



Self-Efficacy and Self-Adjustment of First-Year Students Living Away from Home: Implications for Educational Management

Rangga Febriano Wahyu Setiawan*, Riza Noviana Khoirunisa

Universitas Negeri Surabaya, Indonesia

Email : rangga.22007@unesa.ac.id

DOI: <https://doi.org/10.61987/jemr.v5i1.1660>

ABSTRACT

Keywords:

Self-Efficacy, Self-Adjustment, Educational Management

*Corresponding Author

The transition from high school to university constitutes a critical socio-psychological phase, particularly for first-year students living away from home who must simultaneously manage independence and academic adaptation. This study aims to examine the relationship between self-efficacy and self-adjustment among first-year psychology students at Universitas Negeri Surabaya who have migrated from their home regions. Employing a quantitative correlational research design, the study involved 237 students selected through purposive sampling. Data were collected using the General Self-Efficacy Scale (GSES) and the Inventory of New College Student Adjustment (INCSA). The data were analyzed using Spearman's rho correlation technique. The results revealed a strong and positive relationship between self-efficacy and self-adjustment ($\rho = 0.701, p < 0.001$), indicating that students with higher levels of self-efficacy tend to demonstrate better adjustment capabilities in academic, social, and emotional domains. These findings highlight self-efficacy as a crucial internal resource in coping with cultural shock, academic demands, and psychosocial challenges during the first year of university life. From an educational management perspective, the study implies the importance of integrating self-efficacy development strategies into student management systems, particularly through orientation programs, academic advising, and counseling services. Strengthening self-efficacy can support more effective student adjustment, retention, and overall academic success.

Article History:

Received: October 2025; Revised: November 2025; Accepted: December 2025

Please cite this article in APA style as:

Setiawan, R. F. W., & Khoirunisa, R. N. (2026). Self-Efficacy and Self-Adjustment of First-Year Students Living Away from Home: Implications for Educational Management. *Journal of Educational Management Research*, 5(1), 356-368.

INTRODUCTION

Higher education plays a strategic role in shaping human resources who are not only academically competent but also socially adaptive and psychologically resilient (Aini & Wahid, 2024; Fajariyah, 2025; Haris, 2024; Hidayati, 2024; Hikmah et al., 2025). In contemporary society, universities are expected to prepare students to face increasingly complex social, cultural, and professional demands. The transition to university life represents a critical developmental phase in which individuals must reorganize their identities, social roles, and learning strategies. This transition is particularly significant because it determines students' long-term academic persistence and personal well-being. Pascarella and Terenzini (1991) describe this phase as a major socio-psychological transition that often involves cultural shock. From a broader societal perspective, students' failure to adapt effectively can lead to academic disengagement, mental health problems, and even dropout, which ultimately affects the quality of higher education outcomes. Therefore, understanding factors that support successful student adjustment is not only important for individuals but also essential for educational management in designing effective student development systems. Effective management of student transitions can contribute to sustainable higher education institutions and better societal outcomes.

Despite the strategic importance of higher education, many students experience substantial difficulties during their initial transition from high school to university (Dewi et al., 2025; Ma'isyah et al., 2024; Nuriyah et al., 2024; Windiasari et al., 2025). This transition requires students to adapt to new academic standards, learning autonomy, social environments, and institutional cultures. Lazarus and Folkman (1984) conceptualize adjustment as a continuous coping process in which individuals appraise stressors and deploy strategies to manage them. In the university context, academic workload, evaluation systems, and expectations for independence often become major stressors. These challenges intensify when students lack adequate internal resources to cope effectively (Aini & Wahid, 2024; Fajariyah, 2025; Haris, 2024; Hidayati, 2024). From an educational management standpoint, such adjustment difficulties pose serious challenges for institutions, as they are closely related to student retention, academic achievement, and well-being. Universities that fail to manage these challenges risk increased dropout rates and underutilization of student potential. Consequently, identifying psychological factors that facilitate students' adjustment is crucial for improving student management policies, academic support systems, and counseling services in higher education.

