Preparation here is the preparation of measuring the instruments that will be used. The measuring tool used in this research is the scale of self-efficacy and the scale of stress in completing the thesis. The scale of self-efficacy is based on aspects of the scale of self-efficacy proposed by Mischel (2000) that is a person persistent in doing something, self-regulation, having a great spirit, self-assessment, confidence and self-satisfaction. The items in this scale are compiled by using Likert scale with 4 answer options which contains positive statement (*favorable*) and negative (*unfavorable*). The four answer options are *Strongly Agree (SS), Agree (S), Disagree (TS),* and *Strongly Disagree (STS).* The assessment was given to each subject's answer on each favorable statement that is *Strongly Agree (SS)* with a score of 4, *Agreed (S)* with a score of 3, *No Response (TS)* with a score of 2, and *Strongly Disagree (STS)* with a score of 1. For *unfavorable* revelation the assessment given was *Strongly Agree (SS)* with a score of 1, *Agree (S)* with a score of 2, *Disagree (TS)* with a score of 3, and the answer of *Strongly Disagree (STS)* with a score of 4.

Table. 1
Distribution of Spread Item Scale of Self Efficacy before Trial

No	Self-Efficacy Aspects	Number of Item		Amount
		Favorable	Unfavorable	
1	A great spirit of doing things	1, 2, 11, 12, 21, 22	3, 15, 17, 23, 45, 51	12
2	Persistent in doing something	14, 16, 26, 43, 54, 56	4, 18, 19, 35, 38, 46	12
3	Positive self-assessment	7, 9, 20, 34, 47, 48	24, 25, 33, 39, 58, 60	12
4	Self-regulation	6, 27, 29, 31, 42, 44	5, 29, 30, 32, 40, 41	12
5	Self satisfaction	8, 10, 36, 49, 53, 55	13, 37, 50, 52, 57, 59	12
Total		30	30	60

The scale of stress in completing the thesis is prepared based on the stress aspects proposed by Sarafino (1994), namely the biological aspects and psychological aspects with several symptoms, including cognitive symptoms, emotional symptoms, and emotional behavior. The items in this scale are prepared by using Likert scale with 4 answer options which contains positive statement (*favorable*) and negative (*unfavorable*). The four answer options are *Strongly Agree (SS), Agree (S), Disagree (TS),* and *Strongly Disagree (STS).* The assessment was given to each subject's answer on each favorable statement that is *Strongly Agree (SS)* with a score of 4, *Agreed (S)* with a score of 3, *No Response (TS)* with a score of 2, and *Strongly Disagree (STS)* with a score of 1. For *unfavorable* revelation the assessment given was *Strongly Agree (SS)* with a score of 1, *Agree (S)* with a score of 2, *Disagree (TS)* with a score of 3, and the answer of *Strongly Disagree (STS)* with a score of 4.

Table. 2
Distribution of Item Scale of Stress in Completing Thesis before Trial

No	Stress in Completing the Thesis Aspects	Number of Item		Amount
		Favorable	Unfavorable	
1	Biological Aspects	1, 2, 17, 18, 33, 34	9,10,25,26,42,43	12
2	Psychological Aspects a. Cognition symptoms	3, 4, 19, 20, 35, 36	11,12,27,29,45,46	12
	b. Emotion symptoms	5,6,14,21,22,40,47	13,30,31,37,44,48,50	14
	c. Behavior Symptoms	7, 23, 24, 38, 41, 49	8, 15, 16, 28, 32, 39	12
	Total	25	25	50

4.2 Test of Research Measurement Tool

The implementation of the second scale trials above was conducted on March 4, 2011 on the 55 students of the Psychology Faculty. Next on March 7, 2011 the checks and scans were conducted on the scale that have been collected and the data processing was carried out.In this test phase, the first step is to request the data of the students who have taken the course of seminar to the department of Psychology Faculty of University of Medan Area to facilitate the spread of the field scale because the data is characteristic in the population. Then at the time of distributing this scale, the researcher was assisted by some friends to facilitate the spread and supervise the scaling up by the 55 students.

