Overview of Self-Adjustment of New Students of Nursing Study Program Students at Santa Elisabeth Collage of Health Sciences Medan

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Abstract. Self-adjustment is an interaction ability to establish a good relationship between individuals and their environment. New student self-adjustment is a challenge to deal with changes from high school to college. Changes in terms of academic, social, emotional and institutional attachment are much more difficult than the previous level of education so that new students have difficulty adjusting. This study aims to determine the description of the self-adjustment. Methods: The type of research design used is descriptive with a cross sectional design. The instrument used is a questionnaire with google form media. The population in this study are 99 respondents. The sampling technique uses total sampling technique with a sample size of 99 respondents. Results: Based on the results of the study analyzed using univariate analysis, it shows that new students have a high level of self-adjustment, namely 68 people (68.7%) and moderate self-adjustment as many as 31 people (31.3%). Low self-adjustment can be caused by self-doubt, lack of self-confidence, lack of openness from others and excessive stress. Conclusion: So the researcher expects new students to multiply relationships, improve talents and skills, follow guidance during the learning process in lectures and seek support and motivation from mentors, friends, and family.

Keywords: New Students; Self-adjustment; Overview;

1. INTRODUCTION

Higher education is an academic environment that is very difficult to pass, therefore students are expected to be able to adjust to it. From the results of education statistics by the Ministry of Education and Culture in 2020, there are 8,483,213 registered students nationally. Students for undergraduate programs take part in 95.16% of the number mastered by the age of 18-30 years. So it shows that more students are in the adult stage, with an age gap of 18-25 years, where a person is still in a state of instability and stress due to the transition from adolescence to young adulthood. This will cause a person difficulty in making self-adjustments in college (Louis Valdo, 2022).

Self-adjustment is a mental cycle and attitude, where a person will try to be able to successfully solve problems in him, tension, conflict, and frustration that will be experienced (Amin, 2018). Self-adjustment is a process throughout life, a person must be able to find, conquer the tensions and difficulties of life to fulfill good behavior and be able to adjust well in any new environment (Widodo, 2021).

The problem of academic self-adjustment, which will be carried out by new students, will usually be related to a learning process that is different from the situation or learning process at the previous school (Jamaluddin, 2020).

In higher education, the learning stage occurs more rapidly, with requirements for a clearer and more accurate understanding of the material. The content taught is significantly different from that in secondary school, and there is a difference in the teaching process delivered by lecturers. Students are also expected to be more independent in managing their course administration and other matters. As a result, this situation necessitates a process of adjustment for new students to cope with the changes occurring in higher education (Jamaluddin, 2020).

Students who cannot adjust are expected to experience greater dropout from lectures than students who can adapt. In Indonesia, the number of students who experienced dropouts in 2019 was 602,208 people, which is 7% of the number of students who registered for the Ministry of Education and Culture, 2020 in (Putri, 2023). According to Ningrum research (2022), at IKIP SILIWANGI explained that student self-adjustment was classified as low, with a total of 24 students (60%) and as many as 16 students (40%) classified high self-adjustment. Meanwhile, 88% of students' self-adjustment is in the medium category, as many as 11% are at a low level of self-adjustment, and 1% are at a high level (Suharsono & Anwar, 2020).

Based on the results of researcher interviews that have been conducted on 10 new student respondents of the Nurse Study Program, it was found that 7 people felt afraid, anxious and hesitant and 3 new students felt happy and excited. Among the 10 students, there are those who complain about their inability to do their assignments in lectures, like to procrastinate on assignments from lecturers, feel anxious about their academic demands, and there are even students who say they are afraid because they are the most stupid people among others. When the problem of student adjustment in higher education is not immediately addressed, this will have a negative risk to the process of student learning development at the next stage. Some of the problems that will arise are, stress, lack of ability to interact with others, loneliness, homesickness, and even students who will resign and not continue their studies in the following year (Nugraheni et al., 2020).

