The Correlations Between Effective Interpersonal Communication and Barriers in The Adjustment of The New Students

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Abstract
The purpose of this study was to examine the correlations between effective interpersonal communication and barriers in the adjustment of the new student. It was hypothesized that there was a relationship between effective interpersonal communication and barriers in adjustment of the new students; and there was a negative correlation between effective interpersonal communication and barriers in adjustment. The first added hypothesis was that there were differences barriers in adjustment between students group based on lesson selection no used non cognitive test and used non cognitive test. The second added hypothesized that there were differences of barriers in adjustment based on sex. The subjects were 64 students on several faculties in The Gadjah Mada University Yogyakarta; 31 males & 33 females; 34 no used non cognitive tests and 30 used non cognitive tests, academic period 2003/2004 S-1 regular. Two scales were applied to measure barriers in adjustment and effective interpersonal communication. The results of the study showed that there were negative correlations between effective interpersonal communication and barriers in adjustment (F - 1.040, p -; 0.002; $p < 0.01$). In the student's group-based test selection, there were no differences barriers in adjustment between students group no used non cognitive test and students group used non cognitive test ($F = 1.040$, $p = 0.322$; $p < 0.01$). In the students group based on sex, there was no difference of barriers in adjustment between male and female ($F = 1.040$. $p = 0.907$; $p < 0.01$).

Keywords	interpersonal communication, barriers in adjustment, new students.

INTRODUCTION

Holding the title of being the next generation of the nation's ideals, students are required to be able to master all kinds of science and technology in order to realize just and equitable national development. Students are a very valuable asset for the nation because on their shoulders they carry the nation's hopes.

Students are required to be able to develop all their potential for the sake of the nation's progress in the future. Students compete to actualize themselves. This can be seen in the academic field. In the academic field, as a simple example, new students have hopes and desires that they want to realize, namely being able to follow the lecture process well and smoothly, achieve high and satisfactory achievements and graduate on time.

Education as an important sector for the Indonesian nation plays a role in creating quality human resources. According to former President BJ Habibie, the development of human resources as a strength and mainstay of the nation's future can only be achieved if knowledge systems, education and culture receive primary attention, in addition to creating vehicles for technology transfer. Apart from that, he also stated that quality education is proven to be the best institution that can empower a person's natural potential to a level of achievement that is able to overcome individual problems and is also able to bring resolution to problems around him (Kompas, 19 February 2004).

Many new students are still not ready for the burden they are facing. This process is felt by new students to be moving too quickly so that students find it difficult to keep up with the current situation. This requires adjustment for new students. New students with various regional, ethnic, cultural, religious, language, customs and customs backgrounds experience difficulties in dealing with this condition. Various kinds of complaints expressed by students show indications of difficulties in adjusting to the academic field (Partosuwido, 1992).

According to information provided by the GMC UGM Psychology Consultation Bureau: the problems often faced by new students in the 2003-2004 academic year during consultations are many related to human relations problems, including personal problems, obstacles to adjustment, academics, low motivation, difficulty affected by social interactions, self-concept, difficulty socializing, family conflicts, difficulty communicating with friends, lecturers and living environment, etc. (Kuwato, et al., 2004).

The conditions above cause many new students to experience obstacles in adjusting, such as: feeling anxious when presenting in class, confused about entering BKM-BKM faculties and universities, and having difficulty getting along with other people. Bredshaw and Gaudry (in Partosuwido, 1992) state that people who experience adjustment disorders have high anxiety, are very sensitive to failure, depend on other people and also find it difficult to control themselves in relationships with other people.

Schneiders (1964) stated that factors that influence personal adjustment include: a) physical conditions, including hereditary elements, body condition, nervous system, glandular system and muscle system in the human body; b) development and maturity, including social, moral and emotional intellectual maturity; c) psychological elements, including experiences, learning, conditioning, self-determination, frustration and conflict; d) environmental conditions, namely home, family and school; e) cultural elements including belief and religion.

One element that is related to self-adjustment is how to communicate well. Supporting elements for adjustment according to Schneiders (1964) are intrapersonal elements and extrapersonal elements. In this case, effective interpersonal communication includes extrapersonal elements.

