

Self-Adjustment of First Year FIP UNP Students in Higher Education and Implications on Guidance and counseling Services: Descriptive Study of Students of the Faculty of Education, Padang State University

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Abstract: This study aims to describe the adjustment of first year FIP students in the academic field, as well as the adjustment of first year FIP students in non-academic fields. This study used a quantitative method with a descriptive approach with a total sample of 300 people, the sample selection used the Proportional Random Sampling technique. The instrument used likert scale, measurement and processed using percentage analysis techniques by determining the mean value, standard deviation, and score. The research finds that the adjustment of first-year students is generally in the fairly good category (32.7%). Furthermore, adjustment in the academic field is in the fairly good category (40.3%) and adjustment in the non-academic field is in the fairly good category (41.0%).

Keywords: self-adjustment, guidance and counseling services,

INTRODUCTION

Universities have different characteristics from high schools, of course, they also have different demands. Higher education has a more in-depth educational scope compared to high school. Higher education is considered as an advanced institution in education. The knowledge gained by students at tertiary institutions is beneficial for the career and for the individual himself. Higher education according to the Compilation Team for Introduction to Campus Life for New Students at UNP (2013: 1) is a level of formal education after secondary education which includes diploma, bachelor, master, specialist, and doctoral education programs organized by the college. Higher education can be organized by the government called state universities, Beside that, there also a private universities.

Higher education consists of academic, professional, and vocational education. Academic education according to the Revision Team for Campus Life Introductory Materials for New Students at UNP (2012: 3) is higher education for undergraduate and postgraduate programs that is directed primarily at the mastery of certain scientific disciplines and by special educators or teaching staff who are experts.

Based on the previous quote, it can be concluded that higher education is an undergraduate program that is directed by certain educators to gain useful knowledge for individuals and also for the surrounding community. Teaching staff in higher education consist of lecturers, who also play a role as academic support, and have students. Students are part of the academic community members in addition to lecturers. In addition, students are also input that will be processed into output in accordance with the goals of the university. One indicator of the quality of higher education is seen from its outputs. Students, is an important part of the higher education system.

Students who have just graduated from high school will face many challenges and obstacles when entering college, for example rearranging their daily life patterns, integrating the demands of academic learning with living conditions in dormitories or boarding houses, adjusting to campus life, overcome conflicts that arise and so on. Self-adjustment is certainly one of the attitudes and characteristics required of students so that students can attend lectures on time, submit assignments on time, and other things that have been established as rules and regulations in attending lectures. According to Siti

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(2005:41) there are six different forms of adjustment and one of them is the adjustment to college (College adjustment). According to Winkel and Sri Hastuti (2004: 157) the various developmental tasks faced by first semester students include of having to adjust to the pattern of life on campus or college. Some first year students can adjust well, but some of them fail to adapt to the new environment, so they stay away from friends and even become enemies so they feel anxious and uneasy.

According to Kartono (in Erina 2012: 5) self-adjustment can be interpreted as a human effort to achieve harmony between oneself and the environment. Adjustment according to the Revision Team for Introducing Campus Life Materials for New Students at UNP (2012: 58) is adjustment in responding to the roles and tasks that students must face. This is what new students will go through to enter college later. If students cannot face the challenges when entering college, students will be constrained in interacting and having difficulties in relationships. This should be considered in the adjustment of new students who enter college later (Utomo et al., 2022).

The ability of students to adapt to lectures, especially new students, who are still in the process of recognizing (orientating) the existing learning environment and system, tends to be related to students' self-confidence and ability to carry out tasks that are oriented to the expected results. Individual failure in adjusting will lead to feelings of unrest and cause balance disturbances in himself. For this reason, so that a student has a calm and balanced feeling, he must be able to make adjustments. The problems faced by first-year students vary from personal problems, academic problems, or interpersonal relationship problems. First-year students also have to adjust to the learning atmosphere in college.

According to Winkel and Sri Hastuti (2004: 157), the various difficulties that arise in adjusting to college can be classified into two groups, the academic field is (1) mastering independent learning, (2) understanding the lecture material, (3) managing time, (4) learning motivation, (5) choosing the study program, (6) the relationship with the lecturer is tenuous or far away. Furthermore, the difficulties of adjustment in the non-academic field are (1) paying for education costs, (2) learning facilities, (3) housing, (4) food, (5) hanging out with friends, (6) stress in one's own mind, which sourced from low self-esteem, boredom, frustration, and psychological needs. In line with that, according to Zumbrotul (2005: 95) the problems faced by students can be in the form of academic problems and non-academic problems. In the academic field related to study planning, learning methods, and introduction to regulations. In the non-academic field related to the introduction of the campus environment, in making friends, in socializing, self-development, conflicts with friends.

