Self-adjustment of candidate counsellor student who is forced in taking a guidance and counselling department

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Abstract. The research aims to determine the process and self-adjustment factors of guidance and counseling students to be able to maintain their status as students of guidance and counseling. This study uses a qualitative approach to the type of case study research and data collection techniques using observation and interviews. The results showed that students A, B, C, and D claimed to be forced to take the direction of guidance and counseling. Until the third semester of students A and B were able to adjust themselves, students A and B considered this a fate that must be lived and reacted with grace and even now they felt solid with the direction of guidance and counseling. While students C and D have not been able to adjust because they are unable to live it. Students C and D look for alternative roads by moving majors as desired.

1. Introduction
Self-adjustment is one of the individual factors to achieve comfort in every activity carried out. Many individuals are unable to adapt to the new environment because they feel forced and uncomfortable with their environment. When individuals can adjust themselves, the individual can solve problems that occur in themselves and new environments.

Self-adjustment is the expression and process of individual attitudes with self and the environment to create balance and harmony. Self-adjustment is defined as the process of changing individual behavior to get a harmonious relationship with their environment. This can bring about changes that cause unhappiness because someone is trying to do a new kind of balance and environment [1]. Self-adjustment is understood as one's psychological outlook and behavior and accepting oneself. This means adjustment as an expression of one's ability to meet psychological and behavioral needs in terms of self-acceptance as well as inclusiveness in living conditions, capturing social acceptance and participation in community activities with balance and harmony [2]. Self-adjustment is a multi-dynamic process that ultimately leads to achieving the right match between one and the environment including academic achievement. The main adjustment problems faced by international students are four factors: general life, socio-cultural, academic and personal psychological adjustment [3].

Adjustment does not only occur in the environment, but self-adjustment can also occur in an academic environment. At junior high school in Jakarta, some students have low academic adjustments not only because of cognitive factors but also because of non-cognitive factors that exist in individuals [4]. Self-adjustment also occurred in adapting to migration students in Jakarta area which occurred in 2015 using the Big 5 Personality (McCrae & Costa) [5].

Mistakes in choosing majors because they are not interested in the chosen direction. The sample of the study amounted to 115 students who chose the wrong department which consisted of 14 majors at
Hasanuddin University, Makassar [6]. Errors in choosing the department caused by students who experienced forced from their parents (the preference of parents), errors in perspective (guess) in the field of employment and do not recognize their own interests and talents. In this case, self-adjustments are very important to minimize lazy tendencies for college. Adaptation problems because they are at the level of adolescent development. This is the period when they feel a crisis of self-identity, and meet the demands of other developments as a result of new challenges separate from their parents [7]. Self-adjustment in higher education is seen from institutional activities, psychological well-being, and good academic performance [8].

Self-adjustment in principle is a process that includes mental and behavioral responses. According to research [9] the important role of teachers and parents in presenting students' personal adjustments appropriately, so that they can contribute to society. In self-adjustments in higher education consists of several dimensions which include: academic adjustment, social adjustment, personal-emotional adjustment and institutional attachment [10].

2. Methods
This study uses a qualitative approach to the type of case study research with data collection techniques of observation and interviews. The research location in Yogyakarta is the subject of study at the campus of Ahmad Dahlan University. Data is collected by several techniques as follows:

2.1 Observation
Observations were made to reveal aspects of self-adjustment including subjects feeling comfortable with the atmosphere of the lecture, persistence is always present, assignments always work and achievement index scores increase. This observation was carried out at the subject lecture in the direction of guidance and counseling at Ahmad Dahlan University. The observer is carried out by the researcher himself.

2.2 Interview
Interviews were conducted at the subject's lecture department under the guidance and counseling of Ahmad Dahlan University. The aspect of the interview is how the subject's lecture activities, what obstacles are experienced and how the results of the lecture. Interviews were conducted by the subject in question, closest friends and academic supervisors.

2.3 Data analysis technique
Data is carried out simultaneously with interactive analysis, including data collection, data reduction, data presentation, conclusion drawing. Data collection is carried out by observation and interviews together with data reduction focusing on subject lecture activities, lecture assignments, and achievement index scores. Furthermore, along with the results of the study that students A and B are diligent in attending lectures, lecture assignments are able to do well and the achievement index scores increase while students C and D are often skipped during lectures, rarely do lecture assignments and achievement index scores have not increased. Then it can be concluded that the adjustments of students A and B have adapted and students C and D have not been able to adjust.

3. Results and Discussion
The results showed that students A, B, C, and D claimed to be forced to choose a department of guidance and counseling because of coercion from parents. But even though they feel forced they are able to survive until now. The results of the study can also be seen in Table 1.

| Respondents | Symptoms | Process experienced | Decision-making |
|-------------|----------|---------------------|-----------------|

Table 1. Self Adjustment Results
The case in student A claimed to be forced to choose a guidance and counseling department because of demands from parents. But even though he felt forced A was able to accept the fate that had happened because according to A parent's choice was the best for him. Student A also tries to fight all the fears he imagines and is able to resolve conflicts that occur well. This can be seen from the seriousness and effort that was made by A until the third semester in following the lecture process such as being always present in lectures, working on each lecture assignment given, socializing well in the environment and getting an improved performance index. A feels he has liked and can adjust to the direction of guidance and counseling.