Oppenheimer (in Partosuwido, 1992) emphasized that lower level students are often reported to have more obstacles, so their adjustment is lower than upper level students. This fact can be understood because students, especially new students, are faced with new situations that are different from previous situations, both academic, social and emotional situations which, if not anticipated early on, will give rise to various difficulties such as social relationship difficulties, learning difficulties, economic difficulties and difficulties other difficulties resulting from emotional disorders.

According to Adisubroto, in the process of adjustment, teenagers often face problems. Adolescent problems are actually complex problems, resulting from the interaction of various causes, including the adolescent himself, the family environment, school and social environment (Pumamaningsih, et al., 1996).

The problems that arise in interpersonal relationships have a lot to do with communication problems. For this reason, in the adjustment process, new students are required to be able to socialize with themselves, other people and their environment, one of which is by communicating.

How effective a person is in communicating can influence the adjustment process, because interpersonal relationships have a lot to do with communication (Larasati, in Purnamaningsih, et al., 1996). The aim of this research is to determine the relationship between effective interpersonal communication and barriers to adjustment in new students.

According to Politiko (1982), communication stems from the Latin word comunicate, which means participating, informing, making something common. He stated that the communication process is: a) the process of sending and receiving symbols that contain meaning; b) that every message conveyed by the communicator to the communicant aims to influence the communicant towards thinking what the communicator wants. If what is desired does not happen then the message conveyed does not reach the target.

De Vito (1995) explains that communication is the process of sending and receiving messages between two individuals or a group of people in a purposeful interaction, through one or several channels and has certain goals.

The hypothesis proposed in this research is that there is a relationship between effective interpersonal communication and barriers to adjustment for new students. If new students have high effective interpersonal communication then their barriers to adjustment will be low, conversely if new students have low effective interpersonal communication then their barriers to adjustment will be high.

Becoming a student is a matter of pride for prospective new students who have just left high school and passed the state university entrance exam. With each new teaching, it has become commonplace for new student candidates to be selected to enter state universities (PTN). Prospective new students have the desire to enter favorite and superior state universities. Universities must of course screen quality prospective students by conducting entrance test selections. UGM Chancellor Sofian Effendi stated that the admission of new UGM students was carried out through several entry routes, including: PBUD (Regional Excellence Seed Screening), SPMB (New Student Admission Selection), UM-UGM (Gadjah Mada University Entrance Examination), PBAD (Seed Screening Regional Athletes), PBUK (Seeds of Excellence Partnership Network), outstanding students such as Olympic champions in physics, mathematics, and so on, foreign students both degree and non-degree, diploma programs, LKIR (Youth Scientific Work Competition Champions). Apart from that, there is a search for superior seeds which consists of searches, namely Search for Superior Seeds for Regional Development (PBUPD), Search for Superior Seeds with low achievements (PBUTM) and Search for Superior Seeds with Achievement (PBUP). Search for Superior Seeds for Regional Development (PBUPD) is a refinement of the PBUD, PBUK and PBAD systems (in www.ugm.ac.id, 2004). Based on this description, the researcher wants to examine the subject of new students who are accepted through three state university entry routes, namely the PBUD, SPMB and UM-UGM routes.

New students who experience difficulties are not only experienced by students who enter through the PBUD route, but also experienced by students who enter through the SPMB and UM-UGM routes. The differences in regional backgrounds of origin, regional education systems, teaching staff, school facilities and teaching methods result in students needing to make adjustments from the school atmosphere to the lecture atmosphere. This change is of course felt by new students both from Java and areas outside Java. This is not easy for new students to respond to the situation they face by adapting to their new environment. This is an indication that the problem of adjustment is a student problem that needs to be solved (Partosuwido, 1992).

Regional Excellence Seed Screening (PBUD) is a selection system carried out to select high school students who excel in academics while in high school. These high school students then underwent a selection process by the state universities (PTN). Those who are accepted through the PBUD route are representatives of the area of origin of the high school where they study. The New Student Admission System (SPMB) is a test that must be taken before entering a state university (PTN). A prospective new student (camaba) struggles to win a place at a state university (PTN) through a very strict selection. This screening exam is held once a year and has been held since 1989. Previously it was called the State University Entrance Exam (UMPTN) and Sipenmaru.

The entrance exam for prospective new students in the SPMB program consists of cognitive material to test students' potential abilities in the subject matter they have acquired in high school. So the SPMB exam focuses more on academic abilities while at school.

