

The Influence Of Islamic Positive Thinking (Husnudzan) On Future Anxiety In Final Year Students At Islamic-Based Universities In Bandung City

Ratu Bilqis Salsabila^{1*}, Dyah Rachman Kuswartanti¹, Nida Muthi Annisa¹

¹Faculty of Psychology, Indonesian University of Informatics and Business

Jl. Soekarno Hatta No. 643 Bandung 40286 – Indonesia

e-mail: iqisseu14@gmail.com, dyahrachman@unibi.ac.id, nidamuthiannisa@unibi.ac.id,

*Correspondence author

Abstract:

The role of final year students held by individuals brings many hopes and demands related to the future. Individuals can look at the future with both positive and negative attitudes, when the positive dominates, the individual will be full of hope. Meanwhile, if the negative attitude is dominant, the individual can experience feelings of fear and worry that lead to future anxiety. Originating from the mind, the concept of future anxiety has a relationship that is contrary to Islamic positive thinking or husnudzan. The purpose of this study is to determine the influence of Islamic positive thinking on future anxiety in final year students at Islamic-based universities in the city of Bandung. The subjects in this study are 212 people, with data processing using a quantitative method with a regression approach. The sampling technique used is purposive sampling with a data collection method through a questionnaire in the form of a Google Form. The hypothesis test in this study is using a simple linear regression analysis test where it is known that the significance level is 0,000 and (β) -0,552 with an R Square of 0,103. This provides an understanding that there is a significant negative influence of Islamic positive thinking on future anxiety in final year students at Islamic-based universities in the city of Bandung.

Keywords: *Islamic Positive Thinking, Future Anxiety, Final Year Students*

1. Introduction

Every individual has hopes for a successful future, and students are no exception. Expectations for students are also accompanied by expectations from parents. According to Arsy (2011), every parent puts a lot of hope in their children, especially those who are pursuing higher education in college, these expectations include studies that need to be completed immediately and also readiness to enter the world of work. In the process of achieving these expectations, students will be faced with

several obstacles with the many demands that exist, including academic demands such as completing various coursework, to the final assignment as a graduation requirement, namely a thesis for final year students (Siregar, 2021). Based on a survey conducted by the Central Bureau of Statistics (in Qolbi et al., 2020) regarding the happiness index in West Java, the indicator of not being anxious and worried is the lowest indicator with a percentage of 62.5% compared to other indicators. This shows that this aspect has more influence on the small happiness index in West Java. One of the high levels of anxiety in West Java occurs in early adulthood or at university age (Qolbi et al., 2020). In West Java itself, according to the book West Java Province in Figures 2023, Bandung City is a city with the largest number of students compared to other regions.

Students are categorized into individuals who are in the emerging adulthood period, this period is often referred to as the transition period from late adolescence to early adulthood. According to Arnett (2000), emerging adulthood ranges from 18-25 years old, which is the average age of undergraduate students in Indonesia. Thesis which is the final assignment for final year students is a sign that they will soon face a wider world after completing their thesis. Final year students work on their final project accompanied by thoughts about their future after completing the lecture, including one of them is about the career that every student wants after graduation (Beiter et al., 2015). In the process of thinking about the future, final year students often encounter various problems in determining careers which cause them to feel anxious and afraid to think about the future (Noviyanti, 2021). Final year students' thoughts about the future also include other things, including continuing their education to a higher level and building romantic relationships (Putri, 2020).

The many expectations and demands on final year students cause anxiety to appear more often in them. Ozen et al, (2010), said that anxiety in students will increase when they are in their last year of college. Siregar (2021) states that anxiety that often occurs in final year students is future anxiety. Zaleski (1996) suggests that future anxiety is understood as a state of worry, fear, uncertainty, and concern about unfavorable changes in the future. The dominance of negative thinking in final year students is one of the factors that cause anxiety in them (Mulyana, 2022). Final year students become afraid of not being able to complete their thesis because of the burden of mixed thoughts, anxious about revisions, procrastinating working on the thesis, and even afraid to meet the supervisor.

In a study conducted by Arsy (2011), it was found that positive thinking is one way to reduce future anxiety, because with positive thinking individuals can focus more on positive things so as to avoid feelings of anxiety or worry about the future. According to Peale (2006), positive thinking can be influenced by several factors, one of which is the factor of religiosity in individuals. Religiosity is understood as a belief or religion that can be a source of strength, happiness, and also goodness. In Islam itself, there is the concept of positive thinking which is better known as husnudzan. Yucel (2014) defines Islamic positive thinking or husnudzan as a positive mindset that has an impact on positive behavior. Islamic positive thinking or husnudzan comes from an individual's belief in the existence of a loving and merciful God who encourages individuals to manage their mindset on positive things (Gusniarti et al., 2017). With this positive way of thinking, individual behavior will lead to positive behavior as well.

With the many demands that burden final year students, the resulting impact will be different based on how they manage their mindset in facing these demands. Zaleski (1996) states that individuals can view the future with positive and negative attitudes, both of which are inseparable. However, if a positive attitude dominates, it will lead to hope. Meanwhile, if a negative attitude dominates, it leads to future anxiety.

