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## **The Relationship of Self-Efficacy and Self-Adaptation to Academic Performance of Nursing Students**

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### **ABSTRACT**

**Introduction:** Student academic performance is very important for first-year students because it will determine their success in the lecture period. Factors that affect student academic performance include self-efficacy and self-adaptation.

**Objective:** This study aimed to determine the relationship between self-efficacy and self-adaptation to student academic performance.

**Method:** This study used correlational quantitative research methods. The population in this study were first-year nursing students at one of the Tangerang Private Universities, totaling 440 students. Data collection in this study will use a non-probability sampling technique, namely a consecutive sampling technique. The sample in this study was 220 students. The instruments used are the GSES (General Self Efficacy Scale) questionnaire, SACQ (Student Adjustment to Collage Questionnaire), and first-semester grade point average. The analysis in this study used univariate and bivariate analysis with the Chi-Square test. This research was conducted in January-April 2024.

**Result:** The results showed a significant relationship between self-efficacy and academic performance with a p-value of  $0.047 < 0.005$ . However, there was no relationship between self-adaptation and academic performance, with a p-value of  $0.575 > 0.05$ . The results of this study indicate that student academic performance can be influenced by self-efficacy but not by student self-adaptation.

**Conclusion** It can be concluded that the higher students' self-efficacy, the better their academic performance, but self-adaptation does not affect students' high or low academic performance. Therefore, it is hoped that future researchers can develop research by using a broader measuring instrument to measure academic performance and find other variables that can affect student academic performance.

**Keywords:** Self Adaptation; Self Efficacy; Student Academic Performance

## INTRODUCTION

Students in higher education will have an academic performance or study achievement that is achieved based on lecture activities carried out by students during their education. Academic performance is seen through the successes obtained at the end of each semester and in how a student follows the learning process (1). Academic performance is an achievement achieved by students while undergoing lectures (1).

Undergoing the lecture process, first-year students face a variety of new challenges and various changes to the latest learning system, such as many academic assignments, changes in learning methods, new learning environments, and new roles as students. In addition, interactions with new friends, lecturers, academic supporters, and the place of residence are also a challenge for first-year students (2). Various changes within the individual, family, and the lecture process can cause problems for students in the adaptation process (3).

Self-adaptation is the individual's ability to harmonize the state of self with the environment. Self-adaptation takes place continuously by changing oneself following environmental conditions. Suppose individuals have self-awareness, can recognize their strengths and weaknesses, and can overcome the difficulties faced well. In that case, individual self-adjustment is going well. Another understanding of self-adaptation is an effort to increase positive effects on student achievement because good self-adaptation skills will help students develop themselves, socialize well, and achieve satisfactory academic performance (4,5).

A good self-adaptation process affects a person's self-efficacy (6). Likewise, first-year students, according to Erick Erickson's theory (1950-1960), are in the transition period from adolescence to young adulthood. Currently, individuals are starting to explore themselves and question their choices, whether they are on their interests and abilities, for example, choosing where to continue their studies or determining their life choices. Therefore, every individual needs self-efficacy because it influences adaptation (6). Someone with good self-efficacy is confident enough to face every challenge in college, including the adaptation process.

In contrast, someone with low self-efficacy tends to doubt their abilities and perceive challenges in college as a threat (7). In addition, self-efficacy is also referred to as a vital resource in dealing with stress; if a person has high self-efficacy, the person can improve adaptation or self-adjustment in the educational environment in college; other studies also say that high self-efficacy and student involvement in activities on campus and student confidence in their ability to achieve the desired results can improve student academic performance for the better. (6,8).

Problems in the process of self-adaptation for first-year students, such as changes in the living environment affect lifestyle changes, having to live separately from family and parents, changes in the process or way of learning, and having to follow many rules in the dormitory, especially for total scholarship students of the Faculty of Nursing at one of the Private Universities in Tangerang. Students must be able to adapt to the social and academic environment. Problems in the self-adaptation process for new students that cannot be overcome can cause stress in these students and have long-term effects such as decreased academic performance (8).

