

## OVERVIEW OF THE ACADEMIC SELF-ADJUSTMENT PROCESS OF ORPHANAGE CHILDREN FROM THE REGION TIMOR TIMUR BORDER AND CONFLICT TRIBAL WARS IN PAPUA

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### ABSTRACT

This research aims to describe the academic adjustment that occurs in children from one of the orphanages in Bogor. This research topic was chosen because the majority of children from East Timor and Papua experience learning problems in the first year of moving to a new school. These learning problems are indicated by poor learning performance at school. In the context of children who transfer schools, learning performance in the first year usually decreases, then increases as academic adjustment takes place, but the reality that occurs for the majority of children from East Timor and Papua is that academic performance does not show improvement. This research uses a qualitative approach with interview and observation data collection methods. The description of academic self-adjustment is obtained from three dimensions of academic self-adjustment, namely the dimensions of academic self-adjustment to learning, social environment, and personal. The subjects of this research were 6 children who had just moved within a period of no more than 18 months from Nusa Tenggara and Papua. Three children are at elementary school level, one child is at junior high school level, and one child is at high school level. This research also conducted interviews with teachers, orphanage administrators and subjects. For elementary school subjects, peer triangulation interviews were not conducted. The results of this study found that their academic adjustment process was most supported by the dimensions of the social environment. Each child shows different adjustments to each other. Several factors were found that could influence their academic adjustment. In the learning dimension, the influencing factors are locus of control, self-esteem, extraverted personality. In the social dimension, the adjustment process is influenced by social support and the school environment. In the learning dimension, it is influenced by motivation and self-efficacy. The interesting thing about this research is the discovery of children who have internal locus of control, self-esteem and self-efficacy but do not show good learning performance at school. This is because there are other factors that influence academic adjustment, including potential, health problems and how high the academic demands themselves are. In assisting the academic adjustment process, cooperation is needed from the orphanage, school and the individual concerned to achieve successful learning performance according to demands.

**Keywords:** Academic Adjustment Process, Transferred Students, Orphanage Children, Learning Performance.