In the implementation of the field, the researcher first introduces himself and conveys the purpose and mean of conducting the research and provide the explanations on how to fill the scale. Furthermore, after the students understand the technique of filling the scale, then the students are welcomed to fill the scale that is distributed. If there are students who do not have time to fill the scale, it can be taken home and those who are willing to fill directly they can complete the scale, and can be returned to the researcher or to his friends.

a. Trial Results of Self-Efficacy Scale

Based on the results of self-efficacy scale test which amounts to 60 items, it is known that there are 8 items which are *failed* and 52 items which are *valid*. The eight *failed* items are numbers 5, 6, 7,8,9,10,13 and 23. Meanwhile the *valid* items are 52 which have correlation coefficient rbt = 0,225 until rbt = 0,747. The following is a table of valid items distribution of the self-efficacy scale after the trials.

Table. 3
Valid Items Distribution of the Self-Efficacy Scale after the Trials

| No | Self-Efficacy Aspects | Number of Item | | | | Number of Valid |
| | | Favorable | | Unfavorable | | |
		Valid	Failed	Valid	Failed	
1	A great spirit of doing things	1, 2, 11, 12, 21, 22	-	3, 15, 17, 45, 51	23	11
2	Persistent in doing something	14, 16, 26, 43, 54, 56	-	4, 18, 19, 35, 38, 46	-	12
3	Positive self-assessment	20, 34, 47, 48	7,9	24, 25, 33, 39, 58, 60	-	10
4	Self-regulation	27, 29, 31, 42, 44	6	29, 30, 32, 40, 41	5	10
5	Self satisfaction	36, 49, 53, 55	8,10	37, 50, 52, 57, 59	13	9
Total		25	5	27	3	52

Then from the validity test of valid items used by formula Hoyt, it was obtained by rtt = 0,932 with p < 0,050. This means that the scale that has been prepared is considered reliable to use at other times in expressing self-efficacy.

b. Trial Results of Stress in Completing the Thesis Scale

Next, based on the results of the trials of stress in completing the thesis scale that amounted to 50 items, it is known that there are 16 items are *failed* and 34 items are *valid*. The sixteen *failed* items are number 4, 7, 13, 14, 18, 19, 20, 21, 24, 26, 34, 35, 40, 49 and 50. Whereas the 34 valid items has correlation coefficient rbt = 0.231 to rbt = 0.604. The following table is a valid item distribution of the stress in completing the thesis scale after the trial.

Table. 4
Valid Items Distribution of the Stress in Completing The Thesis Scale

| No | Self-Efficacy Aspects | Number of Item | | | | Number of Valid |
| | | Favorable | | Unfavorable | | |
		Valid	Failed	Valid	Failed	
1	Biological Aspects	1, 2, 17, 33	18, 34	9, 10, 25, 42, 43	26	12
2	Psychological Aspects a. Cognition symptoms	3, 36	4, 19, 20, 35	11, 12, 27, 29, 45, 46	-	12
	b. Emotion symptoms	5, 6, 22, 47	14, 21, 40,	30, 31, 37, 44, 48	13, 50	14
	c. Behavior Symptoms	23, 38, 41	7, 24, 49	8, 15, 16, 28, 32	39	12
Total		13	12	21	4	50

Then from the valid reliability of the test items by using Hoyt formula, it was obtained by rtt = 0.869 p <0.050. This means that the scale that has been arranged was reliable for use at other times in expressing the stress.

4.3 Data Analysis and Research Results

This research uses a try out system which means that the data that have been taken in the measurement scale test, reused as the data for hypothesis testing. This is conducted in relation to the limited number of the research subjects with a note that if the measured-scale test data does not meet the requirements of validity and reliability, this study cannot proceed.

The data analysis technique used in this research is Product Moment Correlation technique. This is conducted in accordance with the title of the identification research to analyze the relationship between one independent variable with one dependent variable. The independent variable in this research is self-efficacy and the dependent variable is stress in completing the thesis.

Before the data is analyzed by Product Moment Correlation technique, firstly the assumption test toward the variable is tested that become the center of attention, that is the data of self-efficacy variable and the variable of stress in completing the thesis which includes the test of distribution normality and linearity test of the relationship.

1) Test Assumptions

a. Test of spread Normality

The normality test of this distribution is to prove that the dissemination of the research data to the center of attention, spreads based on the principle of normal curves. The distribution normality test is analyzed using Chi Square formula. Based on the analysis, it is known that the data of self-efficacy scale and the scale of stress in completing the thesis follow the normal distribution which is distributed in accordance with the principle of Ebbing Gauss normal curve. As a criterion when $p > 0,050$ then the distribution is declared normal, otherwise if $p < 0,050$ the distribution is not normal (Hadi and Pamardingsih, 2000). The following table summarizes the results of the calculation of distribution normality test.

