

Descriptions of Self Efficacy on Self-Adjustment of New Students of the Psychology Study Program at Muhammadiyah University of North Maluku

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Abstract: This research aims to determine the description of self-efficacy regarding the adjustment of new students, in the psychology study program, Muhammadiyah University, North Maluku. What factors influence self-efficacy. The research method used in this research is a descriptive qualitative method. The data collection techniques used are interviews, observation and documentation. There were three participants in this study, consisting of 2 female and 1 male. The results of this research show that the factors that make their self-efficacy not develop optimally are due to lack of experience in life, lack of role modeling and low social support from the immediate environment as well as poor emotional management.

Keywords: self efficacy, self adjustment, adolescent

1. Introduction

Becoming a student is one of the gateways to achieving various kinds of achievements in life. This is because in the learning process students are required to be empowered both academically and non-academically, as well as being able to interact socially in the campus environment. However, the new environment often becomes a stressor for students when they are active, thus having an impact on their self-confidence. As is known, students are entering the early adult development phase who have responsibilities within their social group (Agustina, 2018). From this social interaction, students will develop confidence in their abilities.

The demands of students as agents of social change require students to mobilize their abilities in the direction of progress (Afkari&Wekke, 2018). However, there are many challenges in this adult phase, it is not uncommon for students' self-adjustment to be disrupted and ultimately their skills and confidence in their abilities cannot develop optimally.

Self-adjustment is an individual's reaction to demands both internally and externally from the environment (Semiun, 2006). Individuals with good self-adjustment will have a mature and efficient response in dealing with a challenging situation, so that the results obtained are as desired, without wasting time and energy and making minimal mistakes (Schneider, 1964). On the other hand, students with effective adjustment also indicate that mentally and behaviorally they are able to face academic demands on campus.

Several aspects that influence adjustment to campus include socio-emotional, academic, mental and commitment to higher education (Baker &Siryk, 1984). At least successful adjustment can be a predictor of two important things in the educational context, namely achieving an academic achievement index and the level of continuity of study while a student. One of the factors that influences new students' adjustment to campus is self-efficacy, high self-efficacy has an impact on a person's ability to face challenges and obstacles in achieving personal goals (Irfan&Suprapti, 2014). New students interviewed by researchers said that the transition from senior Senior High School students to university students meant they had to adapt to the learning system in higher education, demands to be more independent and responsible for assignments as well as local language and culture. This is because new students come from various different islands in North Maluku.

Self-efficacy is related to a person's belief in their ability to deal with certain situations (Bandura, 1997). Individuals with high self-efficacy tend to have strong self-confidence, so that when faced with a problem they have the ability to successfully overcome the problem. Apart from that, individuals with high self-efficacy also have an ambitious attitude in achieving a target. Thus, self-efficacy is very influential in aspects of higher education, because it is related to choice of activity, persistence and effort in achieving something. Apart from that, individuals with strong self-efficacy are also consistent and will make maximum efforts to achieve optimal results, whereas individuals with low self-efficacy tend to have low self-motivation in achieving something, so that the efforts made are not optimal and lead to failure (Mayangsari & Indrawati, 2020).

Based on problems in the field, the author found that there are still many new students in the psychology study program at Muhammadiyah University, North Maluku who experience difficulties in adjusting. Some of these problems include; find it difficult to face challenges in their new environment, especially those related to adjustment to the learning system on campus, the demand to become an independent and responsible individual in completing their

assignments, the ability to work together with study groups and adjustment to the university climate and culture. Some students stated that they experienced difficulties in adjusting because they did not dare to express their opinions, this was due to a lack of confidence in their own abilities, as a result they were always afraid and embarrassed to try. They tend to compare themselves with other people who they feel have better abilities. The impact makes them increasingly less confident. The lower a student's self-efficacy, the longer it will take for him to adjust to the campus world. When they experience difficulties they tend to just remain silent and not move to seek help or solutions. The author also found a lack of forums to increase their self-efficacy. Therefore, it is very important for new students to have the understanding and ability to increase their self-efficacy.

