

Individual Counseling and Student Adjustment to the New Normal Era

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Abstract

School from home in the middle of the new normal because of the pandemic makes some students worried and anxious about the condition. Not many of them realize that self-adjustment plays an important role in determining the attitudes and behaviors they take. This study aims to look at the application of individual counseling in improving student self-adjustment. Quantitative research design is done by testing a sample of 8 respondents. The results showed that the proposed hypothesis in which individual counseling had a significant influence on students self-adjustment. This research becomes an important basis that individual counseling is proven to improve student self-adjustment.

Keywords: individual, counseling, student, self-adjustment, new normal era

Introduction

The face-to-face learning process at school has to be abandoned by students since the COVID-19 pandemic. The process has been transformed, as a result students have to study from home online. This means that students must learn from home through distance learning in accordance with the implementation of policies from the Minister of Education and Culture (Mustafa, 2020). The continuity of the learning process from home has an impact on students in terms of adjusting. Adapting to changes in the learning process remotely for students (Australian Academy of Science, 2020) What happened was a new challenge for almost all students in the midst of the implementation of the new normal or new normal.

This process requires adaptation of students in adjusting themselves to be able to ride all the changes that occur. Students' ability to adapt has been proven to increase their motivation, involvement, achievement, and social-emotional (Holliman et al., 2018; Martin et al., 2013). Therefore, as long as these abilities are owned by students, changes in learning can have a positive impact and become an important locus for them to adapt. Thus, the existence of student self-adjustment becomes an important issue because it reflects the significant

transformation that occurs. Referring to this reality, students have their own way of adjusting to the new normal in the learning process. It's all inseparable from how students' habits are treated in the school environment, so that the adjustment process does not cause students' unpreparedness in facing the current situation.(Handayani & Yuca, 2018).

The transformation of the learning system like this certainly affects students' emotions, in this case it is related to stability in thinking. Students assume that the pandemic has a big worrying impact so that the learning process burdens them. This way of thinking shows that students experience adjustment problems which are sometimes misdirected because they enter adolescence which will enter a period of higher education, namely the High School (SMA) level. The transformation in question is seen in new students in the school environment in the new normal era, so that self-adjustment is very low. The low level of student adjustment is caused because students have not been able to adapt to new situations and conditions. Regarding online learning, students are not yet optimal in their emotions. This is because online learning has an impact on students, such as confusion and stress, less creative and productive, passive, and minimal information. (Argaheni, 2020), so that students have difficulty adjusting. The process of adapting to each individual is very necessary in order to face various demands from within and the environment to maintain a balance between meeting the needs and demands of the environment.(Ghufron & Risnawita, 2017). This process can be demonstrated by an inability to control emotions and difficult to deal with changes when entering old age, negative thinking, stress, and conflict in life, so that students can adjust themselves in dealing with the current crisis conditions.(Santrock, 2002). Therefore, during the new normal, many students will experience obstacles in adjusting to new things according to the policies implemented.

Self-adjustment is an important factor that students must have, as an effective process that is characterized by how well students are able to face the possibilities that exist.(Rufaida & E. R, 2017; Sobur, 2016) during the pandemic. Self-adjustment makes students able to interact with other people to solve the problems they face (Saputro & Sugiarti, 2021). This makes students able to get out of the existing pressure and become individuals who are able to face every possibility that occurs. This self-adjustment is important for students to be able to adapt to various environments (schools and communities).

Preliminary studies in several schools in West Seram District showed that students had difficulty in completing all assignments given by the teacher. In this context, it appears that there is no balance between the students themselves and the environment so that it has an impact on their adjustment. SMA Negeri 10 West Seram as one of the high schools in West Seram Regency needs to be studied further in relation to how individual counseling can have an impact on students in adjusting to the new normal era.

Based on observations at SMA Negeri 10 Seram Barat in 2021, it shows that most students have not been able to adjust well. Student adjustment is still relatively low, where students have not been able to adapt to the school environment in the midst of the Covid-19 pandemic, which requires students to wash their hands, use masks, and keep their distance. As a result, students have difficulty adapting to existing situations and conditions. This is supported by the results of online interviews that students have difficulty adjusting to the transformation of learning in the new normal era. Most students are faced with conditions that are not conducive, the tasks given so that they have not been able to adapt to existing

conditions. Students find it difficult to organize their lives well, when studying at home and arranging plans for learning at home.

This is in line with research Fajriani et al., (2020) that students' self-adjustment in the future due to the Covid-19 pandemic is included in the moderate category and the obstacles faced are related to the students themselves, teachers, and the assignments given. On the other hand, Nurkholis (2020) explained the impact of the learning situation during Covid-19 psychologically affecting such as anxiety or excessive fear so that students feel depressed, stressed and anxious. Therefore, students who are able to adapt to the school environment are more likely to achieve optimal performance and interact actively so that they do not experience various difficulties in adjusting and show the best characteristics that students are able to adapt well. (Ali & Asrori, 2018).

Thus, a solution is needed to overcome the adjustment experienced by students, in this case counseling guidance services. Guidance and counseling services that are applied in Indonesia today are comprehensive guidance and counseling patterns, where the components are basic services, individual planning, responsive services, and system support. (Gysbers & Henderson, 2012). This service has been provided by guidance and counseling teachers at SMA Negeri 10 Seram Barat, Maluku Province, as an effort to help students develop as fully and optimally as possible according to their abilities. One of the counseling services that can be seen is individual counseling.

