Relations in Social Development with Self-Adjustment Ability in New Students at MtsN Olak Kemang Jambi City

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Abstrak
Kecenderungan siswa baru untuk menampilkan berbagai macam respon sosial, baik positif maupun negatif, terhadap lingkungan sekolah yang baru saja mereka masuki. Hal ini berkaitan dengan kemampuan setiap siswa untuk menyesuaikan diri dengan lingkungan. Mengingat bahwa dalam bidang pembangunan sosial salah satu manfaatnya adalah membantu beradaptasi pada setiap orang. dan untuk mengidentifikasi hubungan antara bidang perkembangan sosial dengan kemampuan penyesuaian diri siswa baru di MTsN Olak Kemang Kota Jambi, penelitian ini dilakukan dengan tujuan untuk mengetahui hubungan dan mengungkapkan kualitas perkembangan sosial dan kualitas adaptnasi dari siswa baru. Data diperoleh melalui angket yang disebarkan kepada 80 responden. Angket penelitian terdiri dari 66 item pernyataan yang telah dijudge oleh tim ahli, untuk uji statistik dan uji hipotesis menggunakan alat bantu hitung Statistical Program For Social Science (SPSS) versi 16.

Kata Kunci: Hubungan perkembangan sosial, kemampuan beradaptasi

Abstract
New students like to display various kinds of social responses, both positive and negative, to the school environment they have just entered. This relates to the ability of each student to adapt to the environment. Given that in the field of development one of the benefits is to help adapt to everyone. and for the relationship between social development and adaptability of new students at MTsN Olak Kemang Jambi City, this study was conducted with the aim of knowing the relationship and revealing the quality of social development and quality of adaptation of new students. Data were obtained through a questionnaire distributed to 80 respondents. The research questionnaire consists of 66 statement items that have been assessed by a team of experts, for statistical testing and hypothesis testing using the Statistical Program For Social Science (SPSS) version 16 calculation tool.

Keywords: Relationship social development, adaptability
Pendahuluan

The new school year in the world of education in Indonesia usually occurs in July every year. For students who have gone through the previous year, they are more or less able to adjust to their school environment (Moto, 2019). Meanwhile, for new students, this is a challenge where these students will face new things at school. This challenge can develop into an obstacle and a problem if students are not able to adjust well to the new environment they enter. Students with unique personalities with all their characteristics, are dynamic individuals and are in the process of development, students have a need to interact with their environment. (Trinova, 2013). Adjustment is one of the important requirements for creating a balance between students and environmental demands (Kurniawan, 2019).

Based on the observations of researchers at one school, MTsN Olak Kemang, Jambi City, new students display various kinds of positive and negative social responses to their school environment. Positive responses displayed by new students such as being able to interact properly and politely with friends, teachers and other people in the school environment, while negative responses displayed by new students such as closing themselves to associations which are illustrated by refusal when invited to play, gather together friends, unable to communicate properly and politely with people in the school environment.

The obstacles experienced by students in adjusting to the environment will have an impact on their social relationships both with friends, teachers and every individual in the school environment. It doesn't stop there, the difficulty of adjusting if not immediately addressed can also make it difficult for children to receive the subject matter because students feel uncomfortable in the learning process and the impact on learning outcomes is not in accordance with what is expected.

Social development is defined as progressive progress through the directed activity of the individual in understanding his social heritage and the formation of flexible patterns of behavior. (Utomo, 2018). This is because there is a proper fit between himself and the social heritage (Dewantara, 2018). Social development is also a person's ability to behave or behavior procedures and interact with elements of socialization in society. This will be greatly influenced by the personal nature of each individual, namely the nature of introvert or extrovert (Cahyono, 2016). Meanwhile, social role conflict in adolescents is the cause of emotional turmoil and problems in adolescents (Putri & Iskandar, 2020).

In adolescence, new cognitive skills emerge that have a major influence on changes in social cognition (Reflianto et al., 2019). Social cognition is the ability to think critically about issues in interpersonal relationships that are useful for understanding other people and determining how to interact with other people. In adolescence the ability to think abstractly begins to emerge, this ability is then integrated with social experience, so that it can produce a major change in the way adolescents understand themselves and others (Mahdalena & Sain, 2020). One that is an important part of the development of aspects of social cognition is egocentrism, namely the tendency of adolescents to accept the world (and themselves) from their own perspective. Adolescents begin to develop an egocentric thinking style, adolescents will begin to
think and interpret personality in a unique way (Iskandar, 2019).

Adolescent egocentrism is grouped into two forms, namely the social thinking of imaginary viewers and personal fairy tales. The imaginary viewer’s social thinking means the adolescent’s belief that others care about him as he does himself (Taufik, 2013). Teenagers often perform actions that attract attention reflecting egocentricity and the desire to appear in order to be noticed and seen. While the social thinking of personal fairy tales is part of adolescent egocentrism which includes the unique feelings of a teenager (Nisa et al., 2015). The unique feelings of teenagers make teenagers feel that no one can understand what is in their true heart. As part of an effort to maintain unique personal feelings, teens often make up stories about themselves that are filled with fantasies that are far from reality (T. Lickona, 2012).

Based on the problems above, the researchers conducted research by collecting clear problems and building research with the title of the relationship between the field of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City.

Metode

The data in this study were collected to obtain data on the relationship between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City, where the new students at MTsN Olak Kemang Jambi City were grade VII (seven) students. Data were obtained through a questionnaire distributed to 80 respondents. The research questionnaire consists of 66 statement items that have been judged by a team of experts. Questionnaire statement items on the social development benefit variable amounted to 31 statement items and the statement item on the variable adaptability of new students at MTsN Olak Kemang Jambi City amounted to 35 statement items. The processing of the research results was carried out by performing a manual descriptive test using the group data formula, for statistical tests and hypothesis testing using the Statistical Program For Social Science (SPSS) version 16 calculation tool (Sugiyono, 2019).

