INFLUENCE SELF EFFICACY AND SELF REGULATED LEARNINGTO ACADEMIC ADJUSTMENT

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ABSTRACT

This research aims to determine the effect of Self Efficcay and Self Regulated Learning on Academic Adjustment of independent learning apprentices - independent campus of Ahmad Dahlan University Management and Accounting study program. The purpose of this research was to determine the effect of self efficacy and self regulated learning on academic adjustment, to determine the effect of self efficacy on academic adjustment and to determine the effect of self regulated learning on academic adjustment. The population in this study were all students of the independent learning apprenticeship - independent campus of Ahmad Dahlan University's management and accounting study program. The sampling technique for this research used total sampling. The sample in this research is a all population, namely all students who take part in the Independent Learning Internship - Independent Campus of Ahmad Dahlan University's Management and Accounting Study Program, totaling 88 students. The instrument test in this study used the Confirmatory Factor Analysis (CFA) measuring instrument, the reliability measuring instrument in this study used Cronbach Alpha and the regression test used multiple regression. The results showed that Self Efficcay has a significant and positive effect on Academic Adjustment, Self Regulated Learning has a significant and positive effect on Academic Adjustment..

Keywords: Academic Adjustment; Self Efficacy; Self Regulated Learning

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1. INTRODUCTION

In order to prepare students to face social, cultural changes, the world of work and rapid technological advances, student competencies are prepared to be able to keep up with the needs of the times. Higher education institutions are required to be able to design and implement innovative learning processes so that students can achieve optimal and always relevant learning outcomes. The Independent Learning Policy – Independent Campus is expected to be the answer to these demands. Independent Campus is a form of learning in higher education that is autonomous and flexible so as to create a learning culture that is innovative, not restrictive and in accordance with student needs. The Independent Learning Program - Independent Campus is expected to be able to answer the challenges of higher education institutions to produce graduates who are in line with current developments, advances in science and technology, the demands of the business world and the industrial world, as well as the dynamics of society (Directorate General of Higher Education, Indonesian Ministry of Education and Culture, 2021). The internship course is designed as a program to create an experience of working in a company for students. The internship program has several objectives, namely, students are trained to adapt to the culture of the world of work to complement the learning process in lectures, students can practice knowledge and synchronize it with needs in the world of work, as an intermediary for synergy between campus and industry in producing competent and competent human resources. has added value to the company and society. This goal can encourage students to be more efficient and effective in obtaining learning outcomes so that the output produced by the campus is closer to industry needs (Ahmad Dahlan University Management Study Program)..

According to Schneiders (1964), one of the factors that influences academic adjustment other than self efficacynamely psychological conditions, one of themself regulated learning. Good self adjustment is demonstrated by one's ability to control behavior so that it is in line with the goals to be achieved (Schneiders, 1964). So the higher students are at planning,

organizing and motivating independently, the more students can adapt to academics and achieve their academic goals (Jamal et al., 2022).Students as the next generation are expected to be able to be confident in their abilities and be able to plan and optimize good learning behavior with the academic adjustments they face so that they are in line with the goals to be achieved. Internal students self-efficacy and self regulated learning students, as well as knowing how important academic adjustments are in supporting the success of MBKM internship students at the Faculty of Economics and Business.

2. LITERATURE REVIEW & HYPOTHESIS DEVELOPMENT

Previous research conducted by (Arsantiet al. 2022); state self-efficacy has a significant positive effect on academic adjustment in first year MBKM students. Previous research conducted by Amalu & Njoku (2019) stated that self-efficacyhas a significant positive influence on academic adjustment student. (Sadoughi, 2018), states that self-efficacy has a significant positive influence on academic adjustment student.

Previous research conducted by (Yashirlyet al., 2020.) states that there is a significant positive relationship between self regulated learning with academic adjustments for students under going online lectures. (Anempir et al., 2021.) states that self regulated learning has a significant positive effect on the academic adjustment of vocational school students in Jakarta. (Dateet al., 2018) stated a significant positive influence of self regulation on academic adjustment in students at the MA Hulasi Khotimah Islamic boarding school. As for foreign research conducted by (Cazan, 2012), said that self regulated learning Overall, it has a big influence on academic adjustment. Based on the information above, the following research hypothesis can be developed:

1.Influence Self Efficacy and Self Regulated Learning simultaneously against Academic Adjustment H1: Self Efficacy and Self Regulated Learning simultaneous influence on Academic Adjustment