Based on the explanation above, it can be concluded that knowing and increasing self-efficacy is very important for new students to adjust themselves and continue their studies while studying on campus. Therefore, the author is interested in researching the description of self-efficacy regarding the adjustment of new students in the psychology study program, Muhammadiyah University, North Maluku.

2. Method

The research method used in this research is descriptive qualitative. Qualitative research is an approach taken by understanding the phenomena experienced by the subject, for example behavior, perceptions, motivations, actions holistically and descriptively in a special and natural context. This method has a series of flows that produce data both verbally and in writing from the sources studied (Nasution, 2023). In this study, the researcher described descriptively the events that occurred in the field with the aim of knowing the description of self-efficacy regarding the adjustment of new students in the study program, Muhammadiyah University of North Maluku.

The research subjects in this study were new students from the psychology study program, a total of 3 people consisting of 2 female subjects and 1 male subject. The place of research was carried out at the Muhammadiyah University of North Maluku, psychology study program. The research was carried out on 1st September 2023 until 22nd December 2023. Data collection techniques used observation and interviews. The type of observation carried out was participant observation where the researcher was directly involved in observing the self-efficacy & adjustment of new students during the teaching and learning process. Next is the interview technique, where researchers conduct interviews directly with research subjects to determine the self-efficacy of the subjects being studied. The data analysis technique used in this research is from Miles & Huberman (2018), firstly collecting data through observation and interviews, secondly summarizing the data that has been obtained, focusing on things that are considered important. Third, data is presented to obtain structured information directed at drawing conclusions. Fourth, data validation using triangulation, namely by conducting interviews with two lecturers (teachers) in the psychology study program at Muhammadiyah University, North Maluku. This is done to verify research data. Fifth, make conclusions from the research results (Nurhasono & Raharjo, 2013).

3. Result and Discussion

3.1 Personal Experience

Based on the results of interviews conducted with 3 subjects, subject A as the first subject said that he had very little experience when he was still in Senior High School, especially not being involved in any organizational activities. A's activities when he was at school were only taking part in learning activities in class, but not taking part in other extra activities. Likewise, when he was in his home environment, A was less involved in youth activities in his neighborhood. For A, this is because he lacks confidence when joining a particular organization. A also said that he was afraid that if he appeared and failed, people would laugh at him. This was because A had experienced an unpleasant incident when appearing in front of many people, so people ridiculed him. Likewise with subject B, he said he was a person who was very shy about speaking in front of many people. Therefore, during school B was also not active in organizational activities or extracurricular activities at his school. In subject C, he said that when he was still in Senior High School, he joined an organization at his school, but his activity in that organization could be said to be very minimal. If there are activities, Organization C only participates but is not involved as the person responsible for the activities. According to C, he felt that he was not suitable to be a prominent figure in his organization. C's only joy in organizing is getting together with his friends.

The results of the interview are in accordance with the statement of the MS and NS lecturers who said that the three subjects were less active in class, when there were discussion activities in class the three of them rarely expressed their opinions, unless they were forced to speak. When in their group, the three subjects were the most passive members of their group. Likewise, when expressing their opinions, the three of them tended to speak very limitedly and haltingly for fear of being wrong in conveying their opinions. If asked to perform, they take longer than their friends, appear less confident and shy when they have to appear in front of their friends. The three subjects also require repeated stimulus and motivation from the lecturer until they have the courage to express their opinions.

This is in accordance with the opinion of Bandura (2018), who states that experience is a very valuable teacher, if we successfully carry out a task then the individual will feel competent. On the other hand, according to Bandura, if

an individual wants something but with minimal effort, the individual will easily despair because the results obtained are not suitable, even though the experience of failure is very important so that the individual can build his own resilience.

