

## RESEARCH ARTICLE

**RELIABILITY AND CONSTRUCT VALIDITY OF THE SELF  
ADJUSTMENT SCALE****Andika Agus Setiawan<sup>1</sup>, Resti Handayani<sup>1</sup>, Aulia Woro Hapsari<sup>1</sup>, Dini Fajar Khairunisa<sup>1</sup>**[dinifajarkh@gmail.com](mailto:dinifajarkh@gmail.com)<sup>[1]</sup> Universitas Muhammadiyah Purwokerto, Purwokerto, Indonesia**ABSTRACT**

The purpose of this study is to examine the reliability and construct validity of self-adjustment, to find dimensions and indicators that can form self-adjustment. self-adjustment measured by the dimensions of recognition, participation, conformity, altruism, and social approval. The population in this study were new students of the psychology study program at Muhammadiyah Purwokerto University in the 2024/2025 academic year, totaling 302 new students. The sample of this study was 172 new students. The sampling technique in this study used a random sampling. Data collection methods use a self-adjustment scale. Research data were analyzed with Structural Equation Modeling (SEM) through the Smart PLS 3.2.8 program. Based on the analysis results, the dimensions and indicators that form the construct of self-adjustment are declared valid and reliable. The most dimension that reflects the construction of self adjustment is a recognition with a loading factor value is 0,947. The lowest dimension that reflects the construct of self adjustment is social approval, with a loading factor 0,476. This research shows that all dimensions and indicators are able to reflect and form the construct of self-adjustment. Thus, the measurement model can be accepted because the theory was described self-adjustment is consistent with empirical data obtained from the subject.

**Keywords:** *Altruism, Conformity, Participation, Recognition, Self-Adjustment, Social Approval*

**INTRODUCTION**

Adjustment is a process in which individuals strive to overcome or master their own needs, tensions, feelings of frustration, and conflicts independently with the aim of achieving harmony and compatibility between the demands of the environment in which the individual lives and the demands within themselves (Schneider, 1964). Wulandari in Rahmah, *et al.* (2023) stated that the ability to adjust is very necessary because it helps individuals in facing and overcoming various changes, demands, and even problems at every stage. The impact when self-adjustment is low is the difficulty in solving life problems in the living environment (Karim & Salehudin2021). A good solution in overcoming the problem of adjustment

in certain individuals is by having good interactions with their environment, being able to position themselves in fulfilling what is expected of others and themselves, being able to make a plan in responding to a problem efficiently, then in that way the individual will have good adjustment too (Schneider in Bashori & Handono, 2013). Schneiders (1964) argues that in order for someone to be able to effectively adjust, he must first try to overcome conflicts, disappointments, tensions, and needs within himself. This process includes behavioral and mental reactions. The goal of adjustment is to create a balance between the demands placed on a person and the demands placed on him by his environment.

Transition Period is a period of transition from one condition to another. During the development period, individuals always face a transition period, starting with the development of children into adolescents, until adolescents become adults. Transition periods also occur in the world of education, starting from the transition from elementary school to middle school and then the transition from high school to college. Although it looks the same as starting a new level like elementary school students entering middle school and middle school students entering high school, the fear of facing new conditions is inevitable. According to Feldt *et al.* (2011), many new students consider the first year of college to be the most difficult year, because this is when they face many new situations such as a different learning system from high school, more challenging lecture materials, differences in the origins of new friends, and a new living environment. Some of the problems faced by new students require them to be able to adapt to the college environment, whether in the form of changes in the education system, learning methods, or even relationships with peers. These changes will have an impact on their perspective, especially related to their ability to deal with various obstacles and challenges experienced while at university. (Siah & Tan, 2015; Wider *et al.*, 2017). In addition, other common problems that often arise are being away from family, difficulty managing finances, adjusting to new life situations, interacting with people from different socio-cultural backgrounds, problems with the opposite sex, problems with new friends in college, and being involved in organizational and student affairs (Gultom *et al.*, 2023). Research conducted by (Gultom *et al.*, 2023) stated that first-year students in the Department of Education, FKIP for the 2022-2023 academic year showed a moderate level of adjustment with a score of 100% in all dimensions. Meanwhile, the student's academic adjustment score was in the low category, which was 14.98%. This can illustrate that students have difficulty in facing challenges and obstacles. This can have an impact on mental health conditions in the long term (Rahayu & Arianti, 2020). The inability of individuals to adjust to a new environment has impacts such as; poor communication skills, reluctance to be away from

parents, slow adaptation rate, lack of independence, and the emergence of disruptive behavior in the classroom and social situations (Fitri & Kustanti, 2020).