Based on this background, it can be concluded that there are still many new students who are unable to adjust themselves. Therefore, it is necessary to make efforts to improve the behavior of these individuals in order to be able to adjust themselves to academic, social, emotional, environmental and institutional attachment with orientation programs for new students and the provision of counseling guidance services.

2. MATERIAL AND METHOD

This study uses a descriptive design to find out the Overview of Self-Adjustment of New Students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024. The population consists of 99 students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024. The research sample is all new students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024 totaling 99 people.

The variable of this study is the Self-Adjustment of New Students of the Nurse Study Program at STIKes Santa Elisabeth Medan. This research was carried out at the Santa Elisabeth Health College Medan. The reason why the researcher chose the Santa Elisabeth Health College Medan is because the campus meets the research objectives. The research was carried out in April 2024.

Primary data is data obtained directly from respondents carried out by researchers. Secondary data is information obtained from the Student Academic Administration Bureau. This study used a questionnaire to collect data. The researcher used a research tool consisting of questionnaire sheets, which were measured by the Likert scale. This questionnaire was adopted from the previous researcher Hasanah (2022) with a total of 20 question items. The distribution of the questionnaire is carried out in the form of a google from link which is distributed through a whatsapp group. The researcher conducted a validity test and reliability test for new students of the D3 Nursing Study Program and Nutrition Study Program with a total of 20 respondents. However, there were 3 invalid question items with an r value calculated < r table (0.444). Thus, the research data collection used 17 question items with a Cronbach alpha value of 0.927.

This research is also ethically worthy of the Health Research Ethics Commission of the Santa Elisabeth College of Health Sciences Medan with No. : 085/KEPK-SE/PE-DT/IV/2024

3. RESULT AND DISCUSSION

This research was carried out in April 2024 at the STIKes Santa Elisabeth Medan Institution located on Jalan Bungan Ternomor No. 188, Sempakata, Medan Selayang District. The number of all new students of the academic stage nurse study program is 99 people and the respondents in this study are 99 people.

Table 1. Distribution of Frequency and Percentage of Respondents Based on Demographic Data of New Students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024 (n=99)

Characteristic	Frequency(f)	Percentage (%)
Age		
<19	78	78,8
20-24	18	18,2
>25	3	3,0
Total	99	100,0
Gender		
Male	15	15,2
Female	84	84,8
Total	99	100,0

Based on the results of table 1 demographic data was obtained based on the age of the majority of respondents <19 years old, which was 78 people (78.8%), 20-24 years old, 18 people (18.2%), and >25 years old as many as 3 (3.0%). In the characteristics of the female gender, there were 84 people (84.8%) and 15 people (15.2%) men.

Table 2 Frequency and Percentage of Self-Adjustment Levels for New Students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024 (n=99)

Category	Frequency(f)	Percentage (%)
High	68	68,7
Medium	31	31,3
Low	0	0
Total	99	100,0

Based on table 2 above, The results of the research on the level of self-adjustment of new students of the nurse study program at STIKes Santa Elisabeth Medan were obtained with a high level of 68 people (68.7%) and a medium level of self-adjustment of 31 people (31.3%).

Table 3 Frequency and Percentage of Respondents Based on Cross-tabulation of Demographic Data for New Students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024

| Characteristic | Self-Adjustment | | | | | | Total | |
| | High | | Medium | | Low | | | |
	f	%	f	%	f	%	f	%
Age								
<19	50	64.1	28	35.9	0	0.0	78	100.0
20-24	15	83.3	3	16.7	0	0.0	18	100.0
>25	3	100.0	0	0.0	0	0.0	3	100.0

Total	68	68.7	31	31.3	0	0.0	99	100.0
Gender							
Male	11	73.3	4	26.7	0	0.0	15	100.0
Female	57	67.9	27	32.1	0	0.0	85	100.0
Total	68	68.7	31	31.3	0	0.0	99	100.0