In accordance with the results of research conducted by Lilis at UNNES Padang (2012) stated that 60% of students had low self-adjustment abilities. The results of Intan's research at Nusantara University PGRI Kediri (2012) Self-adjustment to lectures is in the moderate category of 43% and the remaining 25% is under the low category (20% is in the low category, and 5% is in the very low category). The research data illustrates that most of the adjustments to lectures are 68% in the low category.

Furthermore, according to the results of Dewi's research at the Islamic University of Bandung (2011) it was stated that 57.4% of students' self-adjustment in related academic fields in making assignments was that they felt unable to avoid distractions to focus on assignments, as much as 51.1% were unable to establish relationships with friends and the people around him. In the aspect of relations with lecturers around 74.6% of students have not treated lecturers as a source of knowledge but rather as a source of threat. Furthermore, the results of Hermi's research at Padang State University (2012) stated that self-adjustment in student learning achievement was 74.8%, in general student self-adjustment in learning was low.

The phenomenon that researchers found about adjustment in the academic field is that many students experience changes in the way of teaching and learning, as well as the demands of more difficult assignments, since entering college. In this case, new students are required to be more independent in doing the assignments, look for lecture material and continue lectures when lecturers cannot enter the class. But there are still many students who are negligent about their assignments, are constrained in finding lecture material, lack motivation, do not understand lecture material, so that will make them lazy and fail in the academic field, another phenomenon experienced by first year students in adjusting to college is to understanding the rules.

Furthermore, it is seen in the non-academic field of students themselves in making adjustments in social life. Many students are constrained in finding friends. This is very visible in the new students who carry out activities on campus that do not have friends. Furthermore, adjustment with friends during the Introduction to New Student Campus Life (PKKMB) was carried out by FIP UNP. According to Strage (in Dewi 2011: 492) one of the aspects of student adaptation in higher education is relating to friends. Associations carried out by individuals will look good if there is interaction or communication with friends and the environment around the individual. In this PKKMB activity, it can be seen how the adjustment of new students occurs. In the PKKMB event, there was an event showing the interests and talents of new students. In this event there will be divided into groups later, in this group new students are mixed from various majors in FIP.

Judging from the student's self-adjustment, they only communicate or select their interests and talents with friends from the same major. There are around 70 students who are in class only communicating with their classmates. Here it is very clear that the adjustment of new students in the aspect of getting along with friends is not very good between students majoring in one with other majors. In this case there will be students who are isolated and uncomfortable in the event.

Based on the phenomena found by researchers, it is known that the adjustment of new students in higher education is not good. First-year students who are in higher education should be able to adapt to the campus environment in terms of academic or non-academic fields.

Therefore, in accordance with this research, the role of a counselor in higher education is very necessary to overcome the problems faced by students related to student adjustment in higher education. Related to the problem of adjusting to students in higher education, a counselor can provide guidance and counseling services such as orientation services, placement and distribution services, information services, individual counseling services, and group guidance services so that students entering higher education can make a good adjustment. Based on this, the researcher was interested in conducting this research at the Faculty of Education, Padang State University regarding: "Self-adjustment of FIP UNP First Year Students in Higher Education".

METHOD

This research is classified as descriptive research. Descriptive research is a type of research which a researcher aims to describe systematically, factually, and accurately, regarding facts and the nature of certain populations or tries to describe phenomena in detail according to Lehman (in A. Muri Yusuf, 2010: 67) This study describes the adjustment of first-year FIP UNP students in higher education and the implications for guidance and counseling services. The study population was 1205 FIP first year students with a total sample of 300 people. The sample selection used the Proportional Random Sampling technique. The research was carried out by administering research instruments to students. This instrument aims to obtain data on the adjustment of first-year FIP UNP students in higher education and the implications for guidance and counseling services. For each possible answer to the research questionnaire, the criteria for possible answer choices were: always, often, sometimes, rarely, never. To see the percentage of research results, researchers used the formula proposed by Slovin, as follows:

$$S = \frac{N}{1 + N \cdot e^2}$$

Information:

N = Number of samples

N = Number of population

E = Set precision (0.05).