From the explanation above, it is known that in general positive thinking has a relationship with future anxiety. Then more specifically, the concept of positive thinking in Islam or Islamic positive thinking which contradicts the concept of future anxiety makes the need for this research. With the aim of knowing more specifically about the effect of positive thinking in Islam or Islamic positive thinking on future anxiety. In addition, the lack of research related to future anxiety in Indonesia, especially with final year student respondents, also helped the background of this research on 'The Effect of Islamic Positive Thinking (Husnudzan) on Future Anxiety in Final Year Students at Islamic Based Universities in Bandung City'.

2. Method

This research is a quantitative research using simple linear regression method. The population of this study were final year students at Islamic-based universities in Bandung City. The sample in this study amounted to 212 people who were final year students at Islamic-based universities in Bandung City with an age range of 20-25 years based on the criteria of the purposive sampling

technique that had been determined. This study uses the islamic positive thinking scale (Gusniarti, 2017), with a total of 44 valid items with a reliability of 0.931 and the future anxiety scale (Zaleski, 1996), which has been adapted with 29 items that have been tested valid and a reliability level of 0.946.

3. Result

Table 1

Descriptive Analysis Results

Variabel	Max	Min	Median
Islamic Positive Thinking	220	142	179
Future Anxiety	133	23	106

Source: data processed by SPSS 26 (2024)

Based on table 1. above, the results of the islamic positive thinking questionnaire have a maximum score of 220, a minimum score of 142, a score and a median score of 179. Then for the results of the future anxiety questionnaire, the maximum score is 133, the minimum score is 23, and the median score is 106.

Table 2

Linearity Tests Results

Variable	Significant of Deviation from Linearity
Islamic Positive Thinking	0,068
Future Anxiety	

Source: data processed by SPSS 26 (2024)

Based on table 2. regarding the results of the linearity test above, the significance value of deviation from linearity is $0.068 > 0.05$ with an R Square value of 0.103, which means that there is a significant linear relationship between the Islamic positive thinking variable and future anxiety.

Table 3

Simple Linear Regression Test Results

Model	β	R Square	Sig.
(Constant)	196,166	0,103	0,000
IPTSTOTAL	-0,552		0,000

Source: data processed by SPSS 26 (2024)

Based on table 3. above, it is known that the significance value that appears is $0.000 < 0.05$, this shows that there is an influence of Islamic positive thinking on future anxiety. Then the R Square value of 0.103 shows the amount of influence of the islamic positive thinking variable on the future anxiety variable is 10.3%. Based on the table above, the constant value (a) is 196.166, then the constant value (b) is -0.552.

Table 4
Regression Test Results Based on Demographic Data

Rumpun Ilmu	Sig.	β	R Square
Saintek	0,004	-1,044	0,263
Soshum	0,000	-0,503	0,084

Source: data processed by SPSS 26 (2024)

Table 4. above is a table of regression test results based on study program demographic data. In this study, there were 17 study programs included in the science clump and the social science clump. It is known that through the significance value of the scientific clump of 0.004 and the social clump of 0.000, it is understood that there is a significant influence of Islamic positive thinking on future anxiety based on the study program because both are below 0.05. The direction of influence can be seen through the beta value (β) which both show a negative value, namely science and technology worth -1.044 and social science worth -0.503. Then the resulting influence is negative. Then the R Square value of the scientific clump is 0.263 and the social clump is 0.084. This means that the amount of influence based on data from the scientific clump is 26.3% and the social clump is 8.4%.

4. Discussion

Based on the hypothesis testing that has been carried out, it is concluded that the hypothesis of this study is accepted, which means that there is a significant negative effect of Islamic positive thinking on future anxiety in final year students at Islamic-based universities in Bandung City. Islamic positive thinking (husnudzan) according to Yucel (2014), is a positive mindset that has an impact on positive behavior. While future anxiety is a state of worry, fear, uncertainty, and concern about unfavorable changes in the future (Zaleski, 1996).

Given that being a final year student is a transition from the world of lectures to the wider world, it indirectly directs individuals to be more independent and need to think more about many things related to the future after graduating from college (Beiter, et al 2015). Future anxiety leads individuals to negative thoughts, the worst possibilities, to a decrease in individual expectations (Zaleski, 1996). Individuals with future anxiety view the future in a negative way, so that the label of an uncertain future becomes the main reason for their worry, fear and anxiety. In positive thinking itself, there is a religiosity factor that can influence individuals through the beliefs of their religion. Positive thinking in Islam or Islamic positive thinking is known as husnudzan. The negative influence produced by Islamic positive thinking is related to the way individuals manage their thinking.

The concept of Islamic positive thinking includes three aspects (Yucel, 2014). The first aspect is husnudzan to Allah, where final year students can always think positively to Allah as God who created the universe, this is shown through dhikr to Him with the aim of remembering Allah so as to avoid negative behavior. The second aspect is husnudzan to various events, final year students can have a husnudzan attitude and behavior towards various events that occur around them. Even if the event is something negative, they can take lessons and face it with a positive mind. As for the third aspect, namely husnudzan to fellow humans, this can prevent final year students from behaving negatively towards fellow humans. So it is expected that final year students can have positive thoughts and behavior towards fellow humans.

