Environment and Differences of Self Adjustment Ability Between Students of Natural Sciences Programs and Students of Social Sciences Programs

by Nina Permata Sari Muhammad Arsyad

Environment and Differences of Self Adjustment Ability Between Students of Natural Sciences Programs and Students of Social Sciences Programs

Nina Permata Sari[1*] Muhammad Arsyad[1]

[1]*Guidance and Counselling Department, Faculty of Teacher and Training, Lambung Mangkurat University, Banjarmasin, Indonesia*
Corresponding author. Email: nina.nk@ulm.ac.id

ABSTRACT

Adjustment is the individual's ability to plan, respond appropriately, and balanced between the needs of the environment in harmony with the demands and real. The positive environmental quality has a critical impact on the stage of individual development to adjust to the transition to tertiary education. Because of the social support within the individual, they can become role models, role models, advisors and individual assistants to the adjustment process. The urgency of this research is to obtain empirical data about the adaptability of students in science and social studies courses. The methodology in this study uses a quantitative approach with comparative research types. The purpose of this study was to determine differences in the adaptability of students of the Department of Natural and Social Sciences, FKIP Lambung Mangkurat University. The instrument used was Edward's Personal Preference Schedule (EPPS) personality inventory as a personality profile to see the adjustment aspects. Based on the results of the study, it is known that the adaptability ability of students of the Faculty of Natural Sciences FKIP, Lambung Mangkurat University tends to be moderate or sufficient, high or good. The significance value = 0.000 <0.05 or H0 is rejected, Ha is accepted, which means that there is a difference in the students' ability to adjust science and social studies.

Keywords: Science Process Skill, Basic Skill, Senior High School

1. INTRODUCTION

Education in higher education has a general purpose of helping students explore and develop their potential, both in the aspects of knowledge and skills. Able to achieve an integrated personality by integrating all its potential in a comprehensive manner, from the aspects of intellectual abilities, talents, interests and psychological aspects to be harmonious and efficient in harmony with students and their environment.

The environment has a role to help individuals in making adjustments, namely that the life that exists around the individual can have an influence on personal and behavior directly or indirectly, either individually or in groups. Family environment, peers and education make a major contribution to individual self-adjustment as a process of developing his identity. Because if the social support within the individual is good, then it can become a role model, role model, advisor and individual assistant to the individual adjustment process [1,2].

Stated that the tendency of student failure to complete their studies is the low level of social support from their family, social and educational environment, in addition to contributing psychological and cultural factors [3,4].

The quality of the social environment also has a critical impact on the level of individual adjustment. Positive peer relationships provide a better impact in the stage of individual development adjusting to the transition to college. This transition process provides psychological changes to the individual which results in shock [5], because of changes in the learning system, new social environment, lecturers, freedom due to independent living, new cultural values so that efforts are needed from universities to help identify adjustment problems so that they can help specifically and specifically for students who experience this problem [6].

Related to this, the goal of higher education in the realm of social competence is to help students in tertiary institutions to be able to adjust between their life needs and the demands of society. Adjustment is the individual's ability to plan, respond appropriately to, resolve problems, conflicts and frustrations that occur due to internal and external demands on individuals effectively and efficiently so that individuals are able to accept and face the world of reality adequately [7].

According to Mungin [8], effective personality is an individual's ability to fully function his/her personal potential by interacting with his/her environment. This positive interaction will materialize if the individual's adaptability is good and harmoniously managed, the positive indicators of adjustment are having rational judgment, not showing emotional tension, appreciating experiences, not showing personal frustration, being able to

learn new things, not showing mechanisms. psychologically negative and being realistic and objective [7].

Based on the explanation above, the ability to adapt to students is very important, because entering the college level from student to student is not easy for late adolescents who are 18-21 years of age [9]. In addition, the life of being a student is different from the previous period, both from the life of the academic atmosphere and the social environment. At this time they are required to be able to act out the developmental tasks they have to undertake such as; (1) able to achieve a more mature relationship with peers, (2) emotionally independent from the influence of parents and other adults, (3) able to play a social role, (4) able to demonstrate responsible behavior towards their social environment, (5)) understand and be able to imply values, norms and ethics in society as the basis for daily behavior, etc [10].

