



Student Adjustment in Undertaking Online Learning

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Abstract

Student Adjustment in Undertaking Online Learning. This study aims to reveal the Problems of Student Adjustment in Undertaking Online Learning. Research on the Problems of Student Adjustment in Undertaking Online Learning was carried out using a qualitative approach with the type of field research with data collection techniques using Interview, Observation and Documentation Techniques. The research subjects or informants in this research are students and lecturers of IAIN Kudus. The results showed that when they first took online lectures, students could not adapt because they had not found a way to make this lecture not boring. However, with the passage of time and have gotten used to learning online at home. The form of student adaptability in undergoing lectures from always being active to being absent online, listening, and responding to material in every online lecture. In addition, there are also students who have not been able to adapt to undergoing online lectures, because online lectures only look at cellphones and laptops and without any interaction between friends or with lecturers, besides that students feel that for some courses there must also be practice and direct explanations from the lecturer.

Keywords: *Adjustment, Student, Online Learning*

A. Introduction

On December 31, 2019, WHO and China Country Office reported a case of pneumonia of unknown etiology in Wuhan City, Hubei Province, China. On January 7, 2020, China identified the pneumonia of unknown etiology as a new type of

coronavirus (coronavirus disease, Covid-19). On January 30, 2020 WHO has declared it a Public Health Emergency of International Concern (KKMMD/PHEIC). The increase in the number of COVID-19 cases is happening quite quickly and has spread between countries (Hidayah & Bastomi, 2020).

As of March 25, 2020, a total of 414,179 confirmed cases were reported with 18,440 deaths (CFR 4.4%) of which cases were reported in 192 countries/regions. Among these cases, several health workers have been reported to be infected. On March 2, 2020, Indonesia reported 2 confirmed cases of COVID-19. As of March 25, 2020, Indonesia has reported 790 confirmed cases of COVID-19 from 24 provinces. Regions with local transmission in Indonesia are DKI Jakarta, Banten (Tangerang Regency, Tangerang City), West Java (Bandung City, Bekasi Regency, Bekasi City, Depok City, Bogor Regency, Bogor Regency, Karawang Regency), Java East (Malang Regency, Magetan Regency and Surabaya City) and Central Java (Surakarta City) (Bastomi & Kasdi, 2022).

Various problems in all sectors surfaced as a result of the outbreak of the Covid-19 pandemic, in the economic field there were difficulties in finding jobs, it was difficult to meet the needs of daily life and also did not have income to meet daily needs and also many difficulties received. from all sectors of the economy in all fields also feel the impact of Covid-19, not least in the education sector (Hanoatubun, 2020).

Since the outbreak of the pandemic caused by the Corona virus in Indonesia, the government has taken many ways to prevent its spread. One of them is through a circular letter from the Ministry of Education and Culture (Kemendikbud) Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of Corona Virus Disease (Covid-19) in the world of education. Through this circular, the Ministry of Education and Culture provides instructions for schools to conduct distance learning and advises students to learn from their homes online (on a network), including what happens in universities.

According to news in Kompas (26 March 2020) there are 276 public and private universities in Indonesia that implement online lectures. Online lectures can be understood as formal education organized by universities in which students and instructors (lecturers) are located in separate locations, thus requiring an interactive telecommunications system to connect the two and the various resources required in it. For students, distance learning or online is familiar. However, learning techniques and learning methods have not been able to satisfy the lecturers and students themselves. Although there are lots of learning platforms available, such as whatsapp, google classroom, zoom, sevima edlink, schoology and many more. Of course the platform becomes less effective in its use due to several factors, including the ability of lecturers and students to operate it is not the same, besides the geographical conditions of a different area so that it affects the stability of the internet network (Roman Andrianto Pangondian, Santosa, & Nugroho, 2019).

In Ganda Febri Kurniawan research (2020) explains that there are several problems in undergoing online learning, namely; a) the teacher encountered problems in organizing history classes in the online system; b) the short study hours make it difficult for teachers to innovate; c) teachers rely dominantly on the lecture method in the implementation of learning; and d) teachers have difficulty in applying several approaches to activating the class. This shows that students have not been able to adapt optimally in the online learning process. Meanwhile, Asmuni's research (2020) states that the implementation of online learning has various problems experienced by teachers, students, and parents. Problems from teachers in the form of weak IT mastery and limited access to supervision of students, from students in the form of inactivity to participate in learning, limited supporting facilities and internet network access, while from parents in the form of limited time in accompanying their children during online learning. The problems of online learning experienced by both teachers and students can affect students' learning motivation (Juliya & Herlambang, 2021). Meanwhile, online learning from the perspective of students according to research by Arif Widodo & Nursaptini

(2020) is that many students claim to be bored and less focused when studying online. These various problems can be overcome by increasing the competence of IT mastery, intensive supervision involving the role of parents, and giving assignments manually (Asmuni, 2020).

