

## DESCRIPTION OF STUDENT SOCIAL ADJUSTMENT

Suyono Dude  
Gorontalo State University  
[suyonodude@ung.ac.id](mailto:suyonodude@ung.ac.id)

### ABSTRACT

The problem in this research is how the students' social adjustment. This research is descriptive quantitative; the sample is 48 students. The results of the research on the description of students' social adjustment illustrate that obtaining percentage result data based on the indicator 1 Real Appearance shows an average percentage value of 82%. Based on indicator 2 Adjustment to various groups shows an average percentage value of 75%. Based on indicator 3 Social Attitudes shows the average value of the percentage of 79%. Based on indicator 4 Personal Satisfaction shows the average value of the percentage of 84%.

**Keywords: Social Adjustment**

### INTRODUCTION

Humans are essentially social creatures who are always in touch and need other people in their lives. Humans are not able to live alone without needing help from those around them. As stated by Gerungan (2011: 26), that since humans are born, they need association with other people to fulfill their biological needs, namely food, drink, and others. Based on Gerungan's opinion, as social beings, humans need association with other people in the process of their lives. The whole process of individual life will always be colored by relationships with other people in a certain environment, both with the family, school, and society at large. Intercourse begins when he is born and goes through various stages in his life, including infancy, early childhood, late childhood, adolescence, adulthood, and old age.

Late childhood is a period of transition from early childhood to adolescence. Syamsu (2010: 180), suggests that late childhood is marked by the expansion of relationships, in addition to family as well as by forming new bonds with peers ( peer groups ) or classmates which causes the space for social relations to expand.

Schneiders (2010: 454) defines social adjustment as the ability to react effectively and healthily to situations, realities, and social relations so that the demands of social life are met in an acceptable and satisfying way. Based on Schneiders' opinion, social adjustment means behavior that encourages individuals to adapt to other people and groups in accordance with self-awareness and environmental demands.

Social adjustment of students at school according to Sofyan Wilis (in Nurdin, 2012: 96-97) is adjustment to teachers, subjects, peers, and the school environment. Student adjustment to the teacher is influenced by the attitude of the teacher in dealing with students. If the teacher's attitude is more friendly and full of intimacy, it will help students to be able to more easily recognize, understand, and adapt to the characteristics and personality of the teacher. Self-adjustment to subjects that should be adjusted to the age, level of intelligence, and needs of students, so that students can easily adapt themselves to the subject.

Adjustment to peers is seen as very important for social development. According to Havighurs (in Syamsu, 2010: 95) schools have important roles and responsibilities in helping students achieve their developmental tasks. So schools should strive to create a conducive climate or conditions that can facilitate students to achieve their development.

in their appearance so it is difficult to get along with their friends. This shows that there are still some students who have difficulty in making social adjustments at school with their peers. Social adjustment of students at school consists of adjustment to teachers, subjects, peers, and the school environment.

Hurlock (2010: 150) explains that one of the most difficult developmental tasks of adolescence is related to social adjustment. Adolescents must adapt to others outside the family environment to achieve the goals of adult socialization patterns, adolescents must make many new adjustments.

The development of social life during high school age is influenced by one important aspect, namely social adjustment. This is based on the fact that the high school age is the initial foundation for the formation of attitudes and behavior in the future. Supported by the opinion of Hurlock (2010: 286), explaining the importance of the first social adjustment, namely patterns of behavior and attitudes that are formed at the beginning of life tend to stay. Students who are able to make social adjustments during high school age, will have the possibility to be able to make social adjustments well in the future, compared to students who do not succeed in making social adjustments well. The second reason is that the type of social adjustment carried out at this time will leave a feature on their self-concept that will increase the determination of the pattern of social adjustment that will be made in the future.

WA Gerungan (in Nurdin, 2012: 90), suggests that the factors that influence social adjustment are as follows: the role of the family which includes socio-economic status, family needs, attitudes, and habits of parents, as well as the status of the child. Second, the role of the school includes structural and organizational schools, as well as the role of teachers in teaching and learning activities, the third the role of the work environment, the fourth the role of mass media, the influence of communication tools such as television, films, radio, libraries, and so on.