2.Influence Self Efficacy to Academic Adjustment

In previous research conducted by (Arsanti,et al. 2022) shows that self-efficacy provide a significant and positive influence on academic adjustment. These results can be explained that the higher the level self-efficacy students on random adjustment then students can be sure they can complete all their academic demands in college. The results of other previous research conducted by Amalu & Njoku (2019) stated that self-efficacy has a significant and positive influence onacademic adjustment student. From the results of previous research above, the following hypothesis can be derived:

H2: Self Efficacy significant and positive effect on Academic Adjustment

3.Influence Self Regulated Learning to Academic Adjustment

Research conducted by (Yashirlyet al. 2020) stated that his research had a positive and significant relationship between self regulated learning on the academic adjustments of students under going online lectures. The results of similar research conducted by (Anempiret al. 2020) states that self regulated learning academic adjustments in Jakarta Vocational School students and research conducted by (Kencaane al. 2018) states that there is a significant positive influence of self-regulation or self regulated learning on the academic adjustment of MA Hulasi Khotimah Islamic boarding school students. By detailing the results above, the following hypothesis can be derived:

H3: Self Regulated Learningsignificant and positive effect onAcademic Adjustment

3. Research Method

This study uses a quantitative approach. The population of this study was 88 students. The sample in this research is a population study, namely all students who took part in the Merdeka Belajar Internship. Merdeka Campus, Management and Accounting Study Program, namely 88 students usingnon probability samplingnamely census or total sampling. This research uses primary data, namely data taken directly from MBKM internship students in the management and accounting study program. The questionnaire used in this research was obtained or replicated from previous research. When distributing questionnaires to collect data, the questionnaire will be distributed online using mediagoogle formsto respondents who match the characteristics or research criteria. Answers to statements in the research

questionnaire use a measurement scale modellikert, a measuring device that defines five scales. Before being used to analyze data, the questionnaire was tested first using validity tests and reliability tests.

A. Instrument Test

1.Validity Test

The validity measuring tool in this research is using Confirmatory Factor Analysis (CFA). Long (1983) said that CFA has a high level of accuracy because CFA is a strong statistical model in testing whether an instrument is valid or not. CFA is used to test hypotheses on the basis of existing theories. The validity measuring tool in this research uses CFA with the following criteria (Sugiyono, 2019):

- KMO Value > 0,5
- Forms one component on component matrix
- Factor loading value > 0,5 at component matrix
- Self Efficacy (X1)

Variable validity testing results Self Efficacy the KMO value was obtained at 0.841 >

0.5 with a significant value of 0.000 < 0.05 as follows:

a. *Self Efficacy* (X1)

Variable validity testing results Self Efficacy the KMO value was obtained at 0.841 > 0.5 with a significant value of 0.000 < 0.05 as follows:

Tabel 1. 2

Initial KMO Self Efficacy (X1) Output Results

KMO Value	0,876
Sig.	0,000

Source: Primary Data (2024)

Initial stage of validity testing Self Efficacy on 9 statement items in sequence, namelySE1.1, SE1.2, SE1.3, SE2.1, SE2.2, SE2.3, SE3.1, SE3.2, SE3.3 and not yet grouped into one component, as follows:

Tabel 1. 3

Initial Self Efficacy (X1) Validity Test Results

Items	Component	
	1	2
SE1.1	0,637	
SE1.2	0,626	
SE1.3	0,626	
SE2.1	0,620	
SE2.2	0,723	
SE2.3	0,700	
SE3.1	0,747	
SE3.2	0,760	
SE3.3	0,623	-0,521

Source: Primary Data (2024)

Based on the results of initial testing on variables Self Efficacy above still forms two matrix components (can be seen in table 1.3 because it still forms two matrix components, the data is not yet valid so it is necessary to see the table anti image

correlation, namely at the smallest MSA value. The smallest MSA value is for the statement item to SE 2.1, so the statement is discarded and reprocessed.