These adjustment challenges are even more pronounced among students who live away from home. Migrant students, as defined by Mochtar (2013), are

individuals who pursue higher education outside their home regions for a certain period of time by their own choice. Living away from family support systems requires students to manage daily life independently, adapt to unfamiliar cultural norms, and build new social networks (Abas & Kholidah, 2025; Alam & Mohanty, 2023; Hasanah, Munawwaroh, & Hasanah, 2024; Hasanah, Munawwaroh, & Qushwa, 2024). In addition to academic demands, they must cope with emotional challenges such as loneliness, homesickness, and cultural dissonance. Field observations and preliminary surveys indicate that many first-year students struggle to balance these demands, particularly in large urban universities such as Universitas Negeri Surabaya. From a management perspective, these conditions highlight the need for structured institutional interventions. Without adequate support from student management systems, migrant students are at higher risk of maladjustment, which can negatively affect both their academic performance and psychological well-being.

Previous studies have attempted to identify psychological resources that support student adjustment, with self-efficacy emerging as one of the most influential factors (Barokah, 2025; Jannah & Rizquha, 2025; Rozi et al., 2024; Setiawan et al., 2024; Shofuro, 2025). Research by Situmorang (2019) and Sumomba et al. (2024) demonstrates that self-efficacy significantly influences the adjustment of students living away from home. Self-efficacy enables individuals to believe in their ability to manage challenges and persist in the face of difficulties. However, most existing studies employ broad student populations without focusing on specific academic disciplines. As a result, contextual differences related to curriculum demands and disciplinary culture remain underexplored. From the perspective of educational management, this limitation reduces the applicability of findings for designing targeted student development programs. Effective management requires evidence that is sensitive to contextual and disciplinary characteristics, especially when universities aim to implement differentiated student support strategies.

Other studies, such as those conducted by Fitri and Kustanti (2020) and Shamgar (2019), focus primarily on academic adjustment, emphasizing learning strategies, academic motivation, and performance outcomes. While these studies provide valuable insights, they tend to overlook personal and social dimensions of adjustment. Adjustment, however, is a multidimensional construct that encompasses emotional regulation, interpersonal relationships, and social integration. This gap is particularly important from a student management perspective, as universities are responsible not only for academic instruction but also for holistic student development. Furthermore, empirical findings regarding the contribution of self-efficacy to adjustment vary widely, ranging from 50.8% (Fitri & Kustanti, 2020) to 85.4% (Sumomba et al., 2024). Such inconsistencies

indicate the need for further investigation in more specific and controlled contexts to inform evidence-based educational management practices.

This study addresses these gaps by focusing on first-year students in the Psychology Study Program, a group that possesses unique characteristics. Psychology students are expected to have higher emotional literacy and awareness due to the nature of their academic training. However, this expectation does not necessarily protect them from the pressures of transition and adaptation. Preliminary survey results among psychology students at Universitas Negeri Surabaya show that 60% of students fall into the “moderate” adjustment category, indicating a condition of stagnation in which students can survive but have not yet adapted optimally to their sociocultural environment. This condition suggests that existing student management and orientation programs may not fully address students’ psychological needs. By examining adjustment holistically and within a specific disciplinary context, this study offers a novel contribution to both psychological research and educational management.

Based on these considerations, this research seeks to examine the relationship between self-efficacy and self-adjustment among first-year students living away from home. It is argued that self-efficacy plays a critical role in enabling students to cope adaptively with cultural transitions and academic pressures, thereby enhancing their overall adjustment. From an educational management perspective, understanding this relationship provides an empirical foundation for developing more effective orientation programs, counseling services, and student support policies. By integrating self-efficacy strengthening into student management systems, universities can help students move beyond mere survival toward optimal academic and social functioning. Ultimately, this research aims to support higher education institutions in fostering resilient, well-adjusted students who can maximize their potential and contribute positively to society.

RESEACH METHOD

This study employed a quantitative research design, which is considered appropriate for examining relationships between variables through objective measurement and statistical analysis. Research methods are essentially scientific procedures used to obtain data for specific purposes (Sugiyono, 2013). A quantitative approach was selected because this study focuses on measuring self-efficacy and self-adjustment using standardized psychological instruments, producing numerical data that can be statistically analyzed to identify patterns and relationships (Sahir, 2022). The study adopted a non-experimental correlational design, as it did not involve manipulation of variables but rather

sought to examine the degree and direction of the relationship between self-efficacy and self-adjustment. Correlational analysis allows researchers to observe systematic changes between variables, whether in the same direction (positive correlation) or in opposite directions (negative correlation) (El Hasbi et al., 2023).

