Adaptation of Master of Islamic Education Students at UIN Raden Fatah: A Case Study of Students with Non-Linear Academic Backgrounds

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Abstract

Adaptation is meeting a person's internal and external needs by involving mental and behavioral responses that encourage environmental adaptation. Students often face challenges in adjusting socially and academically. This research focuses on the social and academic adjustment of Master of Islamic Religious Education students at Raden Fatah State Islamic University, Palembang. The research method used is descriptive qualitative with a case study approach. Data was collected through observation, interviews, and documentation and validated through extended researcher presence, triangulation, and peer discussion. This research concludes that students of the Master of Islamic Religious Education at Raden Fatah State Islamic University, Palembang, show good adaptability in the campus environment. They prioritize social recognition, participation, altruism, and effective communication. The results show good academic achievement, supported by commitment, planning, and consistency in academic tasks. Effective strategies such as time management and understanding the material help them overcome academic challenges. Participation in extracurricular activities also makes a positive contribution to academic development. Their awareness, dedication, and commitment to achievement reflect their readiness to face continuous learning challenges. This research provides important insights for developing supporting strategies to improve student well-being and academic success.
Keywords: Self-Adaptation; Student; Non-Linear.

Introduction

Self-adjustment is a crucial aspect of an individual's life.[1] Adjusting well allows people to achieve happiness, independence, and harmony. Self-adjustment involves an individual's efforts to change themselves to be in harmony with their environment.[2] This process includes meeting internal and external needs, which affects mental and behavioral responses to adjust to the environment.[3] In everyday life, self-adjustment is an individual's effort to meet the demands of their physical and social environment. [4]

Students with non-linear academic backgrounds are one of the groups that must face the challenges of self-adjustment. Self-adjustment for students includes two main aspects: social adjustment and educational adjustment. Students have different abilities to adjust, both in social and academic contexts. Some students adapt quickly, while others struggle to adjust to the new campus environment and different academic demands.[5] Social and academic adjustment is one of the challenges often faced by students.

The diversity of backgrounds of previous study programs provides challenges for students whose study programs are not linear.[6] They need to catch up on the Islamic Religious Education study program knowledge. Graduates of the education study program do not feel a big difference in the learning system and materials because the master's program in Islamic Religious Education still covers general education based on Islam. However, for students from across faculties who have never received teaching about the learning system and teaching education, the differences are very pronounced in contrast to the undergraduate academic experience. This fact requires hard work to catch

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[1] Hasanuddin Hasanuddin and Khairuddin Khairuddin, "Social Support, Self-Adjustment and Psychological Well-Being in Students of SMA Negeri 2 Binjai," *Analitika: Journal of Master of Psychology UMA* 13, no. 2 (December 30, 2021): 148–55, https://doi.org/10.31289/analitika.v13i2.5906.

[2] Aulia Tanjung et al., "The Concept of Happiness According to Positive Psychology," December 20, 2023.

[3] Enis Prastiwi and Vera Imanti, "Self-Adjustment of IAIN Surakarta New Students in Taking Online Learning in the First Year of Lectures During the Covid-19 Pandemic," *IJIP: Indonesian Journal of Islamic Psychology* 4, no. 1 (June 1, 2022): 1–18, https://doi.org/10.18326/ijip.v4i1.1-18.

[4] Hariadi Ahmad, Ahmad Zainul Irfan, and Dedy Ahlufahmi, "THE RELATIONSHIP BETWEEN PARENTING POLICIES AND STUDENT SELF ADJUSTMENT," *Realita: Journal of Guidance and Counseling* 5, no. 1 (September 11, 2020), https://doi.org/10.33394/realita.v5i1.2899.

[5] Resti Arsanti, Fitriani Yustikasari Lubis, and Surya Cahyadi, "THE ROLE OF ACADEMIC SELF-EFFICACY ON ACADEMIC ADJUSTMENT IN FIRST YEAR STUDENTS OF MBKM PROGRAMS," *Journal of Psychological Science and Profession* 6, no. 3 (December 30, 2022): 232, https://doi.org/10.24198/jpsp.v6i3.38432.

[6] Khaeroni Khaeroni and Sabri Sabri, *Implementation of the Independent Campus Learning Policy in the Study Program*, ed. Nana Jumhana (Serang: Media Madani, 2021), http://repository.uinbanten.ac.id/12391/.

up with the material and keep up with students whose study programs are linear from undergraduate to master's degree.