The researcher conducted an initial data survey to strengthen the stated phenomenon. The survey was given to 15 first-year students who became respondents to this study. The questionnaire contained six questions modified from the research on self-efficacy, self-adaptation, and student academic performance. The preliminary data survey results showed that ten respondents had problems with academic performance, eleven respondents had difficulty overcoming pressure in lectures, eight respondents could not manage their study time well, eight respondents felt uncomfortable interacting with other people in the campus environment and dormitories, two respondents wished to study at another university. In addition, the data showed that two first-year students withdrew from lecture activities. This initial data survey shows that first-year students still need help in the adaptation process, have low self-confidence, and have difficulty achieving academic performance. Based on the above phenomenon, which is related to things that affect the academic performance of nursing students, it is essential to research. This is because this study is an adaptation of previous research but uses different variables on different subjects so that researchers are interested in conducting research aimed at linking self-efficacy and self-adaptation to student academic performance in first-year students of the Faculty of Nursing at one of the Private Universities in Tangerang.

## METHOD

The quantitative research method with descriptive correlational research design aims to describe the relationship between variables. The population in this study were first-year students of the Faculty of Nursing at one of the Tangerang Private Universities. The sampling technique used was nonprobability sampling technique, namely consecutive sampling with the inclusion criteria being the first-year full scholarship students of the Faculty of Nursing and the exclusion criteria being total scholarship students who were taking academic leave and first-year academic scholarship students of the Faculty of Nursing so that the sample obtained was 220 respondents.

The instruments used in this study are the modified General Self Efficacy Scale questionnaire consisting of 10 questions for the self-efficacy variable (9) and the Student Adjustment to College Questionnaire developed by Baker and Siryk (1989) and modified by Syah (2014) consisting of 47 questions for the self-adaptation variable. Both

questionnaires have gone through the VR test stage (validity and reliability) by researchers with the results of re-calculated more than r-table, so it can be concluded that the GSEs and SACQ questionnaires are valid and reliable. The student academic performance variable uses the grade point average of 1st-semester students as an instrument. The questionnaire was distributed online using Google Forms during the data collection interval. An explanation of the study and a statement of consent to participate were on the questionnaire's first page. The data were processed using a computerized program through editing, coding, processing, and cleaning stages, then data analysis, which has two stages, namely univariate analysis to determine the description of the characteristics of respondents and bivariate analysis with the Chi-square test to see the relationship between variables. This research has received a letter of ethical review by the Ethics Committee of the Faculty of Nursing No. Ethics from LPPM UPH: No. 079.KEPFON/I/2024.

## RESULTS

### Quantitative Research

This study produces data on the characteristics of first-year students of the Faculty of Nursing, then a description of self-efficacy, self-adaptation, and student academic performance, and the relationship between self-efficacy and self-adaptation with the academic performance of first-year students of the Faculty of Nursing.

**Table 1.** Overview of age, gender, and regional origin characteristics of respondents (n = 221)

Variable	(n)	(%)
Age		
14-17 Years	5	2.3
18-20 Years	216	97.7
Gender		
Male	23	10.4
Female	198	89.6
Regional Origin		
North Sumatra	59	26.7
South Sulawesi	8	3.6
North Sulawesi	11	5.0
West Kalimantan	4	1.8
Central Kalimantan	12	5.4
North Kalimantan	1	0.5
East Kalimantan	1	0.5
Central Java	10	4.5
East Java	3	1.4
West Java	11	5.0
DKI Jakarta	6	2.7
Banten	12	5.4
Bali	1	0.5
Lampung	5	2.3
Jambi	1	0.5
Riau	12	5.4
Bangka Belitung	1	0.5
Bengkulu	2	0.9
Maluku	22	10.0
NTT	35	15.8
Papua	2	0.9
Southwest Papua	1	0.5
West Sumatra	1	0.5

Based on Table 1, the characteristics of respondents show that most of them are 18-20 years old (97.7%), with the highest female gender (89.6%), and come from the North Sumatra region (26.7%).

