



THE INFLUENCE OF STUDENTS' PERCEPTION ON SOCIAL INFORMATION SERVICES AND INDEPENDENCE TO SELF ADJUSTMENT

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Abstract

The phenomenon that occurs is the seventh grade students of SMP N 22 Semarang has an average adaptability 70%, while the services of social information has been provided by the teacher of guidance and counseling regularly. In addition there is a significant difference in the level of student independence. The purpose of this study is to determine and analyze the influence of students' perception on social information services and independence to self adjustment seventh grade students of SMP N 22 Semarang. This research is an ex post facto with quantitative approach. The study population numbered 240 students sample taken by purposive sampling technique. Collecting data using psychological scale were tested for its validity and reliability. The data analysis used is simple and multiple linear regression. The results are (1) Perceptions of students on social information services influences self adjustment, (2) Independence influences self adjustment, and (3) Perceptions of students on social information services and independence influences self adjustment. Based on these results it can be predicted that the higher level of students' perceptions on the service of social information and independence, the adaptability of students will be increased.

INTRODUCTION

Guidance and counseling (GC) as a discipline that developed in Indonesia since 1970s. Regulation of the minister of education and culture number 111 of 2014 on guidance counseling in primary and secondary education regulate the implementation of guidance and counseling in schools. In order to develop the competence of student life, specialized support services that are provided through the psycho-educational counseling services. The ministerial regulation number 111 of 2014 chapter 2 educational unit has several functions including self-adjustment function with people and environment so that students can develop optimally in school. Okumu (2009) mentions that BK in Africa aims to make students become '*an effective member of the society*'.

Field of social counseling services conducted by GC teachers to students so that students are able to understand the environment and can interact or adapt well to the environment. Association of early childhood education, Department of Education and Early Childhood Development states that the students' adjustment means the documented strategy or as a resource to accommodate the learning needs of each student. Then examining the study in the journal from Gallagher (2012) mentioned that in the new environment of individuals will experience an adjustment to the new environment either language to communicate, emotionally, socially, and culturally.

Discovered the phenomenon that students who have not been able to adjust to the school well in SMP N 22 Semarang. According to Yusuf & Nurihsan (2014) adjustment is divided into well adjusted and maladjusted, then the phenomenon including maladjusted. In his study Conchas et al. (2012) states that individuals in autoplatis way adjust to the conditions in the new environment. Based on interviews with GC teacher at SMP N 22 Semarang obtained information that the seventh is a grade that most has not been able to adjust in school. Rowdy students, teachers often do not pay attention, it is difficult to accept and do chores, less sensitive, and can not be given the mandate for instance regarding cleanliness classes. Teachers often

complain about the development of the students' adjustment.

Sigmund Freud in Sobur (2003) states that maladjustment in neurosis point of view comes from unmet needs for love and pleasure. This will lead to a lack of effective life of the individual. In harmony with the statement delivered by Yengimolki *et al.*, (2015) that students can not meet their needs in the school when it is less able to adjust in school, and will potentially be isolated from the school environment. Difficulty in adjusting experienced students can affect the appearance of barriers in terms of psychological and social (Rifai, 2011). For example, students are timid and shy in class hampered their learning activities. Regarding the phenomenon Gerald (2010) states that seventh grade students is a time of change and crisis as a teenager, thus requiring special assistance.

Guidance and counseling services that have been running in SMP N 22 Semarang to support student to learn and develop well, especially in social field given information services with classical format. Sharkey et al. (2014) mentions that the school environment, especially teachers determine the quality of student progress, in this case is the GC teacher. GC teachers in SMP N 22 Semarang states that have implemented information services in the seventh grade whose purpose was to ensure that students can understand the conditions of the school, so that they can adapt well and be more normative.

Internal factors affecting the results of the adjustment students can take many forms. Bandura (1999) in his journal that humans are not entirely influenced by the environment. Examines the theory that assesses self adjustment factor, Desmita (2009) says there are a variety of factors which are divided into aspects of emotional maturity, intellectual, social, and responsibility. Social maturity is an aspect which consists of the level of interaction and adaptation to the social environment initiated with perception, and including the students' independence. Independence by Havighurst in Fatimah (2006) consists of aspects of emotional, social, intellectual, and economic.