Individual counseling services are expected to be one of the effective approaches to assisting the adjustment experienced by students at SMA Negeri 10 Seram Barat. This is in line with research(Kasna et al., 2020) that this service is carried out by BK teachers to students face-to-face in order to alleviate personal problems. That is, the individual counseling services used in dealing with student problems are certainly different. Therefore, the researcher describes how to approach reality counseling at the school. As an effort to help solve the problems that are being faced by students so that students' self-adjustment becomes better than before, which in the end is able to eliminate students' anxiety in facing different situations in the midst of the Covid-19 pandemic. (Syahril & Ahmad, 1987; Uryadi & Usma, 2018) so that the application of individual counseling with a reality approach in improving student adjustment in the new normal era in the school environment needs to be studied further.

Method Of Research

This research is a quantitative research, with the type of pre-experimental research. Sugiyono (2018) explained that the pre-experiment could occur because there were no control variables and the sample was not chosen at random. The type of design used is a one-group pretest-posttest design, which is a technique to determine the effect before and after treatment (Sugiyono, 2018). In this design, two measurements were carried out. First, it was carried out using a Likert scale and described based on indicators of student adjustment in the new normal era before being given individual counseling with a reality approach. Second, measurements were taken after giving treatment in the form of individual counseling with a reality approach and a measurement of the self-adjustment scale in the new norm era was given to research subjects. The subjects in this study were 8th grade students of SMA

Negeri 10 Seram, West Maluku Province, who had self-adjustment problems. Data analysis used a comparison test for two paired samples. This test was carried out because the research subjects were less than 25, so the data distribution was considered abnormal (Sudjana, 2005) with Paired Sample T test (computer program help).

RESULTS AND DISCUSSION

A description of the results and discussion of the researchers can be described based on the results of testing the existing hypotheses. Therefore, the presentation of the pretest and posttest as well as other tests can be described as follows::

Pretest and posttest data from 8 respondents are presented in table 1.

Table 1: Pretest and posttest data

Respondents	<i>Pretest</i>	<i>Posttest</i>
YP	64	105
EP	65	98
DH	62	109
APS	70	79
PT	68	98
OK	67	95
KK	69	98
GT	70	106

Referring to table 1 data, a Paired Sample T test was conducted to determine whether the individual counseling carried out to improve the self-adjustment of class X students in the new normal era was significant or not. The following are the test results of table 2 data.

Table 2. Output Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	67.25	8	2.375	.840
posttest	98.00	8	8.976	3.174

The descriptive results in table 2 show the average self-adjustment or mean of 67.25 (pretest) and 98 (posttest), where the number of students who became respondents was 8 people. The standard deviation of the pretest was 2,375 and the posttest was 8,976, with an average standard error of 0,840 (pretest) and 3,174 (posttest). Because the average individual counseling in the pretest <posttest (67.25 < 98), then descriptively there is a difference in the average individual counseling between the pretest and posttest.

The researcher then proved whether the difference was really significant or not, the results of which can be seen in table 3.

Tabel 3. PairedSamplesCorrelations

	N	Correlation	Sig.
Pair 1 pretest & posttest	8	-.517	.189

The results above show the correlation test between the two data, where the correlation coefficient value is -0.517 with a significance value of 0.189. Because the significance value is greater than the probability ($0.189 > 0.05$), it can be concluded that there is no relationship between the pretest and posttest variables..

To see how individual counseling improves student self-adjustment, it can be seen in table 4.

Tabel 4.Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-31.125	13.527	4.783	-42.434	-19.816	-6.508	7	.000

Based on table 4. it is known the value of sig. (2 tailed) of $0.000 < 2.365$, so the null hypothesis is rejected and hypothesis a is accepted. Thus, it can be concluded that there is an average difference between the pretest and posttest self-adjustment, so that there is an influence on the application of individual counseling in improving the self-adjustment of class X students.

The results of the t-test are known to have a negative t-count, which is -6.508. This is because the average pretest score of students is lower than the posttest average. In this case, a negative t-count value can be negative, so the t-count value becomes 6.508. This value is then compared with the t table value obtained based on the value of the degrees of freedom (df) and the significance value ($\alpha/2$). The value of df is 7 and the value of $0.05/2$ is equal to 0.025. This value is used as a reference to find the value of the t table in the distribution table of the statistical t value table, which is 2.365. Thus, because the value of t arithmetic is greater than t table ($6.058 > 2.365$), it can be concluded that hypothesis a is accepted. This means that there is an average difference between students' self-adjustment in the new normal era with the application of individual counseling with a reality approach. This means that the application of individual counseling has been shown to significantly improve students' self-adjustment.

Concusion

This study concludes that statistically, individual counseling with a reality approach has a significant role in increasing students' self-adjustment. This can be seen from the hypothesis that the proposed hypothesis is accepted, where t count is greater than t table, namely ($6.058 > 2.365$). Another interpretation that may be considered by researchers is that individual counseling should be an important part for someone in adjusting to the new normal era, regardless of the problems and situations experienced by the individual. Suggestions for the future research will involve many variables to see how far the adjustment can be predicted, also the sample used should be more numerous and varied from various levels of education.

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