The research was conducted at the Faculty of Psychology, Universitas Negeri Surabaya. This location was selected because it represents a higher education institution with a large population of first-year students from diverse regional backgrounds, making it relevant for examining adjustment issues among students living away from home. In addition, the Faculty of Psychology has academic characteristics that emphasize emotional awareness and behavioral understanding, providing a unique context for investigating self-efficacy and self-adjustment. From a student management perspective, findings from this setting are expected to contribute to the development of more context-sensitive orientation programs, academic guidance, and counseling services within higher education institutions.

Data collection was carried out in November 2025 over a three-week period using both online and offline methods. The primary data collection technique involved distributing questionnaires via Google Forms, enabling respondents to complete the instruments conveniently using their personal devices (Fikri & Baharun, 2025). This approach facilitated wider participation and efficiency in data gathering. The research sample consisted of 237 students selected through purposive sampling, exceeding the minimum sample size of 100 respondents calculated using the Lemeshow formula for populations with unknown size. Participants met the following criteria: first-year undergraduate psychology students who had moved away from home, aged between 18 and 25 years, male or female, and willing to complete the questionnaire. The instruments used were the General Self-Efficacy Scale (GSES) developed by Schwarzer and modified by Wardani et al. (2025), consisting of 10 items with a reliability coefficient of Cronbach's $\alpha = .80$, and the Inventory of New College Student Adjustment (INCA) developed by Watson and Lenz (2020), adapted into Indonesian for this study, comprising 14 items across two dimensions—Belief in Self ($\alpha = .77$) and Supportive Network ($\alpha = .83$). Both instruments employed a four-point Likert scale, and composite scores were used in the analysis.

Data analysis was performed using JASP version 14 software. The analysis process began with descriptive statistical analysis to summarize respondent characteristics and describe the distribution of the research variables. Prior to hypothesis testing, instrument validity and reliability were examined to ensure that the measurement tools met acceptable psychometric standards. Due to the non-normal distribution of the data, Spearman's rho correlation analysis was employed to determine the strength and direction of the relationship between

self-efficacy and self-adjustment. This analytical approach is appropriate for ordinal data and non-normally distributed variables, ensuring accurate interpretation of the correlational relationship.

The credibility of the data was ensured through several procedures. First, the use of standardized and previously validated instruments strengthened construct validity. Second, reliability testing using Cronbach's alpha confirmed the internal consistency of both scales. Third, clear inclusion criteria and purposive sampling helped ensure that the data accurately represented the target population. These measures collectively support the trustworthiness and methodological rigor of the research findings, providing a reliable empirical basis for implications in educational management, particularly in the development of student support and counseling systems.

RESULT AND DISCUSSION

Result

Descriptive Analysis

Table 1. Descriptive Based On Age

Age	Frequency	Percent
18	139	59%
19	73	31%
20	24	10%
21	1	0%
22	0	0%
23	0	0%
24	0	0%
25	0	0%
Total	237	100%

Based on the descriptive analysis, the age distribution of respondents indicates that the majority of participants were 18 years old, totaling 139 students (59%). This was followed by respondents aged 19 years, with 73 students (31%), and those aged 20 years, amounting to 24 students (10%). Only one respondent was aged 21 years, while no participants were recorded in the age range of 22–25 years. Overall, the sample is predominantly composed of late adolescents, which aligns with the typical age profile of first-year university students. From an educational management perspective, this finding confirms that the participants are at a critical developmental stage characterized by identity formation, emotional regulation, and increased independence. This stage requires universities to implement structured first-year student management strategies to support academic and psychosocial adjustment.

Table 2. Descriptive Based On Gender

Gender	Frequency	Percent
Female	193	81%
Male	44	19%
Total	237	100%

The descriptive analysis of gender shows that the majority of respondents were female, with 193 participants (81%), while male students accounted for 44 participants (19%). This indicates a substantial gender imbalance within the sample, which is consistent with the general demographic characteristics of psychology study programs that tend to attract more female students. From the standpoint of educational management, this gender distribution is an important contextual factor, as gender-related differences may influence learning styles, coping strategies, and adjustment patterns. Therefore, student support programs, counseling services, and orientation activities should be designed to be inclusive and responsive to gender dynamics within the student population. This imbalance should also be taken into account when interpreting the generalizability of the study's findings.

