



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

Muhammad Ilham¹, Hafiq², Arif Abdurrahman³, Nur Hidayah⁴

¹²³⁴ Muhammad Azim Institute of Islamic Religion (IAIMA) Jambi, State Islamic University of Sultan Thaha Saifuddin Jambi, Muhammad Azim Institute of Islamic Religion (IAIMA) Jambi, SMPN 3 Jambi City

* Corresponding Author. E-mail: muhammadilham@iaima.ac.id

Receive: 07/08/2022

Accepted: 27/09/2022

Published: 01/10/2022

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 adaptasi dari siswa baru. Data diperoleh melalui angket yang disebarakan 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 MTS Nolak 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 (Khomsah & 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 adalah uji beda yang bertujuan untuk mengetahui apakah sampel berdistribusi normal atau tidak, serta untuk melihat apakah fungsi distribusi kumulatif hasil pengamatan normal atau tidak. Pengolahan dengan alat bantu hitung Statistical Program For Social Science (SPSS) versi 16 terlebih dahulu ditetapkan bahwa apabila sig. lebih besar dari 0,05 maka data berdistribusi normal dan apabila sig. lebih kecil dari 0,05 maka data berdistribusi tidak normal. Hasil uji normalitas adalah sebagai berikut:

Table 1. Normality Test

		Manfaat Bidang Pengembangan Sosial	Kemampuan Penyesuaian Diri Siswa Baru
N		80	80
Normal Parameters ^a	Mean	27.28	31.28
	Std. Deviation	1.936	2.037
Most Extreme Differences	Absolute	.146	.152
	Positive	.105	.109
	Negative	-.146	-.152
Kolmogorov-Smirnov Z		1.306	1.355
Asymp. Sig. (2-tailed)		.066	.051

Based on the table above, it is known that the significance score of the benefit variable in the field of social development Sig. 0.066 is greater than 0.05 and the variable of self-adjustment in new students Sig. 0.051 is greater than 0.05. So based on the provisions that have been described previously, 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. less than 0.05 then the data has a linear effect and if sig. greater than 0.05 then the data has no linear effect. The results of the linearity test are as follows:

Table 2. Linearity Test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	179.641	6	29.940	14.737	.000
Within Groups	148.309	73	2.032		
Total	327.950	79			

Based on the table above, it can be seen that the value of sig. 0.000 is smaller than 0.05, this indicates 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

		Manfaat Bidang Pengembangan Sosial	Kemampuan Penyesuaian Diri Siswa Baru
Manfaat Bidang Pengembangan Sosial	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	80	80
Kemampuan Penyesuaian Diri Siswa Baru	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	80	80

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 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.

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

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Manfaat Bidang Pengembangan Sosial – Kemampuan Penyesuaian Diri Siswa Baru	-4.000	1.615	.181	-4.359	-3.641	-22.156	79	.000

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 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 adapt 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

- [1] Cahyono, A. S. (2016). Pengaruh Media Sosial Terhadap Perubahan Sosial Masyarakat Di Indonesia. *PUBLICIANA: Jurnal Ilmu Sosial Dan Ilmu Politik Diterbitkan Oleh Fakultas Ilmu Sosial Dan Politik*, 9(1).
- [2] Darmadi, H. (2015). Tugas, Peran, Kompetensi, Dan Tanggung Jawab Menjadi Guru Profesional. *Jurnal Edukasi*, 13(2), 161–174.
- [3] Dewantara, A. W. (2018). Pancasila sebagai Pondasi Pendidikan Agama di Indonesia. *Jurnal Ilmiah CIVIS*, V(1), 640–653. <https://doi.org/10.31227/osf.io/5cxbm>
- [4] Iskandar, W. (2019). Kemampuan Guru Dalam Berkomunikasi Terhadap Peningkatan Minat Belajar Siswa di SDIT Ummi Darussalam Bandar Setia. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 3(2), 135. <https://doi.org/10.29240/jpd.v3i2.1126>
- [5] Khomsoh, R., & Gregorius, J. (2013). Penggunaan Media Puzzle untuk Meningkatkan Hasil Belajar Siswa dalam Pembelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *USEJ - Unnes Science Education Journal*, 1–11.
- [6] Kurniawan, S. (2019). Tantangan Abad 21 bagi Madrasah di Indonesia. *Intizar*, 25(1), 55–68. <https://doi.org/10.19109/intizar.v25i1.3242>
- [7] Mahdalena, S., & Sain, M. (2020). MENINGKATKAN HASIL BELAJAR SISWA MELALUI PENERAPAN MODEL PEMBELAJARAN COOPERATIVE SCRIPT PADA MATAPELAJARAN ILMU PENGETAHUAN SOSIAL KELAS VA SISWA SEKOLAH DASAR NEGERI 010 SUNGAI BERINGIN. *ASATIGA*, 1(1), 118–138.
- [8] Moto, M. M. (2019). Indonesian Journal of Primary Education Pengaruh Penggunaan Media Pembelajaran dalam Dunia Pendidikan. *Indonesian Journal of*

- Primary Education*, 3(1), 20–28.
- [9] Nisa, A., Studi, P., & Konseling, B. (2015). *Pengaruh perhatian orang tua dan minat belajar siswa terhadap prestasi belajar ilmu pengetahuan sosial*. *Il(1)*, 1–9.
- [10] Nursoviani, L. D., Farhan, Y., Sahal, D., & Ambara, B. (2019). Penerapan Media Mind Mapping Tipe Network Tree untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial. *Bestari*, 16(2), 183–198.
- [11] Putri, A. F., & Iskandar, W. (2020). Paradigma thomas kuhn: revolusi ilmu pengetahuan dan pendidikan. *NIZHAMIYAH*, x(2), 94–106.
- [12] Reflianto, A., Bustami, Y., & Syafruddin, D. (2019). *Efektivitas Metode Sosiodrama Terhadap Hasil Belajar Kognitif dan Minat Belajar Siswa Biologi*. 7260(1), 1–6.
- [13] Sugiyono. (2019). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Alfabeta.
- [14] T. Lickona. (2012). *Bagaimana Sekolah dapat Memberikan Pendidikan tentang Sikap Hormat dan Tanggung Jawab*. Remaja Rosdakarya.
- [15] Taufik, A. (2013). Persepsi Remaja Terhadap Perilaku Seks Pranikah (Studi Kasus Smk Negeri 5 Samarinda) Perception Of Teenager to Premarital Sex Behavior (Case Study SMK. *Sosiatri-Sosiologi*, 1(1), 31–44.
- [16] Trinova, Z. (2013). Pembelajaran Berbasis Student-Centered Learning Pada Materi Pendidikan Agama Islam. *Al-Ta Lim Journal*, 20(1), 324–335.
<https://doi.org/10.15548/jt.v20i1.28>
- [17] Utomo, E. P. (2018). INTERNALISASI NILAI KARAKTER MEMBANGUN MODAL SOSIAL. *Jurnal Teori Dan Praksis Pembelajaran IPS Cite*, 3(2).
- [18] Wijaya, F. (2017). “Konseling Individual Dalam Mengatasi Kenakalan Siswa” Di Madrasah Tsanawiyah Negeri 1 Yogyakarta. *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam*, 6(2), 95–110.