



Students Adjustment to College: Quantitative Study of Physical Education Students in 2023

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Abstract

Research purpose. Adaptation is very important for student development, especially in the academic field. This study aimed to describe the level of ability of physical education students to adapt to the academic environment in 2023.

Materials and methods. Quantitative research methods were used to achieve the research objectives. A total of 54 physical education students were part of the research sample. The research data was accommodated using an instrument in the form of a questionnaire distributed online via a Google form link. Quantitative data analysis using ideal standards and ideal mean values was used to determine the classification of student adaptability.

Results. The results showed that 11 students had very high adaptability, 29 students had high ability, 13 students had moderate ability, 1 student had low ability, and no students had very low ability.

Conclusion. Based on the results found, it can be concluded that the adaptability of Physical Education students is dominantly in the high category.

Keywords: Physical Education, Adjustment, College.

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Introduction

At this time the physical education study program at Bengkulu University applies a learning process referring to the independent curriculum. Through this curriculum, students are given the freedom to carry out various academic activities outside the campus such as internships in companies, social activities outside the campus, and studying in the same study program outside the current campus (Baharuddin et al., 2023; Sopiansyah et al., 2022). Through this curriculum, students are also required to master and develop various soft skills, following a learning system that is flexible, and independent in learning (Dirjen Dikti Kemendikbud, 2020).

Changes in the curriculum have an impact on a series of learning processes and require the ability to adapt to the new curriculum (Irawan et al., 2022). In the transition process, it is not uncommon for students to experience several obstacles and even academic failures. The failure of students to complete various lecture assignments and the slow time taken to get a bachelor's degree are due to the inability to adapt (Kusuma, 2017). Good adaptability is needed

to be able to follow all the dynamics of academic nuances at the campus level or university. The adaptation needed is not only the ability to adjust socially but also emotionally, cognitively, and culturally (Ward, 2022).

Students who experience obstacles in the adaptation process, will certainly experience difficulties in carrying out social interactions with their environment, difficulty following the learning flow, and not completing individual or group lecture assignments (Meng et al., 2018; Potochnick, 2018). Students who can socialize well with colleagues and lecturers are known to have psychological well-being (Nopiyanto et al., 2022a). Students who are still in their first year of entering college tend to have greater obstacles in adapting to the academic environment on campus (Lestarina & Purwanti, 2023). However, that does not mean that students in years 2, 3, or 4 do not have obstacles to adapt to the learning process. Barriers experienced by 2nd or 3rd-year students and even final-year students usually lead to psychological disorders such as academic stress (Nopiyanto et al., 2022b; Yarmani et al., 2021).

Based on the results of observations made by researchers on physical education students, it is known that there are still students who have not been able to adapt to the learning process in the physical education study program. This can be seen in several indicators including being slow in completing the final assignment or thesis, repeating the same course because they failed to get a grade, not attending lectures when there are academic problems, and being afraid to discuss with academic supervisors. The problems that occur in physical education students are believed by researchers to be caused by a lack of ability to adapt.

Various studies on student adaptation have been carried out by various previous studies such as (Loreni & Jannah, 2022) which revealed that new students tend to be maladaptive towards learning. However, in this study, the focus was on new students. Meanwhile, second or third-year students have not received special attention. Similar research was also conducted by (Habibi et al., 2017) which revealed that students' ability to adapt was in the good category. Furthermore (Rahmadani & Mukti, 2020) revealed that new students need to get serious treatment from stakeholders for adaptation problems.

In particular, research examining the adaptability of physical education students has not been carried out by many researchers. Moreover, research on physical education students at Bengkulu University. The level of adaptability of students can be measured using an instrument in the form of a Student Adaptation to Higher Education questionnaire. In general, this instrument contains 68 statements and 4 main indicators, namely: academic, social, personal-emotional, and institutional issues. Physical education, sports, and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (mental attitude, emotional, sportsmanship, spiritual, social), and habituation of a healthy lifestyle which leads to stimulating the growth and development of balanced physical and psychological qualities (Mulyadi & Anhar, 2021). The results of the research reveal that new students who have a good level of adaptation ability are 48.7% and 51.3% maladaptive (Loreni & Jannah, 2021). Based on the results of this study, students need to be equipped with the ability to adapt to all situations and conditions. In addition, the results of other studies also reveal that 44.7% of first-year students have a low level of self-adjustment, and students tend to experience various academic, social, personal, and institutional problems (Rahmadani & Rahmawati, 2020).

Referring to the various results of these studies, the question can be formulated in this study, namely, how is the level of ability of physical education students to adapt to lectures in 2023? The purpose of this study is to reveal the ability of students to adapt to lectures in 2023. The results of this study provide an overview of the needs of students in the learning process, especially the need to adapt. In addition, the results of this study can be used as a basis for consideration for physical education lecturers in implementing learning models that are easily adapted by students.

Materials and methods

Study participants.