The same thing was conveyed by Sobur Alex [11] adaptation is the ability to make satisfying relationships between himself and his environment. So it can be concluded from some of the above definitions, adaptation is the ability of an individual to change himself according to the environment, change the environment according to the state of the self, therefore harmony is created between the individual and his environment. Especially in the adjustment of students in the campus environment, with classmates, relationships with lecturers and relationships with other personnel on campus.

To be able to achieve these developmental tasks, students must have a good adjustment. From the results of a preliminary study conducted by researchers to several 2018 class students in the Science and Social Studies study program at FKIP ULM, on the results of their observations they tend to have difficulty following learning with a different curriculum, the learning and learning process demands to be more independent, active and creative, social relations with peers, lecturers and internships/places for school teaching practice (PPS), especially for students who have migrated far from their families, have difficulty adjusting themselves, so that cultural and social differences indirectly make them experience difficulties and obstacles in the adjustment process. In addition, there is a tendency for differences in self-adjustment abilities between students from the science and social studies study programs, indicating that the self-adjustment ability of students of the social studies study program tends to be flexible, whereas students of science study programs tend to be rigid and less flexible.

The characteristics produced by students in the science department are skeptical, critical, sensitive, objective, honest, open, correct and able to work together and have the ability to think analytically inductively and deductively based on scientific principles [12]. Meanwhile, students in the social studies department tend to be more concerned with social and community life, are happy to help solve issues that develop in their social environment and are not judgmental but tend to emphasize their emotions and personal feelings more [12].

Lokanant S Puthanikar's [13] study found that science graduate students had much higher levels of self-adjustment than social science graduate students. However there was no significant difference between male students from the social and science departments and also female students from the science department. There was a significant difference between male and female science students on the adjustment patterns. This shows that there is a difference between social science majors and science in terms of adjustment.

This is also confirmed by the research of Qiang Wang and Qian Zhang [14], which found that Chinese students who majored in Liberal Arts had a better level of adaptability (adjustment) than those who specialized in science (such as mathematics, geography, chemistry and others). -Other), but students majoring in science have better adaptability than those majoring in body art (such as music, art, sports and others).

A research study from Krisnawati, Oktavaya, O [15] states that students in the Science department focus more on the principles and concepts of natural science thinking, namely rationality, logic, objectivity in making decisions and solving problems. For students from the social studies department, they focus more on social aspects, namely tolerance, prioritizing the interests of others, communicative, subjective in solving social problems. In addition, based on research results Royhannah, Gusti, S [16] revealed that the description of verbal communication skills in students in the Science department tends to be low, namely they are less able to compose sentences properly, messages are less able to be conveyed and tend to be quiet, while students in the Social Sciences major tend to be better namely the speech is easier to understand, there is interaction, is able to compose sentences and inserts humor in speaking.

Adjustment ability is influenced by individual intellectual and emotional abilities [17], based on research results [18] revealed that individual intellectual intelligence contributes 71.3% to the ability to adapt. This proves that intelligence affects individuals in making adjustments to their environment. According to Gardner [19] individuals who have mathematical-logical intelligence (IPA) have the characteristics of being able to predict things quickly and accurately, understand cause and effect, are able to solve problems logically and have the ability to think critically. Individuals who have interpersonal intelligence (IPS) tend to be sensitive to others, sociable, sympathetic and can influence other people.

In addition, another thing that is also important to influence an individual's adjustment is environmental factors. Nurihsan [20], family is seen as the main determinant in the formation of a person's personality. This is in line with the ecological teri presented by Bronfenbrenner's [21], development is influenced by five environmental systems: micro system, mesosystem, exosystem, macrosystem, and chronosystem. In this ecological approach, the family enters the micro-system part. This is because the family is the smallest part of the environment but it becomes very important because the family is the first environment known to an individual. An individual, especially a child, will also spend more time in this environment, so that the family environment becomes one of the most important factors in

the formation of a personality that has an effect on his adjustment.