Complexity of problems during learning online is experienced by lecturers, students, and parents, where the biggest problems are in mastering informatics and technology (Asmuni, 2020) and limited internet quota or facilities and infrastructure needed while online (Nursobah, Dedih, Hafid, & Nurhamzah, 2020). These problems are a challenge for students to be able to adapt and be more independent in the learning process. This is because what happens in the distance learning process is more directed at assignments with time restrictions to replace student attendance.

In fact, if you look deeper, the level of complexity of online learning is much more complicated than offline learning because feedback is indeed an important point because students can even search for material from the internet with a few touches. Online learning has its own uniqueness that must be considered, including student skills for independent study, the ability to collaborate with lecturers and other students, as well as the creativity of lecturers as online learning facilitators in delivering material and guiding students to achieve graduate learning outcomes that have been set in each curriculum. study program (Sudarsana, 2020: 68).

These changes affect a person's psychological condition because the readiness of each individual to adapt to certain conditions is also different. Sigmund Freud stated that naturally every human being performs an ego defense mechanism to deal with external threats that conflict with self-confidence. A person's level of mental resilience will also affect his cognitive processes in dealing with changes that will lead to different perceptions and understandings. This will also make the body's immunity decline and be vulnerable to a person's health condition. For this reason, each individual must be able to make adjustments (Fanani & Jainurakhma, 2020).

According to Gunarsa (2003: 98) the adjustment process is more of a lifelong process and humans are constantly trying to find and overcome the pressures and challenges of life in order to achieve a healthy person. Adjustment response, good or bad, can simply be viewed as an individual's effort to reduce or get away from tension and to maintain conditions of a more natural balance. Adjustment is a dynamic process that aims to change individual behavior so that there is a more appropriate relationship between the individual and his environment. On the basis of this understanding, a limitation can be given that the human ability is able to make pleasant relationships between humans and their environment (Hidayati & Farid, 2016). Therefore, the study in this research is about the Student Adjustment in Undertaking Online Learning.

B. Method

Student Adjustment in Undertaking Online Learning is carried out using a qualitative approach with the type of field research with data collection techniques using Interview, Observation and Documentation techniques. The research subjects or informants in this research are Kudus Students and Lecturers of IAIN Kudus. Then the data collected was analyzed by using qualitative descriptive analysis technique which consists of three stages, namely: first, the data reduction stage, which is the process of classifying and categorizing the data found in research on the student self-adjustment in online learning. Second, the data presentation stage (Display Data), which is a checking technique in the research process that is used to make it easier for researchers to make data into a social picture in the form of words, as well as to correct the existing data unity from the results of research conducted (Sugiyono, 2014: 343) regarding the Student Adjustment in Undertaking Online Learning. Third, the conclusion and verification stage is a step to draw the core points and the truth about the Student Self-Adjustment in Undertaking Online Learning.

C. Results and Discussion

1. Self-Adjustment

According to Schneider in Fajriana, Yulizar, Bahri, & Bakar (2020) Self-adjustment is a process in which individuals trying to overcome or master the needs in themselves, tensions, frustrations, and conflicts, with the aim of getting harmony and harmony between the demands of the environment in which they live with the demands within themselves. During this pandemic period, many students will experience obstacles in adjusting to new things that must be followed in the new normal life that is starting to be implemented. According to Gunarsa (2003, p. 98) the adjustment process is more of a lifelong process and humans are constantly trying to find and overcome the pressures and challenges of life in order to achieve a healthy person. Adjustment response, good or bad, can simply be viewed as an individual's effort to reduce or get away from tension and to maintain conditions of a more natural balance. Adjustment is a dynamic process that aims to change individual behavior so that there is a more appropriate relationship between the individual and his environment. On the basis of this understanding, it can be stated that the human ability is able to make pleasant relationships between humans and their environment.

