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**SELF-EFFICACY AND ACADEMIC ADJUSTMENT AMONG FRESHMEN
COLLEGE STUDENTS**

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Abstract

Students who are graduated from senior high school, they will enter the college. Transition from high school to college requires academic adjustment among freshmen students in order to adjust especially in term of learning. Self-Efficacy beliefs provide the foundation for human motivation and personal accomplishment. We hypothesized that Self-Efficacy is important to succeed freshmen college students to adjust their Academic Adjustment. This study is produced in order to determine the relationship between self-efficacy and academic adjustments among freshmen college students. This study uses a quantitative approach through correlational method. This study also used Level of Academic Self-Efficacy Scale (Sachitra & Bandara, 2017) for measuring self-efficacy. Level of Academic Self-Efficacy scale include 19 items. For measuring the level of academic adjustments we used Academic Adjustment Scale (AAS) by Anderson, Guan, and Koc (2016). Academic Adjustment Scale (AAS) includes 7 items. This study involves 189 freshmen college students as the participants which consists of 75 males and 114 females freshmen college students. The data analysis shows that the correlation value $r = 0.434$ with $p = 0.00$, $P < 0.05$. The result shows that self-efficacy has a positive correlation with academic adjustment among freshmen college students. Self-efficacy has significantly correlated with Academic Adjustment among freshmen students. The results were consistent with the hypothesis, showing that when freshmen college students have strong level of self-efficacy they will surely have strong level of academic adjustment, and in contrary if the freshmen college students have weak level of self-efficacy then they will surely have weak level of Academic Adjustment. The results will be discussed in this study.

Keywords: Self-efficacy, academic adjustment, freshmen college students

Introduction

Every freshmen college students will passing through some process. The process that we're talking about is the new environment. The environment in the college will be completely different with the high school environment. Gunarsa (2004) says that the changes that occur from high school to the world of lectures include curriculum, discipline, a complete system, and the relationship between students and lecturers. Gall, Evans, and Bellerose (2000) add changes related to adding life, the academic environment, friendship, and adapting to freedom and responsibility in personal and academic life. In terms of challenges, Siryk (Waller, 2009) says that there are three challenges that must be questioned by new students in the world of lectures. First is the academic challenge, students must be able to overcome academics that are increasing until

graduation. If students fail to adjust to more and more tasks, they will tend to withdraw. The second challenge is the social environment. Siryk (Waller, 2009) asks students from regions close to their universities to have the potential to mingle with their environment and various academic communities. Students who are unable to choose will be transferred from the social environment. Third, about the choice of majors and individual student attachments to their choices. The presence of changes and challenges that must be solved by new students, so they are also required to be able to adjust themselves in various aspects of life simultaneously (Gall, Evans, and Bellerose, 2000).

Freshmen college students will adjust their self to various new things and new environment in transition from high school to college. Academic adjustment is marked by the success of new students in the academic field. According to Schneider (2003) academic adjustment studied from academic achievement because many college students from various college difficult to adjust with the academic situation because of basic opposition between what they want from education and what should provide their education where fragmented values dominate the thinking of many people. Academic adjustment is the success of students in coping with various demands in the academic field including motivation, performance, and academic environment (Baker and Siryk (Taylor, 2005). Beside the factor of adjustment to the environment, freshmen college students also need to make adjustments to academic adjustments in college. Factor that influence academic adjustments is self-efficacy. According to Irfan and Suprapti (2014) declare the existence of self-efficacy because the ability to control a person to adjust well will be difficult to achieve. This is reinforced by the results of research from Thomas et al (2009) which examined 111 african american woman in college. The results showed that self-efficacy can predict individual motivation, especially on external motivation, namely academic adjudication.

From the above explanation, the researcher conducted a study to find out whether there was a relationship between self-efficacy and academic adjudication to support the academic process at freshmen college students who were still in a transition period from the academic environment to higher academic levels, namely universities.

Purpose of the Study

This research aims to determine the relationship self-efficacy and academic adjustment among freshmen college students.

Research Question

1. What is correlation between self-efficacy and academic adjustment among freshmen college students?
2. How can self-efficacy affect academic adjustment on freshmen college students?

