ABSTRACT

The present study is concerned with the phenomenon of college students’ self adjustment development. It is found that in terms of self-adjustment development, a number of students of Faculty of Teacher Training and Education of Galuh University lack the ability to maturely respond to physical, intellectual, emotional, social, and moral-religious problems. If this problem remains unsolved, the personality development of these pre-service teachers will be affected negatively, and consequently their performance as educators will be equally affected. The study reports on the implementation of LSGCM to develop students’ self-adjustment. It adopted a quasi-experiment with nonequivalent pre-test and post-test control group design. The results show that: (1) the students’ self-adjustment profile was in general categorized as adequately able to self-adjust.; (2) the negotiated structure of LSGCM to develop students’ self-adjustment included conceptual framework and operational guidelines for implementation; (3) there was a significant difference in the students’ self-adjustment profile between that of the control class and the experimental class treated with the model of life skills guidance and counselling; and (4) based on the empirical test, LSGCM is effective to develop the self-adjustment of students of Faculty of Teacher Training and Education of Galuh University. It is recommended that the Faculty employ LSGCM to prepare better students’ self-adjustment development for the next academic quality improvement programs.

Keywords: Self-Adjustment, Life Skills Guidance and Counselling Model/LSGCM, Self-Adjustment Inventory.

INTRODUCTION

The Faculty of Education (FKIP) of Galuh University is one of private education colleges in Indonesia which is more oriented towards the preparation of prospective teachers or educators. FKIP is faced with the inevitable demand, which is to produce professional graduates (teacher or educator) in accordance with the passing standards as set forth in article 28 paragraph (3) Government Law (PP) Number 19/2005. Professional educators need to have a defined number the required competences, which include: personal, pedagogical, social, and professional competences. Those competences should be displayed and attached to the self-reflected performance of an educator (teacher) in carrying out his/her duties as a professional teacher. Professional teacher performance will be indicated by his/her appearance of personalities, qualities, and adaptability.
Effective adjustment depends on the maturity of physical, intellectual, emotional, social, and maturity of morality and religion. Incapability in one aspect of behavior will lead to maladjustment (Schneider 1964: 82). Effective adjustment on the mental health field is called “Wellness” (Nicolas and Gobies, the Solar 2009 pp. 187-188), which refers to individuals who have a healthy personal multidimensional, which includes physical, emotional, intellectual, social, spiritual, and vocational dimensions. Hawari (2005, pp. 4-5) calls it as a person who has a holistic health. Such individual is physically fit, mentally (psychologically) healthy, as well as socially and spiritually healthy. Joseph (2009, p. 14) calls the human dimension as “bio-psycho-socio-spiritual”. Meanwhile, Travis (2003) thinks that people who have a healthy personal (wellness) is dynamic to meet the needs and demands which are balanced in each dimension that include: the dimensions of physical, psychological, social, and spiritual.

In the view of Islam, a healthy individual is stated in the Qur’an, Surah Al-Mu’minun verses 1-11 as a believer. The essence of Al-Mu’minun is the need to establish a balanced life on every individual moslem in order to do justice to himself, to other human beings, and to Allah, so that human beings have a balanced harmony of life or happiness of living well in this world and the hereafter. Mansur. Y (2011: 83-88) explains that happiness is the grace of God. Rahmat means any form of kindness, a sense of peace, calm, safe and secure. God’s grace will be that with faith in Allah and His Messenger, and apply faith in the form of worship vertically and horizontally in life.

The demand and need for the development of effective adjustment for prospective student teachers need to be done through the efforts of relevant guidance. This was shown by the results of a preliminary study to the students of FKIP Galuh University, revealed through the inventory adjustment of students (IPDM) on July 16, 2014, as well as interviews with faculty trustee academic. It was found that some students are less able to make a mature response with respect to physical, intellectual, emotional, social, and moral-religious problems. Then, one probable alternative services relevant to the development of student adjustment is a life skills guidance and counseling model (LSGCM).

