

Vol. 4 • No. 1 • Desember 2023

Page (Hal.) : 1744– 1754

ISSN (online) : 2746 - 4482

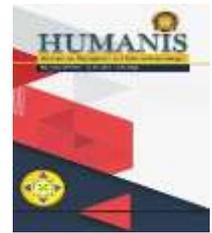
ISSN (print) : 2746 - 2250

© LPPM Universitas Pamulang

JL.Surya Kencana No.1 Pamulang, Tangerang Selatan – Banten

Telp. (021) 7412566, Fax (021) 7412491

Email : humanisproceedings@gmail.com



Special Issue:



Website. :

<http://www.openjournal.unpam.ac.id/index.php/SNH>

Determining Factors of Adjustment in New Students Emerging Adulthood First Year and Second Year

Nurdiyani Abdillah¹⁾; Lucky Bayu Purnomo²⁾

Student and Lecturer of The Aerospace Air Chief Marshal Suryadarma University, Jakarta
231175022@students.unsurya.ac.id¹⁾ and luckybayu@unsurya.ac.id²⁾

Abstract; Problems that faced by the new college students both in the first year and second year in adjusting to college are friendship issues, lack of confidence, communication with others, anxious during exams and presentations, and more. The existence of various problems faced make the individual experiencing barriers to adjust to the new environment. Therefore, this research is conducted to find out the determinants of adjustment for new students, especially for new students in the first year and second year in the development stage of emerging adulthood. The sample of this study amounted to 197 students who are new students in the first year and second year at the University of Surabaya by using sampling technique proportional stratified incidentally. The data collection method was using questionnaire of self- adjusting determinants and a self-adjustment questionnaire from Baker and Siryk (1986). The results showed of the 36 factors that formulated based on elicitation theory and interview with respondents finally forms 5 new factors. The new five factors that determine the adjustment of new students are academic anxiety, competence and motivation, physical and psychological barriers, friendship, and openness and confidence. Dominant factors that can predict the ability of individuals to adjust themselves is physical and psychological barriers. This factor can affect the individual in solving the problems they face and become a barrier of themselves to adjust to the new environment.

Keywords: Adaptation; new students; emerging adulthood.

INTRODUCTION

Students who have graduated from high school and continue their studies to higher education are expected to be able to face the changes that will occur. Based on the characteristics of individuals in the emerging adulthood period, they have freedom in making decisions or the desired lifestyle, so that the responsibilities they

Apart from the workload, the ability to relate to new people who become group friends in carrying out assignments is also an inhibiting factor in adapting. Several students interviewed stated that some of their group members were not committed to carrying out assignments. This makes individuals do their own work without the help of group members. According to Barners (2010), a person's ability to build friendly relationships will help them feel comfortable attending lectures or doing assignments, both individually and in groups.

Hertel (2002), states that self-esteem has an important role in adjusting to a new environment, especially when you are a student. Self-esteem has a positive correlation with all aspects of self-adjustment, namely academic, social, personal, and institutional attachment (Mooney, Sherman, & Lo-Presto cited in Hertel 2002). If someone has high self-esteem, then that individual will be satisfied with their campus and make it easier for them to adjust.

From various presentations of problems related to adapting to a new environment and differences with previous research, researchers want to see the factors that support students being able to survive or fail in adapting to their new environment. Previous studies on adjustment only tested factors one by one regarding adjustment self. In this research, researchers will test the determinants of self-adjustment based on theoretical studies and field elicitation (identifying determinants of self-adjustment that are not yet contained in theory based on expert and subject opinions).

Researchers also see that not many have conducted research on adjustment in second year new students, because second year students are expected to be able to adapt to their surroundings and be able to determine their future goals. Therefore, researchers want to analyze the determinants of adjustment in new students, especially in the first and second years, based on a study of the developmental stages of emerging adulthood. Through the results of this research, it is hoped that we can map the determinants of adjustment and help accompany students when they enter college, especially when they are in their first year.

METODE

To carry out factor extraction, several criteria must be met, namely, a priori criterion, latent root criterion, percentage of variance explained criterion, substantial load criterion, and screen test criterion. The latent root criterion for the proposed number of factors is based on the number of components that have a value >1 . Meanwhile, the percentage of variance explained criterion provides factor suggestions based on the first component which has a value $> 50\%$. After that, what also needs to be considered is the substantial load criterion in providing factor suggestions for each component consisting of > 3 items with a loading > 0.4 . In the substantially load criterion, each item does not experience cross loading or does not have double loading.

