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Submission date: 12-May-2023 03:23PM (UTC+0800)

Submission ID: 2091152522

File name: Identification_of_New_College_Students_Problems_in_Riverbank.pdf (450.4K)

Word count: 5837

Character count: 33876



Identification of New College Students' Problems in Riverbank

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Article Information

Received: July 29, 2022
Revised: September 05, 2022
Accepted: November 02, 2022
Online: December 12, 2022

Keywords

Problems, New College Students', Riverbank

ABSTRACT

The city of Banjarmasin is one of the riverbank areas, which every year accepts new college students from various regions every day. Adjustment to the new learning environment and system creates problems for new college students. This study describes the problems new college students face from the class of 2021 at Lambung Mangkurat University. This research was conducted using mixed methods with an explanatory sequential design. The research sample was selected by purposive sampling technique. Quantitative data was collected using a problem checklist, and qualitative data were obtained using counseling interviews. Quantitative data shows that in group analysis, new college students face problems in personal 44.9%, social 59.5%, career 59.5%, and academic 60.3%. Qualitative data collected using counseling showed that these students experienced personal and social problems. The social issues are 1) difficulty managing time; (2) lack of confidence; (3) harboring issues on their own, so they get stressed quickly, (4) overthinking, (5) relationships with parents that are not good; (6) unhealthy friendships or toxic relationship; (7) there is a misunderstanding with peers; and (8) difficulty adapting to the class schedule and new environment. Problems in these two fields have an impact on the academic field, making students less motivated to learn because of the mismatch between the desires and the majors studied, difficulty dividing time, and difficulty adapting to a new environment, coupled with problems that make new students feel stressed and depressed with their study activities.

INTRODUCTION

College students are guidance and counseling counselors in higher education. Students included in the early adult phase, aged 18-29. In this phase, students have developmental tasks to develop personal and economic independence; career development; choose friends; marry and have a family; and care for children (LN & Sugandhi, 2020). The Indonesian Dictionary defines student literally as consisting of two words, "maha" and "siswa." "Maha" means very or great, while "siswa" means student. Simply put, a student is a big student, big in terms of thinking and emotion (Fitroni & Supriyanto, 2020)

New college students are in a transition period from student to student. They have several positive sides, including students feeling more mature, exploring lifestyles and values with different backgrounds, enjoying freedom from parental supervision, and being more intellectually challenged with academic tasks (Sanrock, J. W., 2003). The transition from high school to college students creates problems for individual students. The transition period from high school to lectures, where in high

school, students can get attention and assistance from teachers, while in the world of college, students must be more active and take their initiative so that it can become a problem ([Bistolen & Setianingrum, 2020](#))

The first year of lectures is a critical transition period because that period is the time for students to lay the foundations or foundations that will affect subsequent academic success. This transition period will cause many problems that students, whether personal, social, or educational difficulties, must solve. The problems of students at this university are the domain of guidance and counseling in higher education, which is indeed focused on the academic field and student careers because guidance and counseling in higher education have goals in the personal and educational areas ([Fathurrohman, 2014](#)). More clearly, guidance and counseling in higher education aim to help students develop into constructive and mentally healthy individuals ([LN & Sugandhi, 2020](#)). Guidance and counseling in college are intended for all students, including new students. A new student is a term for individuals who have just studied at university.

Indonesia has 3,115 universities under the Ministry of Research, Technology, and Higher Education, consisting of 125 state universities and 2,990 private universities. The territory of Indonesia has different characteristics. It is certainly related to the features highlighted by each university. The elements of higher education align with the region and community where the university is located. Lambung Mangkurat University is a public university in South Kalimantan. The South Kalimantan region has a characteristic or wetland characteristic. The people of South Kalimantan have features of riverbank communities. Wetlands that are characteristic of the South Kalimantan region are land that includes swamps, peatlands, rivers, lakes, and coastal areas, with Riverbank communities whose daily life is centered on rivers ([Sari et al., 2022](#))

College students are part of the community. On this basis, it can be said that Lambung Mangkurat University students are riverbank students. In the view of society in general, college students have matured. The maturity of college students is seen in their independence in carrying out their studies ([Aqib, 2021](#)), but that does not mean that students do not find obstacles in their daily lives, and not all students can solve them or their problems alone. Universities have a unit tasked with helping students solve problems, namely the guidance and counseling unit.