3.2 Social Modeling and Social Persuasion

Based on the results of interviews that have been conducted, subject A said that he does not have role modeling in doing or achieving something. Even though there are several public figures who are admired, this does not make them a source of inspiration in achieving achievements. In doing something, A does not have any targets, this is supported by the absence of demands from his immediate environment. When faced with difficult choices in his life, for example choosing a school major or going to college, A often obeys what his environment wants, leaving decisions regarding his future entirely to his family. Similar to subject A, subject B also does not have role modeling in his life. This was also influenced by the experience of being a victim of bullying while still in Senior High School, making it increasingly difficult for B to open up to his friends. This is made worse by his parents' habit of comparing B with other people. The impact is that B feels that he lacks support from his parents and feels that they are not there when he needs him. Furthermore, in subject C, he has role modeling, especially activists who like to give speeches in front of many people, so this motivates C to be braver and more confident. However, this desire is not supported by real experience so that his desire is only his wishful thinking. This is also supported by the lack of demands from parents in trying to achieve something. C's parents tend to let go and have less control over the activities C does. The impact is if you fail, you don't evaluate yourself to improve yourself, you don't have any targets when doing something, because there are no demands from your immediate environment.

The results of the interview above are in line with the opinions of the MS and NS lecturers who said that the three subjects had similar characters, especially in terms of being less ambitious, when doing something the efforts made were less than optimal, so that the results they often got were below standard. When they experienced difficulties in their assignments, the three of them also made little effort to ask about the obstacles they faced. The effect is that the task given is not completed or the results obtained are with a low score. Likewise, when they fail, the three of them tend to give up and don't learn to correct the mistakes they have made, so that the same mistakes often happen again.

This is in line with Bandura's (1997) theory which states that when an individual has a source of inspiration, the individual tends to see similarities between the person who inspired him and himself, for example by seeing that person's success makes the individual confident to succeed with his own efforts. Likewise with social persuasion, where this is closely related to external motivation from the environment. A positive and supportive environment can generate confidence in one's own abilities, while receiving encouragement from others helps individuals overcome self-doubt (Eden & Zuk, 1995). When these two things are not within the individual, his self-efficacy cannot develop properly.

3.3 Physical and Emotional states

Based on the results of the interview with subject A, the person concerned said that he had many negative thoughts regarding himself, for example feeling that he did not have the ability compared to his friends, feeling pressured when appearing in front of other people. He is often filled with feelings of fear and failure before doing something. When faced with a stressful situation, A feels excessive anxiety, to the point of sweating. This anxiety disrupts what he has prepared because things don't go according to his expectations. In subject B, he said that he always felt anxious when he had to appear in front of his friends. The thing that B is most worried about is fear of other people's judgment, B often compares himself with other people. The impact of this comparison makes B feel that he is always inadequate in terms of his abilities. If he experiences feelings of depression, B just stays silent and keeps what he feels, even though B realizes that harboring the emotions he feels really makes B suffer, but he himself feels helpless to deal with it. Furthermore, on subject C, he said that when facing challenges C usually only follows what his group wants. Even though C actually felt uncomfortable with what his group was doing. Likewise, when facing a problem, C chooses to ignore the problem because C thinks that there is no solution to the problem and surrenders to the existing conditions. On the other hand, C tends to hope that someone else will help him, rather than taking the initiative to solve the problem. As a result, the problems C faces often drag on and are not resolved.

This is in accordance with confirmation of interview results from MS and NS lecturers. According to them, these three subjects often fail in the learning process in class, so the grades they get are always below standard. Other examples include not having the courage to express one's opinion, stammering and being afraid of being wrong when giving an opinion. The three of them are students who are passive among their friends. When expressing an opinion it takes longer because you feel anxiety & fear of making a mistake. All three needed strong encouragement from the lecturer until they were finally able to convey their opinions.

In Bandura's (2008) view, individuals will feel increasingly unsure of themselves when they are in a bad mood. At a chronic level, a bad mood weakens self-efficacy in achieving a goal. This is because individuals with low moods tend to give up easily and show reluctance to achieve their goals

4. Conclusion

Based on the research that has been conducted, it can be concluded that the three subjects, in this case first semester students in the psychology study program, Muhammadiyah University of North Maluku, had obstacles to their initial adjustment to campus due to a lack of self-efficacy. The factor that influences their lack of self-efficacy is their lack of experience in achieving something, making them less able to compete to achieve goals in the learning process. Furthermore, the absence of role modeling which can be used as a source of inspiration in achieving something and supported by a less supportive environment makes them less motivated in achieving certain targets. Apart from that, the lack of self-efficacy is also exacerbated by a bad mood so that they give up easily and are reluctant to try their best..

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