RESEARCH METHODS

The method used in this study was an experimental method, i.e. quasi experimental design. This experimental method tests hypotheses about the cause of the behavior that enables the researcher to give a conclusion on whether the treatment was effective in changing behavior. The design of quasi-experimental method used was “nonequivalent pre-test and post-test control group design”. In quasi-experimental design, the experimental group and the control group were randomly selected without selections. Visually, the design can be seen in Figure 1.

Framework of Quasi Experimental Design (Creswell 2010, p. 242)

LSGCM is developed through four major phases, namely: the preliminary study stage, the stage of the model development planning, execution or implementation phase of the model, and the results phase and the final model acquisition.

This study used a qualitative approach supported by quantitative research. A quantitative approach is used to assess student profile data adjustment that is revealed through the students’ adjustment inventory instrument. Meanwhile, the use of a qualitative approach is more emphasized on students’ self-adjustment profile analysis and validation of the results of rational LSGCM (hypothetical) for the development of adjustment based on the judgment of experts in student guidance and counseling.
FINDINGS AND DISCUSSION

1. Profile of Students’ Adjustment

The profile of students’ adjustment in FKIP Galuh University based on the preliminary findings revealed through the inventory adjustment of students (IPDM) shows that overall most students are quite capable to adjust themselves.

When sorted by priority service needs to be done for each student dimensional adjustment, the dimensions are the first is physical maturity, the maturity of moral-religious dimension comes second, the third dimension is intellectual maturity, emotional maturity is the fourth dimension, and the last dimension is social maturity.

The findings or results of this preliminary study shows the tendency of students to adapt themselves to the support of the dimension of maturity with each other maturity dimension. These results are in line with the opinion of Schneiders (1964, p. 82) that the effective adjustment is a process of adjustment that is reflected in individuals (students) supported by ownership of physical maturity, intellectual, emotional, social, and moral-religious maturity. Self-adjustment is effective especially for FKIP students, and it will support the execution of their duty as a potential educator or future professional teacher. Kaufman (in Sukmadinata 2007, p. 346), states that educators need to have the required competence as a professional educator, because that professional performance is the embodiment of professional responsibility (professional responsibility is the core of professionalism). Furthermore, Surya (2004, p. 97) claims that the competence of steady performance, will be reflected in the appearance of the teacher’s personality that comes among the components of self-adjustment capability, and based on the quality of personality he/she has. The above statement is supported by the results of research conducted by Dahan (1982), showing that aspect of personality of prospective teachers (educators) greatly affects the attitude of primary school teachers. Similarly, Lan, Lee and Tin-Yan NG (2011), put emphasis on the importance of teachers who have a personal healthy (wellness), in which the healthy teachers have a relationship with the development of life skills (personal, social, academic, career and talent development) and students’ academic achievement. Ito’s research (2011) examined the role of the homeroom classroom situation, especially regarding the creation of a cohesive influence on mental health of students. In the meantime, Sanusi and Hasan (2008, p. 11) stressed the need to equip students prospective educators in earnest, by reason if no efforts are earnest and serious to handle it, will undoubtedly have an impact on the decline of quality of education. In the view of Surakhmad (in Dahan, 1982, pp. 2-3), not just the quantity alone should be sufficient, but also its quality must be good, because the number of teacher quality will directly provide great opportunities for increasing the quality of education. Azhar (2011), quoting the statement of Depdiknas (2002), underlines that demands for Special Higher Education of LPTK about most important quality put necessary emphasis on continuous quality and accountability.
2. Model of Guidance and Counseling Skills for Life Skill Development of Student Adjustment

Life skills guidance and counselling model (LSGCM) is designed based on the analysis of the needs and actual conditions on the development of student adjustment as expressed through student self-inventory adjustment (IPDM). Model guidance and life skills counselling is grounded in philosophical humanistic-existential.

Interventions focus of this model is the development of students’ awareness of the responsibilities related to the development dimension of physical maturity, intellectual maturity dimensions, dimensions of emotional maturity, social maturity dimensions, as well as the moral-religious dimension of maturity. The approach used is cognitive-behavioral insights that focus on changes in thoughts and actions effectively, which emphasizes creative thinking skills or frame of mind “Situation-Thoughts-Consequence”. The method used is the method reported (Tell), show (Show), and do (Do).