Social adjustment is students' ability to adjust to the campus environment.[7] Academic adjustment is the ability of students to adjust to life in college and achieve satisfaction with their work, relationships with friends, teachers, or lecturers, and the environment as a whole.[8] Social adjustment can be seen in student involvement in campus activities, such as student organizations, committees, study groups, good friendships, and feeling comfortable in the campus environment.[9] Academic adjustment for students can be seen in how academic achievement is achieved, academic motivation, good grades, and feelings of satisfaction with the final results.

Students' social and academic self-adjustment is a fascinating topic to study. Because these two things cannot be separated during the lecture process.[10] Social self-adjustment is needed because it is the central role of how students can survive in a lecture environment, which can be said to be complicated. This social self-adjustment is closely related to one's academic adjustment.[11]

Many researchers have conducted academic and social adjustment studies, including Moh. Dinifajrian Jong's research shows that a person's ability to establish social relationships in a new environment and maintain consistent behavior can affect self-adjustment, including interactions with others and adherence to new rules and conditions.[12] Next, M. Nur Ghufron's research argues that self-adjustment is a continuous process involving mental and behavioral responses to overcome internal and external

[7] "Self-Adjustment of New Students at Widya Mandala Catholic University Surabaya Madiun City Campus Academic Year 2020/2021 | JIIP - Scientific Journal of Education Sciences," accessed May 20, 2024, https://jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/364.
[8] Sidiq Rahmat, *MANAGEMENT OF HUMAN RESOURCES IN EDUCATION: Theory and Practice* (EDU PUBLISHER, 2021).
[9] Suci Wulandari, Baryanto Baryanto, and Zakiyah Zakiyah, "The Role of KSR PMI in Fostering Social Care in Students of the State Islamic Institute (IAIN) Curup" (undergraduate, Curup State Islamic Institute, 2024), http://e-theses.iaincurup.ac.id/5877/.
[10] Nia Bening Mutiara et al., "Trends in Self-Adjustment Among College Students in Indonesia," *Journal of Society Counseling* 1, no. 2 (November 22, 2023): 218-29.
[11] Mulya Septa Uci, "RELATIONSHIP BETWEEN CONNECTION WITH PARENTS AND CAMPUS ENVIRONMENT WITH SELF-ADJUSTMENT IN STUDENTS OF RETIREMENT" (diploma, UIN RADEN INTAN LAMPUNG, 2023), http://repository.radenintan.ac.id/23245/.
[12] Moh Dinifajrian Jong, "Self-adjustment in new students from Alor NTT in Malang City" (undergraduate, Universitas Islam Negeri Maulana Malik Ibrahim, 2018), https://doi.org/10/1/13410092.pdf.

urges to achieve a balance between personal needs and environmental demands.[13] Meanwhile, Maria and Rudangta's research highlights that social adjustment is reflected in students' success in social activities, engagement with others, and satisfaction with the social environment.[14] Silvia Febriyanti's research concluded that self-adjustment in the social and academic context is closely related to how a person adjusts to a new environment and tries to meet educational demands in the lecture process. [15]

In contrast to the above research, this study explores the social and academic self-adjustment process of students who face non-linear transitions between undergraduate and postgraduate study programs at Raden Fatah State Islamic University Palembang. By understanding this adjustment process, it is hoped that effective strategies can be found to help students overcome these challenges. This study aims to explore the methods students use to face the challenges of self-adjustment. This research is expected to provide a deeper picture of the difficulties of self-adjustment of students with a non-linear study program background. The results of this study are expected to be used as a basis for developing policies and support programs that can help students face academic and social transitions to increase their success in their studies and overall campus life.

Research Methodology

This research used a descriptive qualitative approach with a case study type.[16] This research mainly focuses on analyzing the form of self-adjustment in Islamic Religious Education Masters students at Raden Fatah State Islamic University Palembang Class 2022 and 2023. This study had five resource persons from the 2022 and 2023 batch of S2 students. Data collection techniques and tools in this study use participant observation by directly observing the activities of the resource person's life. Semi-structured interviews with in-depth interviews where researchers conduct in-depth

[13] M. Nur Ghufron and Rini Risnawita Suminta, "RELATIONSHIP BETWEEN EPISTEMOLOGICAL CONFIDENCE WITH SELF-REGULATION BASED LEARNING," *Journal of Insight Psychology* 1, no. 1 (2017): 40-54.

