

Overview of College Adjustment on Migrant Students

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ABSTRACT

As their age development demands, immigrant students already have the resources, namely adequate cognitive abilities. This refers to the ability to have a mature mindset and adequate ability to explore the environment so that it is expected to be able to adapt to academic challenges during the lecture transition period as a first-year student. However, overseas students are also faced with various obstacles in adapting to their environment, which then contributed to the following years during the lecture process. This study aimed to determine the description of self-adjustment in immigrant and non-immigrant students. This research is a descriptive quantitative method using inconvenience sampling with 105 respondents. The data collection process used a Student Adaptation to College Questionnaire (SACQ) scale and several open-ended questions. The results showed that college adjustment for non-immigrant students is in a low category while immigrant students are in the medium category. Non-immigrant students with social adjustment get a low score, and immigrant student institution attachment gets low. Students of immigrant and non-immigrant both have a high score on personal-emotional adjustment.

Keywords: college adjustments, immigrant students, transition

1. INTRODUCTION

The transition period from student to college student should involve positive things in their development. Santrock suggests that individuals as students in the transition period to college students may feel more mature, have more subjects to choose from, more time spent with peer groups, more opportunities to explore different lifestyles and values, enjoy greater independence, broader than parental supervision, and intellectually challenged by academic tasks [1]. This indicates that students already have provisions in terms of their physical, cognitive, and social readiness to adapt to situations and demands that exist in the university environment. As Papalia, Olds, and Feldman that students can explore new ways of looking at things and have the opportunity to improve their cognitive abilities. Processing in a college environment leads students to fundamental changes related to a mature mindset that is already based on subjective experience, intuition, and logic to solve problems in various situations. This ability, according

to Piaget, enters the stage of cognitive development of formal operational thinking [2].

While in college, students will face various new challenges and demands that are different from what they felt before because higher education is a period where individuals need to undergo multiple adaptation processes to the new social education environment [3]. These problems are personal, academic, and interpersonal relationships that demand adjustments to lecture materials, the learning process, new friends, class schedules, and existing rules [4]. Cognitive abilities that students have achieved refer to the ability to think flexibly, openly, and adaptive, which is based on intuition, emotion, and logic, to help individuals overcome problems in life [2]. Based on this, it can be concluded that students should be able to adapt to the new environment, be able to become independent learners so that they do not experience academic difficulties, be critical and responsible for themselves and their environment. This adjustment problem will be more challenging or considered quite difficult for

newcomers or immigrant students. Wijanarko and Syafiq suggest that living or studying in a socially and culturally different community is likely to have specific social and psychological impacts. One of the social-psychological impacts that usually occur on them is the difficulty in adapting to a new environment. Apart from geographical climate issues, differences in language, values, and customs are the main obstacles. Language skills are needed to adapt to a foreign environment. If the newcomers cannot speak in their new environment, they will feel isolated [5].

In addition to language and communication barriers, Maganga also mentions the tendency of international students to group with students from the same origin or ethnicity as a barrier to social adaptation [6]. This is because migrants tend to view their presence as temporary. As a result, they tend not to put forth maximum effort in taking the experience of interacting with local communities when adaptation barriers arise. In the process, they will form containers among themselves. Because they are a collection of people from the same immigrant culture, these places can indeed reduce anxiety and feelings of helplessness due to the pressure of the foreign environment in which they study. However, the harmful impact, they will lose the opportunity to develop themselves through learning firsthand how to live with people from various cultures.

Baker and Siryk stated that the first year of college is when students are required to adapt to the university environment, including learning styles, language, and culture, and mastering new habits [7]. This ability to adjust in the first year of study is known as college adjustment, which is the process of adjusting students to become students in higher education, which refers to the ability of students to interact with their environment in the first year of study. College adjustments that are owned will be the basis for college life in the following years. College adjustment refers to the process of motivation, the behavior, and emotions displayed by students in the first year as initial capital and experience to face demands and obstacles throughout the lecture process later. Without a reasonable college adjustment, the possibility of students not completing their studies or dropping out of college is greater. Higher education statistics from the Ministry of Research, Technology and Higher Education in 2018 show that 245,495 students have dropped out of college, which refers to dropouts and resignations [8].

One of the factors that can influence college adjustment in students is demographic characteristics, which refers to the adjustment of students who generally come from the area or are not domiciled where the college is located. Crede and Niehorster stated that overseas students as minority students tend to have different challenges, which are usually more complicated than other students in general [9].

In his research, Cliniciu found that the process of adaptation and stress in students in the first year had a significant relationship with stress levels and college adjustment [10]. In their research, Dyson, Rachel, and Renk also found that failure to cope with stressors during the college transition period will impact academic performance decline and increase psychological discomfort during doing the lectures [11]. There are demands to immediately adjust to the college environment and the many changes that occur during the transition period, causing students to tend to see this as a trigger for stress, which impacts anxiety and emotional instability.

