

ACADEMIC ADJUSTMENT IS REVIEWED FROM THE SUITABILITY OF INTEREST IN CHOOSING A DEPARTMENT AND PARENTAL SOCIAL SUPPORT

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ABSTRACT

Higher education has different characteristics from high school (SMA), higher education focuses more on achievement, has a different way of learning, socializes a lot with peers, and so on. The success of students in carrying out learning process activities in higher education can be seen from how students adapt to the academic field. Students who have good academic adjustment will feel calmer during lectures and can achieve many results, while students who have poor academic adjustment will have difficulty achieving results because they always compare with other people, so they always feel that they have not achieved good results in lectures. In this case, to achieve achievement and prevent failure, academic adjustments are related to interest in choosing a major, which is an internal factor for students, while social support from parents is an external factor, and parents always provide advice, guidance and encouragement to students in moral and material terms. This study aims to analyze the relationship between suitability of interest in choosing a major and parental social support with academic adjustment. Analyzing the relationship between suitability of interest in choosing a major and academic adjustment. Analyzing the relationship between parental social support and academic adjustment. The population in this study were students majoring in Islamic Psychology, Raden Intan State Islamic University, Lampung batch 2019, totaling 156 people. Researchers used quantitative research methods by means of proportional random sampling technique and used a sample of 76 students. In this study using data collection methods, namely the academic adjustment scale of 22 items ($\alpha = 0.886$), the suitability scale of interest in choosing a major 42 items ($\alpha = 0.954$), the social support scale of parents 17 items ($\alpha = 0.925$). The data analysis technique used in this research is multiple regression analysis technique with the help of SPSS 26.0 for windows program. Based on the results of the study, the results showed: 1) There was a relationship between the suitability of interest in choosing majors and parental social support with academic adjustment with the correlation coefficient value (r) = 0.547 and $F = 15.595$ with $p = 0.000$ ($p < 0.01$). This shows that the hypothesis is accepted. The two independent variables provide a total effective contribution of 30% while the remaining 70% is caused by factors other than the academic adjustment variable. 2) There is a relationship between the suitability of interest in choosing a major with academic adjustment with the value of the correlation coefficient (r_{x1y}) = 0.530 with $p = 0.000$ ($p < 0.01$). This shows that the second hypothesis is accepted. In the variable of suitability of interest in choosing a major, it gives an effective contribution of 25%. 3) There is a relationship between parental social support and academic adjustment with a correlation coefficient value (r_{x2y}) = 0.338 with $p = 0.001$ ($p < 0.01$). This shows that the third hypothesis is accepted. On the social support variable, parents provide an effective contribution of 5%.

Keywords: Academic Adjustment, Matching Interests in Choosing a Major, Parental Social Support.

INTRODUCTION

Higher education, whether public or private, has different characteristics from high school or high school and also has different demands. Students will usually focus more on achieving achievements and spend more time with peers, have more time to explore, and they also enjoy more freedom from parental supervision (Santrock, 2004). The learning system at university and high school is clearly different. This can be seen in lecturers in high schools or teachers who focus on measurable and regular assignments, in contrast to lecturers in higher education who direct students to be more independent and are seen as adults who must be able to manage their own lives (Gardner & Jewler) in (Rosiana, 2011).

The learning process system between schools and universities also has differences. If at school it is determined what subjects students must study, this is different from universities which use SKS or the Semester Credit System. In the credit system, students themselves determine the courses they will take according to the study program they are interested in. This system will make students responsible for each course they have taken at the start of their studies. Apart from that, there are changes at the tertiary level, namely there is a relationship between lecturers and students, lecturers in tertiary institutions pay little attention to their students (Sakinah, 2017).

In the first period of college, new students certainly experience many changes in various aspects of life (Conley, Travers, & Bryant, 2013). Because of this, students in their first year adjust to the changes that occur. There are three types of adjustments that students need to make in higher education, namely academic, social and emotional adjustments (Friedlander, Reid, Shupak, & Cribbie, 2007). Gardner and Jewler (in Sopiyan, 2011) provide the opinion that the first semester is an important period for a student to adjust to academic life. Students must motivate themselves to be more disciplined in their study habits which will determine academic success in the future. The adjustment or adaptation referred to in this case is especially in the academic field.