Literature Review

Academic Adjustment

According to some experts, according to Baker and Siryk (Waller, 2009) say that academic adjustment is a dimension related to academic factors and learning experienced by students at universities. Backer, Meneail & Siryk (1985) said that students life satisfaction, adjustment, hope, and motivation level are an example that relate to aspects that make up the academic adjustment concept. Zeidner (Almog, 2011) said that practically academic adjustment can be exemplified by the development of writing and summarizing, the ability to learn, think and remember, the ability to deal with many problems in reading, sending papers, summarizing lecture material, writing seminar papers, making effective use of time, and ability to take the exam. Based on Baker and Siryk (Kyalo, 2011), academic adjustment includes the motivation of students to complete academic assignments, success in fulfilling

academic requirements, business related to academics, and satisfaction with the academic environment.

Self-Efficacy

According to Bandura (1997), self-efficacy is an individual's belief about his ability to regulate and carry out an action needed to produce his achievement. The same thing was stated by Ormrod (2009) who describes in general about self-efficacy as an evaluation of individuals about their own ability to carry out certain behaviors or achieve goals. In addition, Bandura (Alwisol, 2006) also defines self-efficacy as a self-perception of how well a person can function in certain situations. Alwisol (2006) explained that self-efficacy is self-assessment, whether it can do good or bad actions, right or wrong, can or do not work as required. Related to the academic field, Schunk & Pajares (2001) revealed that academic self-efficacy is an individual's belief that they can successfully reach a predetermined level by completing academic tasks or achieving specific academic goals. Bandura (Aswendo, 2010), states that academic Self-Efficacy can be defined as the beliefs a person has about his ability or competence to direct motivation, cognitive abilities, and take actions needed to do tasks, achieve goals, and overcome academic challenges.

Based on the above theory explanation, it can be concluded that self-efficacy in general is an individual's beliefs and evaluations of the abilities possessed in carrying out certain tasks and actions, to achieve goals and overcome obstacles that occur.

Self-Efficacy and Academic Adjustments

Gist (1987) explained that self-efficacy appear because of the gradual changes in the aspects of linguistics, physical expertise through experience, social, and cognitive complex. Individual efforts to overcome the events that occur in his life is an explanation of academic adjustments presented by Grasha and Kirschenbaum (1980). From that we can conclude academic adjustments is an attempt to match the person abilities with the events he faces. The individual's belief that he can carry out an action that is controlled by a certain situation successfully (Mitchel et al, 1994).

The connection from strength in self-efficacy is motivation. Motivation is the success of students in motivating themselves to show that students are successful in their academic adjustments. In this case cognitive motivation to act more persistently and directed, continually to use knowledge and skills efficiently, develop confidence to try new things, and more likely to pass.

Research from Bae (2015) which examined 225 students regarding self-efficacy and academic adjustments showed that specific self-efficacy had an impact on the growth of individual motivation levels, one's performance and supporting a good academic environment. Students who have a good level of self-efficacy will be better able to adapt to the academic environment because it is supported by the emergence of motivation to deal with various situations in the academic environment.

Methodology

Samples

The subject consists of freshmen college students with range of ages 17-23 years old males and females. The total number of participants is 189 which consists 75 males and 114 females. The sampling method used in this study is purposive sampling, researchers have determined the subject criteria before making research data collection.

Instrument:

1. For measure Self-efficacy we used Level of Academic Self-Efficacy Scale (Sachitra and Bandara, 2017) for measure Self-Efficacy. Level of Academic Self-Efficacy scale include 19 items and using a Likert scale there are 5 choices for scale including never, rarely, sometimes, often, and always.
2. For measure Academic Adjustment we used Academic Adjustment Scale (AAS) Anderson, Guan, & Koc (2016). Academic Adjustment Scale (AAS) include 7 items and there is 5 choices for scale that is very incompatible, not suitable, neutral, appropriate, and very suitable. In this method we can assess wheter self-efficacy makes academic adjustments correlate and increase academic adjustments for freshmen college students.

Statistical Analysis

The data in this study are quantitative data. In accordance with the purpose of this study, which is to know the correlation between self-efficacy and academic adjudication, the non-parametric statistical technique is used, namely correlation Spearmans rho using SPSS 22.0.

Findings

Table 1
Correlation Result

Variable	R	p
Self-Efficacy*Academic Adjusment	0.434	0.00

The results of the analysis using spearman correlation showed that there is significant positive correlation ($p = 0.000$, $r = 0.434$) The higher level of self-efficacy in students, the higher the level of academic adjustments. Referring to Sarwono (2006), the correlation coefficient in the range > 0.25 to 0.5 is in the category of correlation that is strong enough, so that the strength of the relationship in this study amounting to $r = 0.434$ can be categorized as the relationship between the two variables is quite strong.