[14] Maria Nugraheni Mardi Rahayu and Rudangta Arianti, "ADAPTION OF FIRST-YEAR STUDENTS IN HIGHER EDUCATION: A *Journal of Psychological Science and Profession* 4, no. 2 (August 26, 2020): 73, https://doi.org/10.24198/jpsp.v4i2.26681.

[15] Silvia Febriyanti Igirisa and Nono Hery Yoenanto, "The Effect of Family Functioning on Academic Adjustment in First-Year College Students During the Online Learning Process," *Bulletin of Research in Psychology and Mental Health (BRPKM)* 1, no. 2 (October 27, 2021): 1435–43, https://doi.org/10.20473/brpkm.v1i2.30678.

[16] Dimas Assyakurrohim et al., "Case Study Method in Qualitative Research," *Journal of Science and Computer Education* 3, no. 01 (2023): 1–9, https://doi.org/10.47709/jpsk.v3i01.1951.

interviews; the last is documentation obtained from study programs, class data archives, and others. The technique of testing and validity of data in this study extends the presence of researchers, triangulation (sources, methods, time), increasing persistence, and peer discussion. At the same time, the data analysis technique in this study uses data *condensation*, *data* reduction, *data* presentation, and *conclusion drawing/verification*.

Social Self-Adjustment

Students' social adjustment showed different but similar adaptation patterns in sequence and speed. Awareness of the importance of respecting others and deliberating to resolve social conflicts peacefully is very high. Students emphasize the importance of empathy, diversity, and open communication in social interactions. Students with a non-linear study program background show good adaptability in academic self-adjustment. They emphasize the importance of an in-depth understanding of new material, good time management, and a proactive and flexible attitude in facing educational challenges.

Students have diverse ways of socially adjusting to their new environment. Nonetheless, there are patterns of adaptation that look similar among them, albeit in different sequences or speeds. Recognizing that respect for others is a necessary foundation for healthy and mutually beneficial relationships is essential.[17] It creates a harmonious environment, strengthens trust and respect between individuals, and reflects values such as empathy, tolerance, and equality.[18] In the context of university students, awareness of the importance of respecting others is high, as revealed in the interviews. The understanding that to receive respect, we need to give it first highlights the importance of mutual respect in social interactions. Therefore, respecting others is critical in building quality and sustainable relationships among university students.

It is essential to have an attitude of acceptance and learn from others when building healthy relationships. Students emphasized that good relationships are based on being open and accepting of differences. Open and honest communication is considered the main foundation of supportive relationships. Being a good listener, respecting others, and providing emotional support were crucial in building harmonious relationships.

[17] Elsia Yumar et al., "ETHICS IN COMMUNICATION AND YOUTH MENTAL HEALTH," *Journal of Communication* 1, no. 2 (August 30, 2023): 60-70.
[18] Muhamad Nurul Fajri, "EFFECTIVE COMMUNICATION POLE IN RELIGIOUS BUILDING HARMONIC DIALOG," *Al-Tsiqoh: Journal of Economics and Islamic Da'wah* 8, no. 1 (August 3, 2023): 13–33, https://doi.org/10.31538/altsiq.v8i1.3678.

Commitment and openness to each other are vital in strengthening social bonds among students.

Participation in social interactions on campus plays a crucial role in students' social adjustment, especially for those with non-linear study program backgrounds at Raden Fatah State Islamic University Palembang. Students can expand their social networks, improve communication skills, and gain valuable experience through active involvement in academic, social, and organizational activities. Awareness of the importance of building social relations based on trust and understanding cultural diversity is essential to creating a harmonious society. [19]

In addition, as a support for social adjustment, participation in social interactions also helps students deal with daily challenges and stress.[20] In the context of career and business, building solid relationships is essential in expanding networks, gaining valuable tips, and supporting personal and professional growth.[21] Students highlighted several critical steps to strengthen their social relationships, such as positive and open attitudes towards new people, expanding friendships, joining organizational activities, and connecting with alums. Thus, active participation in social interactions enriches their college experience and benefits their journey toward personal growth and professional success.

