Overview of Minority Student Adjustment at Universitas Negeri Medan

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Abstract. Every student needs adjustment in college life, including minority students at Universitas Negeri Medan. This study was conducted to see the picture of the adjustment of minority students at the Universitas Negeri Medan. Data were collected using self-administered questionnaires and analyzed using Descriptive Analysis (percentage). The findings of this study indicated that overall, 18 students had adjustment problems. Based on the results of the analysis of 4 aspects of adjustment, 21 students experience personal adjustment problems, 18 students experience social adjustment problems, 20 students experience academic adjustment problems, and 12 students experience agency adjustment problems.

Keywords : Minority Student, Adjustment

1 Introduction

Education in Indonesia, especially at the higher education (PT) level, is expected to produce students with diverse abilities. This is in line with the purpose of national education stipulated in Law No. 20 of 2003 and Article 3 of the National Education System and states as follows. Fearing the Almighty God, he is a noble, healthy, knowledgeable, competent, creative, independent, democratic and responsible citizen. Academic education has a learning process that requires interaction between students.

When interacting with the requirements of the campus environment, students must adjust their needs, expectations, and requirements on their own. If there are students on campus, they must face a different environment than they have experienced before. It is not uncommon for someone to experience the process of a culture shock when dealing with an environment that is different from the previous one.

Searle and Ward (Chapdelaine and Alexitch, 2004) explain that culture shock is an adaptive requirement that individuals face at the cognitive, behavioral, emotional, social, and physiological levels when a person is transferred to another culture. doing. When students first interact in these diverse environments, one person usually feels strange and different from the others. Yuniardi and Dayaksini (2008) explain that students who leave their hometown in a short period and settle in a new area can harm students outside the island, including communication problems due to differences. language. This adverse effect affects his mental state.

Due to diverse cultural backgrounds, it is clear that students from outside North Sumatra have become minority students of higher education, especially local cultures that develop in the local Batak culture. Adapting to the campus environment is a constant process for students from outside North Sumatra. For example, differences in speech/language, skin color, values and norms, climate, that require adequate skills and abilities. To be able to adapt, under certain

conditions to make appropriate adaptations. Student adaptation or adaptation processes are the supporters for helping students integrate into other communities. Schneiders (Agustiani (2006: 146147)) explains that self-regulation is a process that involves mental and behavioral responses. This is an effort to successfully overcome the needs, tensions, conflicts, and frustrations experienced by an individual.

We aim to harmonize and harmonize our demands with the expectations of the environment. Adaptable people are those who are limited, mature, useful, efficient, learn to be content with themselves and their surroundings, and experience conflict, frustration, personal and social without experiencing behavioral problems. People who can adapt to difficult situations. The adaptation process of non-Sumatra students is influenced by many factors. Fatimah (2010) found that the coordination process is strong in factors that determine personalities themselves, such as experience factors, learning outcomes, needs, self-actualization, frustration, depression, family environment, relationships with parents, sibling relationships, and community environment.

It explains that it will affect performance. Academic and university environment. This study focuses on the environmental factors of the university. The university environment is an important element of self-regulation because it acts as a medium for socialization that affects the intellectual, social, and moral lives of students. The campus atmosphere influences the process and pattern of adaptation to students, including the minority of Papua. Overseas Papuan students are immigrants to areas with different cultural backgrounds than their hometowns. For the first time, international students are coming to a new environment of a different culture and have problems interacting with other ethnic groups. The process of social interaction is certainly carried out by Papua students to survive and benefit, to prevent psychological and physical stress (Listiyanto, 2007).

Due to existing phenomena, students continuing their studies outside the region, including the Universitas Negeri Medan (UNIMED) campus, also have coordination problems. Coordination issues can interfere with their learning experience. Foreign and foreign students of the Papua ethnic group have particular problems adapting to different languages and cultures in their respective regions.

It is important to adapt to a new culture that helps them work effectively in all situations. Based on the above explanation, the problem arises in the adaptation of minority students. Researchers are interested in research on the theme of "Overview of Minority Adaptation at Negeri Medan University". Researchers would like to see an overview of minority adaptation at Universitas Negeri Medan so that they can find something that will help them overcome the situation.

Adjustment

Self-Adjustment in the original language is known as adaptation or personal adaptation. According to Schneiders (Ali & Mohamad, 2015: 173174), the discussion of the importance of self-adjustment can be seen from three perspectives: A) Adaptation as an adaptation (adaptation) Initially, self-adjustment was defined as synonymous with adaptation (adaptation). On the other hand, this adaptation generally leads to self-adjustment in the physical, physiological, or biological sense.

