

THE INFLUENCE OF STUDENT ADAPTABILITY AND ACADEMIC SELF-EFFICACY ON ACADEMIC BUOYANCY

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ABSTRACT

This study aims to determine the effect of adaptability and academic self-efficacy on academic buoyancy in students of the Faculty of Economics, University of X Samarinda. This research method uses quantitative methods. The subjects of this study were 103 students of the Faculty of Economics, University of X Samarinda who were selected through simple random sampling technique. Data collection methods used are adaptability scale, academic self-efficacy and academic buoyancy. The data analysis technique used is multiple linear regression analysis. The collected data were analyzed with the help of the Statistical Package for Social Science (SPSS) program version 26 for windows. The results of the study show that: (1) there is a significant effect of self-adjustment and academic self-efficacy on academic buoyancy with a calculated F value = 149.428 > F table 3.09 and p value = 0.000 and has an R2 influence contribution of 74.9%; (2) there is a significant effect of self-adjustment on academic buoyancy with a coefficient of beta (β) = 0.269, t count = 2.600 > t table 1.984 and p = 0.011 ($p > 0.05$); (3) there is a significant effect of academic self-efficacy on academic buoyancy with a coefficient of beta (β) = 0.621, t count = 6.001 > t table and p = 0.000 ($p < 0.05$).

KEYWORDS Academic Buoyancy, Adaptability, Academic Self-Efficacy.



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INTRODUCTION

According to Hartaji (2012) a student is someone who is in the process of gaining knowledge or learning and is registered to undergo education at one of the forms of higher education consisting of academics, polytechnics, colleges, institutes and universities. Students are categorized at the developmental stage whose ages are 18 to 25 years. This stage can be classified as late adolescence to early adulthood and in terms of development, the developmental task at this student age is the stabilization of life establishments (Yusuf, 2012)

This also relates to students who work during college. Working also has a

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positive impact on students such as getting additional income, practicing time management, adding experience and expanding connections in the world of work (Helpster, 2017). It is the same with students who have the ability of academic buoyancy. Students who work can also learn new things so that they become versatile individuals and practice their skills before getting a permanent job (Andi, 2016). According to Comerford et al. (2015) academic buoyancy is the ability of individuals to successfully navigate the daily challenges typical of school life.

According to Khatib (2012) self-adjustment is a person's ability to fulfill one of his psychological needs and can accept himself and can enjoy his life without any conflict and can accept social activities and participate in social. According to Gunarta (2015) good adjustment is being able to respond maturely, efficiently, satisfactorily, and beneficially, Gunarta also added that the goal of efficiency is something that produces the desired results without spending a lot of energy, not wasting time, and few mistakes.

In the world of lectures, students are highly required to independently solve everything they face, including academic challenges. And begin to interact with new environments, presentations, and friends. During college all parties feel academic challenges, and the differences in school levels are very clear. The environmental changes that new students have to face in college will affect their perceptions, especially in their ability to overcome various obstacles and challenges in university life (Siah & Tan, 2015). Academic self-efficacy is a person's belief in the ability to complete academic tasks based on self-awareness of the importance of education, values and expectations of the results that learning activities will achieve (Wijaya & Pratitis, 2012). Academic self-efficacy is an individual's belief about his ability to organize and complete a task needed to achieve certain results (Fitriani & Rudin, 2020).

Previous research conducted by Fifih (2012) someone who has an informational identity style with high academic self-efficacy they have high academic buoyancy, as well as people who have a normative identity style have high academic buoyancy because they also have high academic self-efficacy. However, people who have a diffuse or avoidant identity style have low academic buoyancy even without involving the role of academic self-efficacy as a mediator. The introduction of the problem above explains how students face academic buoyancy with self-adjustment and have academic self-efficacy to complete tasks.

RESEARCH METHOD

This research method uses three variables, one dependent variable and two independent variables, namely, academic buoyancy which is the dependent variable and self-adjustment and academic self-efficacy which are independent variables.

Research Subject

Hadi (2016) explains that population is an individual in a broad sense, namely collecting data that is widely available to draw conclusions about the research sample. The population in this study were students from the Faculty of Economics at University X in Samarinda with a sample of 103. This population was taken because the Faculty of Economics at University X itself is included in the large

faculty category, making it easier to find out academic buoyancy, self-adjustment and academic self-efficacy in students who are in the faculty.