Table. 5
Summary of the Calculation Result of the Distribution Normality Test

Variable	Average	CHI^2	SB	p	Description
Self-Efficacy	160,745	15,790	14.644	0,071	Normal
Stress in Completing the Thesis	94,273	7,303	9,969	0,606	Normal

Note:

Avergae = Average value

CHI^2 = Price of Chi squares

SB = Deviation standard

p = Opportunities for errors

b. Relationship Linearity Test

Relationship linearity test is intended to determine the degree of relationship of the independent variables with the dependent variable. This means that self-efficacy either can explain the onset of stress in completing the thesis or not. It can be explained that the increase or decrease of X axis value (self-efficacy) along with increasing or decreasing Y axis value (stress in completing the thesis). Based on the linearity test, it can be seen that the independent variable with the dependent variable either can or cannot be analyzed correlationally. As the criterion if $p > 0,050$ then it stated to have the degree of relationship linear (Hadi and Pamardiningsih, 2000). The results of the analysis show that between the independent variables (self-efficacy) with the dependent variable (stress in completing the thesis), has a linear relationship. This can be seen from the amount of p obtained, i.e $0.694 > 0.050$. It means that the result of this analysis is in accordance with predetermined criteria.

Table. 6
Summary of Calculation Result of Relationship Linearity Test

Correlation	F different	P different	Description
X – Y	1,138	0,291	Linier

Note:

X = Self-efficacy

Y = Stress in completing the thesis

F different = Linearity coefficient

P different = Probability of error

2) Calculation Results of Product Moment Correlation Analysis

Based on the results of analysis with the Product Moment Correlation techniques, it is known that there is a very significant relationship between the self-efficacy with the stress in completing the thesis, where the correlation coefficient obtained by $rxy = 0.464; p < 0.050$. This means that the higher the self-efficacy then this will reduce the stress of completing the individual's thesis. On the contrary the lower self-efficacy then this will increase the stress of completing the individual's thesis. Based on the results of this study, the proposed

hypothesis is accepted.The determinant coefficient (r^2) of the above relation is $r^2 = 0.215$. This shows that the stress in completing the thesis is formed by self-efficacy of 21.5%. The following table summarizes the results of Product Moment r calculations.

Table. 7
Summary of Analysis Result of Product Moment Correlation

Statistic	Coefficient (r_{xy})	Koef. Det (r^2)	P	BE%	Description
X – Y	0,464	0,215	0,005	21,5	SS

Note:
X = Self Efficacy
Y = Stress in completing the thesis
r_{xy} = Correlation Coefficient between X and Y variables
R^2 = Determinant Coefficient of X to Y
p = Probability of error
BE% = Effective donation weight of X to Y in percent
SS = Very significant at a significant level of 1% or $p < 0.001$

Furthermore, based on data analysis from the product moment correlation technique and assumption test, especially the normality test obtained the main data of the study as seen in the following table:

Table. 8
Parental Statistics

Source	N	$\sum X$	$\sum X^2$	Average	SB
X	55	8841	1432731	160,745	14,644
Y	55	5185	494171	94,273	9,969

Note:
X = Self efficacy
Y = Stress in completing the thesis
N = Number of subjects
$\sum X$ = Number of values
$\sum X^2$ = Number of square
Average = Average value
SB = Deviation standard

3) Calculation Result of Hypothetical Mean and Empirical Mean
a. Hypothetical Mean
a.1 . Self-efficacy
The number of items for self-efficacy variable used is 52 formats that are also formatted with Likert scale in 4 answer options, then the hypothetical mean value is $\{(52 \times 1) + (52 \times 4): 2\} = 130$.

a. 2. Stress in Completing the Thesis
The number of items for stress in completing the thesis used is 34 items formatted with Likert scale 4 answer options, then the hypothetical mean value is $\{(34 \times 1) + (34 \times 4): 2\} = 85$.

b. Empirical Mean
b.1. Self-efficacy
The overall total score of the subject for the self-efficacy variable is 8841 with the number of subjects 55, and then the empirical mean is 160.745.

b.2. Stress in completing the thesis
The overall total score of the subject for the stress in completing the thesis variable is 5185 with the number of subjects 55, and then the empirical mean is 94,273.