Adjustment tends to be interpreted as an effort to defend oneself physically (self-maintenance or survival). Self-adjustment is defined as the effort to defend oneself, so it is only in harmony with the physical state, not adjustment in the psychological sense. Self-adjustment is not just a physical adjustment, but a more complex and more important one is the uniqueness and existence of an individual personality in relation to the environment.; B)Adjustment as a form of conformity (Conformity) By interpreting self-adjustment as an effort of conformity, it

implies that their individuals seem to be under strong pressure to always be able to avoid deviating behavior, both morally, socially, and emotionally.

Individuals are always aware of compliance requirements and are threatened with rejection if their behavior does not comply with applicable standards. Norms that apply to a particular culture are not the same as those of other cultures, so it is not possible to develop a set of adjustment principles based on a generally accepted culture. The concept of self-adjustment is dynamic and cannot be structured according to social suitability.

C) Adaptation as an effort for mastery (Mastery) The next view is that self-adjustment is defined as the effort of domination, the ability to plan and organize responses in a particular way so that conflicts, difficulties, and frustration do not occur. Self-adjustment is defined as the ability to grow oneself in a way that impulses, emotions, and habits are controlled and directed.

According to Baker & Siryk (1984), the forms of Adjustment in the higher education sector are: A). Personal Customization. It is a natural and dynamic process aimed at altering an individual's behavior to develop better relationships with environmental conditions; B) Social Adjustment: A student can adapt to a campus environment, including how an individual can interact with others in the campus environment. This can be seen in the student's participation in campus activities.

For example, join campus organizations, committees, and research groups. In addition, students maintain good friendships and feel comfortable in the campus environment. In addition, the student's ability to adapt to the emotional and physical problems faced by freshmen. As a freshman, there are undeniable new demands in life, such as separation from family and boarding schools, lifestyle changes, and the characteristics of many other friends; C) Academic Adjustment. Students can adapt to college life and achieve academic performance. This can be seen as a motivation to play at school, get good grades, and be content with the results achieved; D) Institutional Adjustment. Commitment or Engagement is the student's ability to adapt by building bonds with lecture activities and influences their decision to continue learning.

Minority Students

Emphasizing the prevalence of ethnicity, race, groups, cultures, and religions in different parts of the world, minorities are always vulnerable, s are discriminated against, s are mistreated, s become scapegoats, and seem to be dominated by. more dominant or majority groups. Some references state that majority groups often act, treat minority groups as subgroups, are discriminated against, and are sometimes treated in the same way as existing cultures.

Minority groups are social units that cannot be named. In almost every country, the existence of a minority in the hegemony of the majority is an undeniable need. Multiple minorities are interpreted because they differ from the majority based on their identities, such as religion, language, ethnicity, culture, and sexual orientation choices. The number is usually not very large compared to the country's population. Therefore, he does not have a dominant position. This subordinate position greatly strengthens the solidarity between members in order to maintain their identities. In addition, these minority units are often separated.

Labeling minority groups has the effect of strengthening identity politics. Identity politics is rooted in the primitive. There are many minority communities in social life in the form of pluralistic societies with different cultures. This minority community can come from inside and outside Indonesian society. The definition of a minority group is not yet generally accepted. However, a common country is a minority group, a group of individuals who do not control the characteristics of a particular country, ethnicity, religion, or language that is different from the majority of the population. As a minority, A "group" is numerically smaller than the rest of the population of a non-dominant country. Their membership exhibits ethnic, religious, and

linguistic characteristics that are different from other population groups, and at least implicit solidarity for the protection of culture, tradition, religion, and language.

When you enter the lecture, you will learn a lot of new things, from education and education system to encounters with cross-cultural people. Of course, for international students, this is a requirement to be able to adapt to different environments of origin. Freshmen need to adapt not only socially, but also to themselves. Of course, customization is not easy. Especially considering the atmosphere, speaking style, and environment that is different from where we live. Adapting to the university environment is a process that every student at the university must perform.

During the coordination process, students encountered both academic and non-academic psychological problems. When it comes to new college environments, students need psychological and social preparation. This is because self-adjustment requires students to live fairly in their environment and to ensure that young people are satisfied with themselves and their environment (Willis, 2005). Students must be able to adapt to new situations and requirements. If student adaptation interferes with college life, it can cause students to leave college (Mudhovozi, 2012).

The impact of existing differences causes difficulties in building social relationships. If the communication pattern is different, the subject avoids communicating with the local population. The customs of the local population will also hinder the subject in promoting social relationships. The theme acknowledges that it is difficult to adapt to the customs of the local population. Integrating the difficulty of communicating with the various customs of the local population is the difficulty of adapting the theme to the environment. Focusing on the need for social acceptance is the subject's desire to overcome various environmentally perceived difficulties. Subjects understand their situation, but it does not always solve existing difficulties.