Based on the things described above, it can be concluded that as their age development demands, overseas students already have the resources, namely adequate cognitive abilities. This refers to the ability to have a mature mindset and adequate ability to explore the environment so that it is expected to adapt to academic challenges during the lecture transition period as a first-year student. However, overseas students are also faced with various obstacles in adapting to their environment, which then contributes to the following years during the lecture process. Various obstacles faced by overseas students that have been discussed previously can be overcome in various ways to prevent or minimize them so that these problems do not have a negative impact in the future. This study aims to find out the description of the college adjustment of immigrant and non-immigrant students in Makassar City.

2. THEORETICAL OVERVIEW

Yaranay, Rubia, Fabiola, & Alejandro define college adjustment or adjustment to higher education as a general process to overcome motivation, implementation, and abilities obtained from the characteristics of the experience in college. Adaptation in college refers to the motivational, behavioral, and emotional processes displayed by students to face the daily demands of college [12].

Stoklosa explained that college adjustment refers to the interaction of students with their environment in

college, which includes student achievement and personal growth [13]. Baker & Silk suggested that college adjustment is an interactive process that has four aspects between the individual and his environment to harmonize the individual's internal needs with the demands of the environment [14].

Baker & Silk divides college adjustment variables into four dimensions, namely, academic aspects (academic adjustment), social (social adjustment), personal emotions (personal-emotional), and attachment to higher education institutions (institutional attachment). Academic adjustment refers to the adaptation of students to academic demands as reflected in students' attitudes, involvement in academic activities, readiness to learn, and students' efforts to complete academic demands. Academic adjustment can be identified as a student's motivation to be in college and carry out the university's duties and satisfaction with the academic environment [15].

Social adjustment refers to how students build social relationships in a college environment, such as students' efforts to be involved in college activities, meet new people, and make new friends. The social adjustment also refers to students' success in overcoming social and interpersonal demands in life in college. The personal-emotional adjustment reflects two aspects: a sense of psychological well-being and physical well-being. The personal emotional adjustment reflects the extent to which students experience levels of stress, anxiety, and physical reactions to environmental demands in college. Institutional attachment refers to a student's ability to identify and become emotionally attached to the community or college environment.

Crede & Niehorster suggest that eight basic categories can affect adjustment to higher education, namely demographic characteristics, showing the adjustment of students who generally come from the area or are not domiciled where the university is located [9]. Demographic characteristics refer to minority students (nomads) who have different challenges. Minority students or overseas students generally differ in ethnicity, gender, disability status, or nationality. Migrant students have more difficult challenges in adjusting to the college environment. Minority students are more likely to have prejudice and discrimination experiences than non-minorities and tend to have worse social experiences.

Prior achievement refers to the rank of the academic value of students during school. Students with high grades or rankings will generally be easier

to adapt to the college environment. Students with a history of high academic rankings tend to show better cognitive abilities to process information and quickly acquire new skills in a college environment.

Experiences at college show that students' adjustment to college is also influenced by individual experiences based on experiences in school. Students with negative experiences, such as bullying and aggression, are more likely to have difficulty adapting to the college environment than students who can be positively and actively involved in the environment.

Core self-evaluations and traits, showing the influence of individual traits on his adjustment to college. Individuals with high categories of extraversion, agreeableness, openness, and emotional stability allow students to adapt more quickly and develop new social relationships and are better prepared to explore new environments. Self-evaluations such as self-esteem, locus of control, self-efficacy also have a significant influence in helping students adjust to college. High self-evaluation ability can make it easier for students to solve problems and adapt to unfamiliar situations. Students with high self-evaluation can be characterized as having high self-confidence and optimism,

State and trait effect shows the influence of the condition and the effect of traits on student adjustment to college. Negative affective conditions can hinder students' adjustment to higher education, for example, conditions such as depression and loneliness. Coping style, showing the level of stressors and challenges while in college, can affect students in adjusting to college. In general, students tend to have a coping style with seeking social support followed by problem-focused coping.

Social support has a considerable influence on students' adjustment in higher education. Social support includes parents, family ties, peers, and faculty and university staff. Support from faculty and staff at universities has the most significant impact on academic adjustment, while support from family and peers better impacts social relationships and personal-emotional adjustment. Relationship with parents shows that relationships and parenting style significantly affect students adjusting to college.

3. METHOD

This study uses a descriptive analysis to explore primary data taken directly using an online questionnaire. The stages of descriptive analysis

carried out were collecting data related to the background of participants based on questionnaires and conducting data exploration based on predetermined variables. Participants in this study amounted to 105 people obtained using the convenience sampling technique. Data was collected using The Student Adaptation to College Questionnaire (SACQ) scale, which consists of 67 items and is in the form of a Likert scale with a range of 1 (strongly not appropriate) to 5 (very appropriate). In addition, researchers also provide open-ended questions to get an overview of students who take part in online learning. The reliability value is 0.759. This means that the SACQ scale is reliable.