According to Sundari (2005: 102), self-adjustment is the ability to plan and organize responses in such a way, so that they can survive and overcome all forms of conflict, difficulties, and frustrations efficiently and have mastery and emotional maturity. With this adjustment, it is hoped that adolescents will be able to live a better life, avoid problems and be more prepared to face change.

Efforts made by individuals in finding their identity are often done by forming an image or image about themselves. The form of the image is accumulated in a concept picture of how every teenager is able to perceive themselves. The overall self-image which includes the individual's perception of himself, feelings, beliefs and values related to himself. According to Atwater in Desmita (2011: 87) it is called self-concept. In other words, self-concept consists of how individuals see themselves as individuals, how individuals feel about themselves, and how individuals want themselves to be human as expected by themselves (Hidayati & Farid, 2016).

According to Arkoff in Vidyanindita, et al., (2017), defining college adjustment reflects how capable students are through and the effect on their personal growth (Sharma, 2012). According to Mappiare in Kumalasari & Ahyani (2012), self-adjustment is an individual's effort to be accepted in an environment and ignore his personal interests for the sake of the group's interests so that he feels he is an important part of the group.

Hurlock (2004: 56) suggests aspects of self-adjustment, namely: (1) Real appearance, Overt performance shown by individuals in accordance with the norms prevailing in the group, means that individuals can meet group expectations and can be accepted as members of the group. (2) Adjustment to various groups. Individuals are able to adapt well to each group they enter, both peers and adults. (3) Social attitude. Individuals are able to show a pleasant attitude towards others, participate in participating and can carry out their roles well in social activities. (4) Personal satisfaction, Personal satisfaction is characterized by a sense of satisfaction and feelings of happiness because they can take part in group activities and are able to accept themselves as they are in social situations.

Hurlock (2004: 62) suggests the factors that influence individual adjustment at school or campus, namely: 1) Peers. Individuals with their peers begin to learn that the standards of behavior they learn at home are the same as those of friends and some are different. Therefore, individuals will learn about what is considered acceptable behavior and what is considered unacceptable behavior. 2) Teachers or lecturers. The teacher or lecturer can directly influence the individual's self-concept with attitudes towards lesson assignments and attention to students or students. Teachers or lecturers who have good adjustment are usually warm and accepting of students or students. 3) School rules. School rules introduce to the individual the behavior that is approved and the behavior disapproved of by the members of the group in which the individual is studying, what the social group considers wrong and right.

2. Online Learning

At the end of 2019, the world was shocked by the outbreak of the corona virus known as covid-19. So named because of its emergence at the end of 2019. This virus was first found to be endemic in the city of Wuhan, Hubei province, China. Initially thought to come from bat animals as the host, which moved to humans who eat bats. In addition to consuming many infected and dead victims, various problems in all sectors have emerged due to the outbreak of the Covid -19 pandemic (Bastomi, 2020), including in the field of education. Since the outbreak of the pandemic caused by the Corona virus in Indonesia, the government has taken many ways to prevent its spread. One of them is through the circular letter of the Directorate of Higher Education of the Ministry of Education and Culture (Kemendikbud) Number 1 of 2020 concerning Prevention of the Spread of Corona Virus Disease (Covid-19) in the world of education. Through this circular, the Ministry of Education and Culture provides instructions for schools to conduct distance or online learning and advises students to study from home (SE Kemendikbud 2020).

The term online is an abbreviation of "in the network" which is an activity carried out with an online system that utilizes the internet. According to Bilfaqih & Qomarudin, online learning is a program for organizing online learning classes to reach a massive and broad target group (Bilfaqih & Qomarudin, 2015, p. 1). Thorme in Kuntarto, online learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email and telephone conferences, animated online texts, and online video streaming (Kuntarto, 2017).

Meanwhile Rosenberg in Alimuddin, Tawany & Nadjib, emphasizes that online learning refers to the use of internet technology to deliver a series of solutions that can improve knowledge and skills (Rahamma & Nadjib, 2015). According to Ghirardini in Kartika, online provides effective learning methods, such as practicing with related feedback, combining collaborative activities with

independent learning, personalizing learning based on the needs of students and using simulations and games" (Adhe, 2018).