GC teacher of SMP N 22 Semarang stated that most students of seventh grade is still childish or dependent. Students who have not

been independently are students who lack information about its activities, not knowing the strategy or way of doing activities as a student. While an independent person will show exploratory behavior, capable of taking decisions, confident, and creative. Meyer (2008) mentions that independence in a student will better facilitate students to achieve success in learning. Independence which is owned by the students is realized through its ability to make her own decisions in life in order to live in an adaptive and normative appropriate environmental conditions.

Researchers are interested to study aspects of the students' adjustment to be tested with aspects of students' perception on social information services and the level of student independence. So this research aims to identify and analyze (1) is there any influence students' perceptions on the service of social information to self adjustment, (2) is there any influence independence to self adjustment, and (3) is there any influence students' perceptions on the service of social information and independence to self adjustment seventh grade students of SMP N 22 Semarang.

METHODS

This is an ex post facto research with quantitative approach. The subjects were students of class VII SMPN 22 Semarang. Sampling technique used is purposive sampling, with total population 240 students. Data collection tool used are the psychological scale of the students' perceptions on social information services, independence and self-adjustment. To test the validity of research instruments, researchers used the construct validity and test items with product moment formula and to test the level of reliability used alpha formula. The data has been analyzed with simple and multiple linear regression.

RESULTS AND DISCUSSION

Research about the influence of students' perceptions on social information services and independence to self adjustment that has been done shows the data presented in Table 1 below:

Table 1. Results Influence of Student Perceptions on Social Information Services (X1) and Independence (X2) to Self Adjustment

Analysis	X ₁ to Y	X ₂ to Y	X ₁ and X ₂ to Y
The correlation coefficient	0.542	0.642	0.673
The determination coefficient	29.4%	41.3%	45.2%
The regression equation	Y = 74.726 + 0.678X	Y = 49.710 + 0.467X	Y = 45.326 + 0.310X ₁ + 0.360X ₂

Based on the results of data analysis showed a significant relationship between students' perception on social information services to the adjustment of seventh grade SMP N 22 Semarang. The greater the students' perceptions on social information services will increase their adjustment skill. Students who have high levels of perception on social information services will be encouraged to do well in school activities to achieve learning goals and the objectives are simple to follow the activities of the services provided by the GC teacher well. Particularly in the field of social information service delivery that can guide the students to be able to have the quality of social relations getting better.

As a seventh grade students who still make adjustments in the school environment, the students who follow the guidance given by the GC teacher well predicted would be able to grow, develop, and adapt to the school environment well. Taylor (2004) mentions that the adjustment in the new learning environment needs to pay attention to the basic concepts and learning objectives, the learning process between teachers and students, the context, and the students' understanding.

Analyzing the theory on the subject is that the students in giving the perception of the social information services among students to one another. Mentioned in the theory by Walgito (2010) that students can give the perception that good or bad for the service of social information

is influenced by several factors: the object that provides the stimulus the service of social information, and then factor sensory organs and central nervous system, as well as the factor of attention. The factors that most affect students' perception difference is that the object in the form of social information services and attention given by students in response to the stimulus of an object such information services.

Factor GC teachers as facilitators, media in the classroom, facilities and infrastructure facilities are used, as well as material on the social sector, including the factors that influence the terms of the object perceived. Each student will give a different way in the process of providing responses to their perception of the service due to differences in knowledge or basic information as well as differences in the experience of each student. During the running time of the year in the academic year 2015/2016 GC teacher had been providing social information for students of seventh grade. However, the results obtained varied looks in students, there are already getting little better social skills, there are also still need the guidance of a GC teacher more intensively.

The next factor is the attention given by the students. Students can give various level of attention to social information services provided by GC teacher which based on several things both internal and external factors. Attention is classified into several levels of to strong, moderate or weak of an object. Factors that influence attention stated by Rachmat in Sugiyo (2006) there is a situational factors relating to matters of external objects such as novelty or service material and personal factors associated student subjectivity to GC teacher. Is GC teacher able to bring a positive image in the student.