RESULT AND DISCUSSION

Based on the results of data processing, the results of this study can be seen in the adjustment variable of first-year FIP students at higher education in the fairly good category with a percentage of 32.7%. These results reveal that the self-adjustment of FIP UNP students in 2015 was in a fairly good category.

1. General Adjustment

The research findings revealed that the largest percentage of FIP students' self-adjustment was in the fairly good category with a percentage of 32.7%. This shows that these students tend to be quite capable of developing the ability to adapt to the campus environment both in the academic and non-academic fields.

According to Arkhof (in Naeila 2012: 14) grouping the ability to adapt successfully to the campus environment includes adjustment to peers, adjustment to lecturers, and adjustment to academic assignments.

2. Adjustment of First Year FIP Students in the Academic Field

Based on the research, it was revealed that the self-adjustment of first-year FIP students in the academic field was in a fairly good category. This can be seen from how students are able to adapt to different ways of learning when they are in high school with the lecture environment.

This is in accordance with Klassen's opinion (in Intan 2012: 2) adjustment in the academic field is influenced by how much ability and confidence he has to carry out his new assignments and roles as a student in higher education or is referred to as academic self-efficacy.

3. Adjustment of First Year FIP Students in Non-Academic Fields

Based on the research, it was revealed that the self-adjustment of first-year FIP students in non-academic fields was in a fairly good category.

Based on the development and maturity related to how students adjust to non-academic aspects which are in a fairly good category because individuals are more mature in terms of intellectual, social, moral, and emotional. So that they are liked by their peers and their environment.

This is in line with the opinion of Schneiders (in Ali and Asrori 2012: 181) which states that there are five factors that influence the process of adjustment to adolescents, namely physical conditions, personality, learning processes, environment and culture that can change.

CONCLUSION

Based on the results of the data analysis discussed in the previous chapter, it can be concluded that the adjustment of first-year students at higher education is generally in the fairly good category.

The adjustment of first-year FIP students at higher education in the academic field tends to be in the fairly good category, this means that first-year FIP students are quite good at making adjustments to universities in the academic field, such as how to study, understand lecture material, manage time, motivation learning, choosing study programs, and relationships with lecturers.

The adjustment of first-year FIP students at tertiary institutions in non-academic fields tends to be in the fairly good category, this means that first-year FIP students are quite good at making adjustments to universities in non-academic fields, such as tuition fees, study facilities, housing, nutritious food, hanging out with friends, and stress.

Based on the conclusions of the research results, several suggestions can be put forward to the following parties.

Students are expected to be able to develop adjustment skills in higher education in a better direction, especially in terms of adaptation in the academic field, including independent study methods, understanding lecture material, managing time, learning motivation, choosing study programs, and relationships with lecturers, as well as in the non-academic field

including tuition fees, study facilities, housing, nutritious food, socializing with friends, and stress so as to achieve better learning goals and adjustments in the academic or non-academic fields.

Guidance and counseling lecturers are expected to play an active role in providing knowledge and understanding of students' adjustment in higher education, especially in the academic field, including how to study independently, understand lecture material, manage time, study motivation, choose study programs, and relationships with lecturers. One of the indicators listed in the academic field that has the lowest percentage is learning motivation with a percentage of 34 %, this must be improved so that students' self-adaptation becomes better. Related to this, Guidance and Counseling lecturers can work together with the Guidance and Counseling Service Unit (UPBK) to assist students in improving their adjustment in the academic field,

Furthermore, self-adjustment in the non-academic field includes tuition fees, learning facilities, housing, nutritious food, socializing with friends, and stress. One of the indicators listed in the non-academic field with the lowest percentage is stress with a percentage of 37%, this must be improved so that students' adjustments become better. Therefore, Guidance and Counseling lecturers can work together with the Guidance and Counseling Service Unit (UPBK) to assist students in improving self-adjustment in non-academic fields, especially in the stress aspect by providing individual counseling services and also information services with material on how to manage stress on students,

To future researchers, this study only describes the adjustment of first year students in higher education which includes adjustment in the academic field and in the non-academic field. It is suggested to future researchers to be able to add other variables or sub-variables related to student adjustment in academic and non-academic fields such as adjustment to family, adjustment to culture and adjustment to organization.

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