Once the importance of social adjustment in everyday life, not least in the world of education, it is very important social adjustment to be studied and considered.

## **THEORETICAL STUDY**

### **1. THE NATURE OF SOCIAL ADJUSTMENT**

Basically, humans are social creatures who always need the presence of other people to interact. In order for the interaction relationship to run well, humans are expected to be able to adapt or adjust to the physical environment and social environment. So a person's ability to adapt to his environment is influenced by his ability to adapt.

### **2. DEFINITION OF SOCIAL ADJUSTMENT**

Social adjustment is a term that refers to a person's adjustment process in the context of interaction with the surrounding environment. Social adjustment is a process that lasts a lifetime and is carried out by each individual so that he can play a role and function in his life, where individuals make adjustments in dealing with the environment and fellow humans. Humans as social beings cannot stand alone, they need other people to cooperate and help each other to fulfill all their needs such as individual needs for association, acceptance, and recognition of others for themselves.

Schneiders (2010:454) stated " Social adjustment signifies the capacity to react affectively and completely to social realities, situation and relations do that the requirements for social living are fulfilled in an acceptable and satisfactory manner. "

Social adjustment is the ability to react effectively and healthily to situations, realities and social relations so that the demands of social life are met in an acceptable and satisfying way. The definition of social adjustment according to Kartini Kartono (in Nurdin, 2012: 87) is: "(1) harmoniously establishing a relationship with the social environment; (2) learn the necessary behavior, or change existing habits, in such a way that it is suitable for a social society.

According to Sunarto and Hartono (2011: 221-222), the definition of social adjustment is as follows:

1. Adjustment means adaptation, being able to maintain its existence, or being able to survive and obtain physical and spiritual well-being and be able to hold satisfying relationships with social demands.
2. Adjustment can be interpreted as conformity which means adjusting something to a standard or principle.
3. Adjustment can be defined as mastery having the ability to plan and organize responses in such a way that it can deal with all kinds of conflicts, difficulties, and frustrations efficiently. Individuals have the ability to face the realities of life in an adequate way.
4. Adjustment can also mean mastery and emotional maturity. Emotional maturity means positively having the right emotional response in every situation.”

Based on the opinions of experts, it can be concluded that social adjustment is behavior that encourages individuals to adapt to other people and groups in accordance with self-awareness and environmental demands. Individual success in making social adjustments, among others, the individual's ability to communicate with others, can develop pleasant social attitudes, such as providing assistance to others, complying with the rules, and being able to actualize himself in groups, and being able to act in accordance with applicable norms. tolerance, and so on.

Social adjustment of students at school in this study is defined as the ability of students to adapt in interacting with other people and certain situations that exist around the school environment consisting of teachers, peers, subjects, and other matters related to effective and healthy school conditions so that students gain satisfaction in an effort to meet the needs that can be felt and have an impact on themselves, others, and the environment.

### **3.FEATURES OF SOCIAL ADJUSTMENT**

Students must be able to adapt to all conditions themselves and their social environment. However, not all students are always successful in the process of social adjustment. Many problems that arise faced by students along with the development process that lasts throughout life. As for the characteristics of social adjustment. According to Schneiders (2010: 51), the characteristics of good social adjustment are as follows:

1. Having high self-control in dealing with situations or problems, in other words not showing excessive emotional tension.
2. Does not show excessive psychological mechanisms, acts naturally in reacting to problems and conflicts encountered. able to process thoughts and feelings well, so as to find the right ways to solve the problem.
3. Have rational judgment and self -control, have the basic ability to think and can give consideration to the behavior made to overcome the problems he faces.
4. Able to learn so that he can develop his qualities, especially in being willing to learn from experience and make good use of the experience.
5. Has a realistic, objective attitude, able to assess situations , problems and shortcomings objectively.

The inability to adapt to the social environment can be seen from dissatisfaction with oneself and the social environment and has attitudes that reject reality and the social environment. Students who experience this feeling feel alienated from their environment, as a result they do not experience happiness in interacting with their peers or family.