4. RESULT AND DISCUSSION

The data from the research showed that the number of participants involved in this study was 155 people, of which 67% were female and 38% were male. Participants involved in this study had an age range of 17 years to 22 years. In addition, 72% of participants came from South Sulawesi and 28% from outside South Sulawesi. The exposure to the participants' areas of origin is shown in Figure 1 below:

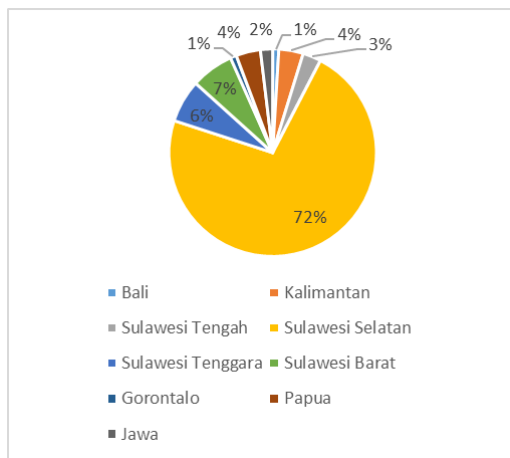


Figure 1. Students' Origin

4.1. Non-Overseas Students (From Makassar)

The number of non-migrant participants or those from Makassar was 35 people. The college adjustment for participants from Makassar is in a low category. This can be seen in Figure 2 below.

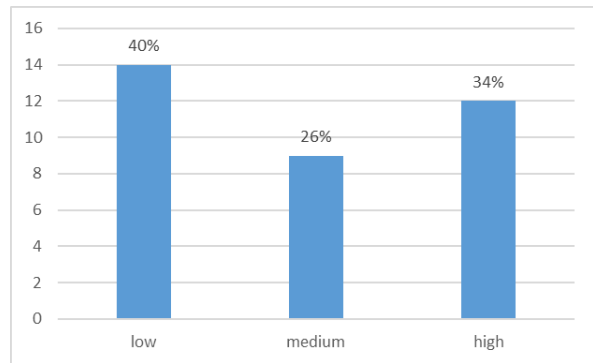


Figure 2. Collage adjustment non-overseas

Based on Figure 2, it can be seen that students who have college adjustment abilities in the low category are 40% of the participants, 26% are in the medium category and 34% are in the high category.

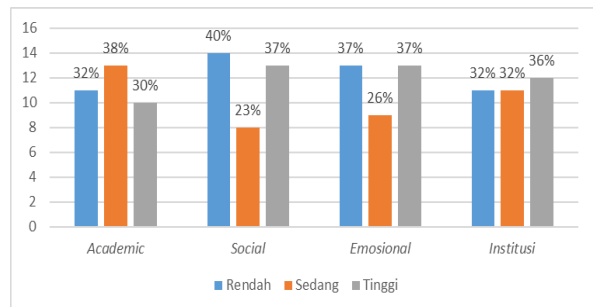


Figure 3. Collage adjustment non-overseas by dimension

Figure 3 shows that the dimension in which many participants get the lowest score is the dimension of social adjustment, which is 40% of participants. Social adjustment is related to success in relationships with other people. Baker and Siryk revealed that low scores on the dimension of social adjustment indicate that students are less able to participate in social activities on campus, lack social skills, and feel they do not have social support [14]. This situation should not occur because non-migrant students or those living in Makassar can get support from both peers and family. After all, students still live with their parents or family and it is easy to meet their peers [16].

The dimension in which many participants got the highest score was the emotional-personal adjustment dimension, which was 37% of the participants. Emotional-personal adjustment is related to the ability to control emotions in the face of various pressures from academic demands in college. Students who have good emotional-personal adjustment abilities can help them overcome the problems they face during college,

increase learning motivation, and have good stress coping to become more optimal in the learning process [15]. Based on the explanation, it can be concluded that non-migrant students or from Makassar have low social adjustment and high emotional-Persian adjustment.

4.2. Overseas Students (Outside Makassar)

The number of participants who came from outside Makassar was 70 people. The college adjustment for participants from outside Makassar is in the medium category. This can be seen in Figure 4 below:

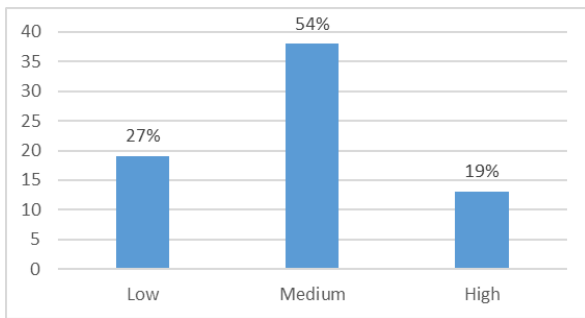


Figure 4. Collage adjustment overseas

Based on Figure 4, it can be seen that students who have college adjustment abilities in the low category are 27% of the participants, the medium category is 54% of the participants and the high category is 19% of the participants.