Based on the individual differences above, educators need to pay attention to the different aspects of the potential characteristics of students in the Science and Social Studies study programs so that guidance and counseling services can be directed and carried out so that students are able to develop themselves and plan their future direction through the appropriate adjustment process, according to and harmonious.

The purpose of this study was to determine differences in self-adjustment abilities between students of the Science study program and students of the Social Studies program, FKIP, University of Lambung Mangkurat.

2. METHOD

This research uses a quantitative approach, the method used is comparative research, which is a study that can find similarities and differences about objects, about people, about work procedures, about ideas, criticism of people, groups, or something. an idea or a work procedure. Can also compare the similarity of views and changes in views of people, groups or countries, cases, people, events or ideas [22].

The population in this study were students of the Science and Social Sciences study program at FKIP ULM class 2018.The sample of this study was from the Science and Social Studies study program at the FKIP ULM class of 2018. By determining the number of samples from the population with a level of 5%, the number of samples taken was 60 students with details of 30 students from the science study program and 30 students from the social studies program. The sampling technique used in this study was purposive random sampling.

The data analysis technique was calculated by calculating the length limit of the class interval class interval using the Sturgess formula, namely: K = 1 + 3.3 log n, where n is the research sample (Hadi) [23]. In accordance with the objectives of this study, the appropriate data analysis technique to use is to use the t-test (Sugiyono) [24], One Way ANOVA using the SPSS program. The decision making criteria is if the significance value is more than 0.05, it can be said that the variants of two or more data groups are the same (Priyatno) [25].

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

3. RESULT AND DISCUSSION

3.1 Result

Respondents' responses from the results of the EPPS psychological test instrument for the aspect of self-adjustment ability can be seen in the following frequency table.

Table 1 The results of the data on the ability of self-adjustment students of the Science Education program FKIP ULM

IPA				IPS			
Number/ Respondents	Adjustment	Scale	Total	Number/ Respondents	Adjustment	Scale	Total
1	High	4	3 person	1	Average	3	24 person
2	High	4		2	Average	3	
3	High	4		3	Average	3	
4	Average	3	15 person	4	Average	3	
5	Average	3		5	Average	3	
6	Average	3		6	Average	3	
7	Average	3		7	Average	3	
8	Average	3		8	Average	3	
9	Average	3		9	Average	3	
10	Average	3		10	Average	3	
11	Average	3		11	Average	3	
12	Average	3		12	Average	3	
13	Average	3		13	Average	3	
14	Average	3		14	Average	3	
15	Average	3		15	Average	3	
16	Average	3		16	Average	3	
17	Average	3		17	Average	3	
18	Average	3		18	Average	3	
19	Low	2	6 person	19	Average	3	
20	Low	2		20	Average	3	
21	Low	2		21	Average	3	
22	Low	2		22	Average	3	
23	Low	2		23	Average	3	
24	Low	2		24	Average	3	

25	Very low	1	6 person	25	Low	2	6 person
26	Very low	1		26	Low	2	
27	Very low	1		27	Low	2	
28	Very low	1		28	Low	2	
29	Very low	1		29	Low	2	
30	Very low	1		30	Low	2	
			30 person				30 person

Adjustment to Study Program students Obtained from the results of the data in tables 1 and 2 above, the descriptive percentage for the ability to adapt to the students of the ULM FKIP Science education is 3 people or 10% are in the high category, 15 people or 50% are in the average category or sufficient, 6 people or 20% are in the low category and 6 people or 20% are in the low category.

While the descriptive percentage for the ability to adapt to social studies students of FKIP ULM is 24 people or 80% are in the high category, 6 people or 20% are in the low category.