Students' unhappiness is sometimes more due to personal problems than environmental problems, but has a significant influence on their social abilities, in this case social adjustment. Having feelings of inferiority, not wanting to accept physical conditions, not understanding one's own strengths and weaknesses, this can also result in adolescents rejecting themselves, so that the process of social interaction will be hampered. If students are realistic about all their strengths and weaknesses, and feel happy in the people who accept them and are able to devote attention and affection to those people, the chances of feeling happy will increase. This means that students have healthy social adjustments .

Students in the study were in the age range of 15-17 years, this age range included middle adolescence. At this time "social cognition" develops, namely the ability to understand other people (Syamsu, 2010: 198). Students understand other people around them as unique individuals, both regarding physical, personal traits, interests, values, and feelings. This understanding encourages students to establish closer social relationships with them (especially peers), both through friendship and romance (dating) (Syamsu, 2010: 198).

#### 4. ASPECTS OF SOCIAL ADJUSTMENT

Hurlock (2010: 287) has suggested various aspects of social adjustment, including:

##### 1. Real appearance

Overt performance shown by the individual according to the prevailing norms in his group, can meet the expectations of the group, meaning that the individual can meet the expectations of his group and he is accepted as a member of the group.

##### 2. Adaptation to various groups

Individuals are able to adjust or adapt well to each group they enter, both peers, and groups of adults.

##### 3. Social attitude

Individuals can show and show a pleasant attitude towards others, individuals are able to participate and can carry out their roles as good individuals in various social activities, it is able to make judgments from others that the individual can adjust well socially.

##### 4. Personal satisfaction

Individuals have a feeling of satisfaction within themselves, marked by a sense of satisfaction and happiness because they take part in group activities and are able to accept their own situation as it is in social situations. Other experts argue that aspects of social adjustment include:

1. Emotional affective aspects include: feeling safe, confident, enthusiastic, caring, not avoiding, able to give and receive love, brave.

2. Aspects of intellectual or cognitive development, including: the ability to understand oneself and others, the ability to communicate and the ability to see the reality of life.

3. Aspects of social development include: developing potential, being independent, flexible, participative, and working together (Zainun, 2011: 6).

According to Schneiders (2010: 60), social adjustment has the following aspects:

1. Recognition is respecting and accepting the rights of others.

In this case the individual does not violate the rights of others who are different from himself, to avoid social conflict. According to Schneiders, when we can respect and respect the rights of others, other people will respect and respect our rights so that social relations between individuals can be established in a healthy and harmonious manner.

2. Participation is Involving oneself in a relationship.

Each individual must be able to develop and maintain friendships. A person who is unable to build relationships with others and is more isolated from social relations will result in poor adjustment. These individuals have no interest in participating in activities in their environment and are unable to express themselves, while the form of adjustment will be said to be good if the individual is able to create healthy relationships with other people, develop friendships, play an active role in social activities, and respect values. values prevailing in society.

3. Social approval is interest in and sympathy for the welfare of others.

This can be a form of adjustment in society, where individuals can be sensitive to the problems and difficulties of others around them and are willing to help alleviate their problems. In addition, individuals must also show

interest in goals, hopes and aspirations, this perspective is also in accordance with the demands of religious adjustment .

4. Altruism is being humble and unselfish.

Mutual help and concern for others are moral values whose application of these values is part of a good moral adjustment which, if applied in a fair and useful society, will lead to a strong adjustment. The form of these traits has a sense of humanity, low self-esteem, and honesty where individuals who have these traits will have mental stability, a healthy emotional state and good adjustment.

5. Conformity is respecting and obeying the values of legal integrity, traditions and customs.

There is an awareness to obey and respect the rules and traditions that apply in the environment so that he will be well received in his environment

This research refers to Hurlock's opinion. Aspects of social adjustment consist of real appearance (about how individuals can meet group expectations), adjustment to groups (how individuals adapt to groups), social attitudes (good attitudes shown by individuals when able to adapt to groups), and personal satisfaction ( self-awareness).