Table 3. Descriptive Statistical Tes of Variabels

	Self Efficacy	Self Adjustment
Valid	237	237
Missing	0	0
Mean	31.827	45.633
Std. Deviation	4.602	6.055
Minimum	21.000	27.000
Maximum	40.000	57.000

The descriptive statistics indicate that both variables had complete data, with 237 valid responses and no missing values, demonstrating effective data collection procedures. The mean score for self-efficacy was 31.83 (SD = 4.60), with scores ranging from 21 to 40. This suggests that, on average, respondents possessed a moderate to high level of self-efficacy, although variability in scores indicates differences in students' confidence in handling challenges. Meanwhile, self-adjustment had a mean score of 45.63 (SD = 6.06), with scores ranging from 27 to 57, indicating a generally adequate level of adjustment among participants. However, the observed variability suggests that not all students adjust equally

well to academic and social demands. From an educational management perspective, these findings highlight the need for differentiated student development interventions, as some students may require additional support to enhance their confidence and adjustment capabilities.

Table 4. Spearman's Rho Correlation between Self-Efficacy and Self-Adjustment

Variable		Self Efficacy	Self Adjustment
1. Self Efficacy	Spearman's rho	—	0.701
	p-value	—	< .001
2. Self Adjugment	Spearman's rho	0.701	—
	p-value	< .001	—

Spearman's correlation analysis was employed due to the non-normal distribution of the data. The results reveal a strong positive correlation between self-efficacy and self-adjustment, with a correlation coefficient of $\rho = 0.701$ and a significance level of $p < 0.001$. This indicates a statistically significant relationship between the two variables, where higher levels of self-efficacy are associated with better self-adjustment among first-year students living away from home. Conversely, students with lower self-efficacy tend to exhibit poorer adjustment abilities. These findings underscore the critical role of self-efficacy as an internal psychological resource that supports students in managing academic demands, social integration, and cultural transition. From an educational management perspective, this evidence suggests that strengthening students' self-efficacy should be a strategic priority within student management systems, particularly through orientation programs, academic advising, and counseling services. By fostering self-efficacy, higher education institutions can enhance students' adjustment, reduce the risk of maladaptation, and promote sustained academic success.

DISCUSSION

The findings of this study demonstrate a strong and statistically significant positive relationship between self-efficacy and self-adjustment among first-year students living away from home at the Faculty of Psychology, Universitas Negeri Surabaya ($\rho = 0.701$; $p < 0.001$). This result indicates that students with higher levels of self-efficacy tend to show better adjustment to the academic, social, and cultural demands of university life. In contrast, students with lower self-efficacy

are more vulnerable to adjustment difficulties during the transition period. These findings provide empirical evidence that self-efficacy is a critical psychological resource that supports students' ability to manage the challenges associated with entering higher education, particularly in the context of living independently away from family support systems.

These results are consistent with Albert Bandura's self-efficacy theory, which posits that individuals' beliefs about their capabilities influence how they think, feel, motivate themselves, and behave when confronted with challenging situations. In the context of students living away from home, self-efficacy functions as an internal regulatory mechanism that enables students to interpret academic demands and social challenges as manageable rather than overwhelming. This belief system allows students to select adaptive coping strategies when facing academic pressure, cultural differences, and social adjustment demands. As Pascarella and Terenzini (1991) argue, the transition to college often represents a form of cultural shock with significant social and psychological implications. Self-efficacy, therefore, plays a central role in helping students navigate this transitional phase effectively.

The findings of this study also align with previous empirical research. Fitri and Kustanti (2020) found that academic self-efficacy was positively and significantly related to academic adjustment among students from Eastern Indonesia. This consistency across studies reinforces the argument that students who possess confidence in their abilities are more capable of adapting to new academic environments. Moreover, the strong correlation identified in this study suggests that self-efficacy not only facilitates academic adaptation but also supports broader aspects of self-adjustment, including emotional regulation and social integration. This holistic contribution is particularly relevant in the context of higher education institutions, which are increasingly expected to address students' academic and psychosocial development simultaneously through integrated student management systems.

From an educational management perspective, these findings carry important practical implications. Universities play a crucial role in managing the transition of first-year students through structured orientation programs, academic advising, and counseling services. The strong association between self-efficacy and self-adjustment suggests that student management policies should explicitly incorporate self-efficacy development as a core component of first-year support programs. Interventions such as self-management training, mentoring systems, and resilience-based counseling can be strategically designed to enhance students' confidence in their abilities. By integrating these initiatives into student management frameworks, universities can enhance adjustment, retention, and long-term academic success.