Table 2 Percentage difference Data Capabilities Student Adjustment Prodi science Education and Social Education FKIP ULM

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813ª	.662	.650	.55501

a. Predictors: (Constant), IPS

From table 4.5 of the summary model above, at R Square = 0.662, which means that there is 66.2% difference in the ability of science education and social studies education, FKIP ULM

Table 3 Result ANOVA Test Data Capabilities Adjustment Differences Prodi Student Science Education and Social Education FKIP ULM

ANOVAᵇ

	Sum of Squares	df	Mean Square	F	Sig.
Regression	16,875 54,783 .000	1			16,875ª
Residual	8.625	28	.308		
Total	25,500	29			

a. Predictors: (Constant), IPS

b. Dependent Variable: Natural Sciences

From the results of table 3 above, it can be seen that in the significant column = 0.000 <0.05 or H0 is rejected, then Ha is accepted, which means that there is a difference in the adjustment ability of students in the Science and Social Education study programs.
From the results of table 4 above, it can be seen that t hit> t tab = 7,402> 2,042, it can be seen that the science education study program students and the social studies study program students have differences in their adjustment abilities. then in the significant column = 0.000 <0.05 or = H0 is rejected, then Ha is accepted, which means that there is a difference in the ability of adjustment to students of the Science and Social Education study programs.

Table 4 Result of the Coefficient of the Difference in the Self-Adjustment Ability of Students in Science Education Study Program and Social Studies Education FKIP ULM

Coefficientsª

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	-2.750	.717		-3.838	.001
IPS	1.875	.253	.813	7.402	.000

a. Dependent Variable: IPA

3.2 Discussion

From the results of the data analysis above, it is found that there are differences in the ability of adjustment in science education study program students and social studies study program students. The percentage of the amount is 66.2% there is a difference. Of course, these findings support individual differences in each individual, that basically every individual has different characteristics and characteristics. The ability to socialize in different individuals, depending on how far the environment (family) influences the individual's ability to socialize with his environment [7]. Individuals will find it easier to solve their psychological problems if they have adequate social skills and have social support from a community of people who create a harmonious and conducive atmosphere [26].

This is also reinforced by the results of research by Jingyu Zhang, et al. [27]. who found that personality has a significant effect on the adjustment results of Chinese international students in Germany. In addition, the aspects of self-acceptance and self-welfare on individual personality have a positive impact on the ability of individuals to adapt themselves to new environments [28]. This indicates that a person's personality profile also tends to influence his adjustment, especially in dealing with academic demands at higher education. This personality profile can also be assumed to be different between students majoring in Science and Social Sciences.

In addition, this means that there is a fairly large percentage difference in the ability to adapt between science study program students and social studies study program students. That is, the description of the results of the analysis of self-adjustment ability among science education study program students is that only 10% are in the high category, 50% are in the average or moderate category, 20% are in the low category and 20% are in the low category. This means that the adjustment abilities of science education students tend to be at average or sufficient ability. The cause of the tendency is that the characteristics produced by students in the science department have a skeptical, critical, sensitive, objective, honest, open, correct and cooperative mindset and have the ability to think analytically inductively and deductively based on scientific principles [12]. Although they tend to be open and able to work together, sometimes they are critical, sensitive and skeptical so this makes them tend to be cautious and keep their distance in social relationships with new people as well as in making adjustments, tend to pay attention and analyze for a long time only then can adjust slowly. The results of this study are also supported by research conducted by Birzina, Cedere and Petersone [29] in their research related to factors affecting first-year adaptation of science students, namely that institutional and personal factors that are focused on the application of transferable skills, especially those affecting students' adaptation in first study period. At the same time problems of academic factors such as students' previous knowledge in biology, chemistry, physics and mathematics and their skills for independent study are intrinsic to the success of student studies. An environment that is accustomed to being independent will form a capable,

persistent and unyielding personality in solving life problems [30,31].

From the results of the EPPS instrument data on science education students who tend to be high, it is an aspect of achievement rather than having social relationships with other people. The desire to be independent, the nature of being independent in terms of opinion/standpoint, rejects suggestions in the need for an unconventional stand, desires to be progressive and original. The development of this personality aspect will develop in a directed and positive manner, of course it must be supported and guided by the counselor, family and social environment so that the personality tendencies of individuals who come from the Science department have the ability to interact socially well [1,2].

