

**Proceeding Universitas Muhammadiyah Gresik Social Science and Humanities  
Internasional Conference (UMGCINMATIC)**

---

**The Effect of Self-Efficacy on Student Adjustment**

**Eka Bella Veronica Wahyudhani<sup>1</sup>, Nadhirotul Laily<sup>2</sup>, Prianggi Amelasasih<sup>3</sup>**  
<sup>1,2,3</sup> Psychology faculty, Universitas Muhammadiyah Gresik

Email:

[ekabellavw12@gmail.com](mailto:ekabellavw12@gmail.com)<sup>1</sup>, [nadhirotul.laily@umg.ac.id](mailto:nadhirotul.laily@umg.ac.id)<sup>2</sup>, [prianggi\\_amelasasih@umg.ac.id](mailto:prianggi_amelasasih@umg.ac.id)<sup>3</sup>

**ABSTRACT**

Changes in time that began in high school to college ultimately require students to face the bar environment and make an adjustment. Adjustment is an individual's ongoing interaction with themselves, others, and their environment. Reasonable adjustment can be achieved when: they can control themselves and have self-confidence, called self-efficacy. This study aims to determine whether self-efficacy affects adjustment in 76 students of the 2021 Faculty of Psychology at the University Muhammadiyah Gresik. The result of the simple linear regression test in the study shows that the value of  $\text{sig } 0,002 < 0,05$ , which means that there is an effect between self-efficacy on adjustment with the self-efficacy variable contributed 12,5% to the variable adjustment. The next researcher can test other variables that might affect adjustment, such as psychological, environmental, and cultural factors.

**Keywords :** Self-Efficacy; Adjustment; Student

**1. INTRODUCTION**

In everyday life, humans will continuously adapt in various ways, and adjustment is the main element in human life. Atiyah, Mughini, & Ainiyah (2020) interpreted an adaptation as the ability to form a close bond with other people and the environment, which humans do from birth to death (Sobur, 2003).

The development of the human life span (lifespan development) is a process of human development that occurs throughout life, divided into specific periods called social construction. Social construction is a concept that may appear naturally and clearly in those who receive it (Papalia & Feldman, 2014). The period starts from the period before birth, infancy and toddlerhood, early childhood, middle childhood, adolescence, young adulthood, and late adulthood. Each development period has different features and must fulfil to reach the next stage. The concept of development related to adolescence is a unique period because, at this stage, there are some assumptions that this period is part of childhood, and there are also those who think that adolescence is part of adulthood (Papalia & Feldman, 2014). Adolescence ages start from 10 to 13 and end from 18 to 22. Early adolescence at this time ranges from the age of 15 years. In late adolescence, it is the same as the period when junior high school. Late adolescence is a period in which interests, careers, and self-exploration are more evident than early adolescence, around the age of 15. At that time, most teenagers had started to enter the world of lectures, which made them need to adjust to their new environment.

The environmental changes began when the high school changed to a tertiary institution which involved a move to a more impersonal school, more significant interaction with peers who had various ethnic, ethnic and racial backgrounds, and increased pressure to achieve achievements. In college, good test scores, and also in work. The transition from high school to college has several positive sides, such as students feeling more mature, getting subjects to choose from, having lots of time to spend with peers, and having more opportunities to explore independence from parents. They were challenged by academic assignments (Santrock, 2002).

Hundreds of thousands of students currently studying at tertiary institutions face a new environment and experience adjustment problems. Some fail when adjusting to the new environment, so they feel uneasy and anxious (Sobur, 2003). Based on the results of research conducted by Nur (2015) at Padjadjaran University (UNPAD) stated that 60% of students felt unable to adjust to reasonable academic demands. Due to difficulties when completing academic assignments, not being used to the lecture system, and difficulties connecting with new friends.

Based on the results of interviews conducted by researchers regarding the problem of adjustment for students, the result is that the adjustment they have is relatively low in terms of aspects of adjustment by Fahmy (1982), namely personal adjustment and social adjustment. Students who have low adjustment cause them difficulties in adjusting their behaviour towards their environment.