Tabel 1. 4
Final KMO Self Efficacy (X1) Output Results

KMO Value	0,873
Sig.	0,000

Source: Primary Data (2024)

Final stage of validity testing Self Efficacy on 8 statement items sequentially, namely SE1.1, SE1.2, SE1.3, SE2.2, SE2.3, SE3.1, SE3.2 produces one table component matrix as follows:

Tabel 1. 5
Final Self Efficacy (X1) Validity Test Results

Items	Component	Information
	1	
SE1.1	0,606	Valid
SE1.2	0,616	Valid
SE1.3	0,586	Valid
SE2.2	0,726	Valid
SE2.3	0,716	Valid
SE3.1	0,760	Valid
SE3.2	0,756	Valid
SE3.3	0,712	Valid

Source: Primary Data (2024)

Based on the final test results of the variables self-efficacy after one statement item is removed, it forms one matrix component, resulting in 9 statement items self efficacy. There were only 8 statement items that were declared valid (can be seen in table 1.5).

b. *Self Regulated Learning* (X2)

Variable validity testing results Self Efficacy the KMO value was obtained at 0.915 > 0.5 with a significant value of 0.000 < 0.05 as follows:

Tabel 1. 6
KMO Self Regulated Learning Output Results (X2)

KMO Value	0,915
Sig.	0,000

Source: Primary Data (2024)

Initial stage of validity testing Self Regulated Learning (X2) In 9 sequential statement items, namely SRL1.1, SRL1.2, SRL1.3, SRL2.1, SRL2.2, SRL2.3, SRL3.1, SRL3.2, SRL3.3 produces as many as 1 table component matrix as follows:

Tabel 1. 7

Self Regulated Learning Validity Test Results (X2)

Items	Component	Information
	1	
SRL1.1	0,712	Valid
SRL1.2	0,848	Valid
SRL1.3	0,779	Valid
SRL2.1	0,820	Valid
SRL2.2	0,770	Valid
SRL2.3	0,749	Valid
SRL3.1	0,849	Valid
SRL3.2	0,781	Valid
SRL3.3	0,852	Valid

Source: Primary Data (2024)

Based on the test results, 9 variable statement items Self Regulated Learning (X2) above forms a group of matrix components and has a value factor loading > 0.5 so that all statement items are considered valid.

c. *Academc Adjustment* (Y)

Tabel 1. 8

KMO Academic Adjustment Output Results (Y)

KMO Value	0,910
Sig.	0,000

Source: Primary Data (2024)

Initial stage of validity testing Academic Adjustments (Y) on 9 statement items in sequence, namely AA1.1, AA1.2, AA2.1, AA2.2, AA3.1, AA3.2, AA3.3, AA4.1, AA4.2 resulting in 1 table component matrix as follows:

Tabel 1. 9

Academic Adjustment Validity Test Results (Y)

Items	Component	Information
	1	
AA1.1	0,793	Valid
AA1.2	0,806	Valid
AA2.1	0,796	Valid
AA2.2	0,803	Valid
AA3.1	0,770	Valid
AA3.2	0,765	Valid
AA3.3	0,793	Valid
AA4.1	0,780	Valid
AA4.2	0,706	Valid

Source: Primary Data (2024)

Based on the test results, 9 variable statement items Academic Adjustment (Y) above forms a group of matrix components and has a value factor loading > 0.5 so that all statement items are considered valid.

1. Reliability Test

The aim of the reliability test is to measure how consistent the answers to the questionnaire indicators are (Adhilla et al., 2014). The reliability test in this research requires values Cronbach's Alpha > 0.6 for each variable, so that each variable can be said to be reliable (Adhilla et al., 2014). The following are the results of reliability testing on SPSS version 20 software as follows:

Tabel 1. 10

Reliability Test Results for All Variables

Variable	*Cronbach's Alpha*	Information
Self Efficacy (X1)	0,839	Reliabel
Self Regulated Learning (X2)	0,925	Reliabel
Academic Adjustment (Y)	0,917	Reliabel

Source: Primary Data (2024)

Based on table 1.10, variable reliability test results Self Efficacy has value Cronbach's Alpha of 0.839, variable Self Regulated Learning has value Cronbach's Alpha of 0.925 and variable Academic Adjustmnet with value Cronbach's Alpha of 0.917. In this way, all variables can be declared reliable because they have value Cronbach's Alpha which is > 0.6. So that the instrument is declared valid and reliable and can be used to collect data that is worthy of analysis

4.Results and Discussion

A. Data Analysis

1. Multiple Linear Regression Test

This analysis is used to determine the impact of the independent variables, namely self- efficacy (X1), self regulated learning (X2) on the dependent variable, namely academic adjustment(Y). The following are the results of multiple linear regression analysis using software SPSS version 20:

Tabel 1.11

Multiple Linear Regression Test Results

Model	b	*Sig.*
(Constant)	0,567	0,019
Self Efficacy (X1)	0,193	0,029
Self Regulated Learning (X2)	0,703	0,000

Source: Primary Data (2024)

Based on table 1.11 above, the results of the multiple linear regression test are as follows:Y=a+b1X1+b2