## **5. FACTORS AFFECTING SOCIAL ADJUSTMENT**

Every individual has the ability to adapt to his environment. The ability of individuals to adapt to their environment is not the same from one individual to another. The adjustment process is determined by several factors that determine personality, both internal and external factors. Sunarto and Hartono explain several factors that influence individual adjustment, where social adjustment is one aspect of self-adjustment, then the factors that affect social adjustment are the same as the factors that affect self-adjustment, which are classified into three parts, namely physical factors, psychological factors, and environmental factors.

Sunarto and Hartono (2011: 229-231), explain the internal factors that influence social adjustment, including:

### **1. Physical Factor**

#### **a. Physical condition**

Physical structure is the primary condition for behavior because the nervous system, glands, and muscles are important factors in the process of social adjustment. If there are disturbances in the nervous system, glands, and muscles, it can cause symptoms of personality disorders, behavior, and mental disorders. Good physical health conditions will affect social adjustment. So if good social adjustment can be obtained and maintained in good physical health conditions.

#### **b. Development, maturity, and adjustment**

In a developmental process, the child's response develops from an instinctive response to a response obtained through learning and experiences that have been experienced. Changes and developments in individual responses continue to increase according to increasing age. Individuals who are getting older, become more mature to make responses that determine patterns of social adjustment. The patterns of social adjustment of each individual are different, not the same from one individual to another, this is influenced by the level of maturity achieved by different individuals. Emotion, social, moral, and intellectual are aspects of a person's personality that are influenced by the conditions of his development.

### **2. Psychological Factors**

#### **a. Experience**

Individual experiences also influence social adjustment. Experiences that affect social adjustment include pleasant experiences, tend to lead to good social adjustments, and traumatic experiences, namely experiences that tend to result in failure in a social adjustment.

#### **b. Learn**

Learning is a basic factor in social adjustment. Through learning, patterns of response will develop that will form a personality. Learning in the process of social adjustment is a modification of behavior since the early phases which is continuous and is strengthened by individual maturity.

#### c. Determination

Self-determination is a force factor that drives individuals to be able to achieve something good or something bad, which aims to achieve a high level of adjustment or which can be self-destructive. Self-determination plays an important role in the process of social adjustment because it has a role in controlling the pattern and direction of social adjustment.

#### d. Conflict

Every individual certainly has conflict in his life. Conflicts faced by each individual have various effects that affect behavior, but the effects of conflict on individual behavior depend on the nature of the conflict, including destructive, disruptive, and beneficial. Each individual has their own way of dealing with conflict, so each individual has different ways of dealing with conflict. Ways to resolve the conflict, among others, can increase efforts towards achieving goals that are socially beneficial. Individuals who easily make good social adjustments in a variety of different situations are individuals who can overcome the conflicts they have experienced.

According to Sunarto and Hartono (2011: 232-234), external factors that influence social adjustment are environmental factors which include:

##### 1. Influence of household and family

The family is the smallest social group unit which is the first place for individuals to carry out social interactions. Family is a very important factor in conditioning children's social adjustment, children learn to socialize for the first time with their families, children are given and taught how to become social beings in the family and then developed in society.

##### 2. Parent-child relationship

The process of social adjustment of children is influenced by several patterns of relationships between parents and children, including:

a. Acceptance is a situation where parents can accept their children well, which can create a warm, loving, and secure atmosphere for children.

b. Excessive punishment and discipline. The discipline applied by parents actually has a positive impact, namely it can help to control the child, but if the discipline is instilled excessively or too rigidly, it can have a bad effect on the child, namely creating a psychological atmosphere that will harm the child.

c. Pampering and protecting children excessively can result in feelings of insecurity for children, children tend to have low self-esteem, and other bad symptoms.

d. Rejection, a pattern where parents refuse the presence of their children, causes obstacles in the process of social adjustment of children, children have difficulty in socializing.

##### 3. Sibling relationship

The relationship between siblings has an influence in the process of social adjustment of children. If there is an atmosphere of cooperative, friendly, affectionate, and mutually respectful sibling relations, it can facilitate the achievement of better social adjustments, and vice versa if there is an atmosphere filled with hatred, discord, enmity, and quarrels between siblings will cause difficulties and failures in achieving good social adjustment.