Themes include learning oral communication, social models as self-adaptation, self-potential as a medium for social adaptation, recognition of rules and norms, efforts for social readjustment, and various efforts to be accepted by local residents. bottom. Acting as a need for social acceptance comes from ourselves and the familiar environment that supports self-coordination and society. Along with the process between the difficulty of establishing social relationships and the need for social acceptance, the subject is self-improvement efforts in the form of finding meaning in life by being in line with God, others, and the environment. find. The self-improvement journey experienced by the subject is when they experience difficulties and disappointments in their lives.

This situation promotes awareness of subjects in need to experience relief from the disappointments and difficulties they are experiencing. Subject consciousness is formed by someone who shares an effort to improve themselves through spirituality. To make this decision, share self-improvement efforts through psychological suspicion by the subject. The suspicion that the subject experiences to receive assistance from the nearest environment for self-improvement through spirituality.

Researchers have found it difficult for subjects to adjust. Various backgrounds lead to this situation, such as differences in language and people's lifestyles. Sicat (2011) considers the experience to be an unpleasant experience for the subject, such as language differences, speaking differences, and speaking differences between the original domain and the new domain. Difficulty in interpreting linguistic expressions. Phenomena such as language differences are one of the problems of culture shock and are used to explain the consequences and symptoms of people moving to new areas. Researchers have found it difficult for subjects to maintain social relationships. This is closely related to the negative judgment of society in the new environment.

This situation affects people's perceptions of the new environment and creates discomfort in the environment. Myers (2005) found that these views are sneaky beliefs, negative emotional expressions, or hostile and discriminatory acts by members of the majority group towards members of the minority group in social situations that lead to prejudice. I believe that. The result of this view is that the subject believes in the views of the local population, which leads to the subject's withdrawal from the social environment. The difficulties he experiences affect the subject's survival in the environment.

The consciousness that is formed is not only the object that gives up the state, but also the object that chooses to open up to the environment. Myers (2005) has a powerful influence that reduces the perceived social and emotional burden while the personal environment becomes an individual's resource used to meet social needs. I showed that. The subject's experience is that of the subject in the immediate vicinity. Self-adjustment is the process by which an individual achieves self-balance by meeting environmental needs and eliminating negative emotions. Kartono (AlKarimah, 2015). Now that more and more students are studying in more than half of the places and areas, we need to get used to the new environment.

According to Willis (2011), self-adaptation is the ability of a person to naturally coexist and relate to the environment. Adjustments are made to avoid any obstacles or inconveniences that may occur and find a psychological balance. In this case, it certainly does not cause conflict with itself and does not violate the norms that apply to society. Self-adaptation plays a very important role in helping students learn smoothly. Effective adaptation depends on physical maturity, intellectual, emotional, social, moral, and religious maturity. If one aspect of behavior is immature, it becomes incapable of adapting (Schneider 1964: 82).

2 Research Methods

The research data collection instrument was adjusted to the characteristics of the data to be collected, namely a questionnaire which was developed by the researcher himself. The questionnaire used is a Likert scale model. The questionnaires were then distributed to 27 minority students (Papuans) studying at the State University of Medan. The data analysis technique used is the descriptive data analysis technique using percentages by categorizing the categories as High (T), Medium (S), and Low (R). Determination of categorization is done using the score interval formula. Data analysis was carried out to see a picture of the adjustment of minority students as a whole and to see the picture of adjustment of minority students based on 4 (four) aspects of adjustment.

3 Results and Discussion

According to Baker & Siryk (1984), self-adjustment consists of four aspects: (1) personal adjustment, (2) social adjustment, (3) academic adjustment, and (4) institutional adjustment. Based on the above aspects used as materials for conducting needs assessments (needs surveys) for minority group students, this is shown in Table 1 below.