Baker and Siryk stated that adjustment to the academic field includes motivation in completing academic assignments, success in fulfilling academic requirements, academic effort, and satisfaction with the academic environment (Friedlander, et.al., 2007). Students who have good self-adjustment will be more likely to achieve achievement rather than failure. However, when experiencing failure, students must be able to control their emotions with a good response. Students with poor academic adjustment do not easily feel happy, find it difficult to feel satisfied, and always equate themselves with other people, so they are easily disappointed when they experience failure, and tend to get lost in their feelings (Rozali, 2015).

According to Schneiders (1964), student success in learning process activities in higher education can be seen from students when making adjustments in the academic field. Students who make good academic adjustments will achieve satisfactory results from an academic process, and vice versa. Adjustment in the academic field (academic adjustment) can be viewed in six aspects, namely successful performance (successful performance) relating to students who achieve grades in accordance with their abilities and intended targets, Adequate effort (adequate effort) namely students who make maximum effort, according to their capacity, Acquisition of worth while knowledge (obtaining useful knowledge), namely students who gain knowledge from reading, discussions and other useful activities so that they are able to direct their efforts quickly and in accordance with the knowledge gained, Intellectual development (intellectual development) related to students' abilities when adapting and anticipating new situations in the academic field, Achievement of academic goals, namely

students' efforts to try to achieve academic goals in terms of achieving the expected and capable GPA or Cumulative Achievement Index. completing each course taken, Satisfaction of needs, desires, and interests (satisfaction of needs, desires, and interests) is a serious effort made by students to achieve academic achievements.

The academic adjustment factors are stress, social support, and self-esteem (Friedlander et.al., 2007). According to Powell (in Putri, 2018) academic adjustment is influenced by internal and external factors. Internal factors are physical abilities and strength, cognitive abilities, interests, dreams, beliefs. External factors include economic, environmental and work capabilities. Then, this research focuses on interest and social support factors.

One of the factors that influences academic adjustment is interest. Then what is intended in this research is to discuss the suitability of students' interests in choosing a major. Interest according to Renninger (in Schunk, Pintrich and Meece, (2008) is a liking for something which is manifested in the form of effort, effort not only in behavior but also in cognitive terms, namely seeking knowledge about that matter. Based on this, a student will be interested in a major which will then influence his efforts to be successful in learning. According to Slameto (2015) interest is a positive emotion or feeling of pleasure in something that makes an individual do that thing of his own free will. Interest can arise from the results of socialization with environment, or the result of interaction and learning to use the environment. If an individual has an interest in something, then it will become the potential for the individual concerned to be able to achieve success in that field (Khairani, 2017). Based on this description, it is found that the suitability of interest for choosing a major is an interest that will give rise to feelings of pleasure towards the major or specialization that has been chosen.

Then, in the adjustment stage, it would not be possible without obstacles, the difficulties faced by new students when trying to solve problems, will give rise to encouragement in the form of students' interest in overcoming a problem in order to achieve what they want. Lack of interest in the major you are taking will cause difficulty in studying something effectively. Interest forms self-readiness and encourages students' motivation to read, study and carry out whatever research is needed in the process of getting an education. Attitudes towards courses, lecturers, and coursework play an equally important role in academic success (Sopiyanti, 2011). According to Powell (in Putri, 2018) interest is included in the internal factors that influence academic adjustment.

Interest factors are not the only ones that can influence academic adjustment, there are other factors discussed in this research, namely parental social support. Students' adjustment requires support from other people, especially those around them. Through parental support, students feel cared for, loved and appreciated. This can help students to adjust to the university environment (Panduwiyanti, 2016). According to Friedlander et.al., (2007) said that high social support from the family, especially parents, can increase overall adjustment. With trust and support from parents, students can face the obstacles and difficulties they encounter in the lecture environment.

The description above explains that parental social support is included in the factors that can influence academic adjustment. Students who have good social support from their families will adapt more easily and will not experience difficulties in dealing with lecture assignments. Based on the problems raised, the researcher formulated "Is there a relationship between academic adjustment and the suitability of interest in choosing a major and parental social support?".