= 0,567 + 0,193 X1 + 0,703 X2 + e

Information:

Y =Academic Adjustment

A= Constant

b1 = Variable Regression Coefficient Self Efficacy

b2 = Variable Regression Coefficient Self Regulated Learning X1

= Self Efficacy

X2 =Self Regulated Learninge

= Error

a. The value of a is 0.567 which means a variable valueacademic adjustment has not been influenced by the independent variable, namely the variable self-efficacy (X1) and self regulated learning (X2) which means if the values X1 and X2 are considered 0 then academicadjustment the value is 0.567.
b. The significance value obtained was 0.029, this shows that the value is smaller than 0.050 (0.029 < 0.050). So it can be concluded that Self Efficacy significant and positive effect on Academic Adjustment. Regression coefficient Self Efficacy (X1) worth 0.193 has a positive sign, which means it is getting higher self-efficacy students, the higher their success in achieving academic adjustment.
c. The significance value obtained is 0.000, this shows that the value is smaller than 0.050(0.000 < 0.050). So it can be concluded that Self Efficacy significant and positive effect on Academic Adjustment. Regression coefficient Self Regulated Learning (X2) worth0.703 has a positive sign, which means the higher the student level self regulated learning the higher the achievement of academic demands oracademic adjustment

2. F Test (Simultaneous Test)

In this research, the f test is used to test the influence of all independent variables consisting of variablesSelf Efficacy (X1) and Self Regulated Learning (X2) against Academic Adjustments (Y) simultaneously or together. To know Whether the influence of the independent variable on the dependent variable is significant or not simultaneously, this research uses an Alpha of 0.05, which means the significance value is <0.05, so the hypothesis is accepted. So that all independent variables have a simultaneous influence onthe dependent variable. However, if it is significant > 0.05 then the hypothesis is rejected,which means that all independent variables do not have a simultaneous influence on the dependent variable. The F test results can be seen as follows:

Tabel 1. 12

F Test Results (Simultaneous Test)

F	***Sig.***	**Information**
159,443	0,000	Hypothesis (H1) Accepted

Source: Primary Data (2024)

Based on the simultaneous test results in table 1.12, it is known that the calculated F is 159.443 and a significance value of 0.000 < 0.05, which means it is variable Self Efficacy(X1) and Self Regulated Learning (X2) simultaneously or together have an effect on Academic Adjustments (Y) for MBKM Internship Students in the Management and Accounting Study Program. So from the results of the analysis it can be concluded that hypothesis one (H1) is accepted.

3. t Test(UjiPartialTest)

Tabel
1. 13
t Test Results (Partial Test)

Variable	**t**	***Sig.***	**Information**
Self Efficacy (X1)	2,220	0,029	H2 Accepted
Self Regulated Learning (X2)	9,488	0,000	H3 Accepted

Sumber: Data Primer (2024)

Based on the results of table 1.13 above, the explanation of the t test results in this study is as follows:

1) Variable Self Efficacy (X1)

H0 : Self Efficacy does not have a significant and positive effect on Academic Adjustment.

H2 : Self Efficacy significant and positive effect on Academic Adjustment. In the table above, it is known that the calculated t value is 2.220 and has a significance value of 0.029, so this shows thatthe calculated t value of the variable self-efficacy (X1) is greater than the t table (2.220 > 1.163) and the value is significant (0.029 < 0.050) so it can be concluded that the variable self-efficacy partially has a significant and positive effect on academic adjustmentfor Merdeka Belajar – Merdeka Campus (MBKM) internship students in the Management and Accounting Study Program, which means H1 is accepted and H0 is rejected.

2) Variable Self Regulated Learning (X2)

H0 : Self Regulated Learning has no effect on Academic Adjustment.

H3 : Self Regulated Learning significant and positive effect on Academic Adjustment. In the table above, it is known that the calculated t value is 9.488 and has a significance value of 0.000, so this shows that the calculated t value of the variable self regulated learning (X2) is greater than t table (9.488 > 1.163) and the value is significant (0.000 < 0.050) so it can be concluded that the variable self regulated learning partially has a significant and positive effect on academic adjustment for Merdeka Belajar – Merdeka Campus (MBKM) internship students in the Management and Accounting Study Program, which means H3 is accepted and H0 is rejected.