Characteristics of Online Learning according to Tung in Mustofa, Chodzirin, & Sayekti, (2019) describes the characteristics of online learning, including: (1) Teaching materials are taught in the form of text, graphics and various forms of multimedia, (2) Communication is carried out simultaneously and not simultaneously. such as video conferencing, conversation rooms, or discussion forums, (3) Used for learning in virtual times and places, (4) Can use various forms of CD-ROM-based learning to foster learning interactions, (5) Subject matter is relatively easy to update, (6) Fostering relationships between students and teachers, (7) Allowing forms of formal and informal learning communication, (8) Can use a wide variety of learning resources on the internet.

3. Student Adjustment in Undertaking Online Learning

When the first time he studied online, HA could not adapt because he had not found a way to make this lecture not boring, as well as DDH, who was initially surprised by online learning. To adapt, individuals do it in various forms such as facing directly, conducting exploration, trial and error, substitution, exploring self-ability, learning, self-control, careful planning (Fanani & Jainurakhma, 2020).

According to Calhoun & Acocella in Harlianty, Wilantika, Pertiwi, & Alhana (2021) they state that self-adjustment is an individual's continuous interaction with himself, others and the environment in which the individual lives. As with HA, DDH and RF feel that they are undergoing online lectures over time and are used to learning online at home so that now HA and DDH feel relaxed, besides that DDH gradually finds out what I have to prepare and do in online learning. The Covid 19 pandemic has lasted for almost 2 years, thus making RF able to adapt to online learning and making RF accustomed to online conditions.

Baker & Siryk in Arjanggih & Kusumaningsih (2016) stated that adjustment in higher education is an individual response as a student in facing demands that include academic, social, personal-emotional aspects, as well as attachment to

institutions. The adjustment process is very important during the first year in college because it is the basis of employment for other events during their later college life.

Mutambara & Bhebe (2012) said that success in adjusting to higher education can be seen from good academic performance, student involvement in participating in activities in higher education, and achieving psychological well-being. Based on this, it can be seen that it is important for students to make adjustments in college. But in fact, in this distance learning there are obstacles and obstacles in the lecture process as previously mentioned, namely students experiencing network and quota constraints, time constraints, equipment and supporting facilities constraints, and difficulties in understanding the material. This can affect the adjustment of students in college. As SN is quite able to adapt to online learning. This is shown by SN by always being active in being absent, listening, and responding to material in every online lecture.

In contrast to FAF, which has not been able to adapt to online lectures, because it only looks at Gagged and without any interaction between friends and lecturers. Confusion was also felt by NI when he first took lectures online, so that until now NI has experienced difficulties in undergoing online lectures, because for some courses it can't just be theory but also there must be practice and direct explanations from lecturers. Schneiders in Hartinah (2008: 186) reveals that failure to make positive adjustments can result in individuals behaving awry, disorganized, emotional, unrealistic and aggressive. This of course cannot be separated from the factors that influence a person's adjustment, namely physical conditions (heredity, the main system of the body and physical health), personality (willingness and ability to change, self-regulation, self-realization and intelligence), the learning process (learning process). , experience, practice, self-determination), environment (family environment, school, community) and religion and culture.

There are several factors that cause students to find it difficult to adapt to online lectures, including: (1) Because online lectures are something new for

students, adaptation efforts are needed and it is not easy. (2) There are students who study while working, so that online lectures cause clashes between study schedules and work. (3) Unable to understand the material delivered online and there are no friends to discuss related to lectures because they are online. (4) Limited student insight if lectures are online. (5) Cannot interact directly with lecturers and between students related to lecture material. (5) Lack of knowledge and lack of strategic information in undergoing online lectures. (6) There is lecture material that requires a direct answer from the lecturer, but it is not obtained in online lectures, so students have difficulty adapting.

D. Conclusion

At the beginning of online lectures, students could not adapt because they had not found a way to make this lecture not boring. However, with the passage of time and getting used to studying online at home, now students feel accustomed to undergoing online lectures, besides that students are also gradually being able to find out what I have to prepare and do in online learning.

The form of students' adaptability in undergoing lectures from always being active to being absent online, listening, and responding to material in every online lecture. In addition, there are also students who have not been able to adapt in undergoing online lectures, because online lectures only look at cellphones and laptops and without any interaction between friends and lecturers. direct explanation from the lecturer, causing students difficulty adapting in online lectures. Suggestions for further researchers is to conduct similar research using quantitative methodologies, in order to cover a wider range of respondents.

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