A successful person adjusts if he can achieve satisfaction in his efforts to meet needs, overcome tension, and be free from disturbing indications such as moodiness, anxiety, obsession, frustration, depression, psychosomatic disorders that can complicate one's task, and conflict. Several things can affect reasonable adjustment, including controlling behaviour, feelings, thoughts, and the environment. The ability to control or control someone, a reasonable adjustment, will be challenging to achieve without self-confidence. In psychology, self-confidence is called self-efficacy (Irfan & Suprapti, 2014).

Individuals with high self-efficacy will try harder to achieve targets and create more and more persistent achievements. In contrast, individuals with low self-efficacy do not have control in dealing with their environment and will feel less confident doing everything around them. Therefore, reasonable adjustment happens if individuals have high self-efficacy. Mahendrani & Rahayu (2014) investigated the result of a significant relationship between self-efficacy and adjustment. The results of research conducted by Irfan & Suprapti (2014) linked self-efficacy with adjustment, resulting in a relationship between self-efficacy and adjustment.

Self-efficacy is vital in lectures because self-efficacy can lead us to determine what goals we will achieve and maintain these desires. (Ghufron & S, 2012). Based on the opinions of some of the experts above and several previous studies, research linking self-efficacy with adjustment in new students is still limited. Therefore, researchers are interested in further studying self-efficacy's effect on adjustment in class 2021 students at the Faculty of Psychology, Muhammadiyah University of Gresik.

## **2. METHOD**

This research was conducted at the Muhammadiyah University of Gresik. The research method used is a quantitative method with a survey method. The subjects in this study were 76

students using the Nonprobability Sampling technique using saturated sampling. This study, collected data from primary sources by using a questionnaire through a questionnaire. This study used content validity involving two professional judges and item sorting based on total correlation with the standard limit  $r_{ix} > 0.25$ .

The instrument used is an adjustment scale compiled by researchers with Fahmy's (1982) adjustment aspects, namely aspects of personal adjustment and social adjustment. The scale has a reliability value of 0.890. The self-efficacy scale was adopted from Novrianto, Marretih, & Wahyudi (2019), with a reliability value of 0.867. The hypothesis to be tested in this study, namely:

Ha: There is an effect between self-efficacy on adjustment in class 2021 students at the Faculty of Psychology, Muhammadiyah University of Gresik.

The data obtained in this study will then be analyzed using simple linear regression analysis techniques.

### 3. RESULT

this study used content validity. It estimated through the testing phase. This study involved two Judgment Professionals. A statement that the answer sought in this validity is the extent to which the test items can represent several dimensions or aspects in the overall content area of the object to be measured and the extent to which the test items show the behavioural characteristics to be measured (Azwar, 2012). The item sorting based on the total correlation with the standard limit of  $r_{ix} > 0.25$ .

Based on this study, the Adjustment Scale used by researchers is compiled based on aspects of (Fahmy, 1982). Get the following results:

**Table 1** Adjustment Scale Validity Test Results

No.	Aspect	Indicator	Valid		Fall	
			F	UF	F	UF
1	Personal Adjustment	Ability to be aware of strengths and weaknesses	11,21	26	1	6,16
		Ability to accept strengths and weaknesses	7,17, 27	12,22	-	2
		The ability to act objectively according to his condition	3,13	8,18	23	28
2	Social Adjustment	Able to interact harmoniously with families, peer groups, schools, and communities	9,19,5, 33,35	14,24, 38,40	31	4, 36

Have a desire to comply with values, norms, and rules in the Family, Peer Group, School, Community	15,25, 29, 37, 39	10,30, 32	-	20, 34
<b>Total</b>	29			11

Table 1 shows 29 valid items with a rix of 0.285 to 0.619 because they have an item-total correlation value  $\geq 0.25$ . Then 11 items fell on the adjustment scale because the item-total correlation value  $\leq 0.25$ .

**Table 2** Self-Efficacy Scale Reliability Test Results

No.	Dimensi	Valid	Fall
1	Level Dimension		
2	Strength Dimension	1,2,3,4,5,6,7,8,9, 10	
3	Generality Dimension		
<b>Total</b>		10	

Based on Table 2, there are ten valid items with a rix of 0.504 to 0.672 on the self-efficacy scale because they have an item-total rix correlation value  $\geq 0.25$

This research used reliability testing by calculating the Alpha Cronbach correlation coefficient. The reliability test measured with the help of the IBM Statistical Program for Windows Science (SPSS) version 22. If Cronbach's Alpha value is getting closer to 1.00, it has high reliability. Conversely, if the value of Cronbach's Alpha is close to 0, the reliability is low (Azwar, 2008).