RESEARCH METHODS

The method in this research uses a quantitative approach, while the data analysis technique uses multiple regression analysis techniques or two predictor regression analysis. The population of this study was 156 students majoring in Islamic Psychology, Class of 2019, Raden Intan Lampung State Islamic University. Furthermore, in sampling, the researchers took a sample of 2019 Islamic Psychology students from Raden Intan Lampung State Islamic University, totaling 76 students. In taking samples, researchers used the Proportional Random Sampling technique.

This research uses a scale as a data collection tool. The scale used in this research is a Likert scale model consisting of favorable and unfavorable. Academic adjustment was measured using an academic adjustment scale created by the researcher himself, referring to the six aspects proposed by Schneiders (1964), namely successful performance, adequate effort, obtaining useful knowledge, intellectual development, achieving academic goals, and satisfaction of needs, desires and interests consisting of 22 items. The Cronbach's alpha coefficient value on the Academic Adjustment scale has a value of $\alpha = 0.886$.

Suitability of interest in choosing a major is measured using the Suitability of Interest Scale in choosing a major which is adapted from a scale developed by Masriah (2018) and refers to six aspects proposed by Pintrick., et.al., (1996), namely, there is a General attitude towards the activity, Specific for or living the activity, Enjoyment of the activity, Personal importance or significance of the activity to the individual, Intrinsic interest in the content of the activity, and Reported choice of or participant in the activity which consists of 42 items. The Cronbach's alpha coefficient value on the suitability scale for interest in choosing a major has a value of $\alpha = 0.954$. Then parental social support was measured using a parental social support scale created by the researcher himself and referring to the four aspects proposed by Sarafino (2014), namely, emotional support, instrumental support, information support and friendship support which consists of 17 items. The Cronbach's alpha coefficient value on the parental social support scale has a value of $\alpha = 0.925$.

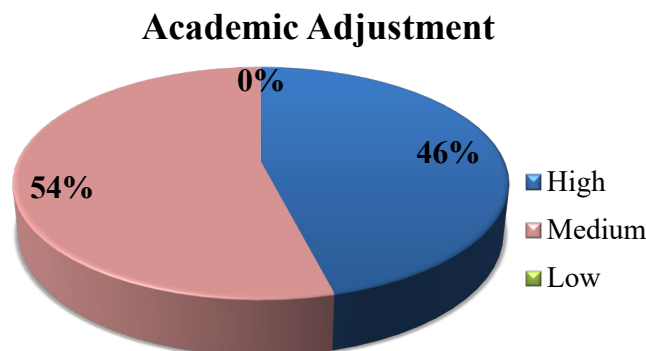
RESULTS AND DISCUSSION

After obtaining the data, analysis was carried out on several aspects of the academic adjustment scale, suitability of interest in choosing a major, and the scale of parental social support. Furthermore, based on the results of the analysis, a description of the research data is obtained which is described in terms of minimum value, maximum value, mean value, standard deviation, empirical data and hypothetical score for each variable. The following table describes the research data:

Table 1: Description of Research Data

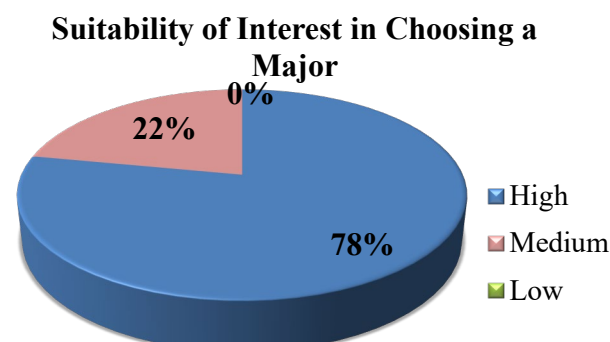
Variable	Aitem	Empirical Score				Hypothetical Score			
		Min	Maks	Mean	SD	Min	Maks	Mean (μ)	SD (σ)
Academic Adjustment	22	53	81	65.49	5.735	22	88	55	11
Suitability of Interest in Choosing a Major	42	114	162	134.87	10.704	42	168	105	21
Parental Social Support	17	32	65	50.51	7.113	17	68	42.5	9