**Table 2.** Overview of Self-efficacy, self-adaptation, and Academic Performance of university students (n = 221)

Variable	(n)	(%)
Self-efficacy		
Low	61	27.6
High	160	72.4
Self-Adaptation		
Poor	8	3.6
Good	213	96.4
Academic Performance		
Poor	7	3.2
Fair	195	88.2
Good	19	8.6

Based on Table 2, the self-efficacy variable shows that most respondents are in the high category (72.4%). The self-adaptation variable shows that most are in a good category (96.4%), while academic performance is mainly in the moderate category (88.2%).

**Table 3.** The relationship between self-efficacy and student academic performance

Variable	Value	df	Asym. Sig. (2-sided)
Self-efficacy	6,129	2	0,047

Based on Table 3, the correlation test results of the self-efficacy and self-adaptation variables show a p-value of 0.047, less than the recommended p-value of 0.05, so it can be concluded that there is a significant relationship between self-efficacy and academic performance.

**Table 4.** The relationship between self-adaptation and student academic performance

Variable	Value	df	Asym. Sig. (2-sided)
Self-adaptation	1,107	2	0,575

Based on Table 4.4, the results of the correlation test of self-adaptation and student academic performance show a p-value of 0.575, which is more than the recommended p-value of 0.05. Thus, it can be concluded that there is no relationship between self-adaptation and academic performance.

## DISCUSSION

The study's results based on age characteristics showed that most respondents were in the late adolescent age range of 18-20 years (10). In line with other studies, students as individuals studying at the tertiary level generally fall into the category of late adolescence or adolescence to young adulthood, namely 18-21 years of age (11). Erick Erickson's theory states that individuals in adolescence to young adulthood begin to explore themselves and question-related choices, including the option to continue their education to college. It will impact motivation and confidence to complete these choices so that individual age is closely related to self-efficacy (11). In addition, age can also affect the adaptability of individuals to new environments, as seen from the changes that occur in the age range of most respondents studied, namely late adolescence, including changes in developmental processes such as emotional, identity, physical, and intellectual changes so that it is likely to cause conflict with the new environment around them because, in addition to the adaptation process in development, individuals must also adapt and interact with new environments (12).

The results of the study based on gender characteristics showed that most of the respondents in this study were female. These results are supported by research that shows that nursing majors are more attractive to women, with the characteristics of most respondents being female (13). Women favor the nursing profession because of the essential attitude of women who are identical to being friendly, gentle, caring, patient, and more attentive than men (14). In addition, the level of self-efficacy of women and men is significantly different (15). Women have higher self-efficacy because they tend to be more focused on achieving their goals by doing more valuable things than men,

who tend to do things that are not a priority in achieving goals. In addition, women also have higher perseverance than men. This is seen from the results of research by previous researchers who stated that the low self-efficacy of men is characterized by a lack of learning strategies and spending less time studying compared to women (16). The difference in behavior between women and men can affect the success of self-adjustment to a new environment where women feel that it is easier to understand the feelings of others so that they can establish close social relationships more quickly than men (17).

The study's results based on the characteristics of regional origin showed that respondents came from 23 different provinces, and most came from the North Sumatra region. Internal data shows that the number of new students in the last three years at the Faculty of Nursing at one of the Tangerang Private Universities is the highest in North Sumatra province, with more than 100 students. This is similar to the results of our research, which states that most students come from outside the Tangerang area, especially from North Sumatra. Currently, most students migrate to Java Island to continue their education, so most people choose to relocate and continue their studies outside the region, making Java Island their destination (18). Thus, regional origin data is as important as demographic data in research that shows first-year overseas students experience various kinds of problems related to adjustment in college, both academically and non-academically. The different issues and pressures overseas students face require students to have better abilities to adjust to the new environment (18).

The study's results based on the self-efficacy variable show that most respondents have high self-efficacy, supported by other studies that show that most students have high self-confidence in solving various complex problems if they try hard and do it. Still, some respondents fall into the low self-efficacy category supported by other studies, which say students tend not to have high self-confidence in dealing with sudden difficulties because they feel uncertain about their ability capacity. Self-efficacy is very important for students because it affects the thinking process, level of learning motivation, and feeling conditions, all of which play a role in every performance (19).

