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# The Relationship between Self-Adjustment and Anxiety Level of Students at Universitas Aisyiyah Yogyakarta, Indonesia

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ABSTRACT

This study aimed to determine whether there is a relationship between self-adjustment and anxiety levels in Yogyakarta students. This research is a quantitative research that uses correlational methods. The sample in the study was 'Aisyiyah Yogyakarta students with vulnerable ages 18-21 years. The model used in this study was 122 respondents with purposive sampling techniques. The data analysis used in this study was product Pearson moment. The results of the hypothesis test show that anxiety has a relationship with self-adjustment with a significance level of 0.000 <0.05, meaning that there is a relationship between anxiety and self-adjustment experienced by 'Aisyiyah Yogyakarta students with the direction of a negative association that can be assumed where the higher the anxiety, the lower the adjustment experienced by 'Aisyiyah students Yogyakarta. There is a significant negative relationship between anxiety and self-adjustment in 'Aisyiyah Yogyakarta students, so the higher the anxiety experienced, the lower the adjustment in 'Aisyiyah Yogyakarta students, and vice versa if the more the anxiety experienced by 'Aisyiyah Yogyakarta students, the higher the adjustment experienced by 'Aisyiyah students ' Yogyakarta.

**Keywords**
Anxiety
College Students
Emotional State
Self-Adjustment

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## Introduction

The World Health Organization (WHO) stated that the development of existing COVID-19 cases became a public health emergency in the world in January 2020 and required the attention of countries worldwide. Even COVID-19 has been declared a high-risk condition and can spread to various countries worldwide. Within three months, namely, March 2020, WHO has given the situation of COVID-19 cases to be a condition that is said to be a pandemic. In controlling the COVID-19 outbreak, WHO and public health policymakers worldwide have taken action so that the outbreak does not continue to grow [1].

Indonesia is one of the countries affected by COVID-19. Coronavirus has had an impact that can be felt in various fields, one of which is the field of Education [2]-[4]. The COVID-19 pandemic caused dramatic changes in learning and teaching [5],[6]. Meanwhile, COVID-19 cases in Indonesia have decreased since the vaccination and Implementation of Restrictions on Community Activities (*Pemberlakuan Pembatasan Kegiatan Masyarakat* or PPKM) in June 2021 [7]. This situation can be a challenge and an opportunity for implementing online learning in Indonesia post-pandemic [8]. The President of the Republic of Indonesia announced that Indonesia will enter the endemic period of COVID-19 in June 2023; the transition from pandemic to endemic will undoubtedly bring changes and differences in various aspects. There were these changes so that social activities returned to normal and learning began to be carried out face-to-face; students returned to learning by meeting directly with lecturers and study friends so that the effectiveness of the learning process ran optimally [9]-[11]. With the implementation of face-to-face lectures, new students who have not had time to experience face-to-face lectures experience excessive anxiety due to many things that must be prepared, such as communicating with lecturers and carrying out exams offline [12]. A student is an individual who is registered in a university, either private, public or at the same level and is in the process of seeking knowledge to develop his thinking. A student is usually aged 18-25 years and, at this stage of development, is classified from late adolescence to early adulthood. Regarding the product, the developmental task at the student age is strengthening life stance [13]. Many freshmen reported having mental tension, such as being irritable, anxious, avoiding social environments, and feeling lonely and pessimistic [14]. The social process, friendship culture, and financial arrangements are also problems students often face [15]. So, no adjustment is needed to prevent anxiety in students. Anxiety is an affective disorder characterised by feelings of fear or concern that are deep and sustained, do not experience interference in assessing reality, personality remains intact, does not experience personality rifts/splitting of personality, behaviour can be disrupted, but still, within normal limits, anxiety is an emotional response characterised by a sense of worry [16]. Ref. [16] divides anxiety into behavioural, cognitive, and affective responses. Behaviour includes restlessness, tremors, fast-

talking, lack of coordination, avoidance, running away from problems, alertness, and physical tension. Cognitive, impaired concentration, lack of attention, forgetfulness, decreased creativity, decreased productivity, confusion, vigilance, fear of losing control, and nightmares. Affective, in the form of impatience, tense, restless, uncomfortable, nervous, alert, fear, worry, numbness, guilt, and shame. Ref. [17] divides the causes of anxiety into several factors, as follows:

1. Age. The older a person gets, the better one's maturity level, even though it is not absolute.
2. Gender. Disorders are more common in women than men. Women have higher levels of anxiety than male subjects. Because women are more sensitive to emotions and are also susceptible to stress. Women tend to see life or events in terms of detail, while men tend to be global or not detailed.
3. Stage of development. Each stage in the age of action is very influential on the development of the soul, including self-concept, which will affect the ideas, thoughts, beliefs and views of individuals about themselves and can influence individuals in relating to others. Individuals with a negative self-concept are more prone to anxiety.
4. Personality type. People with personality A are more prone to stress disorders than those with personality B. People with personality A are considered more likely to experience higher stress levels because they put themselves under time pressure by creating a specific time limit for their lives.
5. Education. A person with a low level of education is prone to anxiety because higher education will affect a person's thinking ability.
6. Health status. Someone who is sick can reduce a person's capacity to deal with stress.
7. Perceived meaning. If the stressor is perceived to have good consequences, the level of anxiety that will be felt will be heavy. Conversely, if the stressor is perceived as non-threatening and the individual can overcome it, then the level of anxiety he feels will be milder.
8. Cultural and spiritual values. Cultural and spiritual values can influence the way a person thinks and behaves.
9. Social and environmental support. Social support and the surrounding environment can influence people's thoughts about themselves and others. This is due to one's experiences with family, friends, co-workers and others. Anxiety will arise if a person feels insecure about the environment.
10. Coping mechanism. When experiencing anxiety, individuals will use coping mechanisms, and the inability to cope constructively leads to pathological behaviour.

11. Work. Work is a bad thing that must be done, primarily to support family life. Work is not a source of pleasure but with knowledge gained.

Anxiety occurs because several factors, including the environment, cause it. It can affect a person's anxiety level, so individuals must adjust to the environment to prevent anxiety. Ref. [18] states that self-adjustment is the ability of individuals to deal with demands, both from within and from the background, so that there is a balance between meeting needs and environmental demands to create harmony between individuals and reality. From the description above, researchers are interested in conducting this study to determine the relationship between self-adjustment and anxiety levels in Universitas Aisyiyah Yogyakarta students.

## Methods

The population in this study is Universitas Aisyiyah Yogyakarta students with vulnerable ages 18-21 years. The sampling technique used in this study was purposive sampling. The number of studies is expected to be 122 people. Data collection in this study used a psychological scale. The scales used are the self-adjustment scale and the anxiety scale. The product Pearson moment is the data analysis method used to test the hypothesis. Measuring anxiety used the Likert scale by measuring behavioural, cognitive, and affective aspects. To measure self-adjustment using the Likert scale by measuring characteristics according to the ability of individuals to accept themselves, harmony with the environment, and the ability to overcome tension.

## Results and Discussion

Before conducting the analysis, the data was tested for normality. Table 1 displays the normality test results at a significance level of 0.05.

**Table 1.** Normality Check

| Variable | Sig.(p-value) | P | Interpretation |
|---|---|---|---|
| Anxiety<br>Self-Adjustment | 0.200 | 0.05 | Normal Distributed |

Based on the summary table of the normality test above, it can be seen that the value of sig. (p-value) variable level of anxiety and self-adjustment is 0.200. This value is greater than the significance level (p) 0.05. This shows that the data obtained from anxiety level and adjustment variables are normally distributed. A homogeneity test was also conducted; the results are presented in Table 2.

Based on the results of the linearity test on Table 2, it can be seen that the value of sig. (p-value) variable level of anxiety and self-adjustment is 0.441. This value is greater than the

significance level (p), which is 0.05. This shows that the data obtained from both variables is linear. Data relationships go in the same direction as regular (straight), represented by other data.

**Table 2.** Linearity Test

| Variable | Devition from Linierity | P | Interpretation |
|---|---|---|---|
| Anxiety<br>Self-Adjustment | 0.441 | 0.05 | Linear |

Hypothesis testing tests the validity of operating data from the population sample. In this study, researchers used a Pearson Product Moment correlation test. See Table 3 for the criteria.

**Table 3.** Test the hypothesis

| Intervention Coefficient | Relationship Level |
|---|---|
| 0.00-0.199 | Very weak |
| 0.20-0.399 | Weak |
| 0.40-0.599 | Keep |
| 0.60-0.799 | Strong |
| 0.80-1.000 | Very Powerful |

Referring to these guidelines, the following are the results of the calculation of the Pearson Product Moment correlation test in Table 4.

**Table 4.** Pearson Product Moment correlation

| | | Anxiety | Self-Adjustment |
|---|---|---|---|
| **Anxiety** | Pearson Correlation | 1 | -620 |
| | Sig. (1-tailed | | .000 |
| | N | 122 | 122 |
| **Self-Adjustment** | Pearson Correlation | -620 | 1 |
| | Sig. (1-tailed | .000 | |
| | N | 122 | 122 |

Based on Table 4, it is known that the results of the correlation test between the independent variable and the dependent variable get a correlation coefficient of -0.620. This means that the magnitude of the correlation coefficient between anxiety and adjustment variables has a substantial degree of relationship. There is a significant correlation at the significance level of 0.000. In addition, the number of negative correlation coefficients indicates that the relationship between the independent variable, namely anxiety, and the dependent variable, namely self-adjustment, has a strong negative relationship. It can be assumed that the higher the anxiety, the lower the self-adjustment in students at Universitas Aisyiyah

Yogyakarta. And vice versa, the higher the adjustment, the lower the anxiety experienced by students.

