

Personality Tendency that Contributes Self-Adjustment of The Migrant Students in Jakarta

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Abstract

Self-adjustment in a new living environment is a challenge for every person, and intelligence aspect is considered the contributing aspect for a person to get adjustment. However, numbers of studies have reported that highly intelligence person does not necessarily become the key aspect in self-adjustment. Numbers of highly intelligence persons may experience difficulties in adjusting themselves in new environment, especially when there is cultural gap. Cultural gap is the difference between two cultures that hinders mutual understanding or social relations. Issues on cultural gap in Indonesia for example exist in the context of migrant students. Various issues on educational settings in Indonesia have become discussions in resolving the migrant students who pursue education such as in Jakarta. Students from other Indonesian islands reported that they had difficulties adjusting their life in Jakarta due to different social norms. Numbers of highly intelligence migrant students are not necessarily easy to get adjusted in Jakarta; on the contrary, they who are average students can easily get adjusted in the capitol city of Indonesia. Personality aspect may contribute important roles on self-adjustment. Using the Big 5 Personality (McCrae & Costa), this research is aimed at finding the personality tendency that supports the migrant students to get adjusted easier in the new living environment. The result indicates that personality tendency contributes greater than intelligence aspect in self-adjustment. Further considerations are discussed on the cultural issues that also influence the adjustment processes.

Keywords: Self-Adjustment, Personality, and Student Migrant.

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Introduction

When a person enters adult years, one of the tasks a person needs to do is finding a career. In order to find career in future, person may need to enter a university. Santrock (2002) considers that years in a university is a transitional developmental period of an adolescent from high school to higher education in adult years. Cristinawati (2015) considers that university education is a period where intellectual ability and personal development merge primarily in verbal development in critical thinking and moral conscience. Besides, the socialization processes in the university tend to be different that in high school years for they tend to be more independent as the individuals are entering the adult years.

Based on the Indonesian Department of High Education, the number of Indonesian university students were 4, 273, 000 in 2012 and 6, 878, 345 in 2015. There have been increase of university students and many of them are migrant students, or students from different island that the place where the university is located. For example the department of psychology of Tarumanagara University in Jakarta in 2012 registered 152 freshmen including 32 from Bandar Lampung, Pontianak, Pangkal Pinang (cities in different islands in Indonesia), and Semarang (different state although in the same island); in 2013 there were 148 freshmen, and 38 were from Semarang, Bali, and Palembang. In 2014, there are 174 freshmen and 56 students are from Semarang, Pontianak, Medan, Denpasar.

Most students tend to look for education programs in accordance to their interests with possibilities for better education in order to proof their independence decision as responsible adults (Santock,2002). In order to find out better education in accordance with their interests, many students need to move from their families, going to different states, different islands, even to different countries. As a result, they need to get adjusted in their new living environment, to deal with various novel conditions that they previously have never encountered. Many of them need to deal with these challenging conditions without any support from their family members or parents; and thus they have to deal with the new conditions by them selves. Quoting Schneiders, Cristinawati (2015) explained that self adjustment is an ability to deal with life pressure and frustration by developing proper psychological mechanisms. Winata (2014) explained that students self adjustment is important to support the individual to socially interact with the environment.

Prastyo (2015) reported that in north Sumatra a student (Pandi Gultom) committed suicide by hanging himself in his room. He is from Sipirok (South Tapanuli state), and was taking sport science in North Sumatra University; he was in the 8th semester. Based on further investigation, the only possible reason for him to commit suicide was personal stress in dealing with his challenging life and education. Primasari (2014) concluded her research on students in Bekasi explained that migrant students experienced anxiety and uncertainty because of different language and lifestyle. The uncertainty also relates to the limited information in the new environment. Fitriany (2008) on her research on migrant students in UIN Jakarta concluded that adversity quotient determines whether students can get adjusted with the new environment. Those with high adversity quotient will get adjusted well in the new environment; those with low adversity quotient will have problems in self adjustment. Anggraini (2014) explained that the more independent the students, the better the students get

adjusted with the new environment. Her research was based on migrant students in Malang.

Runyon and Haber (in Winata, 2014) explained that a person needs to have the ability to become flexible in the society in order to get adjusted with social settings and social challenges. The society and the environment tend to change from time to time, and the individual within the society needs to get adjusted in accordance to the changing environment. Therefore, in the context of education, the academic achievement may not merely be influenced by intellectual aspect but also personality aspect such as emotional maturation, or the natural ability of a person to get adjusted with the environment (Wijaya in Winata, 2015).

Personality is a unique characteristic of an individual, which tend to be consistent (Feist & Feist, 2009). They who are unable to get adjusted or having difficulties in socially adjusted with the environment may tend to have specific personality aspect that inhibits the adjustment processes; similarly, they who get easily adjusted may have specific personality aspect that supports the adjustment process. These aspect may contribute the academic achievement of the students with greater proportion than the intelligence aspects. Based on such conditions this research is aimed at finding the personality aspects that contributes migrant student self adjustment in the department of psychology of Tarumanagara, Indonesia.