Schneider in Putri & Syukur (2024) stated that there are five factors that can influence self-adjustment. The first is physical condition consisting of heredity and physical construction, the main body systems, and physical health, the second is personality consisting of the willingness and ability to change ( modifiability ), self-regulation , self-realization ( -realization , and intelligence, the third is the learning process consisting of learning, experience, practice, self-determination, the fourth is the environment which includes several environments, namely the family environment, school environment, community environment and the fifth is religion and culture.

According to Schneiders (1964), there are several aspects that indicate good self-adjustment in individuals, namely: (1) Absence of Excessive Emotions: Individuals who have good self-adjustment are able to control their emotions so that they avoid excessive emotional outbursts. This allows them to think clearly and solve problems wisely, (2) Absence of Psychological Mechanisms: When faced with failure, individuals who have good self-adjustment will admit it and try to improve themselves without using defense mechanisms, such as rationalization, projection, or compensation. In contrast, individuals with poor self-adjustment tend to blame others for their failures, (3) Absence of Feelings of Frustration: Individuals who are able to adjust well do not experience prolonged feelings of frustration. When faced with pressure, they do not replace their normal behavior with defense mechanisms or reactions that can hinder adjustment to the environment, (4) Ability to Direct Oneself and Have Social Consideration Individuals with good self-adjustment are able to direct themselves and use rational social considerations in solving problems in their surroundings, (5) Ability to Learn: Individuals who have this ability will find it easier to face failure and solve problems because they continue to learn to improve themselves and their behavior, (6) Use of Past Experience: Good self-adjustment is also seen from the individual's

ability to learn from the past and take the positive side of the experience to develop themselves. (7) Realistic and Objective Attitude: Individuals with realistic and objective attitudes are able to accept the reality of life as it is without triggering internal conflict, so that they can see the situation in a balanced way and maintain psychological well-being.

Several previous studies have shown that self-adjustment is related to various aspects of an individual's life such as learning motivation, academic achievement, and stress. Research conducted by Astutik *et al.* (2024) showed that self-adjustment had a significant effect on learning motivation in students at Sebelas Maret University by 43.5%. Meanwhile, research conducted by Aliyani *et al.* (2023) stated that self-adjustment, achievement motivation, and academic resilience had an effect on academic achievement by 58.3%. Meanwhile, Kurniyati & Hamidah (2021) showed that self-adjustment had a positive and significant effect on stress in new medical school students during the Covid-19 pandemic by 35.9%.

Good adjustment positively contributes to students' learning motivation. Research shows that students with high adjustment abilities tend to have better learning motivation. This shows that the ability to adapt to a new environment is very important to maintain enthusiasm and desire to learn (Astutik *et al.*, 2024). Students who have good adjustment abilities tend to achieve higher academic achievement, because they can overcome the challenges and pressures faced during lectures (Aliyani *et al.*, 2023). Adjustment abilities also have a positive effect on students' social well-being. Research has found that the higher the adjustment ability, the higher the social well-being felt by students, with a contribution of 82%<sup>3</sup>. This shows the importance of social support and positive interactions in the adjustment process (Tri Ayu Lestari *et al.*, 2023).

## METHOD

### *Population, Sample, And Sampling Technique*

The population in this study were new students of the psychology study program at Muhammadiyah

Purwokerto University in the 2024/2025 academic year, totaling 302 new students. The sample of this study amounted to 172 with age characteristics from 18-25 years consisting of 119 people (age 18 years), 39 people (age 19 years), 12 people (age 20 years), 1 person (age 21 & 22 years), and 0 people (age 23-25 years). The sampling technique in this study used a random sampling technique.

### *Data Collection Method*

Self-adjustment in this study was measured using a self-adjustment scale. The model used is a Likert scale consisting of four alternative answers, namely, strongly agree, agree, disagree, and strongly disagree. The research scale refers to the dimensions of self-adjustment consisting of recognition, participation, conformity, altruism, and social approval by adapting the self-adjustment scale from Schneider (1964). Examples of items on the self-adjustment scale in the recognition dimension: "I feel that my friends like me". Sample items on the participation dimension: "I am confident when I hang out with other people". Examples of items on the dimension of conformity: "I try to adjust to the environment". Sample items on the altruism dimension: "I always accept well when making friends". Sample items on the social approval dimension: "I remain kind to people who speak badly about me". The blueprint used as a reference for the self-adjustment scale can be seen in the table.