The results of the study based on the self-adaptation variable showed that most respondents had self-adaptation in the excellent category, supported by most students feeling suitable to adapt to the campus environment and students feeling sufficiently involved in various non-academic activities held on campus, in line with research showing that the self-adjustment of overseas students is at a high level of self-adjustment (20). In addition, most respondents fall into poor self-adaptation, where students tend to find it challenging to adapt and have difficulty with lecture assignments; even though they feel comfortable in the campus environment, students are more relaxed and happy to be at home than in a dormitory environment. Self-adjustment is influenced by several factors, namely psychological, physiological, development and maturity, environmental, and cultural factors (21). Good self-adjustment is needed to create a harmonious relationship between new migrating students and their new environment. In the process of self-adjustment, a person's self-concept and personality play an important role.

The study's results based on the academic performance variable showed that most respondents had academic performance in the moderate category supported by the grade point average of the first semester of the Faculty of Nursing students. This result is inversely proportional to the research, which states that most respondents in the study had academic achievement in the category, which tends to be high (22). Other studies show that most students' ability and learning achievement are moderate (23). Academic performance measures the extent to which the desired learning outcomes have been achieved and is recorded in the cumulative average value using the IP value of semester 1. A student's academic performance can be influenced by various factors, such as social and environmental factors, and psychological factors within students, such as motivation and individual skills (24).

The bivariate analysis results show a significant relationship between self-efficacy and the academic performance of Faculty of Nursing students at one of the Tangerang Private Universities. The results of this study are in line with research showing that there is a significant relationship between self-efficacy and academic performance (25). Other studies show a significant positive relationship between self-efficacy and student academic performance; students with high self-efficacy tend to achieve better (26). Therefore, self-efficacy owned by students affects improving academic performance during the lecture process. It is because someone with high self-efficacy tends to be more able to set goals despite experiencing many difficulties and is superior to their peers who have low self-efficacy academically (27). Individuals with high self-efficacy can influence positive academic behavior or performance by achieving academic success and influencing future behavior to build confidence in their ability to achieve future tasks. This factor is considered the most potent source of self-efficacy. It explains how academic performance affects the level of self-efficacy, so the higher the student's self-efficacy, the better their academic performance.

Based on bivariate analysis, it shows no relationship between self-adaptation and the academic performance of Faculty of Nursing students at one of the Tangerang Private Universities. The results of the percentage of data on self-adaptation of Faculty of Nursing students are in a good category, generally indicating that many students could adapt at the beginning of the first year of starting lectures. This study's results align with research that states there is no relationship between self-adaptation and the academic performance of first-year students (28). Other studies show

results that are inversely proportional to this study, where there is a significant influence between self-adjustment in college and the academic performance of first-year students (11). It is because many things affect academic performance besides self-adaptation, and factors that affect student academic performance include social responsibility, student-teacher relationships, and student satisfaction (29). In addition, some things need to be considered, namely the ability to develop soft skills, interact with lecturers, and build relationships through better communication. It shows that self-adaptation does not affect students' high or low academic performance.

## CONCLUSION

The higher students' self-efficacy, the better their academic performance, but self-adaptation does not affect students' high or low academic performance. Therefore, self-efficacy is very important for students because it affects the thinking process, level of learning motivation, and feeling conditions, all of which play a role in every performance carried out in the recovery process.

## SUGGESTION

Based on the results of this research, it is hoped that students can optimize self-efficacy and further improve their self-adjustment, not limited to having confidence in completing the lecture process but also based on actual actions, such as setting priority scales, good time management, self-management in learning, and building good relationships with other individuals or communities in the surrounding environment so that they can have a positive impact on academic performance and academic achievement. In addition, it is hoped that future researchers can develop research using a broader measuring instrument to measure academic performance and find other variables that can affect student academic performance.

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## CONFLICT OF INTEREST

There is no potential conflict of interest in this research either in the research or publication process.

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