Similarly, students are able to adjust well in school will tend to be easier to follow a variety of activities at the school. Students will easily follow learning activity which includes the students' perception about a GC service at school. Students are able to adjust to the school environment, especially with learning in the school system, the students will be able to follow the lessons well and able to face the problems that arise during the course so that the learning activity remains good and undisturbed.

Students' perceptions about social information services significantly related to students' adjustment coefficient of determination based on the data in Table 1. Students with a good perception of the level of social information services for example is shown by having a high enthusiasm for GC information services in particular social, happy when will be given social information services. In addition, students have a good attitude as a good response to GC teacher and information services in the class participated actively engaged in learning, understanding, and implementing the core material of social information services provided.

It is known that the relationship between the variables of students' perceptions about social information services with adjustment variable is positive. In the regression equation in Table 1, the constant of 74.726 means that this is the conditions of students adjustment when students' perceptions about social information services (X_1) is zero. Then, if students' perceptions about social information services increased by 1 point, the adaptability of students or their adjustment capability will increase 0.678. Increasing adaptability of students can be predicted by increasing students' perceptions about social information services. Then GC teacher can improve service quality, improve media and learning methods, infrastructure, and facilities that are used to create the better perception of students on GC social information services.

Then the independence variables is known to has a positive relationship with adjustment the dependent variable. Healey (2014), Pellas & Kazanidis (2014), Lin & Kingminghae (2014) outlines the self-contained nature of learner or student, which is characterized by being able to choose his own destination, choose a method, to determine the tasks, determine the test, and evaluation criteria. Student independence is affected by several internal and external factors. Internal factors are all circumstances that are sourced from within the students, such as heredity and constitutional state bodies since they were born with all the fixtures attached. External factors are all circumstances or influences that come from outside the student, could come from the environment. For example is the pattern of education in the family, the

attitude of parents towards children, and social environment in which students live.

Students who have a high degree of independence has the ability to adjust to the environment better. Students will be easier in facing the various challenges and obstacles that arise in the field. The students have a high level of resilience in the face of a variety of conditions that can not be known in advance. Students are able to adapt well to the environment in general have a high degree of independence anyway. For example the student is capable of complying with the rules in school, he is able to condition himself to be individual who is more adaptive to the neighborhood where he lives. This student has characteristics that stand alone independently, carries out its activities on the basis of the responsibility on the basis of its obligations as a student.

Students are able to adapt to the environment he is more independent in some aspects. For example, students of class VII SMP N 22 Semarang, students who have a higher degree of adjustment itself then they will be more independent in some ways. For example is students who have adjusted well then they will be more daring to do a variety of activities on their own without relying to others. Students who already know the school environment well, then these students will more easily meet the needs of daily life such as to go to the cafeteria, to the toilet, or to other places. This means that students will be better able to meet their own needs without having to rely on support from others within the school.

Based on the coefficient of determination in Table 1 students' independence significantly related to the adjustment. 49.710 constants on obtained regression equation means that the condition of the student independence (X2) is zero, then the ability to adjust is 49.710. When the independence of students improved by one point, the value of students' ability to adapt will increase 0,467. Thus the results that have been obtained, a large self-adjustment capability of students can be improved through increased student independence. Therefore, it can be a concern for GC teachers or parents to always help the process of independence growth because

the students' independence is essential for student life.

In multiple linear regression analysis the research data showed the correlation between students' perceptions on social information services and independence to self adjustment is positive and quite large. The correlation coefficient is 0.673 had been analyzed according to the standard that the largest positive correlation number is 1, then the correlation between X1 and X2 with Y can be quite strong. The amount of variables influence students' perceptions about social information services and independence to the adjustment in the amount of 0,452. This means that the adjustment variable variation can be explained by the variable students' perceptions on social information services and independence simultaneously at 45.2%. There is a 54.8% variable of adjustment that can be explained by other variables besides variables students' perceptions on social information services and independence.

