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An Overview of Self-Adjustment in Students of the Faculty of Psychology Who Are Activelyinvolved in Student Organizations

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ABSTRACT

Self-adjustment is the process of the results of a group or individual facing a new situation in the environment and whose behavior can be accepted in living together with the surrounding community. The purpose of this study is to find out how the design picture of diri Students of the Faculty of Psychology who are actively involved in student organizations. This research usesqualitative research, a research method that has the aim of promoting an understanding of human experience, interaction, and behavior patterns. The technique used in this study is the *snowball sampling* technique with a total of five subjects that have characteristics The qualitative research method used is phenomenology which has the characteristics of students aged 20-22 years, active students, experiencing insufficient self-adjustment. Data collection techniques were carried out with semi-structured interviews and direct observation. Data analysis techniques used in this study, namely data reduction, data presentation, drawing conclusions. The data credibility used in this study is a data credibility test with a type of source triangulation testing and engineering traingulation.

Keywords : Self-adjustment, Student, Organization

1. INTRODUCTION

Students are defined asindividuals who are currently studying in universities, universities, both public and private, or other institutions at the same level as universities (Siswoyo, 2012: 121). A student is divided into developmental stages, whose age is between the ages of 18 – 25 years. This stage is divided into late adolescence and early adulthood, and from the perspective of developmental policy, the developmental task of this school age is to stabilize the beginning of life (Joseph, 2012: 27). This transition includes a movement towards a larger school structure and lessinterpersonal traits, such as relationships with peer groups from more diverse areas, increased attention to their achievements and assessments (Santrock, 2013: 74). The period of the first year of study is often referred to as the most challenging period for students (Feldt et al., 2011).

According to Cooper (in Bibi et al., 2018), students will be faced with various new situations such as lecture systems, learning methods that are different from high school, more difficult lecture mats, friends who come from different regions, andnew residential environments. When newstudents are unable to overcome variouschallenges and obstacles, itcan lead to various problems, especially in the future. Psychologically. To face various challenges and problems when entering college, students must have the ability to adapt to the environment.

Self-conformity is a process of the results of a group or individual facing a new situation in the environment and whose behavior can be accepted in living together with the surrounding community. Self-adjustment can be hampered or smooth when a person does not face an obstacle if there is a good solution. Meanwhile, if there is an obstacle, this can lead to negative or frustrating self-adjustment. Negative self-adjustment always raises a number of problems in life (Prawira, 2016).

The phenomenon of social interaction is self-adjustment. Self-adaptation is even one of the main requirements for creating mental or intellectual health, everyone is a member of society. A person is said to have a strong self-adjustment ability (*well adjusted person)* if they are able to carry out a mature, efficient, satisfactory, and healthy reaction process (Ali and Asrori, 2004). Therefore, people who have adjusted well are individuals who have learned to react to themselves and their environment in a mature, efficient, satisfying, healthy, and able to solve their problems. Several studies have shown the picture that this is not well realized by adolescents unable to carry outn self-adjustment well more than half or 52.5% of students do

notadjust themselves well (Kusdiyati and Halimah, 2011).

From the results of the interviews I conducted, it can be concluded that some students experienced a lack of self-adjustment which was shown by the subject's behavior from the lack of courage in expressing opinions and adaptation in the environment, from the results of the interview, it can be said that it was not in accordance with the aspect of self-adjustment. This phenomenon is corroborated by previous research research showing the picture that it is not well realized by adolescents. A number of adolescents are unable to performn self-adjustment well more than half or 52.5% of students do notadjust themselves well (Kusdiyati and Halimah, 2011). For this reason, the purpose of my research is to describe self-adjustment in psychology faculty students who are actively involved in student organizations.

2. RESEARCH METHODS

This research uses qualitative research methods with snowball sampling techniques (Yin, 1987: 55). With the following characteristics:

1. Students aged 20 – 22 years old who take part in the organization.
2. Students who are active organizations.
3. Experiencing less self-adjustment.

Data collection techniques using interviews and observations using mod el data analysis according to (Miles and Huberman, 1984) in (Sugiyono 2015: 337) namely: Data reduction (data reduction), Data *presentation (data display),* Conclusion *drawing and verification.* Furthermore, it is for the credibility of the data by using triangulation techniques and source triangulation techniques.

3. RESULTS AND DISCUSSION

A. Self-adjustment

Self-adjustment is a process when an individual seeks to overcome or control inner needs, tensions, frustrations, and conflicts, the goal is to gain harmony and harmony between the demands of the environment in which he lives and the demands within him. The ability to adjust is related to the process of belief formation.

Based on the conclusions self-adjustment according to (Schneider, 1964) is the process by which the individual goes to great lengths to overcome inner needs, tensions and conflicts. The goal is to gain harmony between the environment he livesin and the demands within him.

B. Aspects of Self-Adjustment

According to (Schneiders, 1964) Self-adjustment has empat aspects namely:

1. Adaptation, is self-adjustment is judged as the abilityof seseo rang in adapting.

2. Comformity, is a person said to have the ability to adjust himself both when he meets social standards and a sincere conscience.

3. Mastery, is someone who has good self-adjustment and ability to plan and organize a self-response so that it can organize and answer all questions efficiently.

4. Individual variation, is that there are individual differences in behavior and response in response to problems.

C. Self-Adjustment Factors

According to (Schneiders, 1994) there are five factors that influence self-adjustment , namely:

1. Physical condition

   Obstacles in individuals in carrying out self-adjustment are likely due to physical limitations or chronic diseases that are the background. Inheritance of physical dispositions and systems as well as physical health are aspects that influence self-adjustment.

2. Development and self-maturity

   The form of individual self-adjustment is different at each stage of development. This is not only because of the learning process but also because the individual becomes calmer when facing certain demands/situations.

3. Psychological state

   A healthy psychological or mental state will encourage the individual to give a response that is in harmony with internal impulses as well as the demands / situations of his environment.

4. Environmental circumstances

   Good self-adjustment is influenced by a positive environment, full of acceptance, understanding, and protection.

5. Religiosity and culture

   Religiosity provides a psychological atmosphere that can reduce conflict, frustration, and psychic tension. In addition to religiosity, the culture that exists in society also influences the formation of individual character and behavior in self-adjustment.

4. CONCLUSION

This study aims to determine the picture of self-adjustment in psychology faculty students who are actively involved in student organizations. Motede research uses a qualitative approach. The respondents to this study were students who participated in the organization. The results of the research and discussion will be explained after the research is carried out.

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