Participants in this study were students in the physical education study program. The total population in this study amounted to 250 in the sampling process using random sampling. Referring to the statement (Arikunto, 2016) if the total population consists of more than 100 members, 20% of the total population can be used. So, in this study, the sample used was 54 students.

Study organization.

To achieve the research objectives, a quantitative descriptive method was used (Massazza et al., 2022). This research was conducted in August 2023. The data in this study were collected through an instrument in the form of a questionnaire, namely the Student Adaptation to College Questionnaire. This instrument was adapted from Baker & Siryk (Grama, 2018). The validity value of this instrument ranges from 0.92- 0.95 and the reliability is 0.947. Based on the results of the questionnaire trial there were 63 items valid statements. The research procedure carried out was to change over instrument language from English to Indonesian, arrange the instrument into a Google form, and share the Google form link to students via the WhatsApp group application, Students were given the opportunity for one day to fill in the links that are shared, perform data analysis, and compile research reports.

Statistical analysis.

The results of data analysis from the level of ability of physical education students to adapt to the academic environment in 2023 are presented in Table 1 below.

Table 1. Category Determination Formula (Wagiran, 2015).

No	Interval	Category
1	> (Mi + 1.8 SD) – (Mi + 3 SD)	Very High
2	> (Mi + 0.6 SD) – (Mi + 1.8 SD)	High
3	> (Mi - 0.6SD) - (Mi + 0.6 SD)	Moderate
4	> (Mi - 1.8 SD) – (Mi - 0.6SD)	Low
5	(Mi - 3SD) - (Mi - 1.8 SD)	Very Low

$$Mi = \frac{ST+SR}{2}$$

$$SD = \frac{ST-SR}{6}$$

Information:

Mi = Mean Ideal; ST = Maximum Score; SR = Minimum Score; SD = Standard Deviation

Results

Based on the results of the data analysis obtained, the level of adaptation of students in higher education can be seen in table number. 1 below:

Table 2. The Result of Research

No	Interval	Category	Frequency
1	> 265-315	Very High	11
2	> 214-265	High	29
3	> 164-214	Moderate	13
4	> 113-164	Low	1
5	63-113	Very Low	0
Total			54

Through the results of the research shown in the table above it is known that students' ability to adapt had various categories. 11 students had very high ability to adapt, 29 students had high ability, 13 students had moderate ability, 1 student had low ability, and no student has very low ability. Judging from the indicators used, the values for each indicator are described in Figure 1 below.

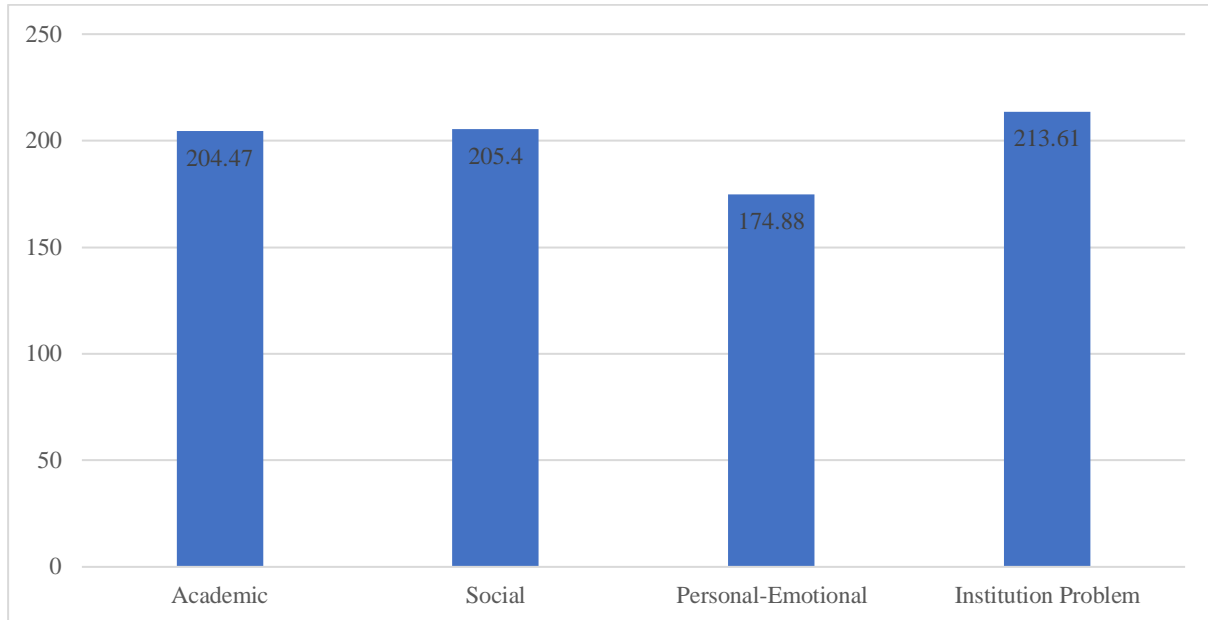


Figure 1. Research Results for Each Indicator

Discussion

The ability of Physical Education students to adapt to campus in 2023 has an average value of 245.81 or in the high category. Adaptation is the ability of individuals and groups to adjust to all forms of norms and all forms of changes in the environment (Tangkudung, 2014). The adaptation process of each individual certainly has differences, some are quick to adapt some are slow. This also applies to students who need to adapt to campus including the lecture process, academic pressure and even learning methods.