Method

The participants

There are 62 participants of migrant students recruited based on non probability sampling from the department of psychology Tarumanagara University. They are merely classified as migrant students, and not classified based on race, ethnicity, economy and gender.

Type of research

This quantitative research utilized 3 questionnaires to obtain data; those are a) The Big 5 Personality Questionnaire, b) The CFIT, c) Social adjustment and emotional scale. The research is aimed at finding the contribution of personality aspect and intelligence on the social and emotional adjustment of migrant students in the Department of Psychology of Tarumanagara University

Personality

Personality is a relatively consistent tendency of a person with some uniqueness specific to the person. This tendency relatively consistent. Whereas Allport consider that personality is a dynamic organization of psychophysical functioning on an individual to get adjusted uniquely in the environment (Feist & Feist, 2009). Eysenck considers that personality is a totality of real and potential behavior of an organism determined by genetic and environment. Big 5 Personality theory explained that personality traits are Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism, and abbreviated as OCEAN.

Openness refers to being open to experiences, interested to various aspects, having high curiosity, having wide perspectives; they who have high score in this aspect tend to be flexible, easy to accept changes, and able to contribute creative ideas in solving various problems. Conscientiousness refers to orderliness, discipline and will to have

hing achievement. They who have high score in this aspect tend to be discipline, not postponing task and assignments, having high standard work quality, and able to self motivate although in pressure.

Extraversion refers to openness on social interaction, a reverse than being introvert. High extraversion score reflects easy to make friends, having confidence in public, energetic and enthusiast. Agreeableness refers to cooperativeness, tend to avoid conflict, understand there are differences, avoiding trivial conflict, tend to be helpful to others. Neuroticism refers to instability, tend to experience negative emotion, having difficulties to keep positive attitude while in pressure.

Social Emotional Adjustment

According to Weinberger (1997) social emotional adjustment can be evaluated based on ability to control emotional impulses, ability to suppress aggression, ability to consider the presence others, and being responsible. Lazarus (in Wijaya 2007) explained that failure to get adjusted resulting uneasiness and create imbalances within.

Migrant Students

To immigrate is to move from one state to another or from one country to another (KBBI, 2005). There are 6 conditions of being migrants (Solihin, 2014): a) leaving the home land, b) personal (self) will, c) for a long period of time, d) to find a new life or knowledge or skill, e) to return home eventually, f) as an agent of culture. Whereas the students here is university students.

The migrant students are they who left their homes in different states to participate in education in Jakarta to obtain degree as graduate in a university; their age range is 17-25 years.

Result

		Coefficients ^a							
		Unstandardized Coefficients		Standardized Coefficients		Correlations			
Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	2,165	,900		2,407	,019			
	Conscientiousness	,251	,080	,322	3,130	,003	,463	,389	,299
	Agreeableness	,389	,082	,461	4,720	,000	,535	,537	,450
	Neuroticism	-,131	,075	-,201	-1,741	,087	-,223	-,228	-,166
	Openness	,132	,072	,178	1,838	,072	,162	,241	,175
	Extraversion	-,092	,072	-,148	-1,272	,209	-,114	-,169	-,121
	IQ	-,004	,004	-,102	-1,054	,296	-,130	-,141	-,101

a. Dependent Variable: Total_SE_Adj

Multiple regression is utilized to measure the contribution of the predictor to the varians social emotional adjustment. Social emotional adjustment is the dependent variable. The personality trait and IQ predict the varians of social adjustment at 44,50%, $F(6,55) = 9.152$, $p < 0.001$. From both variables only the Agreeableness ($\beta = 0.461$, $p < 0.001$) and Conscientiousness ($\beta = 0.322$, $p < 0.01$) that can predict social emotional adjustment; whereas IQ and other personality traits (Neuroticism, Extraversion, Openness) do not significantly contribute to the adjustment process.

Based on the result above agreeableness and conscientiousness contributes more on social-emotional adjustment compare to the other aspects and compare to intelligence aspect. If a person tend to be more agreeable and conscientious, the social emotional adjustment of the person will be better.

Discussion

The result indicates that personality aspects contributes more compare intelligence aspect on adjustment problem. High intelligence students do not necessarily make them easier to get adjusted in new environment. On the contrary, personality traits specifically agreeableness and conscientiousness contribute more to the students on dealing with daily challenges in the new environment. Agreeableness contributes greater in creating non-conflicting situation and considerably usable in creating new friendships. Conscientiousness contributes more on making them more independent by being discipline, organized and full with care.

Considering that there are cultural differences between migrant and local students, the migrant students experience various problems when they came for the first time to Jakarta. The problems are a) language differences (including slang and dialect), b) food and appetite, c) transportation problem (transportation system), d) socialization, e) home economics, and f) independency. Difficulties on food, transportation, socialization and financial issues (home economics) remain in the following semesters. Meanwhile homesick become their new problems as the semester goes on.

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