Table 5 shows the magnitude of R-square.

**Table 5.** Example table

| Model | R | R-square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .620 | .385 | .380 | 8,531 |

This study's test result ($r^2$) was 0.385 or 38.5%. Thus, the independent variable, namely anxiety, affects the dependent variable, namely self-adjustment, as much as 38.5%. 61.5% were influenced by other factors not described in the study.

Self-adjustment and anxiety are closely interconnected aspects of an individual's psychological well-being. Self-adjustment refers to a person's ability to adapt and cope with various life stressors, challenges, and changes [19]. It involves developing effective strategies to manage emotions, thoughts, and behaviours in response to different situations. On the other hand, anxiety level represents the degree of unease or apprehension a person experiences, ranging from mild worry to severe panic [20]. Understanding the relationship between self-adjustment and anxiety level is crucial for comprehending how an individual's ability to adapt influences their emotional state.

Strong self-adjustment skills act as a protective factor against high anxiety levels. Individuals proficient in self-adjustment are better equipped to handle stressors and uncertainties in life [19],[21]. They can employ effective coping mechanisms, problem-solving strategies, and emotional regulation techniques to mitigate anxiety triggers. Poor self-adjustment can contribute to increased anxiety. When individuals struggle to adapt to life changes or cope with stressors, they may experience heightened anxiety. This can create a vicious cycle where anxiety impairs self-adjustment, making it even more challenging to manage future stressors.

Self-adjustment encompasses the development of healthy coping strategies [22]. People with good self-adjustment skills are more likely to engage in adaptive coping mechanisms such as seeking social support, practising mindfulness, or engaging in relaxation techniques [23]. These strategies can help lower anxiety levels by reducing the perceived threat of stressors. Self-adjustment fosters resilience, which is the ability to bounce back from adversity. Resilient individuals tend to experience lower levels of chronic anxiety because they can adapt and recover more effectively from life's challenges [24]. High anxiety levels can hinder self-adjustment. Excessive worry, fear, or avoidance behaviours associated with anxiety can limit a person's ability to adapt to new circumstances or make decisions, impeding their self-adjustment.

In summary, self-adjustment and anxiety levels are intertwined in a complex relationship. Good self-adjustment skills can help prevent and alleviate anxiety, while anxiety can hinder self-adjustment. Developing healthy self-adjustment strategies and seeking support when needed can be instrumental in managing and reducing anxiety levels, ultimately contributing to better overall mental well-being.

## Conclusion

Most of the subjects had a low level of anxiety, with as many as one respondent with a percentage of 8%, 63 respondents who had a moderate level of anxiety with a rate of 51.6%, and 58 respondents had a high level of concern with a percentage of 47.5%, so it can be concluded that anxiety in students is in the medium category. Most of the subjects had low self-adjustment, with as many as two respondents with a percentage of 1.6%, 119 respondents who had moderate self-adjustment with a share of 97.5%, and one respondent with a high self-adjustment with a rate of 8%, so it can be concluded that the adjustment of students is in the medium category. The relationship between self-adjustment and anxiety levels obtained a significant level of 0.000 with a correlation coefficient of -0.620; self-adjustment had a relationship with anxiety levels. The relationship between adjustment and anxiety has a negative correlation coefficient number, which indicates that the relationship between the independent variable, namely anxiety, and the dependent variable, namely self-adjustment, has a strong negative relationship. It can be assumed that the higher the stress level, the lower the student adjustment. And vice versa, the higher the adjustment, the lower the level of anxiety experienced by students. The analysis results showed RSquare ($r^2$) = 0.385 with a percentage of 38.5%, which means that 38.5% of the self-adjustment obtained can affect the anxiety felt by students. 61.5% were influenced by other factors not described in the study. Plus, the results of the linearity test prove that the two scales have a linear relationship, evidenced by the analysis using SPSS, which is 0.441; this means that both scales have a linear relationship.

## Recommendation

Based on the results of the research that has been done, researchers realise that there are still many things that could be improved in this study. Because students in Yogyakarta have anxiety problems that cause a lack of adjustment, it is expected that students who are studying at the University should still think positively that they can adjust to the environment they currently live in to avoid anxiety for fear of not being able to adapt to the current climate. This research is one form to enrich the discourse and treasures of science. This effort must be continued and developed again to fix the shortcomings in previous studies for other

researchers interested in conducting further research on anxiety in students. Other researchers are expected to add variables that have yet to be studied in this study, such as self-confidence and self-efficacy.

## Conflict of Interest

The authors declare that there is no conflict of interest.

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