Guidance and counseling in higher education aim to help students become independent individuals. However, student independence does not always run smoothly without obstacles. Overall, the problems faced by students are grouped into two categories: personal social issues and academic problems. Emotional and social problems are interpreted as the difficulties students face in managing their own lives and adjusting to social life, both on campus and in their environment ([Nurihsan, 2006](#)). In addition, students may face personal social problems, such as economic difficulties, family problems, and difficulties adjusting to the campus environment, or the environment in which they live, especially for immigrant students.

The importance of understanding the psychological condition of new students is one of the efforts to determine the success or failure of students in the following years, depressed or happy in their studies, independent or dependent on others in completing assignments, and high or low GPAs obtained ([Daulay, 2021](#)). Therefore, it becomes important for guidance and counseling in universities. If not resolved immediately, various personal, social, and academic problems will influence the student's study process. Therefore, guidance and counseling in tertiary institutions have preventive, curative, and developmental functions. Regarding the difficulties of new students, Guidance and Counseling needs to conduct a needs assessment using a standard instrument. Guidance and counseling have a tool or non-test device to find out the problems experienced by individuals. This non-test instrument is called the problem checklist, which contains a list of possible issues selected by the individual. This list of statements prompts the individual to acknowledge the problem at hand.

A problem checklist is distributed to new students because new students experience changes in the learning system and social environment, which in the end, makes student adjustments not all run smoothly. There are many problems and obstacles in the process. A different atmosphere will certainly make new students have to adapt. Often new students experience culture shock. Especially students who come from out of town. They often experience problems with their life at university ([Fitroni & Supriyanto, 2020](#)). These problem checklist results are used as a reference for mapping problems, planning guidance, and university counseling programs.

The problem checklist contains 12 aspects of the problem, and each element has 20 statements, so there are 240 statements in total. The aspects of these problems are (1) health; (2) economic conditions; (3) family life; (4) religion and morals; (5) reactions and hobbies (favorites); (6) personal relationships (7) social life – organizational activity; (8) youth/adolescent problems; (9) adjustment to lectures/schools (10) adjustment to the curriculum; (11) study habits; and (12) future and educational aspirations/positions. In addition, a problem checklist is included in the instrument commonly used in needs assessment, namely activities that analyze the needs or problems experienced by individuals.

The problem checklist instrument was distributed to Lambung Mangkurat University students in Batch 2021. One thousand fifty-five new students filled out the problem checklist, 68 people with very low categories, and 632 new students in the problem checklist. Less category. The fewer categories indicate that the student has problems in various aspects. The data requires further in-depth analysis, especially on the least or most problematic elements. The results of the problem checklist will follow up using individual counseling so that student problems will become clearer in their fields.

This study aims to describe the problems of new college students from the Batch 2021 at Lambung Mangkurat University. This research is important to get a complete and comprehensive picture of the difficulties faced and must be solved by students with the help of university counselors. If the problems faced by students, especially new ones, are not immediately identified or resolved, it will impact the future of students.

METHODS

This research uses mixed methods. The mixed methods design used is an explanatory sequential design. The descriptive, sequential research design combines two research methods: quantitative and qualitative. Quantitative research is carried out first, then deepening the data with qualitative research (Iskandar et al., 2021; Jalinus, 2021; Purwanza, 2022).

The flow of the research is to spread problem checklist to new students, then follow up on the results of the problem checklist by conducting individual counseling while collecting qualitative data from counseling interviews. The research instrument was a problem checklist, a quantitative data collector, and the SFBC Individual Counseling Guide, a qualitative data collector, obtained during the counseling process. The research design was chosen because the data from the follow-up counseling did not make it into numbers, so research is needed to describe the data in words. The research flow is described in the following research scheme:

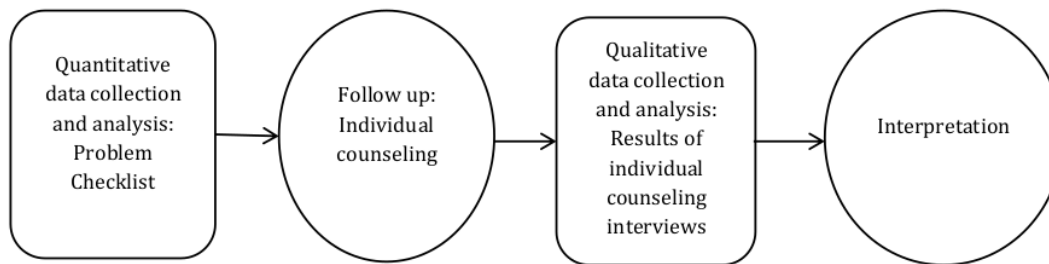


Figure 1. Research Scheme

The sample selection technique used in this study is purposive sampling, namely, selecting samples with a purpose and meeting certain criteria. The example used in this study was 10 2021 Lambung Mangkurat University students identified as having problem checklist results in the very poor category. The data analysis carried out is descriptive analysis for quantitative data first, then using Miles and Huberman analysis, namely (1) data reduction; (2) data display; and (3) concluding/verification for qualitative data analysis (Hamzah, 2021; Kusumastuti et al., 2020).