Hasil dan Pembahasan

The main purpose of social guidance services is so that individuals who are guided are able to carry out social interactions well with their environment. Social guidance also aims to assist individuals in solving and overcoming difficulties in social problems, so that individuals can adjust properly and naturally in their social environment (Darmadi, 2015).

In line with the understanding and purpose of social guidance that has been stated, the benefits of social guidance are that individuals or groups are able to develop optimally in social interactions, are able to be socially responsible and able to overcome social problems and create a person who socializes and adapts to the environment nicely (Khomsoh & Gregorius, 2013).

Development-oriented guidance does not only function to help individuals when problems arise, but rather before problems occur and efforts to help individuals achieve self-development and self-realization. Individuals can maintain and develop various potentials and conditions in order to develop themselves steadily and sustainably. Social guidance is an effort to develop the ability of students to face and overcome social problems by creating conducive educational interactions, developing a system of self-understanding and positive attitudes and developing social skills (Wijaya, 2017).
Based on data processing, the following results are obtained:

a. The variable of benefits in the field of social development, the total score of the data is 2480, the yes score obtained from the respondents is 2182 with an average of 27.3 and the no score obtained from the respondents is 298 with an average of 3.7.

b. The variable of self-adjustment of new students, the total score of the data is 2800, the yes score obtained from the respondents is 2501 with an average of 31.3 and the score no obtained from the respondents is 299 with an average of 3.7.

The results of the descriptive test for the benefit variable in the field of social development are 88%, this indicates that the benefits of the field of social development are of good quality. The results of the descriptive test of the variable adaptability of new students at MTsN Olak Kemang Jambi City were 89.3%, this shows the adaptability of new students at MTsN Olak Kemang Jambi City was of very good quality.

1. Uji Prasyarat
   a. Uji Normalitas

   Uji normalitas is a prerequisite test for determining whether the data is normally distributed or not. The results of the normality test for the benefit variable in the field of social development show that the data is normally distributed (Sig. 0.066 > 0.05) and the variable of self-adjustment in new students is also normally distributed (Sig. 0.051 > 0.05). Therefore, it can be concluded that the data of this study were taken from a normally distributed population.

2. Uji Linearitas

   The level of significance that is used as the basis for rejecting or accepting a linear or non-linear decision is 95% confidence. When Sig. < 0.05, it indicates a linear effect. Based on the results of the linearity test, it can be seen that there is a linear effect on the variables of the benefits of social development and the variable of self-adjustment of new students.
3. Correlation Test

Correlation test using product moment correlation. In the correlation test there is a provision if sig. smaller than 0.05 means that there is a significant correlation and if sig. greater than 0.05 means that there is no significant correlation.

**Table 3. Correlation Test**

<table>
<thead>
<tr>
<th></th>
<th>Manfaat Bidang Pengembangan Sosial</th>
<th>Kemampuan Penyesuaian Diri Stiswa Baru</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.671**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

The correlation test showed a significant level of 0.01 indicating the correctness of the analysis results was 99% while the probability of making an error was 1%. The results of the correlation test show that the value of sig. 0.000 is smaller than 0.05, this means that there is a significant correlation between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City. The correlation coefficient is 0.671, which means that there is a moderate correlation between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City.

4. Hypothesis Test

Hypothesis testing using Statistical Program For Social Science (SPSS) version 16. The results of hypothesis testing using partial test calculations (t-test) are as follows:

**Table 4. Hypothesis Test**

In accordance with the provisions if sig. greater than 0.05 then the null hypothesis is accepted and if sig. less than 0.05 then the null hypothesis is rejected. The table of t-test results above shows that the magnitude of the probability or significance value is 0.000, so in accordance with these provisions, the hypothesis which says that there is no relationship between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City is rejected and the hypothesis that says there is a relationship between the benefits of the field of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City.

The correlation test showed a correlation coefficient of 0.671 which means that there is a moderate correlation between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City. The correlation coefficient is 0.671, which means that there is a moderate correlation between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City. Hypothesis test shows the value of sig. 0.000 means that the hypothesis which states that there is a relationship between the benefits of the field of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City can be accepted. This is in line with expert opinion, which states that the field of social development helps students in dealing with and solving social problems, one of which is the problem of adjustment (Nursoviani et al., 2019). Thus the field of social development has an influence on the adaptability of new students. The better the quality of the field of social development provided, the better the quality of his ability to adapt. This is in line with the field of social development provided by counseling guidance teachers to alleviate students’ adjustment problems.

**Simpulan**

The correlation test shows a significant level of 0.01 which means that
the level of truth of the analysis results is 99% while the possibility of making mistakes is 1% and the results of the correlation test show that the value of sig. 0.000 is smaller than 0.05, this means that there is a significant correlation between the benefits of social development and the ability to adjust to new students at MTsN Olak Keemang, Jambi City. The correlation coefficient is 0.671, which means that there is a moderate correlation between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City. The hypothesis using the t-test shows a probability or significance of 0.000 with a 95% confidence level which indicates that the hypothesis that there is a relationship between the benefits of social development and the ability to adjust to new students at MTsN Olak Kemang Jambi City is acceptable.

The quality of benefits in the field of social development at MTsN Olak Kemang Jambi City is in good quality with an average of 88%. This shows that the field of social development carried out at MTsN Olak Kemang Jambi city provides good benefits. The quality of self-adjustment of new students at MTsN Olak Kemang Jambi City is of very good quality with an average of 89.3%. This shows that new students at MTsN Olak Kemang Jambi City have very good adjustment skills.

Daftar Pustaka


Primary Education, 3(1), 20–28.