##### 4. Public

Society is the largest social group and has a major influence on the lifestyle of its members. The state of the community environment is a condition that determines the process of social adjustment.

##### 5. School

School is a place where the teaching and learning process takes place, where in school children get intellectual, social, and moral lessons. The results of education in schools are provisions for social adjustment in society.

#### 6. Culture and religion

The cultural environment in which individuals live and interact can determine patterns of social adjustment, while religion provides a certain psychological atmosphere in reducing conflicts, frustration, and other forms of tension.

Similarly, Schneiders (2010: 122) details the five factors that influence social adjustment, namely:

##### 1. Physical condition and its determinants

Physical factors include heredity, physical constitution, nerves, glands, muscular system, health, and disease. The individual's physical condition includes physical disability, or the illness he or she is suffering from tends to encourage negative feelings, such as low self-esteem. Such conditions have an impact, including conditions where individuals will withdraw from the environment, which will directly make individuals experience difficulties in making social adjustments.

##### 2. Development and maturity

Maturity factors consist of social maturity, intellectual maturity, moral maturity, and emotional maturity. Maturity affects an individual's social adjustment. The emotional maturity factor is the most important part because it will help individuals in solving problems and dealing with conflicts appropriately.

##### 3. Psychological determinants

Psychological factors that influence social adjustment include experience, learning, reinforcement, self-determination, frustration, and conflict. Individuals will learn from experience in dealing with a conflict or problem, and help individuals how to behave and act towards their environment. Positive experiences will encourage individuals to continue to develop themselves which will affect the development of social adjustment, but on the contrary, bad experiences will have an impact on the decline of mental aspects which will result in individuals experiencing difficulties in social adjustment.

##### 4. Environmental conditions

Environmental factors consist of the home or family environment, school, and community. The family environment is the environment that has the most influence on social adjustment, because individuals gain initial social experience from interactions with parents and siblings. Meanwhile, school and society are further experiences that individuals gain in line with their growth, which also influence the individual's interest in a social relationship. The community environment provides a much wider social experience.

##### 5. Determination of culture and religion

The culture that exists in the environment around the individual and religion will affect the individual's personality such as values, individual beliefs, which will determine individual attitudes in the social environment.

Overall personality has a function as a primary determinant of social adjustment. Determinants mean factors that support, influence, or have an effect on the process of social adjustment. According to Hurlock (2010: 287) the factors that influence social adjustment are:

##### 1. Patterns of social behavior developed at home

Patterns of social behavior that are applied at home or in the family environment affect social adjustment in the environment, both the school environment and the community environment. If the behavior pattern developed at home is bad, then the child will find it difficult to make good social adjustments in the outside environment, and vice versa if the social adjustment at home is good then the child in making social adjustments will not experience obstacles.

##### 2. Behavioral models to imitate

Parents should set an example and be a good role model for their children. Providing good behavior to be imitated in the home environment will make it easier for children to make social adjustments outside the home, and vice versa if in the home environment there is a lack of behavioral models to imitate, the child will experience obstacles in social adjustment outside the home.

### 3. Learn

Lack of motivation to learn to make social adjustments often arises from unpleasant initial social experiences at home or outside the home, whereas learning from pleasant experiences will provide motivation in social adjustment at home or outside the home.

### 4. Guidance from parents

Parental guidance is very important to train children to make good social adjustments. For that as parents should be active in guiding and educating children.

WA Gerungan (in Nurdin, 2012: 90), suggests the factors that influence social adjustment are as follows:

1. The role of the family which includes socioeconomic status, family needs, attitudes, and habits of parents, as well as the status of children.
2. The role of the school includes the structure and organization of the school, as well as the role of the teacher in teaching and learning activities.
3. The role of the work environment.
4. The role of mass media, the influence of communication tools such as television, films, radio, libraries, and so on.