The correlation coefficients in Table 1 indicates that the independence variable has stronger correlation with adjustment variable compared with the variable of students' perceptions on social information services with adjustment variable. Then the coefficient determination of independence variable to the adjustment amounted to 41.3% greater than the variable of students' perceptions on social information services to the adjustment amounted 29.4%. Independence variable more explains self adjustment of students than students' perceptions on social information services variable.

Examining the results of previous similar studies on these three variables, the researchers obtained mixed results. Research by Fauzi (2008), Park (2010), suggest that the student is able to adjust to the school environment due to GC service. Then Winingtyas (2013) with the result that the contribution of the perception of the school environment to the adjustment is 32%. These results are in line with the results obtained in this study the contribution of students' perceptions on social information services amounted to 29.4% of the students' adjustment. The 29.4% contribution means component of students' perceptions on social information

services affects the adjustment component of students.

According to DeVito in Sugiyo (2006) the first form of sensory stimulation is stimulus or students receive the information from social information services through the five senses. Next is the stimulation organization students understand the stages of stimulus or information in the form of social information services through the principle of proximity and similarity. The third interpretation of sensory stimulation is stimulus or purport phase information in the form of social information services provided by GC teacher. Fourth stimulation of student behavior is the end result of a process of formation of perceptions, in this stage the student will do something that was ordered in the service of social information or not.

Reviewing the previous similar study of independence and self-adjustment, by Sin & Kim (2013) and Skowron et al., (2009) with the result that there is no correlation between both of them. Research by Hirzati (2013) with the result that the effective contribution to the adjustment from independence is 19.2%. Other research by Wijaya (2015) in Palembang that the adjustment variable contribution to the independence is 53.57%. Those results were compared with the results of this research that the contribution to self-adjustment from independence is amounted 41.3%, this is the result that most substantial in the context of the influence of independence variable to the adjustment. Donations of independence amounted 41.3% to the adjustment translated into several components of independence which is affecting to emotional, economic, intellectual, and social aspects (Havighurst in Fatimah, 2006).

Students should have emotional aspects of characteristics such as being able to control their own emotions when face some traits, do not depend on parents, not touchy and irritable. Then the economic aspect they must able to set their own economy and not depend on the parents and meet their own economic needs. Later in the intellectual aspects they should able to overcome the various problems faced by the normative way. The social aspect of characteristics are their capability to interact with others and they are independently active.

Healthy adjustment according to Desmita (2009) can be seen from the four aspects of personality, namely emotional maturity, intellectual maturity, social maturity, and responsibility. The first is the emotional maturity includes aspects of affection or emotional. The second is intellectual maturity includes aspects of the ability to understand themselves and others, the ability to make decisions, and openness in a familiar environment or other things outside himself as stated by Rueger et al., (2010), Wilks & Spivey (2010), Yazedjian et al., (2007), Brock et al., (2008), Bhardwaj et al, (2015).

Third social maturity includes aspects of social engagement, teamwork, leadership, tolerance, and intimacy in relationships. The fourth component is the responsibility of covering the aspects of attitude productivity to develop themselves, plan and implement with flexible, altruism attitudes, empathy, interpersonal relationships, awareness of ethical and honest life, see the behavior in terms of consequences on the basis of a value system, and the ability to act independently or does not rely on others.

The regression equation influence students' perceptions on social information services and independence to self adjustment constants obtained 45.326 (conditions of students' perceptions on social information services and self-reliance is zero). If improved by one point students' perceptions on social information services the adjustment of students will increase 0.310 and will increase 0.360 when students' independence being increased one point. The regression formula can be used to predict the increase or decrease in student self adjustment capability. Then GC teacher can provide better GC services suited the needs of students so that students' perceptions on social information services is getting better. Similarly, efforts need to be improved on mentoring and guiding students so that they become more independent.

CONCLUSION

Based on this study concluded that students' perceptions on social information services influence the adjustment, independence influence the adjustment, as well as the

perceptions of students about the social information services and students independence influence students' self adjustment in seventh grade of SMP N 22 Semarang. The total contribution of both variables students' perceptions on social information services and independence to the adjustment is 45.2%. This study provides new knowledge about the influence of students' perceptions on social information services and independence to self adjustment that can be used by counselor, practitioner, or the related scientific or other.

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