**Table 3** Adjustment Scale Reliability Test Results

<i>Cronbach's Alpha</i>	<i>Cronbach's Alpha Based on Standardized Items</i>	<i>N of Items</i>
0,890	0,899	29

Based on the reliability test results, Table 3 shows that Cronbach's Alpha adjustment value is 0.890, which means reliable. It can be said to be reliable because it has a Cronbach's Alpha value close to 1.00. (Azwar, 2008).

**Table 4** Self-Efficacy Scale Reliability Test Results

<i>Cronbach's Alpha</i>	<i>Cronbach's Alpha Based on Standardized Items</i>	<i>N of Items</i>
0,867	0,869	10

Based on the reliability test results, Table 4 shows that Cronbach's Alpha value of self-efficacy is 0.867, which means reliable. It can be said to be reliable because it has a Cronbach's Alpha value close to 1.00 (Azwar, 2008). Thus, the reliability test of the Self-Efficacy Scale and Adjustment Scale shows that the measuring instrument used in this study has reliability as a measuring tool when viewed based on measurement consistency from time to time.

The normality test used to determine whether the dependent (adjustment) and independent (self-efficacy) variables normally distributed or close to normal. It shows normally distributed if it has a significant level or p-value > 0.05, and vice versa, it can be said to be abnormally distributed if the p value < 0.05 (Gunawan, 2006).

**Table 5** Normality Test Results

<b>Variable</b>	<b>N</b>	<b>Nilai Sig.</b>	<b>Description</b>
Self-Efficacy	10	0,200	Normal
Adjustment	29	0,200	Normal

Based on the normality test results, the data distribution is 0.200 ( $p > 0.05$ ), which means that the self-efficacy variable is normally distributed. Likewise with the adjustment variable, namely 0.200 ( $p > 0.05$ ), which means that the adjustment variable is normally distributed.

In this study, linearity testing was assisted by the IBM Statistical Program for Social Science (SPSS) for Windows version 22, with a significance level of 0.05. Both variables can be said to be linear if they have a significance value > 0.05 (Gunawan, 2020). The Linearity Test aims to determine whether the variables in the study have a linear or non-linear relationship. The linear test is used as a requirement in correlation or linear regression analysis.

**Table 6** Linearity Test Results of Self-Efficacy and Adjustment

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>	<b>Description</b>
Adjustment *	Deviation from	14610.319	23	636.231	.956	.533	Linear
Self- Efficacy	Linearity						

Based on the results in Table 6, the table shows a deviation from the Linearity Sig value of 0.533. So it can be concluded that there is a linear relationship between the variables of self-efficacy and adjustment because the Sig value is  $0.533 > 0.05$ .

Based on the results of the assumption test stated in this study, it is normal distributed. Furthermore, a parametric statistical approach used using simple linear regression data analysis techniques to determine the effect between variables.

**Table 7** Results of simple linear regression analysis

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Description</b>
Regression	6924.474	1	6924.474	10.562	.002	Significant
Residual	48513.881	74	655.593			
Total	55438.355	75				

Based on the hypothesis test results in table 7, it shows a simple linear regression analysis technique, the self-efficacy results have a significant positive effect on adjustment, with a sig value of 0.002 (significance  $< 0.05$ ) with a tcount of 3.250 while a ttable of 1.665. This means that  $t\text{-count} > t\text{-table}$  means that self-efficacy contributes to student adjustment, meaning that the hypothesis is accepted. The self-efficacy variable contributes 12.5% to adjustment. In comparison, 87.5% is affected by other variables not examined.