UGM Chancellor Sofian Efendi stated that the UM-UGM (Gadjah Mada University Entrance Examination) is a test to enter state universities (PTN) by selecting prospective new students (camaba). The exams carried out include 75% of questions measuring cognitive aspects, the remaining 25% measuring non-cognitive aspects, such as leadership and mentality of prospective students (Kompas, 23 April 2003). The Gadjah Mada University (UM-UGM) Entrance Exam was first held in 2003 so it is still relatively new.

Regional Excellence Seed Screening (PBUD) is obtained for students who have good academic achievements while in high school, the New Student Admission System (SPMB) tests cognitive subject matter, namely their academic abilities while in high school, while UM-UGM in addition to testing Cognitive subject matter also tests non-cognitive subject matter such as leadership and the mentality of prospective students. Thus, prospective students who are accepted through UM-UGM are expected to have relationship skills with themselves, other people, and their environment or better self-adjustment or lower barriers to self-adjustment compared to new students accepted through PBUD and SPMB who enter without using non-cognitive tests.

METHOD

Research Subject

The subjects of this research were new students at Gadjah Mada University, Yogyakarta, academic year 2003/2004 who were in the second semester of regular undergraduate studies. A complete description of the research subjects can be seen in the table below:

Man			Woman			Amount	
Cognitive Test	Cognitive Test and Non-Cognitive Test		Cognitive Test		Cognitive Test and Non-Cognitive Test		
PBUD	SPMB	UM-UGM	PBUD	SPMB	UM-UGM	**Man**	**Woman**
5	12	14	5	12	16	31	33
Total							**64**

Information :

PBUD : Screening for Regional Superior Seeds

SPMB : New Student Admission System

UM-UGM : Gadjah Mada University Entrance Exam

Data Collection Tools

The measuring instrument used in this research is a scale. This research uses two types of scales as data collection tools, namely:

a. Effective Interpersonal Communication Scale

This scale was designed to reveal effective interpersonal communication in new students based on the aspects contained in it. In this case, a scale prepared by the author himself is used. This scale was prepared based on the theory put forward by De Vito (1995). This scale can be divided into two statements, namely favorable statements and unfavorable statements. This scale has 5 answer choices, namely: Very Suitable (SS). Appropriate (S), Undecided (R). Not Appropriate (TS), Very Unsuitable (STS). The value given to each answer ranges from O to 4, through a scaling process using the Likert model. In favorable statements, the answer choice Very Appropriate (SS) is given a value of 4 and the answer Very Unsuitable (STS) is given a value of O. Meanwhile in unfavorable statements, the answer choice Very Unsuitable (STS) is given a value of 4 and the answer Very Suitable (SS) is given value 0.

b. Barriers to Adjustment Scale

The scale used is the Adjustment Barriers Scale to measure adjustment barriers in new students. This adjustment barriers scale was modified by the author based on a scale modified by Jufri (1999) which was compiled by Partosuwido (1992). This tool refers to the neurotic disorder measuring tool NSQ (Neurotic Scale Questionnaire) from Schreir and Catte (1961), namely as a measuring tool that is able to reveal various symptoms of anxiety and neurotic tendencies in students, CAQ (Clinical Analysis Questionnaire) from Krug (1980), namely a measuring tool which is able to reveal various behavioral disorders that are still classified as normal personality dimensions and added one factor by Jufri (1999) sourced from a report from the Psychological Consultation Bureau Faculty of Psychology UGM.

On the Personal Adjustment Barriers Scale, 3 alternative choices are provided, namely: a= if correct (value 2). means there is a tendency for high barriers to adjustment; b = if sometimes (I value). If the respondent is in doubt; and c = otherwise (value 0). means a tendency for low barriers to adjustment.

Research Procedure

The research was carried out on 17-23 June 2004 in Yogyakarta. Data collection was carried out on 64 students in several faculties at UGM, both campuses, dormitories and boarding houses. The process of distributing the scale is by asking research subjects for the 2003/2004 academic year to fill in the scale that has been given in accordance with the instructions for filling in each scale, namely the Barriers to Self-Adjustment Scale and the Effective Interpersonal Communication Scale.

Data Analysis Method

In analyzing data, researchers used a quantitative approach with statistical calculations. Testing of the research hypothesis proposed is by using the product moment correlation coefficient formula from Pearson which is obtained using the statistical analysis program SPSS for Windows Release 10.0.