Based on the description of the research data, the next stage is to categorize the scores on the three research variables. Score categorization is carried out to determine the respondent's score for each research variable based on the hypothetical mean value and hypothetical standard deviation, as shown in the following graph:



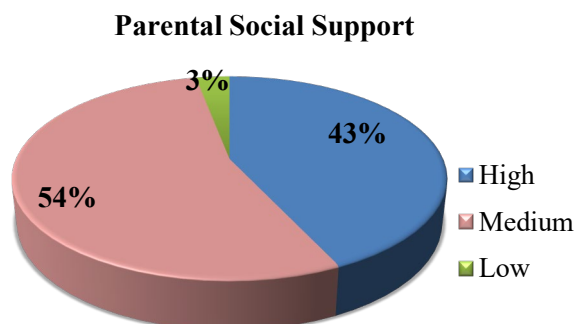
Picture. 1 Categorization of Academic Adjustment

The graph above shows the categorization of the Academic Adjustment variable with a scale of 22 items, and is divided into three categories, namely high, medium and low. Based on the graph above, it can be said that the categorization of the Academic Adjustment variable with the number of respondents, ($n = 76$) students of the Islamic Psychology Study Program at UIN Raden Intan Lampung Class of 2019 were divided into three categories, namely high with a score range of $X \geq 66$ obtained by 35 respondents with a percentage of 46%. Furthermore, the medium category with a score range of $44 \leq X < 66$ was obtained by 41 respondents with a percentage of 54%. Then the low category with a score range of $X < 44$ obtained 0 respondents with a percentage of 0%. It can be concluded that the academic adjustment of Islamic Psychology Study Program students at UIN Raden Intan Lampung Class of 2019 is included in the Medium category.



Picture. 2 Categorization of Suitability of Interest in Choosing a Major

The graph above shows the categorization of the variable Suitability of Interest in Choosing a Major with a scale of 42 items, and is divided into three categories, namely high, medium and low. Based on the graph above, it can be said that the categorization of the variable Suitability of Interest in Choosing a Major with the number of respondents, ($n = 76$) students of the Islamic Psychology Study Program at UIN Raden Intan Lampung Class of 2019 were divided into three categories, namely high with a score range of $X \geq 126$ obtained by 59 respondents with a percentage by 78%. Furthermore, the medium category with a score range of $84 \leq X < 126$ was obtained by 17 respondents with a percentage of 22%. Then the low category with a score range of $X < 84$ obtained 0 respondents with a percentage of 0%. It can be concluded that the suitability of interest in choosing a major for Islamic Psychology Study Program students at UIN Raden Intan Lampung Class of 2019 is included in the High category.



Picture. 3 Categorization of Parental Social Support

The graph above shows the categorization of the Parental Social Support variable with a scale of 17 items, and is divided into three categories, namely high, medium and low. Based on the graph above, it can be said that the categorization of the Parental Social Support variable with the number of respondents, ($n = 76$) students of the Islamic Psychology Study Program at UIN Raden Intan Lampung Class of 2019 were divided into three categories, namely high with a score range of $X \geq 52$ obtained by 33 respondents with a percentage of 43%. Furthermore, the medium category with a score range of $34 \leq X < 52$ was obtained by 41 respondents with a percentage of 54%. Then the low category with a score range of $X < 34$ was obtained by 2 respondents with a percentage of 3%. It can be concluded that parental social support for Islamic Psychology Study Program students at UIN Raden Intan Lampung Class of 2019 is included in the Medium category.

Hypothesis Testing

1. Test the First Hypothesis

The first hypothesis of this research is that there is a relationship between interest in choosing a major and parental social support with academic adjustment.