The problem checklist results are specified into several categories, namely Very Good, Good Enough, Poor, and Very Poor, with the categorization in the following table:

Table 1. Category Problem

1	Category
0 %	= A (Good)
1 % - 10 %	= B (Enough Good)
11% - 25%	= C (Enough)
26 % - 50 %	= D (Poor)
51 % - 100 %	= E (Very Poor)

RESULTS AND DISCUSSION

The problem checklist results distributed to students show four areas in the Poor category with a score of 53.63%, which means that all students have problems that must be overcome by themselves or with the help of others. In detail, 60.3% of learning areas are categorized as Poor. In social and career topics, 59.5% are classified as Poor, and 44.9% are categorized as Poor in Personal fields. The results of the problem checklist are depicted in the following graph:

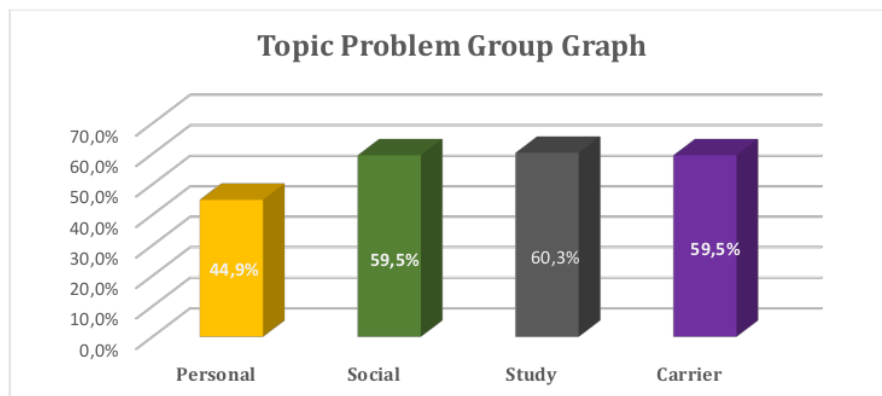


Figure 2. Topic Problem Group Graphic

As qualitative data, the results of the counseling interviews illustrate that out of ten students, five students have personal and social problems, four students have emotional and learning problems, and one has social and learning problems. These students have not only one problem area but also related problems in other areas. The personal problems experienced by five people were told to be (1) difficulty managing time; (2) lack of self-confidence; (3) harboring their problems, so they feel burdened and quickly stressed, and (4) overthinking. Social problems experienced by students, such as (1) poor relationship with parents; (2) unhealthy friendships with the opposite sex; (3) there is a misunderstanding with peers; and (4) difficulty adapting to the lecture schedule and new environment.

The first problem experienced by students is the difficulty of dividing time. Through individual counseling, students shared that they had trouble dividing their time between lectures and organizational activities on campus. New students are required to be able to manage themselves independently. However, t tight lecture schedule and the many lecturers' assignments make it difficult for new students to divide their time (Widyastuti, 2020).

It is coupled with the activities of Student Activity Units or Student Organizations. These require students to be able to divide and manage time so that all assignments and all activities are completed completely. Separating time is also usually why students do not participate in organizational activities in higher education. In line with the results of research conducted by Widodo (2021), one of the barriers to adjusting to new students is dividing time between lectures and other activities, such as work or organizational activities. However, some students make it difficult to separate their time not to participate in administrative activities on campus (Grahani & Mardiyanti, 2019)

Lack of self-confidence is the next problem for new students. Based on the student's story during the counseling process, the student felt insecure about making friends with new people and when he had to present assignments in front of the class. Insufficient self-confidence could attribute to many other variables, such as *self-regulated learning* and *self-efficacy*. Students who are not confident in their abilities can cause students to lack confidence. It is one of the characteristics of students who cannot perform *self-regulated learning* (Grahani & Mardiyanti, 2019).