RESULT AND DISCUSSION

Through analysis, a very significant correlation was found between effective interpersonal communication and barriers to adjustment in new students, namely : r = -0.353 and p = 0.002 (p < 0.01). The correlation results are negative, indicating that there is a very significant negative relationship between the two variables. The higher the effective interpersonal communication, the lower the barriers to adjustment for new students. The lower the level of effective interpersonal communication, the higher the barriers to adjustment for new students. Thus it can be said that this research hypothesis is accepted.

The coefficient of determination (r2) of the relationship between effective interpersonal communication and barriers to adjustment in new students is 0.124. This means that effective interpersonal communication provides an effective contribution (SE) of 12.4% to barriers to adjustment in new students.

Results of Additional Research Data Analysis

a. The t-test results show that there is no difference in barriers to adjustment for new students between those who entered without using non-cognitive tests and those who entered using non-cognitive tests. The score results can be seen from the average score of the group who entered without using non-cognitive tests ($Xp1 = 60.9118$, N = 34) and the mean of the group that entered using a non-cognitive test ($Xp2 = 55.7333$, N = 30), t = 0.999, df = 62, p= 0.322 ; p < 0.01.

b. The results of statistical analysis show that the variable of adjustment barriers obtained the average score for each group, namely the male group ($Xpl = 58.8065$, N = 31) and the

female group ($Xp2 = 58.1818$, N = 33), t = 0.118, df = 46.761, p = 0.907 (p < 0.01) so it can be said that there is no difference in barriers to adjustment between men and women.

The correlation test shows that there is a very significant negative relationship between effective interpersonal communication and barriers to adjustment in new students. The correlation coefficient (r) resulting from the relationship between these two variables is -0.353 with a significance level of p = 0.002 (p < 0.01). The proposed hypothesis is accepted, meaning that the higher the level of effective interpersonal communication, the lower the barriers to adjustment for new students. Conversely, the lower the level of effective interpersonal communication, the higher the barriers to adjustment for new students.

The problems that arise in interpersonal relationships have a lot to do with communication problems. For this reason, in the adjustment process, new students are required to be able to socialize with themselves, other people and their environment, one of which is through interpersonal communication.

The existence of a relationship between effective interpersonal communication and barriers to adjustment in new students is in accordance with the opinion of Schneiders (1964) who said that the factors that influence adjustment are:

a. Physical Conditions, including hereditary elements, body condition, nervous system, glandular system, and muscle system in the human body.
b. Development and maturity, including intellectual, social, moral and emotional maturity.
c. Psychological elements, including experiences, learning, conditioning, self-elements, frustration and conflict.
d. Environmental conditions, namely home, family and school.
e. Cultural elements include belief and religion.

Based on the description above, interpersonal communication is included in the elements of social development and maturity. Effective interpersonal communication is when the sender and recipient are close and understand each other's messages. This creates satisfaction for both parties where the message received is the same as the message intended by the sender, resulting in mutual understanding which shows openness and empathy. support (suppotiveness), positive attitude (positiveness) and equality (equality).

The opinion expressed by Purnamaningsih, et al., (1996) is that by carrying out interpersonal communication new students can connect with other people to convey feelings, opinions, thoughts, information, advice, etc. Furthermore, Purnamaningsih, et al., (1996) and Rakhmat (2002) stated that 70 percent of human waking time or less than 11 hours is used to communicate, either directly (wailing) or indirectly through certain media such as print media or electronic media. This can be seen when we meet someone we know in the middle of the road, we will reprimand that person even if we only say "hello" or just smile, ask our boarding house friends when they are going to college, express ideas or opinions in a group presentation, say "congratulations" "To friends who passed the thesis exam, convey the news through print media such as newspapers, magazines, etc.

The same thing was also conveyed by Mu'tadin (in www.e-psychology.com 2002) that a person can adapt to everyday life if they have abilities including communication skills,

establishing relationships with other people, respecting themselves and others, listening to opinions or complaints from other people, giving or receiving feedback, giving or receiving criticism, acting according to applicable norms or rules and so on. If the skills of learning can be mastered, especially by new students, they will be able to adjust to their social environment.

From the opinions of Pumamaningsih, et al (1996) and Mu'tadin (in www.e-psychology.com., 2002) above, it shows that through effective interpersonal communication it can influence the adjustment process. If someone can carry out effective interpersonal communication, then he can adapt well so that barriers to adjustment are low.