The concept of Islamic positive thinking is contrary to future anxiety, individuals with future anxiety view everything negatively. So that when faced with an uncertain future, they direct their thinking to negative possibilities that can occur, the worst risks that might arise, and passive behaviors based on concerns about something uncertain (Zaleski, 1996).

In contrast to future anxiety, Islamic positive thinking provides a source of belief in the positive for final year students without making them passive in trying. More than that, Islamic positive thinking encourages final year students to think positively accompanied by hard work according to their abilities. This is not owned by individuals with future anxiety so that they tend to be negative in facing every demand that exists, as well as thinking about the worst possibilities that will occur without trying to realize it.

Based on the results of descriptive analysis, it is known that the level of Islamic positive thinking in final year students at Islamic-based universities in Bandung City is classified in the high category with a percentage of 52% or 111 people. The results of Islamic positive thinking which are classified as high indicate that as many as 111 final year students at Islamic-based universities in Bandung City are able to direct their thoughts to positive things. While the level of Islamic positive thinking in final year students at Islamic-based universities in Bandung City which is classified as low shows a percentage of 48% or 101 people. So this means that as many as 101 final year students at Islamic-based universities in Bandung City still have difficulty directing their thoughts to positive things. This is related to the factors of Islamic positive thinking, namely Ikhlas, muhasabah, and faith. These attitudes need to be pursued by individuals to increase Islamic positive thinking in themselves.

The level of future anxiety in final year students at Islamic-based universities in Bandung is classified as high with a percentage of 51% or 109 people. This means that as many as 109 final year students at Islamic-based universities in Bandung City view their future negatively which makes them feel worry, fear, uncertainty, and anxiety about the future. This situation is based on their negative way of thinking which tends to cause negative behaviors as well, such as passive waiting for things and fear of taking risks. Then for the level of future anxiety that is classified as low, it is indicated by a percentage of 49% or 103 people. This means that as many as 103 final year students at Islamic-based universities in Bandung City do not view their future with a negative attitude, so they are not dominated by feelings of worry, fear, or anxiety about the future. In this low future anxiety category, final year students are able to face existing demands with rational thoughts (Mufthia, 2018). They are also able to direct their thoughts to positive possibilities so that they view their future hopefully (Zaleski, 1996).

Reviewing the results of hypothesis testing which shows the influence of Islamic positive thinking (husnudzan) on future anxiety in final year students at Islamic-based universities in Bandung City, it is also known that the amount of influence is 10.3%. This gives an understanding that Islamic positive thinking is limited in explaining future anxiety because its influence is relatively weak. So that 89.7% of the influence is generated from other variables not examined in this study. Therefore, in addition to Islamic positive thinking, there are several other variables that can be

juxtaposed with future anxiety variables. Some of them are religiosity, self-esteem, gratitude, and self-efficacy.

Based on the results of regression analysis based on study programs, it is known that there is a significant negative effect of Islamic positive thinking on future anxiety. Of the total 17 study programs covered in 2 clumps of science and social sciences, the greater influence is shown by the scientific clump with an R Square value of 0.263 or 26.3%, while the amount of influence on the social science clump is seen from the R Square value of 0.084 or 8.4%. Students who are in the science and social sciences clump have different ways of understanding the material. This is influenced by cultural differences in the learning system applied (Maharani, et al, 2021). Science and technology (science and technology) is a group of sciences that studies the process of how nature works to improve human life using technology. Meanwhile, social humanities (soshum) is a family of sciences that focuses on several fields such as social science, economics, politics, and culture (Hasiani, et al, 2020). Maulidiya, et al (2021), found that students in the science and technology group experienced more anxiety than students in the social and humanities group.

With a significant negative effect of Islamic positive thinking on future anxiety, this means that when individuals are faced with demands or the future with a positive attitude, belief in positive things, individuals will avoid future anxiety. Conversely, if individuals view demands or the future with a negative attitude, then individuals will feel depressed and lead to the emergence of future anxiety. So from a total of 212 respondents in this study, it shows a significant negative effect of Islamic positive thinking on future anxiety, where the higher the Islamic positive thinking, the lower the future anxiety. Vice versa, the lower the Islamic positive thinking, the higher the future anxiety.

5. Summary

Based on the results of hypothesis testing, it can be seen that there is a significant negative effect of Islamic positive thinking (husnudzan) on future anxiety in final year students at Islamic-based universities in Bandung City. Where the higher the islamic positive thinking, the lower the future anxiety will be. Vice versa, the lower the islamic positive thinking, the higher the future anxiety. Based on the r square value, it can be seen that the amount of influence is 10.3%.

With the limitations in this study, it makes suggestions for future researchers. Future researchers are expected to examine more sources that lead to other variables that have a more dominant

relationship with future anxiety. Such as variables of self-esteem, gratitude, and also self-efficacy. Future researchers are also expected to examine the variables of Islamic positive thinking and future anxiety directed at different targets.

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