Meanwhile, 80% of the social studies students of FKIP ULM are in the high category and 20% are in the low category. This means that the ability to adapt to social studies education students tends to be high or good. The reason is that the characteristics produced by students in the social studies department tend to be more concerned with social and social life, are happy to help solve issues that develop in their social environment and are not judgmental but tend to emphasize their emotions and personal feelings more [12]. So that the characteristics that tend to be flexible and easier to tolerate and their concern for social relationships to help others, make social studies education students better at adjusting. This suggests that social dynamics is an important factor in the adjustment process of students in higher education. Thus, the findings from the results of a study conducted by Fukukawa [32] indicated that frequent interactions among students enhance integration in the university classroom. Increased integration in the classroom for each student can improve students' ability to adjust to higher education.

For the results of the data from the EPPS instrument, the high nurturance aspect of social studies education students is a need that reflects the warmth of feelings, and in association is accompanied by service, giving, caring, especially for humans (but can also be for objects). As well as the aspect of affiliation which is also high, namely reflecting a social sense of the surroundings, being willing or ready to give help to those who deserve and deserve it, paying attention to fellow humans, for harmonious interactions with other humans accompanied by tolerance and warmth in the approach. Study results [33,3]. The goodness of this social aspect greatly affects individuals in facing life's difficulties, because they will be very critical of themselves in facing challenges and the novelty of cultural values that they must immediately adapt.

So that the results obtained Ha accepted significantly, which means that there are differences in the ability of adjustment in science education students and social science education students FKIP ULM. There are many factors that influence a person's adjustment, both from the science and social studies study program. One important factor in general is related to the family environment. Jonattan, Gregory and Brand [34] in their research stated that parental attachment affects the adjustment of new students, so parental support is very important in shaping student adjustment. This

indicates that parental support and attachment will influence how the formation of adaptations for both science and social studies students regardless of the characteristics of the major they choose.

4. CONCLUSION

Based on the results of the study, it can be concluded that there are significant differences in self-adjustment in students of the Science study program and students of the Social Studies study program. The description of the adjustment ability of students of the Science program FKIP Lambung Mangkurat University tends to be average or moderate. Meanwhile, the description of the self-adjustment ability of students of the Social Studies program, FKIP University of Lambung Mangkurat tends to be high.

REFERENCES

[1] M. O'Driscoll, S. Byrne, A. Mc Gillicuddy, S. Lambert, and L. J. Sahm, "The effects of mindfulness-based interventions for health and social care undergraduate students–a systematic review of the literature," *Psychol. Heal. Med.*, vol. 22, no. 7, pp. 851–865, 2017, doi: 10.1080/13548506.2017.1280178.

[2] G. Arslan, K. A. Allen, B. B. Telef, and H. Craig, "Social-emotional health in higher education: a psychometric evaluation with Turkish students," *Br. J. Guid. Couns.*, vol. 0, no. 0, pp. 1–14, 2020, doi: 10.1080/03069885.2020.1789554.

[3] H. K. Altinyelken, L. Hoek, and L. Jiang, "Improving the psychosocial wellbeing of international students: the relevance of mindfulness," *Br. J. Guid. Couns.*, vol. 48, no. 4, pp. 524–536, 2020, doi: 10.1080/03069885.2019.1600189.

[4] A. Peleg-Popko, Ora; Klingman, "Family environment, discrepancies between perceived actual and desirable environment, and children's test and trait anxiety.," *Br. J. Guid. Counc.*, vol. 30, no. 4, pp. 451–466, 2002, doi: 10.1080/0306988021000025646.

[5] H. Li, "Academic integration of mainland Chinese students in Germany," *Soc. Incl.*, vol. 5, no. 1, pp. 80–92, 2017, doi: 10.17645/si.v5i1.824.

[6] S. S. M. Bauman, M. Acker-Hocevar, D. L. Talbot, A. Visaya, M. Valencia, and J. Ambriz, "Exploring and Promoting the College Attendance and Success of Racial/Ethnic Minority Students," *J. Multicult. Couns. Devel.*, vol. 47, no. 1, pp. 37–48, 2019, doi: 10.1002/jmcd.12119.

[7] Sunarto and & H. Agung, *Perkembangan Peserta Didik*. Jakarta: Rineka Cipta, 2008.

[8] M. W. Eddy, *Konseling Kelompok Perkembangan*. Semarang: UNNES Press, 2019.