In this research, the magnitude of the influence of effective interpersonal communication on barriers to adjustment in new students was 12.4%. This shows that there are other factors that also influence the barriers to adjustment for new students at 87.6%. These factors include personality, self-concept, physical condition, individual development and maturity such as intellectual, moral and emotional, experience, learning, frustration, conflict, family and school conditions, religion, motivation and prenatal environment.

The first additional analysis examines barriers to adjustment between new students who enter without using non-cognitive tests and those who enter using non-cognitive tests. The results obtained show that there is no difference in barriers to adjustment between new students who enter without using non-cognitive tests and those who enter using non-cognitive tests. New students' self-adjustment is not influenced by their ability to pass the non-cognitive test. The author's hypothesis that new students who enter using non-cognitive tests have lower barriers to adjustment compared to new students who enter without using non-cognitive tests turns out to be no different. This is because a person's self-adjustment takes place as a dynamic process which can change at any time with the aim of changing the individual so that there is a more appropriate relationship between the individual and his environment. In this case, new students who enter without using non-cognitive tests and those who enter using non-cognitive tests are in the same position as learning. This learning process can influence how he adjusts to his new environment, both academic and non-academic. Apart from that, according to Schneiders (1964), self-adjustment is formulated in terms that are appropriate to the individual's level of development because the needs and skills in overcoming problems experienced by individuals vary according to their level of development as well as their status and role in life.

According to Monks (1995), this adjustment effort will involve elements of personality and behavior in it. So that the integration of development and maturity of personality and behavior is an absolute basic requirement for good adjustment. The personality in question is the composition of the psychophysical system within an individual that determines his unique adjustment to his environment. Next, dynamic is a change in personality where these changes can occur in the quality of a person's behavior. From the description above, it can be seen that a person's personality and behavior can be seen from how their interpersonal communication is when interacting with other people so that it can influence their adjustment. In this case, effective interpersonal communication for new students is one of the extrapersonal elements that influence a person's barriers to adjustment.

Other factors that influence a person's self-adjustment besides effective interpersonal communication are as stated by Vembrianto (in Pudjianto, 2002) that the process of self-adjustment can be influenced by factors: a) basic characteristics; b) prenatal environment; c) individual differences; d) environment; e) motivation. Meanwhile, Allport (in Pudjianto, 2002) stated that one very important element in life that can influence self-adjustment is self-concept. As a complex variable, self-adjustment functions according to the situation being faced or can also become a steady pattern that contains personal characteristics of a person.

The second additional analysis, namely examining differences in barriers to adjustment based on gender, resulted in no differences being found. This could be because the research subjects were homogeneous, namely new students in the second semester and from the same university. Students accepted at UGM are students who have been selected through a strict selection process. Therefore, students who are accepted face the same process of adjustment to each other, both in a new environment, both academic and non-academic, achieving achievements with the same opportunities and being able to take part in the same inter- and extra-curricular activities as male and female.

According to Supardi and Sadarjoen (in www.kompas.com 2002) the age range for new students is adolescence and then at the final level of study they enter early adulthood. So, the psychological characteristics of adolescence still dominate the mental life of students. Furthermore, according to Monks (1995), the characteristic of young people between physical puberty and juridical-social maturity is that they can realize themselves. At this time, young people free themselves from the influence of parental power, both in terms of affective and economic aspects. At this time, according to Monks (1995), the typical nature of young people's development in this period of life can best be described by the term emancipation. Emancipation is a process. In this process a person, while developing and together with other people who are in the same situation, learns to actualize themselves as a group that is treated equally and as people who make them a group that is discriminated against. Therefore, both boys and girls are treated equally. With the emancipation process, women have the same opportunities as men, such as: being able to build relationships with other people, pursue hobbies that they like, take part in activities that they are interested in, have the opportunity to equally able to express their opinions, thoughts and feelings to other people, freely associate with other people, both men and women, can achieve, can express themselves through their work and work outside the home. From the description above, the existence of equal opportunities in interpersonal relationships, both in relation to oneself, other people and the environment, can influence individuals in their adjustment process. If the self-adjustment process goes well then the individual's self-adjustment is good, conversely if the self-adjustment process cannot go well then the individual will experience obstacles to self-adjustment.

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