The self-adjustment made by student A shows that A has made good adjustments. In accordance with [11] which explains that self-adjustment is a form of process that encompasses mental reactions and behaviors, where individuals are trying to take success in overcoming their inner needs, tensions, conflicts, and frustration, so that the level of harmony between the demands in oneself and what is desired by the environment in which he lives can be realized well.

In the case of student B who claimed to be forced to choose a department of guidance and counseling because of demands from parents. But even though he felt forced to try to accept the fate that had happened because B thought the parents' choice was the best for him even though initially he felt a little difficult. Student B is always present in lecture face-to-face and tries to stay abreast of the lecture process well. There are some obstacles for example in learning activities in class but do not make student B despair, student B tries to ask many questions with classmates and reads references to guidance and counseling books that can make it easier for him to attend each subject majoring in guidance and counseling. So that during this semester III B is able to adjust well as seen from the increasing achievement index value. B feels like and can adjust to the direction of guidance and counseling.

The self-adjustment made by student B shows that B has made good adjustments. In accordance with [12], Successful self-adjustment will lead to a good mental condition in the sense of being able to solve the problem in a realistic way, accepting something that cannot be avoided, understanding objectively the shortcomings of other people who work with him.

In the case of student C who claimed to be forced to choose the direction of guidance and counseling because of demands from parents. C did not like the guidance and counseling department because C wanted another department. But because of coercion from parents that makes it unable to refuse. C has tried to refuse and talk to his parents but the results are still zero. Inevitably C still takes it, but during this semester III C runs it half-heartedly, this seems to be lazy in college, often absent, assignments don't work and performance index decreases. C felt he was unable to survive in the direction of guidance and counseling because day C felt depressed and looked for alternatives to move to the department of interest.

|   | 1. Parents' demands | 2. Following the choices of parents' words | 3. Continue |
|---|----------------------|------------------------------------------|-------------|
| A | Feeling difficult to adjust | Looking for solutions to overcome in self-adjustment | Continue |
| B | Can't refuse a parent's choice | Run with all your heart | Looking for other alternatives |
| C | Can't refuse a parent's choice | Wrong decision | Looking for other alternatives |

The case in student A claimed to be forced to choose a guidance and counseling department because of demands from parents. But even though he felt forced A was able to accept the fate that had happened because according to A parent's choice was the best for him. Student A also tries to fight all the fears he imagines and is able to resolve conflicts that occur well. This can be seen from the seriousness and effort that was made by A until the third semester in following the lecture process such as being always present in lectures, working on each lecture assignment given, socializing well in the environment and getting an improved performance index. A feels he has liked and can adjust to the direction of guidance and counseling.

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In the case of student B who claimed to be forced to choose a department of guidance and counseling because of demands from parents. But even though he felt forced to try to accept the fate that had happened because B thought the parents' choice was the best for him even though initially he felt a little difficult. Student B is always present in lecture face-to-face and tries to stay abreast of the lecture process well. There are some obstacles for example in learning activities in class but do not make student B despair, student B tries to ask many questions with classmates and reads references to guidance and counseling books that can make it easier for him to attend each subject majoring in guidance and counseling. So that during this semester III B is able to adjust well as seen from the increasing achievement index value. B feels like and can adjust to the direction of guidance and counseling.

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In the case of student C who claimed to be forced to choose the direction of guidance and counseling because of demands from parents. C did not like the guidance and counseling department because C wanted another department. But because of coercion from parents that makes it unable to refuse. C has tried to refuse and talk to his parents but the results are still zero. Inevitably C still takes it, but during this semester III C runs it half-heartedly, this seems to be lazy in college, often absent, assignments don't work and performance index decreases. C felt he was unable to survive in the direction of guidance and counseling because day C felt depressed and looked for alternatives to move to the department of interest.
While student D also claimed to be forced to take guidance and counseling courses due to demands from parents. D has tried to refuse and tell his desire to take a major he is interested in, but parent D keeps trying to force D to take up the direction of guidance and counseling. Parent D also told me that if D was in the direction of guidance and counseling, then there would be more job opportunities after graduation. From his parents' explanation, D was interested in majoring in guidance and counseling even though D did it half-heartedly, hoping that in the future it would be better. But when the lecture D feels difficult to accept courses related to reasoning. During the third semester, D felt a sense of confusion and feeling burdened, so that made him lazy to attend college, doing the assignments given so that the impact index decreased. Thus D felt that he was unable to continue and look for alternatives to move to the department of interest.

The self-adjustments made by students C and D showed that C and D were not able to adjust themselves well, so they looked for alternatives to the department they were interested in. This is not in line with the behavioristic theory Operant conditioning is that learning behavior is influenced by the presence of positive and or negative reinforcers. From the principle of reinforcement to the identification of objectives by controlling environmental factors that play an important role in changing individual adjustment [13-15].

4. Conclusion
Based on the results of the case analysis it can be concluded, in students A, B, C and D felt they were forced to choose a department because of coercion from their parents. This can be seen from the presence attendance, tasks that are often not done and the achievement index decreases. Students A and B feel that they are capable of accepting and adjusting in the direction of guidance and counseling so that A and B remain and continue until graduation. Whereas in the case of C and D, they felt unable to survive and were unable to adjust to the department of guidance and counseling because of the difficulty in taking courses, difficulties in completing tasks so that C and D looked for alternatives by moving to a department they liked and interested in.

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