Table 2: R-Square

Model	R	R Square	F Change	Sig. F Change
1	.547	.299	15.595	.000

Based on the results of the correlation coefficient ($r = 0.547$ and F value = 15.595 with $p = 0.000$ ($p < 0.01$). This shows that the first hypothesis is accepted. So it can be said that there is a relationship between interest in choosing a major and parental social support on academic adjustment. Next, the R-Square aims to find out how high the level of agreement between interest in choosing a major and parental social support influences academic adjustment. In table 13, the R-Square is obtained with a value of 0.299 which can also be called 29.9% or 30%. From these results it can be interpreted that the suitability of interest in choosing a major and parental social support influences academic adjustment by 30%. Meanwhile, the remaining 70% is caused by factors other than academic adjustment variables. Then, here is the second and third hypothesis test table:

Table 3: Second and Third Hypothesis Test Results

Variable	r	Sig.	Information
Academic Adjustment to Match Interests Choosing a Major	0.530	0.000	Significant Positive
Academic Adjustment with Parental Social Support	0.338	0.001	Significant Positive

2. Test the Second Hypothesis

The second hypothesis in this research is that there is a relationship between interest in choosing a major and academic adjustment. Based on the results of the correlation coefficient value (r_{x1y}) = 0.530 with $p = 0.000$ ($p < 0.01$). This shows that the second hypothesis is accepted. So it can be said that there is a relationship between interest in choosing a major and academic adjustment. Based on these results, it can be interpreted that the higher the value of suitability of interest in choosing a major obtained, the better the academic adjustment. Conversely, the lower the value of suitability of interest in choosing a major obtained, the lower the academic adjustment.

3. Test the Third Hypothesis

The third hypothesis in this research is that there is a relationship between parental social support and academic adjustment. Based on the results of the correlation coefficient (r_{x2y}) = 0.338 with $p = 0.001$ ($p < 0.01$). This shows that the third hypothesis is accepted. So it can be said that there is a relationship between parental social support and academic adjustment. Based on these results, it can be interpreted that the higher the value of parental social support obtained, the better the academic adjustment. Conversely, the lower the value of parental social support obtained, the lower the academic adjustment.

Testing the Effective and Relative Contribution of Independent Variables

Table 4: Effective Contribution and Relative Contribution

Variable	Regression Coefficient (Beta)	Correlation Coefficient	Effective Contribution (%)
Suitability of Interest in Choosing a Major	0.471	0.530	25%
Parental Social Support	0.148	0.338	5%

Based on the table above, it shows the magnitude of the effective contribution from the variable suitability of interest in choosing a major with a percentage of 25%. Meanwhile, the effective contribution of the parental social support variable is with a percentage of 5%. It can be concluded that the variable suitability of interest in choosing a major has a more significant influence on the dependent variable, namely academic adjustment. Meanwhile, the variable parental social support has a small influence on the dependent variable, namely academic adjustment.

DISCUSSION

Based on the results of the research that has been carried out, the results show that there is a relationship between suitability of interest in choosing a major and parental social support and academic adjustment. This is obtained from the results of the correlation coefficient (r) = 0.547 and the F value = 15.595 with $p = 0.000$ ($p < 0.01$) which means that the variables of suitability

of interest in choosing a major and parental social support can be used as independent variables to measure the academic adjustment variable. Rozali (2015) in his research said that new students with good academic adjustments use the skills and energy they have appropriately and find more achievements than failures. Likewise, when they experience failure, students will respond well and be able to control their emotions.

Furthermore, this research produces data that proves that there is a significant relationship between suitability of interest in choosing a major and academic adjustment. This is shown based on the results of the correlation coefficient value (r_{x1y}) = 0.530 with $p = 0.000$ ($p < 0.01$), with the existence of a relationship between the variable suitability of interest in choosing a major and academic adjustment, this shows that the higher the value of suitability of interest in choosing a major obtained, the higher good academic adjustment. Conversely, the lower the value of suitability of interest in choosing a major obtained, the lower the academic adjustment. Then the effective contribution of the suitability variable for interest in choosing a major is (Beta x Zero-Order: $0.471 \times 0.530 = 0.250 \times 100\% = 25\%$).