Based on the description, it can be concluded that the factors of social adjustment consist of internal factors and external factors. Internal factors that influence are in the form of physical factors and psychological factors. Physical factors consist of physical conditions and individual development/maturation, while psychological factors are in the form of experiences experienced by individuals, learning of something that has occurred, conflicts faced by individuals, and determinants. External factors that influence, namely, family, consist of the influence of family parenting, harmonious relationships within the family, namely relationships that involve parents and children, as well as with siblings, to create an atmosphere full of love, warmth, joy, and the role of society. the role of the school and its members, teachers, counselors, etc., culture and religion are also indications of good social adjustment if everything goes in harmony.

## 6. ADOLESCENT SOCIAL ADJUSTMENT

One of the most difficult developmental stages of adolescence is related to social adjustment. Adolescents must adjust to the opposite sex in a relationship that has never existed before and must adjust to adults outside the family and school environment. To achieve the goals of adult socialization patterns, adolescents must make many new adjustments. The most important and the most difficult are adjusting to the increasing influence of peer groups, changes in social behavior, new social groupings, new values in friendship selection, new values in social support and rejection, Hurlock (2010: 120).

With the expansion of opportunities to involve themselves in various social activities, social insight is getting better for teenagers. Now teenagers can judge their friends better, so that adjustment in social situations improves and fights are reduced. The more social participation, the greater the social competence of adolescents, as seen in holding conversations, in playing sports, and popular games, and behaving well in various social situations. Thus, adolescents have self-confidence which is expressed through a calm and balanced attitude in social situations Hurlock (2010: 134). The success of the teenager will lead him into a condition of good social adjustment in its entirety so that the teenager concerned can feel happy, harmonious and can become a productive person.



They are expected to be able to fulfill the responsibilities of adults, but since there is still a wide gap between physical growth and psychological maturation, the failures that are often experienced by adolescents in meeting these social demands cause frustration and inner conflicts in adolescents, especially if there is no understanding between them. adult party.

They are required to be able to determine the attitude of their choice and their ability to adapt to the demands of their environment so that their participation is always relevant in community activities. Based on observations in everyday life, the reality shows that not all teenagers are successful or able to make social adjustments in their environment. This can be seen from the number of teenage complaints that can be seen from various news or reviews about adolescent problems and deviant behavior in various media, both print and electronic media.

If adolescents are not able to make social adjustments, it will cause increasingly complex problems. These problems require a solution so as not to become a burden that can interfere with further development. This is one of the reasons why adolescence is considered more vulnerable than other stages of human development. Facing such complex problems, many teenagers can handle the problem well, but it is not uncommon for some teenagers to have difficulty in going through and overcoming the various problems they face. Adolescents who fail to overcome problems often become insecure, decline in school achievement, poor relationships with friends and various other problems and conflicts that occur.

## RESEARCH METHODS

This research design is a quantitative descriptive research design with one variable design, namely students' social adjustment. The sample in this study was 48 students. Data collection techniques using a Likert scale questionnaire. The data analysis technique used in this research is descriptive technique by using statistical calculation of percentage (%) with the formula ( $P = S/N \times 100\%$ ).

Percentage Score	Classification
76-100%	Well
56-75%	Enough
40-55%	Not enough
0-39%	Not good

## RESEARCH RESULTS AND DISCUSSION

### RESEARCH RESULT

students' social adjustment is then processed using a percentage calculation. Based on the results of research analyzed through 4 social adjustment obtained a percentage with an average amount of 80% based on the assessment standard. This shows that the figure is still in the good category. In indicator 1, the percentage of 82% shows that students are able to meet the expectations of his group and he is accepted as a member of the group. In indicator 2 obtaining a percentage of 75%, it can be seen that students are able to adjust or adapt well to each group they enter, both peer / peer, and adult groups. In indicator 3 obtaining a percentage of 79% this shows that students are able to show and show a pleasant attitude towards others, individuals are able to participate and can carry out their roles as good individuals in various social activities, it is able to make judgments from other people that individuals can adapt well socially. In indicator 4, the percentage is 84%, this shows that students able to have a feeling of satisfaction in himself, marked by a sense of satisfaction and happiness for taking part in group activities and being able to accept one's own situation as it is in social situations.