RESULTS

The results obtained from the research show that new students' ability to adapt is classified as moderate and above average, so it appears that new students

Kompetensi dan Motivasi	.463 ^{''}	.00	.319 ^{''}	.000	.186 ^{''}	.000	.266 ^{''}	.00
Hambatan fisik dan psikologis	-.278 ^{''}	.00	-.255 ^{''}	.000	-.280 ^{''}	.000	-.258 ^{''}	.00
Pertemanan	.241 ^{''}	.00	.388 ^{''}	.000	.152 [']	.033	.312 ^{''}	.00
Keterbukaan dan Kepercayaan diri	.419 ^{''}	.00	.455 ^{''}	.000	.299 ^{''}	.000	.359 ^{''}	.00

Based on Figure 1, the academic anxiety factor can be seen, namely feelings of excessive worry or fear within the individual regarding success in carrying out the lecture process. In carrying out the lecture process, individuals will face various challenges through academic activities, such as assignments, exams, practicums, doing tutorials with lecturers, and so on. A person's academic anxiety will make the individual feel unable to face the challenges given. The feeling of

inability to carry out this activity makes individuals unable to understand and master the lecture material which are individual demands as new students at tertiary institutions, including the University of Surabaya.

The academic anxiety factor has a negative correlation with self-adjustment of 9.92%. These results show that new students who have academic anxiety feel that they will fail to overcome the problems they face, including adapting to their new environment. This is also supported by table 1 which shows that the academic anxiety factor has an influence on the academic aspect of 25.8% ($r = -0.508$), while the social aspect is 23.4% ($r = -0.484$). Apart from that, there is the academic anxiety factor also had an influence on the personal emotional aspect by 23.6% ($r = -0.486$), and on the institutional attachment aspect by 13.4% ($r = -0.367$). This shows that the existence of academic anxiety in an individual can influence the process of adjustment, both academic, social, personal and institutional attachment.

The learning process faced by new students, both first and second year, is a challenge for adjustment. In the lecture process, individuals are required to be able to understand and master lecture material, be able to think critically and analyze through assignments, practicums, exams, presentations, etc. Problems faced by new students, such as the lecture process and nervousness during presentations, are caused by students having difficulty capturing and understanding the lecture material. Apart from that, individuals feel inadequate and unable to perform optimally. This is related to the individual's adjustment to the emotional aspect, because when the individual is worried or his emotions are not calm, the individual becomes more stressed about the challenges or demands placed on him so that the individual cannot focus.

Emotional adjustment is also a challenge for first and second year new students because of the characteristics of emerging adulthood as the age of instability (Arnett, 2000). In the emerging adulthood period, individuals need planning in their own lives. Students who feel that they are not suitable for their major or cannot focus on their studies can cause them to experience rapid emotional changes and make changes to their plans based on the emotional conditions that arise. Apart from that,

competence is also an ability that students have in order to undergo lectures, such as intellectual ability and power individual concentration, while motivation is a desire that comes from within oneself to participate in the lecture process, such as self-efficacy, liking for certain courses, hopes for lectures, and self-awareness to change. Ryan (in Elliot & Dweck, 2005), states that competence and motivation play a major role in achieving desired achievements and goals, such as achieving academic achievement. The characteristics of emerging adulthood, namely the self-focused age, play a role in adjusting oneself to achieve set goals. In this period, students who are in the emerging adulthood stage focus more on the potential abilities they possess. Apart from that, students also focus on the goals they want to achieve in their lives. In this case, they do not see the goal as a permanent goal, but as an important step before establishing relationships with other people, such as working or getting married (Arnett, 2000).

This factor has an impact on an individual's ability to overcome the problems they face, both academic and social. The abilities possessed by these individuals will make individuals try to solve problems with a time management system so that they can lighten the burden of the tasks given. Apart from that, it will be easier for individuals to understand and master lecture material more quickly.

Competence and motivation factors have a positive correlation with self-adjustment by 29%. The competency and motivation factors possessed by the individual have an impact on the learning process in obtaining maximum learning results. The findings of this research are supported by the results of the correlation between competency and motivation factors and each aspect of self-adjustment. The influence of competency and motivation factors on self-adjustment has an influence on academic aspects of 21.4% and on social aspects of 10.2%. Apart from that, competency and motivation factors also provide the influence on other aspects of self-adjustment, namely the personal - emotional aspect of 3.4% and the institutional attachment aspect of 7.1%.