[9] E. . Hurlock, *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan Edisi Kelima*. Jakarta: Erlangga, 1993.

[10] Havighurst, *Human Development & Education*. New York: David Mckay Co, 1961.

[11] A. Sobur, *Psikologi Umum*. Bandung: Pustaka Setia, 2011.

[12] Trianto, *Metode Pembelajaran Terpadu*. Jakarta: Bumi Aksara, 2015.

[13] L. S. Puthanikar, "Adjustment Level of Post Graduate Science and Social Science in Relation to Their Gender," *Int. J. Indian Psychol.*, vol. 3, no. 3, 2016.

[14] Q. Wang and Q. Zhang, "An Investigation of Psychological Adjustment Differences among Chinese College Students: From the Perspectives of Their Gender, Major and Grade," *Psychology*, vol. 06, no. 16, pp. 2119–2124, 2015, doi: 10.4236/psych.2015.616208.

[15] O. O. Krisnawati, "Perbedaan Tingkat Kecemasan Siswa Kelas Xi Antara Jurusan Ipa Dan Ips Di Sma Negeri 1 Babadan Ponorogo," Universitas Muhammadiyah Surakarta, 2011.

[16] G. Royhannah, "Perbedaan Kemampuan Verbal antara Siswa Jurusan IPA dan Jurusan IPS di SMA Muhammadiyah Martapura," Universitas Lambung Mangkurat, 2017.

[17] S. B. Djamarah, *Psikologi Belajar*. Jakarta: Rineka Cipta, 2008.

[18] N. P. Sari and R. R. Jamain, "Pengaruh Kecerdasan dan Minat Pribadi Sosial terhadap Penyesuaian Diri Mahasiswa Bimbingan dan Konseling," *J. Kaji. Bimbing. dan Konseling*, vol. 4, no. 2, p. 75, 2019, doi: 10.17977/um001v4i22019p075.

[19] G. Howard, *Five Minds For The Future*. Jakarta: Gramedia, 2007.

[20] A. J. Nurihsan and S. L. Yusuf, *Teori Kepribadian*. Bandung: Remaja Rosdakarya, 2007.

[21] J. W. Santrock, *Educational Psychology: Sixth Edition*. McGeawHill: University of Texas Dallas, 2017.

[22] E. N. Sumintardja, *Dasar-Dasar Penguasaan Diagnostik*. Bandung: Fakultas Psikologi Universitas Islam Bandung, 1999.

[23] S. Hadi, *Statistik 2*. Yogyakarta: Andi Offset, 2007.

[24] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2014.

[25] D. Priyatno, *SPSS 22: Pengolahan Data Terpraktis*. Yogyakarta: Andi Offset, 2014.

[26] Y. A. Ra and J. Trusty, "Impact of Social Support and Coping on Acculturation and Acculturative Stress of East Asian International Students," *J. Multicult. Couns. Devel.*, vol. 45, no. 4, pp. 276–291, 2017, doi: 10.1002/jmcd.12078.

[27] J. Zhang, H. Mandl, and E. Wang, "Personality, acculturation, and psychosocial adjustment of Chinese international students in Germany," *Psychol. Rep.*, vol. 107, no. 2, pp. 511–525, 2010, doi: 10.2466/07.09.11.17.PR0.107.5.511-525.

[28] D. Lamela, B. Figueiredo, and A. Bastos, "A moderated cumulative model of personality adjustment in divorced adults: implications for counselling," *Br. J. Guid. Couns.*, vol. 46, no. 6, pp. 679–693, 2018, doi: 10.1080/03069885.2017.1335854.

[29] R. Birzina, D. Cedere, and L. Petersone, "Factors influencing the first year students' adaptation to natural science studies in higher education," *J. Balt. Sci. Educ.*, vol. 18, no. 3, pp. 349–361, 2019, doi: 10.33225/jbse/19.18.349.

[30] K. T. Wang, M. Wei, and H. H. Chen, "Social Factors in Cross-National Adjustment: Subjective Well-Being Trajectories Among Chinese International Students," *Couns. Psychol.*, vol. 43, no. 2, pp. 272–298, 2015, doi: 10.1177/0011000014566470.