#### 4. DISCUSSION

This research conducted to be able to test whether there is an effect between self-efficacy on adjustment in class 2021 students at the Faculty of Psychology, Muhammadiyah University of Gresik, with a total of 76 students as subjects. Based on the results, the hypothesis answered. This known based on the results of a simple linear regression test with a significance value of  $0.002 < 0.05$ . So the self-efficacy variable (X) affects the adjustment variable (Y), meaning that the higher the self-efficacy, the higher the adjustment. This is in line with the results of research conducted by Rahmawati & Purwandari (2015) that there is a significant relationship between self-efficacy and adjustment, which means that the higher one's self-efficacy, the higher one's level of adjustment. This research is also in line with Fajar & Aviani (2022), which explain a significant relationship between self-efficacy and adjustment even though it has been conducted on different subject backgrounds.

Adjustment is the ability to form satisfying relationships with people and their environment. According to Fahmy (1982), adjustment is a dynamic process continuously changing behaviour to obtain a consistent relationship between oneself and the environment. There are two aspects of adjustment, including personal adjustment and social adjustment. Personal adjustment succeeds if there is no hatred, avoids responsibility, runs away from reality, and is disappointed with reality. A social adjustment is a form of adjustment made by individuals to their environment. In social adjustment, a pattern of culture, customs, and norms will create a mindset believed to solve problems in everyday life.

Based on the results of this study, the self-efficacy variable contributed 12.5% to the adjustment variable. While 87.5% is effectd by other variables not examined. It is possible to be effectd by factors that

can affect adjustment, according to Schneiders (1964), including physical condition, development and maturity, psychological, environmental, and cultural factors. According to Adler (in Agustiani, 2009), other factors that can affect adjustment include peer relations, dependencies, hostility, productivity, and withdrawals. Meanwhile, based on the results of interviews with respondents who had been conducted, they felt anxiety, lack of self-control, and lack of support that respondents received from their environment, which impacted their adjustment. This is in line with research conducted by Seskoadi & Ediati (2017) which states that the higher the anxiety, the lower the adjustment will be. This is also supported by research conducted by Nugraha (2016) which states that the inability to control oneself properly when adapting to a new environment results in individuals being unable to focus properly and unable to concentrate on learning objectives so this is control. Low self-esteem ultimately results in low adjustment. Another study by Wahyuningsih et al. (2021) stated that the higher the family's social support, the higher the individual's adjustment. Peer social support also affects adjustment, as in research that has been stated by Rufaida & Kustanti (2017) which results that the higher the support given by peers, the higher the adjustment will be. Another study conducted by Bidjuni (2016) states that the higher the self-confidence, the better the adjustment will be. The majority of respondents in this study were 19 years old, at which age they were included in the adolescent category, whereas adolescents were still confused about themselves. Adolescents experience the formation of self-identities that require support from parents, their environment, the ability to achieve initiative, and the ability to self-reflect regarding the future (Agustriyana & Suwanto, 2017)

## 5. CONCLUSION

The result is a sig value of 0.002 (significance value <0.05). This means that the self-efficacy variable (X) positively affects the adjustment variable (Y). So,  $H_0$  is accepted that self-efficacy affects adjustment in class 2021 students at the Faculty of Psychology, Muhammadiyah University of Gresik. It interpreted that the higher the self-efficacy, the higher the adjustment students have. The self-efficacy variable contributes 12.5% to the adjustment variable. While 87.5% is affected by other variables that not examined as can be seen on factors that can affect adjustment such as physical conditions, development, psychological, environmental, cultural, peer relations, dependencies, hostility, productivity, withdrawal, and can also review related anxiety, self-control, social support, and self-confidence as other factors that can affect adjustment

## 6. REFERENCES

- Agustiani, H. (2009). *Psikologi Perkembangan*. Bandung: PT Refika Aditama.
- Agustriyana, N. A., & Suwanto, I. (2017). Fullyhuman Being Pada Remaja Sebagai Pencapaian Perkembangan Identitas. *Jurnal Bimbingan Konseling Indonesia*.
- Ali, M., & Asrori, M. (2014). *Psikologi Remaja Perkembangan Peserta Didik*. Jakarta: PT Bumi Aksara.
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Asdi Mahasatya.
- Atiyah, K., Mughini, A., & Ainiyah, N. (2020). Hubungan antara Regulasi Diri dengan Penyesuaian Diri Remaja.
- Azwar, S. (2018). *Dasar-Dasar Psikometrika*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2019). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar.
- Baron, R. A., & Byrne, D. (2005). *Psikologi Sosial*. Jakarta: Penerbit Erlangga.