Despite its contributions, this study has several limitations that should be acknowledged. The sample was restricted to students from the Faculty of Psychology at Universitas Negeri Surabaya, which may limit the generalizability of the findings to students from other faculties or institutions with different academic cultures. Additionally, the correlational design of the study allows for the identification of relationships between variables but does not permit causal conclusions. Future research is encouraged to involve more diverse student populations across multiple institutions and to employ longitudinal or experimental designs to examine causal pathways. Incorporating additional variables, such as social support, grit, or institutional support systems, would also provide a more comprehensive understanding of self-adjustment processes and further inform evidence-based educational management practices in higher education.

CONCLUSION

This study highlights that self-efficacy is a pivotal internal resource that significantly supports the self-adjustment of first-year students living away from home. The strong and significant positive relationship found between self-efficacy and self-adjustment demonstrates that students' belief in their own abilities plays a decisive role in helping them cope with cultural transitions, academic pressures, and the demands of independent living in a new environment. The key lesson derived from this research is that successful adaptation in higher education is not solely determined by academic ability, but also by psychological readiness, particularly self-efficacy. Students with higher self-efficacy are more likely to employ adaptive coping strategies, regulate their emotions effectively, and engage constructively with their academic and social surroundings. From a management education perspective, this finding underscores the importance of integrating psychological empowerment into student management systems as a strategic effort to enhance student resilience, adjustment, and overall academic success.

In terms of scholarly contribution, this study enriches the literature by providing empirical evidence on the relationship between self-efficacy and self-adjustment within a specific disciplinary context, namely first-year psychology students, and by examining adjustment in a holistic manner that includes academic, personal, and social dimensions. These findings contribute to the development of educational management knowledge by offering evidence-based insights that can inform the design of student orientation programs, counseling services, and institutional support policies. Nevertheless, this study has several limitations. The focus on a single faculty limits the generalizability of the findings, and the correlational design does not allow for causal inference. Future

research is therefore encouraged to involve more diverse samples across faculties and institutions, adopt longitudinal or experimental designs, and explore additional moderating or mediating variables such as social support, grit, or institutional support mechanisms. Such efforts are essential to deepen understanding of student adjustment processes and to strengthen evidence-based practices in higher education management.

REFERENCES

- Abas, M. C., & Kholidah, N. D. (2025). Improving Brand Awareness of Educational Institutions Through Educational Personnel Recruitment Management in Madrasah. *At-Tarbiyat*, 8, 1–10.
- Aini, T. N., & Wahid, A. H. (2024). Psychological Strategies for Building Quality Human Resources in Madrasah. *Proceeding of International Conference on Education, Society and Humanity*, 2(1), 154–160.
- Alam, A., & Mohanty, A. (2023). Cultural Beliefs and Equity in Educational Institutions: Exploring the Social and Philosophical Notions of Ability Groupings in Teaching and Learning of Mathematics. *International Journal of Adolescence and Youth*, 28(1), 2270662. <https://doi.org/10.1080/02673843.2023.2270662>
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W. H. Freeman and Company. <https://doi.org/10.1037/11571-002>
- Barokah, M. (2025). Management of Learning Outcomes Through SIJAGU PAI Design and Implementation of a Digital Reporting System for Islamic Religious Education. *Journal of Educational Management Research*, 4(2), 845–860.
- Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic Self-Efficacy and First-Year College Student Performance and Adjustment. *Journal of Educational Psychology*, 93(1), 55–64. <https://doi.org/10.1037/0022-0663.93.1.55>
- Dewi, A. T. A., Najiburohman, & Hefniy. (2025). Virtual School Tours: Boosting Community Interest and Attracting Prospective Students. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 9(2), 340–353. <https://doi.org/10.32478/3gtzvf72>
- El Hasbi, A. Z. (2023). Penelitian Korelasional (Metodologi Penelitian Pendidikan). *Teknik Pengumpulan Data Kuantitatif Dan Kualitatif Pada Metode Penelitian*, 2(6), 784–808.