## DISCUSSION

This research is a quantitative descriptive study conducted at SMA Negeri 1 Gorontalo on 03 November 2016. The object of the research is the description of students' social adjustment. The four indicators measured have been accumulated to obtain an average percentage value of 80%, each indicator has a different percentage value. This illustrates that the description of the social adjustment of students in class X SMA Negeri 1 Gorontalo is stated in the fairly good category.

The description of students' social adjustment based on indicator 1 Real Appearance shows the average percentage value of 82%. Based on indicator 2 Adjustment to various groups shows an average percentage value of 75%. Based on indicator 3 Social Attitudes shows the average value of the percentage of 79%. Based on indicator 4 Personal Satisfaction, it shows the average percentage value of 84%.

Based on the four descriptions of the indicators regarding Real Appearance Adaptation to various groups which has the lowest percentage with a value of 75% and the indicator that has the highest value is Personal Satisfaction with a percentage value of 84%.

The results of this study on the description of students' social adjustment are supported by Gerungan's opinion (2001: 26), that since humans are born, they need association with other people to fulfill their biological needs, namely food, drink, and others. Based on Gerungan's opinion, as social beings, humans need association with other people in the process of their lives. The whole process of individual life will always be colored by relationships with other people in a certain environment, both with the family, school, and society at large.

## CONCLUSION

Based on the results of research and discussion, what has been described regarding the description of students' social adjustment illustrates that obtaining a percentage result data of 80% based on the indicator 1 Real Appearance shows an average percentage value of 82%. Based on indicator 2 Adjustment to various groups shows an average percentage value of 75%. Based on indicator 3 Social Attitudes shows the average value of the percentage of 79%. Based on indicator 4 Personal Satisfaction, it shows the average percentage value of 84%.

From the results of the research that have been described, it can be concluded that Social Adjustment can get a fairly high percentage. So that The description of students' social adjustment is categorized as quite good.

## BIBLIOGRAPHY

- 1) Akinlolu, David. A. (2010). The Buffering Effect of Emotional Intelligence on The Adjustment of Secondary School Transition. *Electronic Journal of Research of Educational Psychology*
- 2) Hurlock, Elizabeth B. 2010. *Developmental Psychology Volume 5*. Translator: Meitasari T. & Muslichah Z. Jakarta: Gramedia Pustaka Utama.
- 3) Moh. Nazir. (2011). *Research Methods*. Bogor: Ghalia Indonesia.
- 4) Nana Syaodih Sukmadinata. (2012). *Psychological Foundations of the Educational Process*. Bandung: PT Pemuda Rosdakarya.
- 5) Nurdin. (2012). The effect of emotional intelligence on students' social adjustment at school. *Journal of Educational Administration*, IX
- 6) Riduwan. 2013. *Easy Learning Research for Teachers, Employees and Youth Researchers*. Bandung : Alfabeta.
- 7) Saifuddin Azwar. (2013). *Preparation of the Psychological Scale*. Yogyakarta: Learning Library.
- 8) Schneiders, Alexander A. (2010). *Personal Adjustment and Mental Health*. New York: Holt, Reinhart and Winstons.

- 9) Shapiro, Lawrence E. (2013). Teaching Emotional Intelligence to Children . Translator: Alex Tri K. & Damanik. Jakarta: Gramedia Pustaka Utama.
- 10) Sugiyono. (2012). Statistics For Research . Bandung: Alfabeta.
- 11) Sukmadinata, Nana Syaodih. (2009). Educational Research Methods . Bandung: Rosda .
- 12) Sunarto & Hartono. (2011). Student Development . Jakarta: Rineka Cipta.
- 13) Sutrisno Hadi. (2010). Research Methodology. Yogyakarta: Andi Offset.
- 14) Shamsu Yusuf. (2010). Developmental Psychology of Children and Adolescents . Bandung: Rosdakarya Youth.
- 15) WA Gerungan. (2011). Social Psychology . Bandung: PT Refika Aditama.
- 16) Zainun. 2011. Child Psychology. Jakarta: Gramedia.