The procedures of implementing this model include the following stages: (1) developing relationships, identification and clarification of the problem, (2) assessing the problem and redefining the main problem; (3) formulating the objectives of the intervention and planning interventions; (4) providing interventions for developing skills in students regarding physical, intellectual, emotional, social, and moral-religious maturity, and (5) finishing the activities of guidance and counselling, as well as consolidating skills. The implementation of this model cannot be separated from the framework of the comprehensive counselling as an umbrella that includes: program component of basic services, responsiveness, individualized planning, as well as support of systems. Based on the results of assessment conducted by the experts of guidance and counselling and the limited test results, the overall structure of this model is considered suitable as an alternative intervention. This hypothetical model can be seen in Figure 3 below.

![Figure 3. Life skills guidance and counselling model of for the development of students' adjustment (developed based on the concept of life skills counseling from Nelson-Jones, 2005)](attachment:image.png)
3. Profile of Students’ Adjustment in Experimental and Control Groups before and after the Treatment

Profile adjustment of students in experimental group and the control group before and after the treatment period when visualized in the form of graphs can be viewed in charts 1 and 2 below.

Graph 1. Profile of Students’ Adjustment in Control Group Before and After the Treatment

Graph 2. Profile of Students’ Adjustment in Experimental Group Before and After the Treatment

Profile adjustment of students in the experimental group after treatment shows that almost all dimensions and indicators of adjustment increased, better than the experimental group before treatment. The increase in the profile of the adjustment is predicted due to the treatment of guidance and life skills counselling model.

However, the writer realized that the increased profile adjustment in the experimental group after treatment is not entirely because of the treatment of the guidance counselling and life skills model, but these things happen probably because there is the influence of other factors such as: the personality of students, academic achievement, interests, family circumstances, economic level of students, as well as the ability of the counselor. This is in accordance with the opinion of Schneiders (1964, pp. 121-122) that the whole personality has a function as a primary determinant to the adjustment, in addition to other factors such as environmental conditions, particularly the family and school environments, as well as cultural determinants including religious factors.

Overall, the profile adjustment of students in control group before and after the treatment, every dimension and every indicator are largely classified as ‘fair’ category. But there are some things that
attract attention like any inconsistencies of students in answering the inventory. This probably occurs due to the influence of other factors, such as personality factors, and other factors as outlined in the experimental group discussion. Sukardi (2009, pp. 143-144) says that self-position of subject might influence the process of filling in the inventory form honestly, understanding themselves, and setting answer choices with more objective approach correspond to their own conscience.

4. The Effectiveness of Life Skills Guidance and Counselling Model of Adjustment for the Development of Students

Based on the test results, mean difference of independent data of adjustment to the experimental group and the control group after treatment showed the Sig. (2-tailed) (0.000) <(0.05), so that the null hypothesis (H0) is rejected or alternative hypothesis (H1) is accepted. It means that the guidance counselling and life skills model is effective to develop students’ adjustment. The results of the analysis of every adjustment dimension of students show significant results, as shown by the acquisition value of p in each dimension adjustment <0.5. Furthermore, each indicator of students’ adjustment almost entirely demonstrates the value of p <0.5, only the indicator of a range of deep emotions (empathy) obtained a value of p > 0.05. To conclude, the guidance counselling and life skills model effectively developed the student adjustment in FKIP Galuh University. The findings are statistically supported by the acquisition of the results of interviews with students, faculty trustee academic, lecturer in teacher training, as well as guidance and counselling lecturers involved in the study, that this model provides many benefits in the development of students’ adjustment. The perceived benefits that student awareness of the responsibilities in life are related to the development of physical, intellectual, emotional, social, and moral-religious maturity.