Lack of self-confidence is also related to *self-efficacy*. Individuals with low levels of *self-efficacy* usually see difficult tasks through the lens of fear, so they lack confidence in their abilities (Bistolen & Setianingrum, 2020). According to Widodo (2021), the lack of self-confidence is included in the appearance of the individual, namely overt performance or behavior displayed by students in the community or group. This self-confidence problem requires the support of the closest people to be able to solve it. It is because the role of parents and other closest people will be able to reduce anxiety so that it positively impacts students to move confidently (Daulay, 2021).

The next problem for students is to keep their problems or be closed, thus making them feel stressed and depressed. The counseling clarifies the issues experienced by students, one of which is students who have difficulty trusting others, thus making the students choose to keep their problems to themselves. Desmita (2009) said that the inability to adapt causes individuals to experience feelings of inferiority and feel closed off, like being alone if he is among other people or in situations that feel foreign to them. Many factors, including personality type, influence the adjustment process. Introverted personality types tend to solve problems on their own or by playing music, reading, and doing activities that are displeasing to them. Likes, compared to the extroverted personality type, which is more open and sociable (Kelana et al., 2020). According to Carl G. Jung, someone with an introverted personality usually tends to be closed, often thinks too much (overthinking), acts little, and has difficulty accepting new situations (difficult to get change). Difficulty adjusting to a new environment can cause feelings of anxiety, stress, and pressure (Alwisol, 2014; Loreni & Jannah, 2021)

The next problem in the personal field is overthinking. One of the students told his situation in the counseling session regarding his excessive thinking pattern or *overthinking*. *Overthinking* occurs when individuals think about things excessively and considerably and have a lot of anxiety (Widia, 2020). *Overthinking* is one of the inhibiting factors for new college students to adjust to a new environment (Claudia & Ramadhana, 2019). Based on the research results of Megarina et al (2021), it is known that 71.6% who experience overthinking are students, with the cause of thinking too much about negative things, being pessimistic about something, holding responsibility for something, thinking a lot, and thinking about the future. These negative thoughts can cause feelings of stress, anxiety, and even depression, which can also cause physical pain. Furthermore, thinking hinders the ability to think rationally, negatively impacting easily tired emotionally and affecting energy and physical activities (Sofia et al., 2020).

New college students at Lambung Mangkurat University have experienced not only experience problems in the personal and social fields. Problems related to the environment or other people are family problems. Relationships with parents who are not good will also impact student adjustment. Based on the information of students who received counseling services, the poor relationship with parents was caused by the choice of different majors. The major taken by one of the students is the parent's choice of major. Parents have a big influence on the selection of majors. The greater the impact of parents in guiding, the more likely individuals will choose majors directed by parents (Nelissa et al., 2018; Prabowo et al., 2019).

Parents do have an important contribution in choosing a major for further study. Parents' choice is an important consideration for children in selecting a major. Although it is not followed, most children will make their parents a figure that must be obeyed or followed (Siregar et al., 2021). Children who choose majors following their parents' wishes can be said to choose majors based on external factors. Majors that are selected based on external factors can have a bad impact on the future of students, such as studying in a department that is not to their abilities which ultimately causes achievement to decline and can even cause the student to be expelled from a university because the score is below average (Nelissa et al., 2018). Choosing majors that are not as desired can also impact college students' psychology. The need to succeed so parents can be happy can make students anxious or stressed

(Bistolen & Setianingrum, 2020), this is provoking if the student feels forced to undergo his lectures, so there is no motivation to study.

Dating relationship also has a role in the problems of new students at Lambung Mangkurat University. This problem is included in the social field. Based on the story of one of the students during the counseling session, the issues related to dating relationships are toxic. A *toxic relationship* is a relationship that makes one party feel unsupported, belittled, or attacked. This attack can be in the form of physical, psychological, or emotional attacks (Kurniati, 2021). According to MS (2022) there are three types of toxic relationships, namely emotional abuse (emotional torture), physical abuse (physical suffering), and mind games. The toxic relationship experienced by these students is torture in the form of *verbal violence*, namely using harassing words, lowering self-confidence, and making the victim feel guilty. *Relationships*, if left unchecked, will have an impact, such as feeling depressed, unable to express themselves, feeling inferior, feeling guilty, and having low self-acceptance (Huda, 2021; Nihayah et al., 2021).