4. Coefficient of Determination Test (R^2)

Tabel 1. 14

Test Results for the Coefficient of Determination X1 and X2 Against Y

Model	R Square
1	0,785

Source: Primary Data (2024)

Based on table 1.14 above, it can be seen that the R-Square value is 0.785. This canbe explained by the independent variable Self Efficacy (X1) andSelf Regulated Learning(X2) can explain the dependent variable Academic Adjustments (Y) was 78.5% while the remainder (100% - 78.5% = 21.5%) was explained by other variables not examined by the researcher.

DISCUSSION

1. **Influence Self Efficacy (X1) and Self Regulated Learning (X2) against Academic Adjustments (Y)**
   The results of hypothesis one (H1) in this study state that Self Efficacy (X1) and Self Regulated Learning (X2) has a simultaneous effect on Academic Adjustments (Y). This can be seen in table 1.12, where it is known that the significance value is 0.00 < 0.05, which means that hypothesis one (H1) is accepted. So, from the results of the analysis it can be concluded that variable Self Efficacy (X1) and Self Regulated Learning (X2) simultaneously or together have an effect on Academic Adjustments (Y) for MBKM Internship Students in the Management and Accounting Study Program, Ahmad Dahlan University.
2. **Influence Self Efficacy (X1) against Academic Adjustments (Y)**
   Hypothesis two (H2) states that Self-efficacy (X1) has a significant and positive effect on Academic Adjustments (Y). Judging from the significant value in table 1.11, it is known that the significant value obtained is 0.029 < 0.05. So, it can be concluded that hypothesis two (H2) is accepted, which means that Self Efficacy (X1) has a significant and positive effect on Academic Adjustment (Y) for MBKM Internship Students in the Management and Accounting Study Program. That is, variable self-efficacy which is self-confidence to be able to complete a job, be able to motivate one self, and be able to endure obstacles and difficulties so that students are able to complete their academic demands in the Independent Learning Internship - Independent Campus (MBKM) Management and Accounting Study Program. So the higher the motivation at the level of ability of MBKM intern students to work effectively on many and varied tasks, the more students are able to make academic adjustments based on their own encouragement.

   The results of this research support previous research conducted by (Sabela, et al. 2022) that thereis a positive and significant influence onacademic adjustmentnew student at UIN Sunan AmpelSurabaya. Further more, research conducted by (Arsanti, et al. 2022) stated that there was a positive and significant influence self-efficacy to academic adjustment for First Year Students of the MBKM Program.
3. **Influence Self Regulated Learning (X2) against Academic Adjustments (Y)**
   Hypothesis three (H3) states that Self Regulated Learning (X2) has a significant and positive effect on Academic Adjustments (Y). Judging from the significant value in table 1.11, it is known that the significant value obtained is 0.00 < 0.05. So, it can be concluded that hypothesis three (H3) is accepted, which means that Self Regulated Learning (X2) has a significant and positive effect on Academic

Adjustments (Y) for MBKM Internship Students in the Management and Accounting Study Program. That is, variable Self Regulated Learning (X2) students who have self regulated learning high then students can be able to have achievement targets in their learning so they can face academic adjustmentwhich is good for MBKM Internship Students in the Management and Accounting Study Program. So students whosupportive and are able to organize activity strategies while carrying out internship activities, then those who are able to complete the demands of their academic adjustments with their own encouragement.

The results of this research support previous research conducted by (Anempir & Rozali. 2022) showing that there is a positive and significant influence betweenself regulated learning on students' academic adjustment.

5.CONCLUSION

Based on the results of the research conducted, the following conclusions can be drawn: Self Efficacy and Self Regulated Learningsimultaneous influence on Academic Adjustments Independent Internship Student – Independent Campus, Ahmad Dahlan University Management and Accounting Study Program. Self Efficacy significant and positive effect on Academic Adjustments Independent Internship Student – Independent Campus, Ahmad Dahlan University Management and Accounting Study Program. Self Regulated Learning significant and positive effect on Academic Adjustment Independent Internship Student – Independent Campus, Ahmad Dahlan University Management and Accounting Study Program. This research has several weaknesses that limit its perfection, therefore, these limitations need to be considered for further research in order to obtain more accurate data. Limitations of this research include data collection using using a questionnaire that is filled in by the respondent without being accompanied by the researcher directly, so that if there is a statement item that the respondent does not understand, the respondent cannot confirm it directly with the researcher. So it is feared that this could result in the information obtained being inaccurate. In this research, it only focuses on variables self-efficacy, self regulated learning and academic adjustment. So there are still many factors that researchers have not been able to include in this research to influence itacademic adjustment MBKM internship students in the management and accounting study program

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