Table 1. Description of Minority Student Adjustment Data at Universitas Negeri Medan

No	Respondent Initial	Minority Student Adjustment Score								Total	Kat
		Personal		Social		Academy		Institution			
		Score	Kat	Score	Kat	Score	Kat	Score	Kat		
1	Y	5	T	28	T	38	S	57	T	176	T
2	M	3	S	24	S	36	S	42	S	136	S
3	ENR	4	S	30	T	33	S	48	S	155	S
4	H	5	T	28	T	45	T	54	T	184	T
5	D	4	S	26	S	32	S	45	S	148	S
6	I	4	S	25	S	38	S	47	S	155	S
7	F	4	S	22	S	43	T	49	S	160	S
8	L	4	S	27	S	33	S	50	T	155	S
9	B	2	R	14	R	22	R	32	S	9	R
10	M	2	R	21	S	29	S	34	S	112	S
11	YI	5	S	24	S	38	S	64	T	177	T
12	DCS	6	T	28	T	55	T	57	T	204	T
13	A	5	S	28	T	32	S	47	S	157	S
14	N	4	S	24	S	33	S	50	T	152	S
15	A	4	S	18	S	41	S	50	T	156	S
16	MMR	4	S	23	S	27	S	49	S	147	S
17	BSCW	4	S	27	S	35	S	49	S	159	S
18	F	4	S	27	S	33	S	49	S	155	S
19	K	4	S	26	S	27	S	49	S	146	S
20	FJ	5	T	28	T	41	S	55	T	180	T
21	A	4	S	27	S	36	S	52	T	161	S
22	R	5	T	28	T	48	T	54	T	186	T
23	O	4	S	28	T	46	T	58	T	176	T
24	S	4	S	24	S	38	S	52	T	158	S
25	B	4	S	26	S	34	S	55	T	161	S
26	S	4	S	28	T	44	T	64	T	185	T
27	A	5	T	27	S	49	T	61	T	191	T

Information:
Kat = Category   T   = Height   S   = Medium
R = Low

Based on the analysis of the table above, the adjustment problems experienced by minority students at the State University of Medan as a whole can be described as follows.

Description of Adjustment of Minority students as a whole

The use of Likert scale in collecting data on adjustment of minority students. The description of the data can be seen in Table 2 as follows.

Table 2. Overall Adjustment Frequency Distribution by Category (n=27).

Score Interval	Category	Frequency
167-227	Height (T)	9
106-166	Medium (S)	17
45-105	Low (R)	1
Total	27	

From the table above, we can see that most minority students have experienced moderate adjustment, with 17 and 1 in the lower category. In total, 18 students from the minority had coordination problems. See the description of each aspect of self-tuning below for more information.

a. Minority Student Personal Adjustment Description

The use of Likert scale in the collection of personal adjustment data of minority students. The description of the data can be seen in Table 3 as follows.

Table 3. Personal Adjustment Frequency Distribution by Category (n=27).

Score Interval	Category	Frequency
52-70	Height (T)	6
33-51	Medium (S)	19
14-32	Low (R)	2
Total		27

Based on the table above, shows that most of the minority students experienced moderate and low personal adjustment, namely as many as 21 people

b. Description of Minority Student Social Adjustment

The use of Likert scale in collecting data on social adjustment of minority students. The description of the data can be seen in Table 4 as follows.

Table 4. Distribution of Social Adjustment Frequency by Category (n=27).

Score Interval	Category	Frequency
27-36	Height (T)	9
17-26	Medium (S)	17
7-16	Low (R)	1
Total		27

Based on the table above, shows that most of the minority students experienced moderate and low social adjustment, as many as 18 people.

c. Minority Student Academic Adjustment Description

The use of Likert scale in collecting data on academic adjustment of minority students. The description of the data can be seen in Table 5 as follows.

]Table 5. Distribution of Academic Adjustment Frequency by Category (n=27).

Score Interval	Category	Frequency
41-55	Height (T)	7
26-40	Medium (S)	19
11-25	Low (R)	1
	Total	27

Based on the table above, shows that most of the minority students experienced moderate and low academic adjustment as many as 20 people.

d.   Minority Student Institution Adjustment Description

The use of Likert scale in the collection of minority student institutional adjustment data. The description of the data can be seen in Table 6 as follows.

Table 6. Distribution of Institutional Adjustment Frequency by Category (n=27).

Score Interval	Category	Frequency
49-66	Height (T)	15
31-48	Medium (S)	12
13-30	Low (R)	0
	Total	27

Based on the table above, shows that most of the minority students experienced moderate and low institutional adjustment, as many as 12 people.

4   Conclusion

Based on the 27 minority respondents who had adjustment problems on campus, the middle and low category had up to 18 (66.66%) and the high category had 9 (33.33%). Based on the aspect of self-adjustment, namely (1) personal adjustment problems of up to 21 people (77.77%), (2) social adjustment problems of up to 18 people (66.66%), (3) largest academic adjustment problems. Up to 20 people (74, 07%), (4) Problems with institutional adjustment up to 12 people (44.44%).

The results of the needs survey found that one respondent had personal, social, and academic adjustment problems. Furthermore, it is recommended to analyze the needs and develop counseling models, both individually and in groups, to regulate the adjustment problems of minority students.

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