There are several reasons to support this research. First, with reference to the concept of effective self-adjustment initiated by Schneiders (1964), the goal of this research gives more emphasis on developing awareness of the responsibility that needs to be realized in the form of real action in all aspects of life, so that individuals obtain a balance by himself, society and with God. This is evident in the awareness and responsibility for the development of physical, intellectual, emotional, social, and religious development of moral maturity. This is in accordance with the opinion of the Nelson-Jones (Palmer, 2011, p. 229) that the stronger the self-awareness in a person, the greater the freedom to choose alternative decisions freely, and people will be more responsible for determining their own destiny. Personal responsibility is the process in a person where he/she works on the “inside out”.

Second, the focus of this intervention on the adjustment of students shows a greater emphasis on personal responsibility; it relies on thinking skills to act effectively, thus being personally able to help themselves. This is in line with the targets of life skills counselling initiated by Nelson (2005), which emphasizes the development of personal skills, which include: the skills of self-awareness (responsiveness), thinking skills (realism), relating skills, setting activity skill and ethical skills (Right and wrong). 1) Self-existence awareness skills (responsiveness) include: awareness of feelings, awareness of self-motivation, and sensitivity to anxiety and feelings of guilt. 2) Thinking skills (realism) include: skills of speaking words from the heart which affirm the individuals themselves, and visualization skills. 3) Relating skills include: establishing relations skills, managing problems, and solving problems related to social problems. 4) Setting activity skills cover: developing an interest, work, study, use of leisure time, and maintaining fitness as well as physical health. 5) Ethical skills (Right-and wrong) are skills to distinguish between right and wrong in the act associated with the skills to apply ethics and values in social life. The definition and objectives of adjustment, as well as guidance and counselling models, have something in common; both give more emphasis on optimizing the function of awareness and responsibility on the individual (student) to determine the selection on the basis of various considerations carefully. Nelson-Jones (2005, p 41) asserts that developing the skills to think and act (life skills) can effectively achieve the development of human potential or be a fully functioning human being.
Third, theoretically, LSGCM model is the development model of guidance and counselling on life skills counselling theory initiated by Nelson. According to Nelson (in Palmer, 2011, p.234), the model can be used in different levels by exploring its application in various fields, such as philosophy, religion, and eastern psychology, by developing either theory or practice of spiritual, ethical, and social dimensions of other life skills.

Fourth, the effectiveness of the guidance counselling and life skills model for the development of adjustment is also based on the empirical evidence previously found in various studies focusing on research and education, among others: (1) Sukartini’s research conducted in 2003 showed that the counselling model of life skills effectively developed the dimension of self-control teenagers. This self-control, in view of theoretical concepts put forward Schneiders (1964), is a fundamental part to make adjustments effective; self-control is a mental process rests in awareness of personal responsibility in facing the problem in natural life so that the individual is able to select or sort out and solve various problems of life effectively. Self-control according to the flow of psychological behaviorism (Calhoun and Accocella, 1990, p.130) is called by its name as opposed to term ‘external control’. Self-control is the ability of individuals to make arrangements themselves which includes the process of physical and psychological behavior in the face of external influences efficiently and live more constructively. 2) Research conducted by Nasheeda (2008) found that the level of educational life skill enables teenagers to feel more confident, develop a positive attitude towards life, able to make decisions more mature (adult) especially decision-making in risk behaviors that become more useful humans. The overall findings of this study conclude that the life skills guidance and counselling model (LSGCM) is effective for the development of students’ adjustment.

CONCLUSIONS

To sum up, there are several conclusions that can be drawn from the present study. First, the profile of students’ adjustment in FKIP Galuh University, either seen as a whole or each dimension and indicator, is classified as a category of quite capable to adapt. Second, based on the results of the validation of rational (ratings) by lecturers in guidance and counselling, as well as the results of limited testing, this life skills counselling model for the development of students’ self-adjustment is quite applicable. Third, either seen as a whole or each dimension and indicator, the profile of adjustment of experimental group students before and after using this model largely suggests differences in both categories improvement. 4) This model effectively develops the environmental adjustment of FKIP students at Galuh University.

REFERENCES