Discussions

The result show that there is significance positive correlation, this result is according to Schreiner et al (2009) self-efficacy strength correlates with academic adjustments aspects because when students success in motivating himself shows that student is successful in academic adjustment. In this case cognitive motivation more presently and directed to use the knowledge and his skills develop efficiently to try new things and also more likely to graduate. The results of statistical analysis can answer research question 1 in this study, namely there is a significant positive relationship between self-efficacy and academic adjudication on freshmen college students. According to Bandura (1977) self-efficacy is an individual belief that he is able to do something in certain situations succesfully. From Anderson (2016) showing academic adjustment is the individual ability to manage their psychological and scientific aspects when changing to college life. This is fit according to Mahendrani (2014), self-efficacy can affect self-adjustment, person with high self-efficacy tends to be more educate and success than those who have low self-efficacy. Self-efficacy is a problem ability perceived by individuals to overcome special situation relate to assessment of the ability to carry out an action that has something to do with a particular task or situation (Bandura, 2004). Specific task or certain situation can be form of self-adjustment. Beside from that, academic self-efficacy enables students to endure the challenges and be able to provide students with endurance and improve the performance needed to achieve the

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achievement (Wang and Neihart, 2015). Students with good academic self-efficacy tend to accept challenges and demonstrate the abilities to face these challenges. So he won't give up easily when he encounters things that are not in line with his expectations and try to overcome them.

The results of this study are also in line with Research from Bae (2015) which examined 225 students regarding self-efficacy and adjudication academics showed that specific self-efficacy had an impact on the growth of individual motivation levels, one's performance and supporting a good academic environment.. Selain itu sejalan dengan hasil penelitian Warsito (2009), there is a significant positive relationship between self-efficacy and academic adjustment on 130 students as subjects. These findings suggests that if a person has high self-efficacy he will have a high academic suitability. Similarly, a person with low self-efficacy will have low academic adjustment. This is in line with the opinion of Wallen and Fraenkel (2013) so that it can predict when someone has high self-efficacy he will have high academic adjustment and lower the self-efficacy they have, lower their academic adjustment. Freshmen college students who have confidence in their abilities, they able to manage their learning time based on their needs so that they can understand a variety of material has been given. This is because one of the goals to be achieved by student related to academic adjustment is to understand lecture materials. So, higher self-efficacy will have a great chance to succeed in conducting academic adjustments.

Academic adjustments are getting better when students fulfilling their academic requirements. Low confidence and then inability of someone to face and achieve academic requirements means that self-efficacy is low. Someone with low level of self-efficacy will tend to avoid, stay away, and feel easily discouraged in the face of various tasks assigned (Bandura, 1993). They assume that failure is due to lack of ability, so the attempt and effort made will decrease. Therefore, students who have low effort allow the failure to meet academic demand so that academic adjustments will be low.

Freshmen college students who have high self-efficacy will feel themselves capable of working on and going through various things in the college world they just passed. Displacement from the school level is very different from the academic atmosphere at the college level, so that individuals must always have positive thoughts that they are able and able to adapt to the situation they have just encountered. When individuals have good self-efficacy, academic adjustments will be achieved because freshmen college students have strong motivation and positive views that they are capable of, this is in line with the opinion of Pajares and Schunk (2001) revealing that academic self-efficacy is an individual belief that they can successfully reach a predetermined level by completing academic tasks or achieving specific academic goals. The explanation above can answer the second research question that the researchers submitted, namely student self-efficacy provides motivation to continue to survive and work on various new things at the college level so that good academic adjustments is achieved.

Limitations

The subjects studied still not diverse and not carry out additional analysis such singly aspect analysis, the type of sampling used purposive sampling so that it cannot yet represent the subject population as a whole. The study also did not analyze the effect of gender differences on the variables of self-efficacy and academic adjustments on freshmen college students.

Recommendation

Other research who interested on the same topic may considered choosing more specific field in order to obtain more accurate data. Future studies are expected to use more

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samples using the random sampling method, analyze gender influences on both variables and also look for variables that moderate self-efficacy and academic adjudication on freshmen college students.

Conclusion

The results showed that there was a positive relationship between the level of self-efficacy possessed by college freshmen and academic adjudication as indicated by the significance value $p = 0.000$ ($p < 0.05$), and the coefficient correlation $r = 0.434$. This shows that the higher the level of freshmen college self-efficacy, the higher the ability of individual academic adjudication.

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