Based on table 2 above the results based on cross-tabulation were obtained that the majority of >25 years old had a high level of self-adjustment as many as 3 people with a percentage (100.0%). Age 20-24 years, have high self-adjustment as many as 15 people with a percentage (83.3%), moderate self-adjustment as many as 3 people (16.7%). And the age of <19 years has a high level of self-adjustment as many as 50 people (64.1%), moderate self-adjustment as many as 28 people (35.9%).
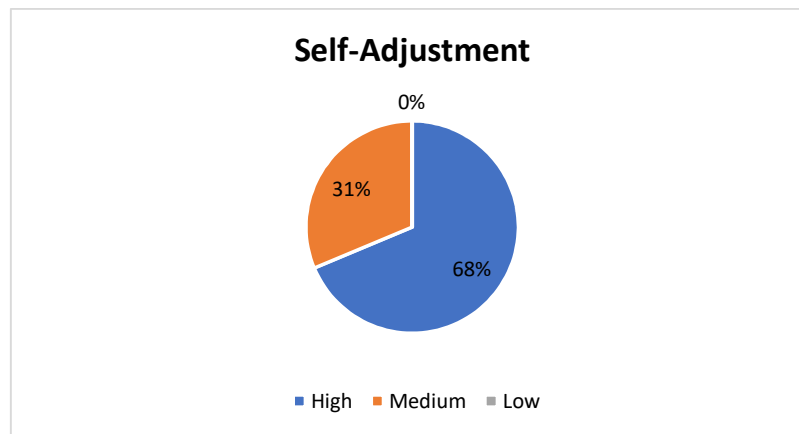
DISCUSSION

Figure 1. Overview of Self-Adjustment for New Students of the Nurse Study Program at STIKes Santa Elisabeth Medan in 2024

Based on the results of research conducted on new students of the nurse study program at STIKes Santa Elisabeth Medan in April 2024 with a total of 99 respondents, the results of the self-adjustment of new students of the nurse study program were obtained, most of whom had high self-adjustment, namely 68 people (68.7%), and a small number of 31 people (31.3%). This shows that new students of the nurse study program have the ability to adjust well. The author assumes that new students are individuals who are pursuing a new education in higher education which can affect mental health which will have a stressful impact on students. Each student has a different quality of self-adjustment, this is determined by a person's capacity and ability to adjust themselves. The high level of self-adjustment is due to the fact that new students are starting to be able to adjust themselves in the learning process, following every procedure and direction from the lecturer. Interact with their social

friends, respect the opinions of others, and participate in every activity of the organization. Reduce excessive anxiety, go through each process more independently and obey and follow every existing rule. New students also need to prepare themselves and mentally to adapt to the new environment.

The researcher's assumption is strengthened by the results of the study Herdiansyah at al, (2020) showing that most students have a high collge adjustment with a score (68.42%). The high level of collge adjustment shows the ability of students to face various demands and obstacles in higher education, both academic obstacles such as a different lecture system from high school, online lecture systems and non-academic obstacles such as a new, emotional and institutional environment.

 In addition, the results of previous research from Syahid & Azmi Rozali, (2021) obtained the results of students who had high academic adjustment, which amounted to 56 respondents (56%), it was concluded that students who had high academic adjustment were students who wanted and had the intention to learn, such as doing assignments seriously so that they obtained good grades, they did not give up easily in doing assignments, Do not often complain and always try to seek help from others when facing difficulties until the problem is solved, and pass each course.

Other data explains that Lestarina & Dwi, (2023) obtained research results from the personal emotional adjustment dimension found that more than (50%) students are at a high level. Students are able to access, understand, express, and regulate emotions that will encourage their emotional and intellectual growth. This will affect the process of individuals to adaptively overcome academic demands, social activities and emotional abilities in dealing with their problems in the university environment.

Low self-adjustment of new students can be caused by self-doubt, lack of confidence, lack of openness with others and excessive stress. This assumption is supported by previous researchers Maulina & Sari, (2018) with the results of the study finding that there is a significant negative relationship between the level of self-adjustment to academic demands and the level of stress in new students. So it is concluded that the higher the level of adaptation to the academic demands of students, the lower the degree of stress they experience.