- Chaplin, C. (1993). *Kamus Lengkap Psikologi*. Jakarta: PT. Raja Grafindo Persada.
- Desmita. (2008). *Psikologi Perkembangan*. Bandung: PT. Remaja Rosdakarya.
- East, P. L. (2015). Peer Social Support and Adjustment of Early Adolescent . *Journal of Early Adolescent*,
- Fahmy, M. (1982). *At-takayuf an-nafsiy : Penyesuaian Diri*. Jakarta: Bulan Bintang.
- Fajar, P., & Aviani, Y. I. (2022). Hubungan Self-Efficacy dengan Penyesuaian DIri : Sebuah Studi Literatur. *Jurnal Pendidikan Tambusai* .
- Fitriyah, L., & Jauhar, M. (2014). *Pengantar Psikologi Umum*. Jakarta: Prestasi Pustaka.
- Garnis, F., & Widyastuti. (2021). Hubungan antara Konsep DIri dengan Penyesuaian Diri Siswa Kelas X Madrasah Aliyah Negeri Sidoarjo. *Jurnal Proyeksi*.
- Ghufron, M. N., & Risnawita, R. (2017). *Teori-Teori Psikologi*. Jogjakarta: Ar-Ruzz Media Group.
- Gunawan, C. (2020). *Mahir Menguasai SPSS Panduan Praktis Mengelolah Data Penelitian New Edition Buku Untuk Orang Yang (Merasa) Tidak Biasa dan Tidak Suka Statistika*. Sleman: Penerbit Deepublish.
- Hirose, E. I., Wada, S., & Watanabe, H. (1999). Effects of Self-Efficacy on Adjustment to Collage. *Japanese Psychological Research*.
- Irfan, M., & Suprapti, V. (2014). Hubugan Self-Efficacy dengan Penyesuaian Diri terhadap Perguruan Tinggi pada Mahasiswa Baru Fakultas Psikologi Universitas Airlangga. *Jurnal Psikologi Pendidikan dan Perkembangan*.
- Jerusalem, M., & Schwarzer, R. (1995). The General Self-Efficacy Scale (GSE) In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs. *Windsor*.
- Kemendikbud Terbitkan Pedoman Penyelenggaraan Belajar dari Rumah. (2020, Mei 29).
- Kumalasari, F., & Ahyani, L. N. (2012). Hubungan antara Dukungan Sosial dengan Penyesuaian . *Jurnal Psikologi Pitutur*.
- Luszczynska, A., & Gutie´rrez-Don` a, B. (2005). General self-efficacy in various domains of human functioning: Evidence from five countries. *International Journal Of Psychology*.
- Mahendrani, W., & Rahayu, E. (2014). Hubungan antara Self-Efficacy dengan Penyesuaian Diri pada Siswa Akselerasi. *Jurnal Psikodimensia*.
- Mahmud. (2017). *Psikologi Pendidikan*. Bandung: CV Pustaka Setia.
- Monks, F. J., Knoers, A. P., & Harditono, S. R. (Psikologi Perkembangan Pengantar dalam Berbagai Bagiannya). 2002. Yogyakarta: Gajah Mada University Press.
- Naibaho, Y. O., & Sinulingga, R. F. (2018). Hubungan antara Konsep Diri dengan Penyesuaian Diri pada Pecandu Narkoba di Panti Rehabilitasi Sibolangit Center. *Jurnal Penelitian & Penelitian Psikologi*.
- Nasution, H., Daharmis, & Syahniar. (2019). The Contribution of Emotional Maturity and Social he Contribution of Emotional Maturity and Social . *Journal of Educational and Learning Studies*.