- Fajariyah, H. (2025). Self Directed Learning: Meningkatkan Kepercayaan Diri Dalam Berbicara Bahasa Arab. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(1), 339–353.
- Fikri, M., & Baharun, H. (2025). Sound Horeg as a Popular Cultural Discourse: A Cultural Criticism Study of Religious Responses in East Java. *Tutur Sintaksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia, Kajian Linguistik Dan Kearifan Lokal*, 1(1), 25–41.
- Fitri, R., & Kustanti, E. R. (2020). Hubungan Antara Efikasi Diri Akademik Dengan Penyesuaian Diri Akademik Pada Mahasiswa Rantau Dari Indonesia Bagian Timur Di Semarang. *Jurnal Empati*, 7(2), 491–501. <https://doi.org/10.14710/empati.2018.21669>
- Haris, A. (2024). Islamic Boarding School: The Best Investment for the Future of Education. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 1362–1364.
- Hasanah, R., Munawwaroh, I., & Hasanah, M. (2024). Fostering Inclusivity: Strategies for Supporting Students With Special Needs in Mainstream Classrooms. *Falasifa: Jurnal Studi Keislaman*, 15(1), 73–85. <https://doi.org/10.62097/falasifa.v15i1.1811>
- Hasanah, R., Munawwaroh, I., & Qushwa, F. G. (2024). Pengembangan Career Adaptability Melalui Inovasi Sumber Daya Manusia. *EdukAsia: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 169–178. <https://doi.org/10.62775/edukasia.v5i1.734>
- Hidayati, N. (2024). Innovation of Learning Media With Smart TV to Increase Students' Interest in Learning. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 1232–1243.
- Hikmah, U., Kusumawati, I., Kunta, I. H., Khofsah, S., & Mudarris, B. (2025). Strategi Pengelolaan Visi MTSS Dalam Mewujudkan Mutu Pendidikan Unggul. *Visionaria: Journal of Educational Innovation Management*, 1(3), 180–189.
- Jannah, F., & Rizquha, A. (2025). Deconstructing Dogmatic Narratives: An Effort to Recontextualize Islamic Education Material for the Critical Generation. *Jurnal Islam Nusantara*, 9(1), 43–56.
- Ma'isyah, M., Rizal, M. S., Iqna'a, F. J., & Setiawan, B. A. (2024). Dynamics of Islamic Boarding Schools in Facing Globalization: Integration Between Tradition and Modernity. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 71–80.
- Nuriyah, K., Putri, D. M. S., & Anisa, Z. (2024). Penerapan Prinsip Psikologi Positif Dalam Kebijakan Manajemen Sumber Daya Manusia Untuk Meningkatkan Kinerja Dan Kepuasan Kerja. *Jurnal Educatio FKIP UNMA*, 10(2), 687–694.

- Pascarella, E. T., & Terenzini, P. T. (1991). *How College Affects Students: Findings and Insights From Twenty Years of Research*. Jossey-Bass.
- Rozi, F., Saleha, L., & Sholihah, C. (2024). Eco-Friendly Media: Assistance in Developing Educational Props From Waste Materials in Probolinggo City. *Guyub: Journal of Community Engagement*, 5(1), 249–271. <https://doi.org/10.33650/guyub.v5i1.8317>
- Sahir, S. (2022). *Metodologi Penelitian*. Universitas Medan Area Press.
- Shamgar, M. T. (2019). Hubungan Antara Efikasi Diri Akademik Dengan Penyesuaian Diri Pada Mahasiswa Baru Provinsi NTT Yang Merantau Di Universitas Kristen Satya Wacana Salatiga. *Jurnal Konseling*, 14(1), 317–329. <https://doi.org/10.24114/konseling.v14i1.13728>
- Situmorang, D. R. (2019). *Hubungan Self-Efficacy Dengan Penyesuaian Diri Mahasiswa Universitas Islam Riau* [Undergraduate thesis, Universitas Islam Riau]. <http://repository.uir.ac.id/id/eprint/10399>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.
- Sumomba, T. Y., Minarni, M., & Hayati, S. (2024). Pengaruh Self-Efficacy Terhadap Adjustment to College Pada Mahasiswa Rantau Di Kota Makassar. *Jurnal Psikologi Karakter*, 4(1), 173–181. <https://doi.org/10.56326/jpk.v4i1.3595>
- Wardani, F. D., Dewi, D. K., Jannah, M., Khoirunnisa, R. N., & Saphira, H. V. (2025). Adaptation and Validation of General Self-Efficacy Scale for Higher Education. *IJORER: International Journal of Recent Educational Research*, 6(2), 333–346. <https://doi.org/10.46245/ijorer.v6i2.780>
- Watson, J. C., & Lenz, A. S. (2020). Development and Evaluation of the Inventory of New College Student Adjustment. *Journal of College Counseling*, 23(1), 1–16. <https://doi.org/10.1177/1521025118759755>