Table 1. Dimension

No	Dimension	No.Aitem		$\Sigma$
		Favou rable	Unfavo rable	
1.	Recognition	2,4,30,	23,3,6,1 2,13	8
2	Participation	1,7	14,22,29	5
3	Social Approval	9,17,1 9,26	8,34,35	7
4	Altruisme	10,11, 15	16,18,20 ,21,23	8

5	Conformity	24, 25,27, 28,	30,31,32	7
Total			35	

### Construct Validity and Reliability

Testing the validity and reliability of constructs using external model testing. Construct validity testing consists of testing convergent validity and discriminatory validity. Convergent validity can be seen from the factor loading value  $>0.4$  (Hair, 2010) and the Average Variance Extracted (AVE) value  $> 0.5$  (Jogiyanto, 2011). The construct reliability test is carried out to show the internal consistency of the measuring instrument by looking at the composite reliability value and Cronbach alpha with a greater value, it will show the consistency value of each item in measuring latent variables. According to Hair, Black, Babin, and Anderson (2014) the right composite reliability value and Cronbach alpha  $> 0.7$  and a value of 0.4 are still acceptable (Hair, 2010).

### Data Analysis

This research data was analyzed using structural equation modeling (SEM) with the help of the Smart PLS 3.2.8 program and the 2nd Order Confirmatory Factor Analysis (CFA) approach. CFA is one of the main approaches in factor analysis, which serves to test the dimensions of a construct. This approach is used in building a measurement model that aims to describe how dimensions and indicators reflect latent variables, in this case self-adjustment, by assessing the factor loading of each constituent aspect. CFA is also used to test the construct validity and reliability of the indicators that make up the latent construct (Latan, 2012). In this study, second-order confirmatory factor analysis (2nd Order CFA) was applied, which is a measurement model consisting of two levels. At the first level, the analysis is conducted from the latent dimensional construct to the indicator, and at the second level, the analysis is conducted from the latent construct to the dimensional construct (Latan, 2012).

## RESULTS

Based on the testing outer testing model of the self adjustment scale using the Smart PLS 3.2.8 program, it can be seen as the results in Figure 1 below

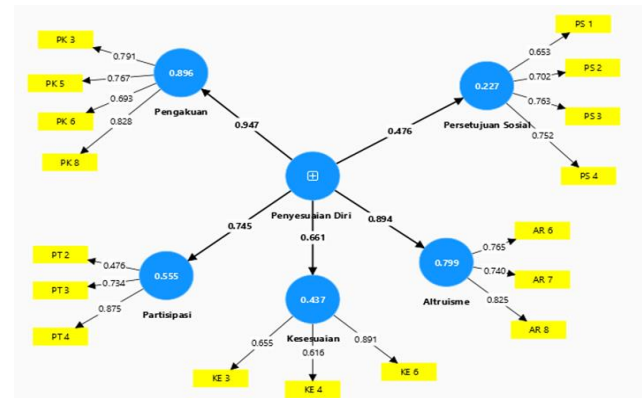


Figure 1 : Outer Model of Self AdjustmentScale

### A. Convergent Validity

Based on the data analysis, the earned value loading factor of the variable to the dimensions and of dimensions to the indicator value  $> 0.4$ . The loading factor is 0.4 or more are considered to have validation that is strong enough to explain latent constructs (Hair, Hult, Ringle & Sarstedt, 2017). Convergent validity testing results can be seen in Table 2 and Table 3.

Table 2. Loading Factor Value (Variable-Dimension)

Dimension	Loading Factor	Information
Recognition	0,947	Valid
Participation	0,745	Valid
Social Approval	0,476	Valid
Conformity	0,661	Valid
Altruisme	0,894	Valid

Table 3. Loading Factor Value (Dimension-Indicator)

Item	Loading Factor	Information
PD. PK 3	0,797	Valid
PD. PK 5	0,767	Valid
PD. PK 6	0,693	Valid
PD. PK 8	0,828	Valid
PD. PT 2	0,476	Valid
PD. PT 3	0,734	Valid
PD. PT 4	0,875	Valid
PD. PS 1	0,653	Valid
PD. PS 2	0,702	Valid
PD. PS 3	0,763	Valid
PD. PS 4	0,752	Valid
PD. KE 3	0,655	Valid
PD. KE 4	0,616	Valid
PD. KE 6	0,891	Valid
PD. AR 6	0,765	Valid
PD. AR 7	0,740	Valid
PD. AR 8	0,825	Valid

Furthermore, the results of the convergent validity test show the Average Variance Extracted (AVE) value  $> 0.5$ . The value of Average Variance Extracted (AVE) from the self adjustment variable is 0.540, and the value of Average Variance Extracted (AVE) from each dimension of self adjustment can be seen on Table 4.