- Niehorster, C. (2012). Adjustment to College as Measured by the Student Adaptation to College Questionnaire: A Quantitative Review of its Structure and Relationships with Correlates and Consequences. *Educ PsycholEduc Psychol*.
- Nisa, K., Tiarti, S., & Mularsih, H. (2018). Peran dukungan teman sebaya dan regulasi diri belajar . *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*.
- Novrianto, R., Maretih, A. K., & Wahyudi, H. (2019). Validitas Konstruk Instrumen General Self Efficacy Scale Versi Indonesia. *Jurnal Psikologi Volume 15 Nomor 1*.
- Nugraha, S. A. (2016). Hubungan Antara Tingkat Kontrol Diri Dengan Penyesuaian Diri Terhadap Pergaulan Remaja. *Jurnal Pendidikan Islam*.
- Nur, A. R. (2015). Hubungan antara kemandirian dengan penyesuaian diri dalam. *Skripsi Universitas Padjajaran*.
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Dasar-Dasar Statistik Penelitian*. Yogyakarta: Gramasurya.
- Papalia, D. E., & Feldman, R. D. (2014). *Menyelami Perkembangan Manusia*. Jakarta: Salemba Humanika.
- Rahayu, M. N., & Arianti, R. (2020). Penyesuaian Mahasiswa Tahun Pertama di Perguruan Tinggi : Studi pada Mahasiswa Fakultas Psikologi UKSW. *Journal Psikologi Sains dan Profesi*, 73-84.
- Rahman, A. A. (2016). *Metode Penelitian Psikologi Langkah Cerdas Menyelesaikan Skripsi*. Bandung: PT. Remaja Rosdakarya.
- Rahmawati, A., & Purwandari, E. (2015). Hubungan antara Efikasi Diri dengan Penyesuaian Diri Santri Baru.
- Rufaida, H., & Kustanti, E. R. (2017). Hubungan Antara Dukungan Sosial Teman Sebaya Dengan Penyesuaian Diri Pada Mahasiswa Rantau Dari Sumatera di Universitas Diponegoro. *Jurnal Empati*.
- Samardi, S. (2018). *Psikologi Positif*. Yogyakarta: Titah Surga.
- Santrock, J. W. (2002). *Life-Span Development : Perkembangan masa hidup, Jilid 1*. Jakarta: Erlangga.
- Santrock, J. W. (2003). *Adolescence*. Jakarta: Penerbit Erlangga.
- Santrock, J. W. (2007). *Psikologi Pendidikan Edisi 2*. Jakarta: Kencana.
- Santrock, J. W. (2012). *Life-Span Development Jilid 1*. Jakarta: Penerbit Erlangga.
- Schneiders, A. (1964). *Personal Adjustment and Mental Health*. New York: Holt Rinehart and Winston.
- Schwarzer, R., Babler, J., Kwiatek, P., & Kerstin. (1997). The Assessment of Optimistic Self-beliefs: Comparasion of the German, Spanish, and Chinese Versions of the General Self-Efficacy Scale. *Applied Psychology : An International Review*.
- Seskoadi, K., & Ediati, A. (2017). Hubungan Antara Kecemasan Dengan Penyesuaian Diri Pada Mahasiswa Bidikmisi Tahun Pertama di Universitas Diponegoro. *Jurnal Empati*.
- Sherer, M., & Maddux, J. E. (1982). The Self-Efficacy Scale : Construction and Validation. *Psychological Reports*.

- Sim, H. S., & Moon, H. W. (2015). Relationship between Self-Efficacy, Stress, Depression and Adjustment of College Students. *Indian Journal of Science and Tehnology*.
- Siyoto, S., & Sodik, A. (2015). *Dasar Metodologi Penelitian*. Yogyakarta: Literasi Media Publishing.
- Sobur, A. (2003). *Psikologi Umum*. Bandung: Pustaka Setia.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit Alfabeta.
- Wahyuningsih , Z., Mujidin, & Yuzarion. (2021). Hubungan antara Dukungan Sosial Keluarga dengan Penerimaan Diri pada Santri Pondok Pesantren. *Psyche 165 Journal*.
- Wahyuningsih, Z., Mujidin, & Yuzarion. (2021). Hubungan Antara Dukungn Sosial Keluarga Dengan Penyesuaian Diri Pada Santri Pondok Pesantren. *Psyche 165*.
- Widiantoro, Purawigena, R. E., & Gamayanti, W. (2017). Hubungan Kontrol Diri dengan Kebahagiaan Santri Penghafal Al-Qur'an. *Jurnal Psikologi Integratif*, 11-18.
- Widyatama, T. (2010). *Kamus Psikologi*. Penerbit Widyatamma: Jakarta.