[31] D. M. Bertram, M. Poulakis, B. S. Elsasser, and E. Kumar, "Social support and acculturation in chinese international students," *J. Multicult. Couns. Devel.*, vol. 42, no. 2, pp. 107–124, 2014, doi: 10.1002/j.2161-1912.2014.00048.x.

[32] Y. Fukukawa, "Social Network Dynamics and Psychological Adjustment Among University Students," *J. Educ. Heal. Community Psychol.*, vol. 2, no. 1, pp. 11–21, 2013, doi: 10.26555/jehcp.v2i1.a3739.

[33] H. M. Stallman, J. L. Ohan, and B. Chiera, "The role of social support, being present and self-kindness in university student well-being," *Br. J. Guid. Couns.*, vol. 46, no. 4, pp. 365–374, 2018, doi: 10.1080/03069885.2017.1343458.

[34] J. F. Mattanah, G. R. Hancock, and B. L. Brand, "Parental Attachment, Separation-Individuation, and College Student Adjustment: A Structural Equation Analysis of Mediational Effects," *J. Couns. Psychol.*, vol. 51, no. 2, pp. 213–225, 2004, doi: 10.1037/0022-0167.51.2.213.

Environment and Differences of Self Adjustment Ability Between Students of Natural Sciences Programs and Students of Social Sciences Programs

8 ijip.in
Internet Source
1%

9 www.irci.jp
Internet Source
1%

10 repository.widyatama.ac.id
Internet Source
1%

11 www.epa.sa.gov.au
Internet Source
1%

12 journals.stie-yai.ac.id
Internet Source
1%

13 sciencepubco.com
Internet Source
1%

14 www.scirp.org
Internet Source
1%

15 www.jurnal.unsyiah.ac.id
Internet Source
<1%

16 Sinsin Nurhayati, Enung Nurhayati. "ONLINE LEARNING OF INDONESIAN LANGUAGE IN PRIMARY SCHOOL (MADRASAH IBTIDA'IYAH) ON INSTRUCTION TEXT IN COVID-19 PANDEMIC", JLER (Journal of Language Education Research), 2021
Publication
<1%

17 cgfs.hu.edu.jo
Internet Source
<1%

18 Yudha Irhasyuarna, Ellyna Hafizah, Mella Mutika Sari, Siti Nurhaliza, Indah Najmi Fajar. "The development of interactive media in the context of wetland local wisdom on science materials for junior high schools to practice science literacy", AIP Publishing, 2022
Publication
<1%

19 R. Ati Sukmawati, Harja Santana Purba, Irliyanti Irliyanti, Ibnu Sina, Andi Ichsan Mahardika, Siti Mawaddah. "Student Learning Outcomes in Learning Straight Line Equations Using Web-Based Interactive Media", 2021 Universitas Riau International Conference on Education Technology (URICET), 2021
Publication
<1%

20 digilib.uinsgd.ac.id
Internet Source
<1%

21 adoc.pub
Internet Source
<1%

22 diamond100dotnet.wordpress.com
Internet Source
<1%

23 documents1.worldbank.org
Internet Source
<1%

24 ecos.fws.gov
Internet Source
<1%

25 javierley.weebly.com
Internet Source
<1%

26 jecombi.seaninstitute.org
Internet Source
<1%

27 www.neliti.com
Internet Source
<1%

28 "Advances in Visual Informatics", Springer Science and Business Media LLC, 2017
Publication
<1%

29 Dharmono Dharmono, Atika Rahmawati. "Student's naturalist intelligence in studying high plant botanicals by inquiry model", JURNAL BIOEDUKATIKA, 2019
Publication
<1%

30 erl.ucc.edu.gh:8080
Internet Source
<1%

31 mafiadoc.com
Internet Source
<1%

32 repository.upi.edu
Internet Source
<1%

33 www.edunesia.org
Internet Source
<1%

34 www.tandfonline.com
Internet Source
<1%

Environment and Differences of Self Adjustment Ability Between Students of Natural Sciences Programs and Students of Social Sciences Programs