Based on counseling interviews, problems with peers and dating relationships are issues experienced by new students at Lambung Mangkurat University. Peers have a role in helping students shape behavior and self-confidence (Ormrod dalam Sumia et al., 2020). During the counseling process, one of the new students said he disagreed with his friend. It affects his lecture activities. The student becomes lazy to attend lectures because there are friends in the same class. He also became procrastinating doing work, and apart from feeling that he had no friends, he chose to turn his mind to more pleasant things, such as traveling. It shows that peers who can give appreciation, attention, and pleasure impact the self-confidence and motivation of new students. It is in line with the opinion of Kountul et al. (2019), which argues that new students, with their peers well influence, tend to have low-stress levels. Getting support from peers increases the confidence and self-esteem of new students and can foster trust in being able to master new situations well.

Adaptation to the new learning system, which is different from the high school level, is also one of the problems that new students must face. The story of the adaptation of each student is different. Some can adapt quickly. Some need a longer process to adapt. Adaptation is an ability that students must possess to change the learning system properly. However, when students cannot adapt to change, it will impact irregular learning, anxiety, and academic stress (Loreni & Jannah, 2021). Complex college adjustments include academic, social, personal, emotional, and institutional adaptations (Rahmadani & Mukti, 2020).

During the counseling process, students shared that they found it difficult to adapt to the lecture schedule and with new friends on campus and those in boarding houses. In line with Fitriani & Supriyanto (2020), most first-year students have problems, namely differences in the learning system between the university and high school and differences in study time at university and high school. Generally, students are required to be more active at the university level, and lecturers only act as facilitators and mentors. This difference is a problem for new students, especially high school students who are less active in learning. In addition, related to their social environment, new students faced the challenge of adjusting to other people in a new environment. *Social adjustment* includes being active in campus activities, establishing relationships with new people, mingling with other people with different backgrounds, establishing good relationships with teachers, and having friends to share college problems with (Rahmadani & Mukti, 2020).

The problems in the previous personal and social fields indirectly affect new college students' lectures. Issues in the academic area are one of the effects or effects of the last unresolved problems. Problems in the educational field are experienced by students, such as a lack of motivation to learn, the mismatch between desires and majors studied, and difficulty in dividing time and adapting to a new environment, thus creating stress in line with what Bistolen & Setianingrum (2020). They said that the experienced problems could make students experience negative feelings such as stress, displeasure, pressure, and disappointment. Arises from uncertainty about their abilities so that they can affect students' fighting power. To continue and complete their studies in the next semester to the maximum.

The most basic problem for new students is an adjustment. Adjustments in higher education include respecting and being willing to accept higher education authorities, being interested and achieving higher education activities, establishing healthy and friendly social relations with friends, seniors, lecturers, and elements in other universities, and being able to accept limitations. Higher

education students must realize the college's goals (Nurfitriana, 2016). Psychologically, the adjustment problem is the existence of an introverted self-perception or feeling towards the environment and the current demands, so students feel they cannot follow and adapt well. According to him, the difficulties faced by students psychologically are due to the limited ability to express opinions in public or express what they feel is uncomfortable or appropriate. Not all students have good verbal communication skills, especially those who had not trained before they studied at a university (Jamaluddin, 2020). Schneiders (in Rufaida & Kustanti, 2018) that self-adjustment attitudes can be formed by one of them because Individuals have the willingness and ability to adapt to a new environment and establish relationships in a good way in the surrounding environment. With this, the adjustment of overseas students is high. Peer support positively impacts new students' social adjustment to the college environment (Kountul et al., 2019). It is reinforced by the opinion that students are teenagers who attach great importance to peer social support in dealing with academic demands at university (Nisa et al., 2018).

CONCLUSION

New college students on the Riverbank face problems related to personal, social, study, and career fields. These problems have a percentage, the field of study is 60.3%, the social and career fields are 59.5%, and the personal field is 44.9%. The four areas are categorized as poor or have problems. The results of the counseling interviews illustrate that the problems faced by new students are personal problems such as (1) difficulty in managing time; (2) lack of self-confidence; (3) harboring problems on their own, so they feel burdened and quickly stressed, and (4) overthinking. Social problems such as (1) poor relationship with parents; (2) unhealthy dating relationship or toxic relationship; (3) there is a misunderstanding with peers; and (4) difficulty adapting to the lecture schedule and new environment. The problems found in these new students indicate a need for guidance and counseling in higher education to help new college students solve the problems they are experiencing, either in the form of counseling or other assistance strategies.

Funding and Conflicts of Interest

The authors declare no funding and conflicts of interest for this research.

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