The suitability of interest in choosing a major as explained above can make a big contribution to academic adjustment because it comes from internal factors within the individual. As stated by Powell (in Putri, 2018), interest is one of the factors that influences academic adjustment. Interest can function as a buffer, reducing the tension resulting from the conflict experienced and helping the individual to withstand it, thereby helping to maintain the individual's adjustment. According to Hurlock (2006), interest is a source of motivation that encourages individuals to do what they want as long as they have the freedom to decide. When they see something useful, they become interested. And this leads to satisfaction, if satisfaction decreases then interest will also decrease. In academic adjustment there are always obstacles, difficulties faced by students, especially new students with an interest that supports achieving something, solving problems that occur in academic adjustment will be easier to overcome because they are driven by the student's interest in achieve what he dreams of. Matching interests in choosing a major provides an effective contribution of 25%. Because, students who initially don't like the psychology department must still like and be interested in order to adjust well to lectures.

Furthermore, apart from the variable suitability of interest in choosing a major, there is also a variable of social support from parents which also contributes to academic adjustment because it comes from external individual factors. This variable proves that there is a relationship between parental social support and academic adjustment. This is shown based on the results of the correlation coefficient (r_{x2y}) = 0.338 with $p = 0.001$ ($p < 0.01$), with the relationship between the variable parental social support and academic adjustment, this shows that the higher the value of parental social support obtained, the better the academic adjustment. . Conversely, the lower the value of parental social support obtained, the lower the academic adjustment. Meanwhile, the effective contribution of the parental social support variable is (Beta x Zero-Order: $0.148 \times 0.338 = 0.050 \times 100\% = 5\%$).

As stated by Friedlander et al (2007), apart from interest, a factor that influences academic adjustment is social support. According to Hurlock (1990), the support most expected by teenagers to overcome this crisis in the academic field is family support, especially parents and siblings. According to Friedlander et.al., (2007) revealed that a high level of social support from the family, especially parents, can improve overall adjustment. This is proven through the belief and support of parents in helping students overcome the obstacles and challenges they face in college. Parental social support provides an effective contribution of 5%, this is because

interest must be generated from the students themselves so that academic adjustments in lectures become better.

Based on the results of the relationship between the independent variable and the dependent variable, it is concluded that to achieve results and avoid failure, academic adjustment is related to interest in choosing a major as an internal factor in students, as well as social support from parents as an external factor who always provides advice, direction and encouragement to the student. students in terms of moral and material.

CONCLUSION

1. There is a relationship between interest in choosing a major and parental social support with academic adjustment with a correlation coefficient (r) = 0.547 and F value = 15.595 with $p = 0.000$ ($p < 0.01$). The two independent variables provide a total effective contribution of 30%, while the remaining 70% is caused by factors other than the academic adjustment variable.
2. There is a relationship between interest in choosing a major and academic adjustment with a correlation coefficient value (r_{x1y}) = 0.530 with $p = 0.000$ ($p < 0.01$). Based on these results, it can be interpreted that the higher the value of suitability of interest in choosing a major obtained, the better the academic adjustment. Conversely, the lower the value of suitability of interest in choosing a major obtained, the lower the academic adjustment. In the suitability variable, interest in choosing a major provides an effective contribution of 25%.
3. There is a relationship between parental social support and academic adjustment with a correlation coefficient value (r_{x2y}) = 0.338 with $p = 0.001$ ($p < 0.01$). Based on these results, it can be interpreted that the higher the value of parental social support obtained, the better the academic adjustment. Conversely, the lower the value of parental social support obtained, the lower the academic adjustment. In the social support variable, parents provide an effective contribution of 5%.

RECOMMENDATION

1. For Students
For students who enter a major that is not according to their wishes, it is recommended to generate contextual interest. This interest can be developed by creating an informal learning environment, creating interesting (modern) learning methods, and implementing cooperative learning.
2. For Parents
Parents are expected to always provide support and direction to students at all times to help them feel comfortable and adjust well to the campus environment.
3. For Lecturers and Institutions
For lecturers and institutions, it is hoped that lecturers can apply innovative and creative learning methods so that students are able to create interest in themselves in this major so that their academic adjustments will be better. For institutions, it is hoped that they will be able to provide adequate facilities to students and provide clear information about the institution or campus, especially information about the faculties and departments within the institution or campus.

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