c. Criteria
In an effort to know the condition of the self-efficacy and the stress in completing the thesis, hence need to be compared between the mean/empirical average value with mean/hypothetical average value with pay attention to the amount of SB or SD number of each variable. For the self-efficacy variable, the value of SB or SD is 14,644; while for the stress in completing thesis is 9,969. Thus, for the self-efficacy variable, if the mean/hypothetical average value < mean/empirical average value, where the difference exceeds the number of one SB/SD, it is stated that the subject has a high self-efficacy and the difference exceeds the number one Raw/ Deviation Standard, it is stated that the subject has a *moderate* self-efficacy.

Furthermore, the stress in completing the thesis variable, if the mean/hypothetical average value < mean/empirical average value where the difference exceeds the number of one SB/SD, it is stated that the stress in completing thesis is *high* and if mean/ hypothetical average value > mean/empirical average value where the difference exceeds the number of one Raw/Deviation Standard, it is stated that the stress in completing the thesis are classified. The full picture of comparison of means/hypothetical average value with mean/ empirical average value can be seen in the table below.

Table. 9
Calculation Results of Hypothetical and Empirical Average Values

Variable	Average Value		Description
	Hypothetical	Empirical	
Self Efficacy	130	160,745	Self Efficacy is very high
Stress in completing the thesis	85	94,273	Stress in completing the thesis is high

Based on the comparison of both above average values (hypothetical and empirical mean), it can be stated that the subject of this study has a *very high* self-efficacy and the stress in completing the thesis of this research subject is *high*.

Based on the result of Product Moment analysis, it is found that there is a very significant relationship between self-efficacy with the stress in completing thesis which is proved by the correlation coefficient $r_{xy} = 0,464$; $p < 0.050$. This means that the higher the self-efficacy then lower the stress of completing the individuals' thesis. On the contrary, the lower the self-efficacy is then the higher the stress of completing the individuals' thesis. Based on the results of the research conducted on the students of the Faculty of Psychology, University of Medan Ares, the suggested hypothesis is accepted.

The results of this study indicate the students' self-efficacy affects the high low stress in completing the thesis. From this research it is known that self-efficacy perceived by the student is equal to 21,5% to the stress in completing the thesis. This means there is still 78.5% influence from other factors on stress in completing the thesis where other factors are in the study including the family, especially parents, facilities and infrastructure that is less support, and job demands. When it is associated with the phenomena in the field, there is the existence of nonconformity where based on the observations and the interviews with the students who are completing the thesis in general has a low self efficacy that affects the thesis adjustment. In other words the students experience stress because they feel unsure to be able to finish the thesis due to the obstacles suggested. However, based on the research, it is known that the students have a high self efficacy. This condition may occur probably due to dishonesty or lack of seriousness of the students in filling the scale. So that the answer given tends to lead to social desirability which means the students' answer are not based on what is perceived or what is done, but based on what is right or good according to the norm expected by many people.

Based on the results of this study it is known that the subject of this study has a *very high* self-efficacy (empirical average value is 160.745 while the hypothetical average value is 130), and the stress in completing the thesis is *high* (empirical average value is 94.227 while the hypothetical average value is 85).

V. CONCLUSION

There is a very significant relationship between self-efficacy with the stress in completing the thesis. This result is proved by the correlation coefficient of $r_{xy} = 0,464$; $p < 0.050$. This means that the higher the self-efficacy, then this will reduce the stress in completing the individual's thesis. On the contrary, the lower the self-efficacy is then this will increase the stress in completing the individual's thesis. Based on the research result conducted on the students of the Faculty of Psychology, University of Medan Area, the suggested hypothesis is accepted.

The determinant coefficient (r_2) of the above relationship is equal to $r_2 = 0.215$. This means that students perceived self-efficacy, giving an impact of 21.5% on the stress in completing the thesis. This means there is still 78.5% influence from other factors on stress completing the thesis, where other factors are not included in this study are the family, especially parents, facilities and infrastructure less support, and job demands. Other results obtained from this study are the students of the Faculty of Psychology, University of Medan Area has a *very high* self-efficacy (empirical average value is 160.745, whereas the hypothetical average value is 130), and the stress in completing the thesis is *high* (the empirical average value 94,273, while the hypothetical average value is 85).

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