Data Collection Methods

The data collection method used in this study is a Likert scale measuring instrument. There are three measuring instruments used, namely the academic buoyancy scale, self-adjustment scale, and academic self-efficacy scale.

According to Sugiyono (2012) the advantages of the testing technology used are that there is no need to test equivalent samples, there are fewer opportunities to discard items, there is no increase in time and cost, and certain procedures can combine experiments with research data. This study uses a Likert-type scale to collect data, which is used to measure attitudes, opinions, and perceptions of social phenomena.

There are two characteristics of the Likert Scale, namely favorable (positively supporting the question) and unfavorable (negatively not supporting the question). Each statement consists of five answers, namely very suitable, suitable, undecided, not suitable, very unsuitable.

RESULT AND DISCUSSION

Descriptive data is used to describe the condition of data distribution in students of the Faculty of Economics, University of X. The empirical mean and hypothetical mean were obtained from the responses of the research sample through three research scales, namely the academic buoyancy scale, self-adjustment, and academic self-efficacy.

Table 1. Empirical Mean and Hypothetical Mean

Variables	Empirical Mean	Hypothetical Mean	Status
Academic buoyancy	138.60	117	High
	141.62	114	High
self-efficacy	87.50	72	High

Through table 1 above, it can be seen that the general data distribution in the research subjects of students of the Faculty of Economics, University of X. Based on the measurement results through the academic buoyancy scale, the empirical mean of 138.60 is greater than the hypothetical mean of 117 with high status. These results indicate that the subjects in this study have high academic buoyancy.

Based on the results of measurement through the self-adjustment scale, the empirical mean of 141.62 is greater than the hypothetical mean of 114 with high status. These results indicate that the subjects in this study had high self-adjustment.

Based on the results of measurement results through the academic self-efficacy scale, the empirical mean of 87.50 is greater than the hypothetical mean of 72 with high status. These results indicate that the subjects in this study have high academic self-efficacy.

The following are the results of the assumption test which consists of normality test and linearity test. The assumption test results are as follows:

1. Normality Test

The normality test aims to see the deviation of the studied observation frequency from the theoretical frequency. The data normality test can be done by comparing the Kolmogorov-Smirnov probability with a value of 0.05 (5%).

Table 2. Normality Assumption Test Results

Variables	Kolmogrov-Smirnov	P	Ket
Academic buoyancy	0.111	0.003	Not Normal
	0.073	0.200	Normal
self-efficacy	0.079	0.114	Normal

Based on table 2 of the normality assumption test results, it can be concluded that of the three variables, namely academic buoyancy, self-adjustment, and academic self-efficacy, which have normal data distribution because they have a p value > 0.05, only two are self-adjustment variables and academic self-efficacy, while the academic buoyancy variable has an abnormal data distribution because it has a p value < 0.05.

2. Linearity Test

The linearity assumption test is carried out to determine the linearity of the relationship between the dependent variable and the independent variable. Linearity is a condition in which the relationship between the dependent variable and the independent variable is linear (straight line) in a certain range of independent variables (Santoso, 2012).

Table 3. Linearity Assumption Test Results

Variables	F Count	F Table	p	Ket
Academic buoyancy - Self-adjustment	1.591	3.09	0.055	Linear
Academic buoyancy - Academic self-efficacy	1.301	3.09	0.174	Liniear

The results of the linearity assumption test between academic buoyancy and self-adjustment show a deviant from linearity F value of 1.591 < the F table value of 3.09, which means there is an influence and a p value of 0.055 > 0.05, which means the effect is declared linear. And between academic buoyancy and academic self-efficacy shows a deviant from linearity F value of 1.301 < F table value of 3.09 which means there is an influence and a p value of 0.174 > 0.05 which means the effect is declared linear.

After hypothesis testing, multiple regression model analysis hypothesis testing is also carried out. The results of testing the full regression model based on the variables of resilience and goal orientation on career adaptability simultaneously.