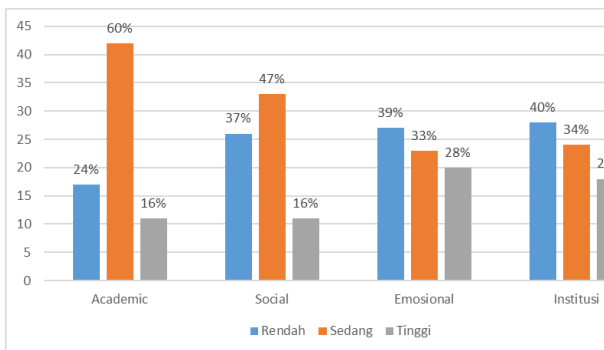


Figure 5. Collage adjustment of nomads by dimension

Figure 5 shows that the dimension in which many overseas participants get the lowest score is the dimension of linkage with higher education institutions, which is as much as 40% of participants. Linkage to higher education institutions refers to a student's ability to identify and become emotionally attached to the community or college environment.

Zubir suggested that the low score of the linkage dimension with the institution indicates no match with the majors taken by students [17]. The dimension in which many participants get the highest score is the emotional-personal adjustment dimension, which is 28% of the participants, meaning that overseas students can control their emotions in dealing with various pressures that come from academic demands in higher education.

4.3. Open-Ended Question

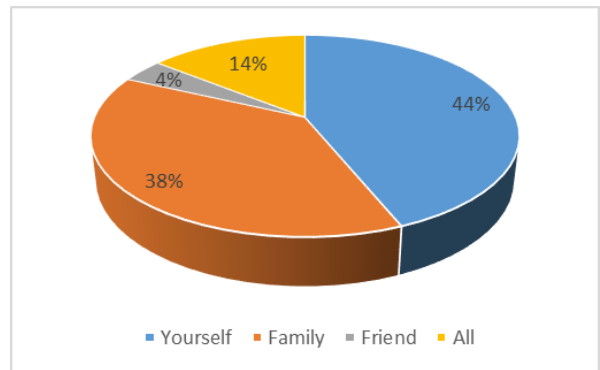


Figure 6. Support needed by students

The support needed by students to take part in the lecture process is from themselves, family, friends, and all three. Self-support is the support most required by adolescents, namely 44% of respondents, 38% need help from parents, 14% need support from friends, and 4% need support from all three.

The support from within is needed by students in the form of motivation that can encourage and assist students in the learning process and self-confidence. Support from family is needed in the form of encouragement to attend lectures and financial support. Support from friends is needed in attendance to accompany during the lecture process, either as a discussion partner or a friend to share.

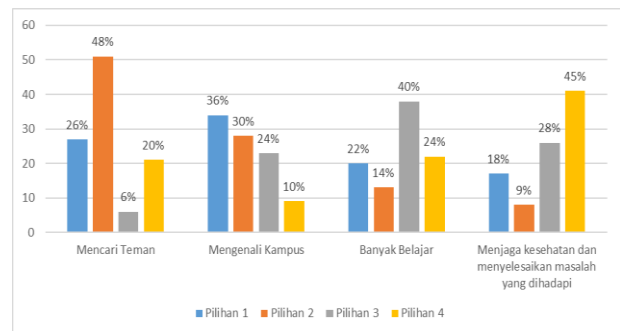


Figure 7. Important things to do first

Figure 7 describes the important things for students when they first enter or are accepted at a university. The first important thing is to identify the campus so that students have an idea regarding the campus life that will be lived and what the process needs to be. Then look for friends because friends can help in the lecture process, can also help to get to know campus life better, and make it easier to adapt to a new environment. The third thing that is important for students is to learn and understand the lecture material and the last is to maintain health and overcome the problems they face.

4. CONCLUSION

Adjustment to higher education for non-immigrant students is in a low category, while overseas students are in the medium category. For non-migrant students, social adjustment got a low score and for nomad students, linkages with institutions got a low score. Migrants and non-migrant students both scored high on emotional-personal adjustment.

AUTHORS' CONTRIBUTIONS

Nirwana Permatasari contributed to conceptualization, methodology, investigation, analysis. Tenriwali Ridha Rahmah contributed to conceptualization, methodology, validation, analysis, investigation, writing. All authors reviewed the results and approved the final version of the manuscript.

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