Students with low self-adjustment, as can be seen from the large number of absences of each student, are not active in lectures, do not complete the assignments that have been given and are unable to cope with stress due to feeling a lot of pressure in facing lectures. Poor academic adjustment will be detrimental to students during lectures because when

students have low academic adjustment, it will make them confused and have an impact on their semester grades (Syahid & Azmi Rozali, 2021).

Based on the results of cross-tabulation that the majority of >25 years old have a high level of self-adjustment as many as 3 people with a percentage (100.0%). Age 20-24 years, have high self-adjustment as many as 15 people with a percentage (83.3%), moderate self-adjustment as many as 3 people (16.7%). And the age of <19 years has a high level of self-adjustment as many as 50 people (64.1%), moderate self-adjustment as many as 28 people (35.9%).

The author assumes that late adolescent students will face various challenges and changes from the academic environment that has changes in the educational system, new social environment, emotions and institutional attachments, so that early adolescents are still less able to adjust themselves than early adult students. Late adolescent students are following the changes in adolescence, namely finding identity, achieving new relationships that are more mature, obtaining social roles, accepting physical conditions, responsible attitudes, and independent nature from parents or adults.

Based on the results of cross-tabulation between self-adjustment and age, respondents aged >25 years had the highest percentage of 3 respondents (100.0%), meaning that students aged >25 years had a high percentage. The age of >25 years enters the early adult phase which is a transition from adolescence to the adult phase, where this early adult has good adjustment skills. Early adult students are more able to make self-adjustment than late adolescent students where early adulthood is able to establish relationships with others by communicating more maturely with friends, have the ability to control attitudes and emotions, form moral values, achieve confidence in freedom and the ability to stand on their own, and prepare themselves for the next step. The level of self-adjustment of new students can increase as a person ages.

Adulthood has gone through many things in the process of his life. Self-adjustment ability in adulthood, a person is able to adapt independently in life and social friends. Most adults have been able to solve every problem well so that they become quite stable and emotionally mature. In the *California Longitudinal Study*, adulthood is the healthiest, calmest, most self-controlled, and responsible age (Ariga, 2020).

This assumption is in line with previous research conducted by Syahid & Azmi Rozali, (2021) with the results of a study based on the results of cross-tabulation between self-adjustment and age, respondents who were in the early adulthood phase had the highest

number of respondents with a percentage of 22 people (60.3%). This means that early adult student respondents have high self-adjustment.

The results were obtained that in terms of gender characteristics, the majority of respondents were female, namely 84 people (84.8%), and the minority was male as many as 15 people (15.2%). This can be influenced by the large number of female students compared to men at STIKes Santa Elisabeth Medan. Based on the results of cross-tabulation between self-adjustment and gender, the results were obtained that as many as 11 male respondents with a percentage (73.3%) had high self-adjustment compared to female students.

The author assumes that gender is one of the components that affect self-adjustment. Male students are easier to interact with others, more easily adapt to their new environment, compared to women, because the male gender has an sociable personality that likes to participate in an activity that aims to seek experience and make new friends so that they can socialize and not be picky about friends. On the other hand, female students have a longer self-adjustment because women use their feelings and emotions more often so that women often choose friends who are as frequent as her.

This assumption is in line with previous research by Septiningwulan & Dewi, (2021) conducted on new Unesa students, showing that there is a difference in self-adjustment between men and women. Male students totaling 32 students scored an average score of 115.38, compared to female students totaling 145 who obtained an average result of 105.57. The results of the study concluded that the average score of male freshmen was higher than the average of female freshmen. Men are easier to adjust themselves in college than women. This can happen because the characteristics in men and women are different.

4. CONCLUSION AND SUGESSTION

Based on the results of the research obtained with a sample of 99 respondents regarding the Self-Adjustment Overview of New Students of the Nurse Study Program at the Santa Elisabeth College of Health Sciences Medan in 2024, the results of self-adjustment of new students in the high category were obtained as many as 68 respondents (68.7%) and in the medium category as many as 31 respondents (31.3%). It is hoped that this study can be used as preliminary data for further researchers and as a reference in conducting further research on the factors that affect the self-adjustment of new students.

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