Academic activities, such as the lecture process, will provide various challenges to new students, one of which is the workload given. This happens because when giving assignments, new students are required to be able to think critically and creatively and the time given is quite short. The existence of these problems makes individuals need to focus on each existing problem, so the right effort to use is managing time effectively. The ability of new students to manage their time makes individuals reduce their assignments in installments, so that their workload becomes lighter and more quickly completed, and the results they obtain are maximized.

The ability of first and second year students to develop themselves in the process of self-adjustment is a characteristic of emerging adulthood the age of possibilities. The emerging adulthood development stage is a stage of opportunity, because every individual at this stage will have various hopes and big goals. All the hopes you have will be tested in real life. The emerging adulthood period is an opportunity to transform themselves into quality individuals who are able to make independent decisions regarding their lives (Arnett, 2000).

The physical obstacle factor related to the individual's physical condition from these three factors is physical health. Meanwhile, psychological barriers are related

to laziness, homesickness, and the perception of a high workload. Physical and psychological barrier factors are internal and external stimuli that have an impact on reducing an individual's physical and psychological condition, so that they are unable to carry out all activities well and confidently.

Physical and psychological barrier factors also have a negative correlation with self-adjustment of 30.9%. An individual who experiences a decline in physical condition, as well as an individual's psychological condition that is not well controlled, has an impact on their sense of self-confidence, comfort and focus in carrying out their activities. As a result, the results obtained are less than satisfactory or do not match expectations. In accordance with Schneiders' (1964) statement, which states that individuals who have physical obstacles and unstable emotions will hinder individuals from adapting to their new environment.

The correlation results are supported by the correlation results between the factors formed and each aspect of self-adjustment. Physical and psychological barrier factors have an influence on academic aspects of self-adjustment by 7.7% ($r = -0.278$) and on social aspects of self-adjustment by 6.5% ($r = -0.255$). Apart from that, physical and psychological barrier factors also have an influence on personal aspects by 7.8% ($r = -0.280$) and institutional attachment by 6.6% ($r = -0.258$). These results show that physical and psychological barrier factors have an influence on personal adjustment in academic, social, personal-emotional and institutional attachment.

Individuals as new students, both in their first and second year, have various obstacles and become individual obstacles, both physically and psychologically, in adapting to their new environment. Laziness is one of the obstacles for new students when adjusting, especially those related to academics. The feeling of boredom felt by the individual or a bad mood makes the individual unable to carry out their tasks well, resulting in less than optimal results. As a result, individuals feel that the lecture process they are undergoing is difficult and they cannot focus on understanding the lecture material. Smucker and Brownell (1984), mention various impacts obtained from friends' support, such as caring between individuals, can reduce anxiety and stress experienced by individuals, individuals also feel calm, happy and safe.

It can be seen that this friendship factor has an influence on personal adjustment, especially in the social aspect. This happens because individuals use friendships as an effort to overcome problems related to self-adjustment. The individual's ability to build relationships with other people and ask for advice from others is an effort used by new students, especially at the University of Surabaya, to adjust themselves. Individuals also get support from friends, thus helping individuals adapt in academic and non-academic fields.

Openness is an acceptance of changes that occur in one's environment, towards suggestions or criticism from other people, both academic and non-academic, while self-confidence is a form of self-confidence in one's abilities both in academics and in socializing with other people. The impact of this openness and self-confidence factor is that it can make individuals able to socialize with other people. Individuals are able to socialize with a variety of different characteristics, cultures and religions. With an individual's openness to various changes in the surrounding environment, the individual can become more confident in facing various changes in the

surrounding environment.

The factors of openness and self-confidence contribute to self-adjustment by 22.3%, so they are quite influential. Individuals who are confident and have the courage to be open to change will make it easier for the individual to adapt to their surrounding environment, both in the academic and non-academic fields. These correlation results are supported by the correlation results between the openness factors and confidence with every aspect of the adjustment. The openness and self-confidence factors have an influence on academics by 17.5% ($r=0.419$), and on aspects of self-adjustment by 20.7% ($r=0.455$).

Apart from that, the factors of openness and self-confidence also have an influence on the personal-emotional aspect by 8.9% ($r=0.299$), and on the institutional attachment aspect by 12.8% ($r=0.359$). This shows that the factors of openness and self-confidence have an influence on every aspect of personal adjustment, both academic, social, personal and institutional attachment.