Table 4. Value of Average Variance Extracted (AVE) of Self - Adjustment

Dimension	AVE Value	Information
Recognition	0,595	Valid
Participation	0,511	Valid
Social Approval	0,517	Valid
Conformity	0,534	Valid

Altruisme	0,605	Valid
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#### B. Discriminant Validity

Based on the results of discriminant validity test shows that the root value of Average Variance Extracted (AVE) in each dimension of self adjustment is higher than the root value of Average Variance Extracted (AVE) in other dimensions of self adjustment, so the discriminant validity criteria are met. The root value of the Average Variance Extracted (AVE) of the self adjustment variable can be seen in Table 4.

Table 5. Root Value of the Average Variance Extracted (AVE) of Self Adjustment

	Reco gnitio n	Parti cipat ion	Social Appr oval	Conf ormit y	Altruis me
Recogn ition	0,771	0,642	0,448	0,505	0,794
Partici pation	0,643	0,715	0,354	0,530	0,633
Social Approv al	0,448	0,354	0,719	0,604	0,387
Confor mity	0,505	0,633	0,604	0,731	0,566
Altruis me	0,794	0,530	0,387	0,566	0,778

Construct reliability testing is done by testing the outer model seen from the composite reliability and Cronbach alpha values. This test is done by looking at the value of composite reliability and Cronbach alpha  $> 0.6$ , which means that the scale in this study is reliable. The composite reliability and Cronbach alpha values can be seen in Table 6

Table 6. Value of Composite Reliability and Cronbach's Alpha of Self Adjustment

Variable	Cronbac h Alpha	Composit e Reliabilit y	Informati on

<b>Self Adjustment</b>	0,876	0,883	Reliable
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Based on the results of construct reliability testing in table 6, it shows that the scale of self adjustment has good reliability and gives the meaning that the form that measures the variable meets the unidimensional criteria (Hair, Hult, Ringle & Sarstedt, 2017). This is indicated by the value of composite reliability 0.883 and Cronbach alpha 0.876. The construct validity and reliability tests produce valid and reliable items that are able to reflect the dimensions of self adjustment, that is items at numbers 3,6,9,13,14,17,19,20,21,22,23,26,27,28,30,31.

Based on the results of the analysis of research data using outer model testing shows that the measurement model is acceptable because the self adjustment variable can reflect the variable of self adjustment

### DISCUSSION

Based on the result of analysis of the construct validity and reliability, the dimension and indicators that can establish the construct of self adjustment are declared valid and reliable. The most dominant dimension and able to reflect self adjustment is recognition with a loading factor value is 0,947. Recognition is shown by behaviors such as accepting and respecting the rights of others. This is supported by valid and reliable indicators that show that college student considers suggestions from their friends.

The weakest dimension reflecting self adjustment is social approval, with a loading factor 0,476. *Sosial Approval* is shown by empathy and sensitivity toward problems occurring around them. This is supported by valid and reliable indicators that show that college students are trying to maintain good relations with their friends who talk bad about them.

The results of this study are expected to provide an overview of the validity and reliability of self adjustment scale in improving self adjustment in new collage student at Universitas Muhammadiyah Purwokerto, so it can be used in research data

collection and become a reference in further research related to self adjustment.

### CONCLUSION

The conclusions in this study are: 1) The scale of self adjustment has fulfilled good construct validity and reliability, 2) All dimensions significantly form self adjustment. The most dominant dimension that reflects self adjustment, and the weakest dimension that reflects self adjustment is social approval. In this study, a model of self adjustment scale measurement was formed that was in accordance with empirical data obtained from subjects at the study site.

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### DECLARATION OF POTENTIAL CONFLICT OF INTEREST

The first author works on developing the research idea, leading the research, and drafting the introduction. The second author works on writing the introduction and research methods. The third author searched the literature review and compiled the bibliography. The fourth author compiles the results and discussion and be as corresponding author.

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