Then after hypothesis testing, testing is also carried out with the full regression model analysis hypothesis. Testing using the full regression model analysis hypothesis is carried out based on the variables of self-adjustment and academic self-efficacy on academic buoyancy with the following results:

Table 4. Hypothesis Test Results of Full Model Regression Analysis

Variables	F Count	F Table	R ²	p
<i>Academic Buoyancy (Y)</i>				
Self-adjustment (X1)	149.428	3.09	0.749	0.000
Academic Self-Efficacy (X2)				

Based on table 4 above, the results show that $F_{count} > F_{table}$ and $p < 0.05$, which means that self-adjustment and academic self-efficacy on academic buoyancy have a significant influence with a value of $F = 149.428$, $R^2 = 0.749$, and $p = 0.000$. This means that the major hypothesis in this study is accepted, namely that there is an effect of self-adjustment and academic self-efficacy on academic buoyancy. Then the results of the regression analysis in stages can be known as follows:

Table 5. Hypothesis Test Results of Stepwise Model Regression Analysis

Variables	Beta	T Count	T Table	p
Self-adjustment (X1)	0.269	2.600	1.984	0.011
<i>Academic Buoyancy (Y)</i>				
Academic Self-Efficacy (X2)	0.621	6.001	1.984	0.000
<i>Academic Buoyancy (Y)</i>				

Based on table 5 above, it can be seen that $t_{count} > t_{table}$ and $p \text{ value} < 0.05$ which means that there is a positive and significant effect of self-adjustment on academic buoyancy with a beta coefficient value (β) = 0.269, $t_{count} = 2.600$, and $p = 0.011$ ($p > 0.05$). Then academic self-efficacy on academic buoyancy shows $t_{count} > t_{table}$ which means there is a positive and significant influence with a beta coefficient value (β) = 0.621, $t_{count} = 6.001$, and $p = 0.000$ ($p < 0.05$).

Discussion

This study aims to determine the effect of self-adjustment and academic self-efficacy on academic buoyancy in Faculty of Economics students at University X in Samarinda City. Based on the hypothesis test of the full model regression analysis, the results show that the major hypothesis in this study is accepted, namely that there is an effect of self-adjustment and academic self-efficacy on academic buoyancy. The contribution of influence (R^2) is 0.749, which means that 74.9% of the variation in academic buoyancy on self-adjustment and academic self-efficacy. Sugiyono (2012) explains that the coefficient interval is in the range of 0.600-0.799 which is in the high category. This shows that there is an effect of self-adjustment and academic self-efficacy on academic buoyancy, the level of influence is included in the high category.

Based on the results of descriptive tests, it can be seen that the description of the distribution of data measuring the academic buoyancy scale on students of the Faculty of Economics, University of X shows that the subjects in this study have very high academic buoyancy. Then based on the hypothesis test of the stepwise model regression analysis, it was found that there was a significant effect of self-

adjustment on academic buoyancy. This means that the minor hypothesis in this study is accepted.

Based on the results of descriptive tests, it can be seen that the description of the distribution of data measuring the self-adjustment scale in students of the Faculty of Economics, University of X shows that the subjects in this study have high self-adjustment. Then based on the hypothesis test of the stepwise model regression analysis, it was found that there was a significant effect of academic self-efficacy on academic buoyancy. This means that the minor hypothesis in this study is accepted. Based on the results of descriptive tests, it can be seen that the description of the distribution of academic self-efficacy scale measurement data in students of the Faculty of Economics, University of X shows that the subjects in this study have high academic self-efficacy.

CONCLUSION

Based on the research that has been conducted, the results are concluded as follows: 1. There is a significant influence between self-adjustment and academic self-efficacy on academic buoyancy in students of the Faculty of Economics, University X in Samarinda City. 2. There is a significant influence between self-adjustment and academic buoyancy on students of the Faculty of Economics, University of X in Samarinda City. 3. There is a significant influence between academic self-efficacy and academic buoyancy in students of the Faculty of Economics, University of X in Samarinda City.

Suggestions for future researchers. Research on self-adjustment and academic self-efficacy on academic buoyancy can still be developed with various methods and developments such as experiments or using qualitative research methods. There are also suggestions for students, namely, students are able to have an outcome value in the form of increased motivation to achieve success in the academic field. Students are also expected to have job satisfaction in themselves when carrying out academic-related activities in the form of satisfaction obtained from achievements and expectations obtained as well as understanding of themselves in an effort to understand their strengths and weaknesses.

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