Table 2. Results of measuring the dominant factors from the factors formed

	R	F	Sign
Physical and psychological barriers	0.55 6	87.05 9	0,00 0
Physical and psychological barriers as well as competence and motivation	0.67 7	82.15 7	0,00 0
Physical barriers and psychology, Competence and Motivation, as well Friendship	0.69 8	61.28 5	0,00 0

Based on the stepwise regression test, it can be seen that the dominant factors in the adjustment of new students at the University of Surabaya are physical and psychological barriers (with a value of $r=556$). This shows that compared to other factors, physical and psychological barriers are more dominant (30.9%) in predicting factors that determine whether a person is able to adapt or not to their new environment.

This factor illustrates that individuals who have good or bad physical and psychological conditions can influence individuals in the process of adjusting to their new environment. Physical and psychological conditions that have a reciprocal relationship influence individuals in the process of adapting to their new environment (Schneiders, 1964). When an individual carries out their role as a student, that individual will face various changes, challenges and demands, both academic and non-academic. This is supported by various physical complaints experienced by new students due to irregular eating, sleeping or exercise patterns. As a result,

individuals become less able to concentrate or focus on achieving the demands given by higher education.

Apart from that, individuals who have psychological barriers also have an impact on the adjustment process. This is in accordance with the statement of Ali and Asrori (2004), namely when an individual is unable to regulate himself and be responsible for the decisions he makes, this will have an impact on physical health and the emergence of psychosomatic symptoms. This is supported by research results which show that one of the problems faced by individuals as new students is nervousness during presentations at 15.7%. Individuals who have psychological barriers are unable to control their emotions or calm themselves when carrying out their activities, one of which is presentations. This also makes individuals unable to achieve the demands placed on individuals both in academic and non-academic terms, because of the obstacles they face, such as the emergence of laziness at 49.7%.

The explanation above shows that physical and psychological barrier factors are more dominant than other factors. In adapting, individuals need to have good physical condition and stable psychological function. If an individual has poor physical and psychological conditions, then the individual is unable to adapt to his new environment even though the individual has competence and motivation as well as high self-confidence, and good relationship skills. Apart from that, physical and psychological barrier factors are more related to oneself than to other factors, such as competence and motivation, friendship, and openness and self-confidence. This was also expressed by Schneider (1964), that physical and psychological conditions determine how individuals adapt to new environments and the demands placed on individuals.

CONCLUSION

The conclusion from the results of this research is that the factors that determine an individual's self-adjustment as a new student at the University of Surabaya consist of five factors, namely academic anxiety, competence and motivation, physical and psychological barriers, friendship, and openness and self-confidence which have an influence on good self-adjustment. academic, social, personal-emotional, and institutional attachment. Like academic anxiety factors, physical and psychological barrier factors are problems and obstacles for individuals to adapt to their new environment so that they become individual obstacles as new students in college. Apart from that, competency and motivation factors, friendship, as well as openness and self-confidence are factors that help individuals to adapt to their new environment and become efforts or that support individuals to solve the problems they face. The most dominant factors in determining an individual's adjustment as a new student at the University of Surabaya are physical and psychological barriers. Likewise, individuals will have problems in studying, socializing, regulating emotions, etc. which become obstacles and obstacles for individuals as new students in adapting.

From the results and discussion of this research, there are several

- Odgen, J. (2007). *Health psychology: A textbook* (4th Ed.). New York: McGraw-Hill.
- Rosiana, D. (2011). *Freshman academic adjustment. Paper presented at the Proceedings of the National Seminar on Research and PKM: Social, Economic and Humanities*, 2(1), 491 – 496.
- Santrock, J. W. (2010). *Adolescence* (13th Ed.). New York: McGraw-Hill.
- Schneiders, A. A. (1964). *Personal adjustment and mental health*. New York: Holt, Rinehart, and Winston.
- Sharma, B. (2012). *Adjustment and emotional maturity among first year college students. Pakistan Journal of Social and Clinical Psychology*, 9(3), 32-37.
- Shumaker, A. S., & Brownell, A. (1984). *Toward a theory of social support: Closing conceptual gaps. Journal of Social Issues*, 40(4), 11-36.
- Thuber, C. A., & Walton, E. A. (2012). *Homesickness and adjustment in university students. Journal of American College Health*, 60(5), 1-5.
- University of Surabaya. (2013). *Academic guidebook for the 2013-2014 academic year*. Surabaya: University of Surabaya.
- Zarrett, N., & Eccles, F. (2006). *The passage to adulthood: Challenges of late adolescence. Wiley Interscience*, 111(10), 13-28.