Based on the theory expressed by Guyeskunt & Kim, there are four phases in the adaptation process that a person can go through (Thariq & Anshori, 2017). The first phase is called the optimistic phase because individuals adapt in a fun way to meet new people, new environments, and new situations. The second phase is called the disappointment phase because the individual begins to feel various emotional pressures such as anxiety, frustration, and hostility that are increasingly visible in the environment. The third phase is resolution because the individual begins to find ways to deal with various discomforts in the new environment. The fourth phase is called the effective phase because the individual already understands the key elements of new habits such as communication patterns, values, and special habits.

The adaptation process carried out by students to be able to follow the dynamics on campus can be seen from academic indicators, and social, personal-emotional, and institutional problems (Stoklosa, 2015). Judging from the academic indicators, it is known that physical education students had an average value of 204.47. This means that physical education students could adapt well to academic matters on campus. This indicator refers to students' ability to take part in the lecture process in class, understand their choices as physical education students, pay attention to academic development, and ability to overcome various obstacles academically

on campus. Students who have adaptability Academically on campus tend to have good academic achievement, and the relationship between the two variables is significant (Arifin et al., 2016).

Physical education students' adaptability can be seen from the second indicator, namely social, which had an average value of 205.4. This means that physical education students can adapt well in terms of social indicators. This indicator refers to students' ability to interact with colleagues, lecturers, and the academic community on campus. In addition, this indicator refers to students' ability to be actively involved in social activities. The ability of Physical Education students to adapt socially was obtained from the debriefing carried out during the campus introduction period. In this activity, students were equipped with some basic knowledge about how to socialize with colleagues, lecturers, and the academic community in the Physical Education Study Program, at Bengkulu University. In addition, in general, physical education students came from the province of Bengkulu. So in terms of culture, language, and how to socialize, they were not much different from the student's area of origin. Difficulties to adapt socially are generally found in students who have different cultures, such as foreign students (Priest, 2016; Yang et al., 2018), students who come from different islands in Indonesia, and students from different ethnicities or religions (Dhei et al., 2015; Febrianty et al., 2022).

The next indicator, which was a benchmark for knowing the adaptation abilities of academic students, was personal-emotional. From the results of the analysis, it is known that the average value of physical education students on this indicator was 174.88, or the high category. This means that physical education students had good adaptability in terms of personal indicators emotional. This indicator refers to the student's ability to deal with various personal-emotional pressures such as sadness, anxiety, loneliness, and other emotional disturbances. In the adaptation process, a person needs the ability to manage feelings to motivate, plan, and achieve life goals (Prawira, 2013). Individuals who have emotional intelligence can motivate themselves, have the resilience to deal with various complex problems that can cause stress or frustration, control feelings, and maintain a stable mood (Salovey & Mayer, 2015; Pujianto et al., 2022; Pujianto et al., 2023).

The last indicator discussed in this study was the ability of students to adapt to various problems that existed in institutions, in this case, the problems that exist in the Physical Education Study Program at the University of Bengkulu. Based on the results of the analysis it is known that on this indicator physical education students had a mean value of 213.61. This means that physical education students had a good ability to adapt to institutional problems. This indicator referred to campus academic activities or climate, availability of courses, and lecturer performance. Various conditions that were not ideal would be encountered by students while on campus such as the demands of the course and the teaching methods of the lecturers who were considered not to meet the needs of students. Therefore, students were required to continue to try to adapt themselves to the various possibilities that existed on campus (Rahmadani & Mukti, 2020).

The success of students in adapting to the campus world certainly requires attention and support from various parties, especially the academic community in the Physical Education Study Program at the University of Bengkulu. The optimal academic atmosphere or climate is created in a conducive manner, and accompanied by various programs that can accommodate or assist students in the adaptation process.

Conclusions

Adaptation is an individual's ability to respond to the environment. Adaptation is needed by students so they can follow and fulfill academic demands on campus. Based on the results of the study it was concluded that students of Bengkulu University physical education in 2023 could adapt to high category. Even so, there were still students who had the ability

medium even low. The results of this study can be used as a basis for lecturers and stakeholders. Physical education study program to provide guidance programs in the framework of fulfillment of students' needs in adapting to campus. This research used a limited sample and focused on physical education students so it was not able to be generalized to samples with different characteristics. For researchers Furthermore, those who are interested in studying similar research are advised to study more insight into personal-emotional indicators.

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Conflict of interest

No conflicts of interest to declare.

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