Master of Islamic Education students with non-linear study program backgrounds at Raden Fatah State Islamic University Palembang highlighted the importance of *Social Approval* in social adjustment. They showed a flexible and positive attitude towards learning experiences outside the choice of study program, emphasizing the importance of learning from experience to contribute knowledge.[22] Furthermore, they underlined the importance of adjusting personal interests to the new environment, reading literacy of peers, and being active in building social relationships in the campus environment.

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[19] Doni Septian, "UNDERSTANDING PANCASILA VALUES IN STRENGTHENING COMMUNITY COUNTRY," *TANJAK : Journal of Education and Teaching* 1, no. 2 (August 11, 2020): 155–68, https://doi.org/10.35961/tanjak.v1i2.147.

[20] Bilal Aquila Tegar Budiono and M. Si Dr. Nanik Prihartanti, "The Relationship of Self-Adjustment and Social Support with Culture Shock of Overseas Students of Universitas Muhammadiyah Surakarta" (s1, Universitas Muhammadiyah Surakarta, 2022), https://eprints.ums.ac.id/106235/.

[21] William G. Louhenapessy, "Leadership and Entrepreneurship Training for the Community and Village Apparatus of Waisala Village, Huamual Subdistrict, West Seram Regency," *Arumbai Journal of Service* 2, no. 1 (March 25, 2024): 49-64.

[22] Titik Kristiyani, *Self-Regulated Learning: Concepts, Implications and Challenges for Students in Indonesia* (Sanata Dharma University Press, 2020).

Awareness of the importance of understanding others' preferences and expanding social networks was also highlighted, demonstrating the relevance of *Social Approval* in shaping social identity and adjustment. In addition, students emphasized the importance of empathy, caring for others, and maintaining emotional balance in dealing with interpersonal conflict, which helps to strengthen positive relationships and individual psychological well-being in the campus environment. This phenomenon illustrates a strong awareness of the importance of responsibly handling conflict to achieve a satisfactory solution for all parties involved. Leandra et al. found that active cooperation between all parties involved in the conflict is needed to reach a solution that satisfies everyone. This style encourages open communication and understanding.[23] Then, emphasize self-interest and seek personal victory without regard to the other party's interests. Furthermore, it involves parties who prioritize the interests of others over one's interests, with this style willing to sacrifice personal interests to maintain harmonious relationships.

Altruism is essential in the social adjustment of Master of Islamic Education students at Raden Fatah State Islamic University Palembang. Being humble, unselfish, and helping each other creates an inclusive and caring social environment.[24] Students realize that a humble attitude reflects a good personality and supports good relationships with others. They also highlighted the importance of humility in building respect for diversity and creating a supportive atmosphere on campus.

In the social self-adjustment of Master of Islamic Education students at Raden Fatah State Islamic University Palembang, *conformity* or social self-adjustment emphasizes the importance of respecting the values of legal integrity, traditions, and customs to be well accepted in the social environment.[25] Students with non-linear study program backgrounds face challenges adjusting to new norms and social values. The research findings show students' awareness of the importance of respecting the integrity values of laws, traditions, and customs in the context of their study program. They affirm

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[23] Hamidah Darma and Lendra Faqrurrowzi, "Conflict Management in Higher Education," *Journal of Serunai Educational Administration* 12, no. 2 (November 28, 2023), https://ejournal.stkipbudidaya.ac.id/index.php/jc/article/view/1037.

[24] Thomas Lickona, *Character Matters: How to Help Children Develop Good Judgment, Integrity, and Other Essential Virtues* (Bumi Aksara, 2022).

[25] Julika Marito Silitonga, "The Relationship Between Independence and Social Adjustment in New Students of the Faculty of Psychology, HKBP Nommensen University Medan," October 15, 2019, https://repository.uhn.ac.id/handle/123456789/2932.

values such as honesty, justice, compassion, and cooperation as integral parts of religious teachings that must be upheld. Their inclusive and tolerant attitudes reflect respect for diversity in the social environment.

Students also realize the importance of being critical and literate to their surroundings as an important asset in developing deep understanding. They are committed to maintaining the values of integrity and play an active role in the study program and contribute positively to society and the academic environment. The importance of complying with the integrity values of law, tradition, and custom is also reflected in their attitude in communicating and interacting with lecturers and other members in the lecture environment.[26] They emphasize the importance of politeness and courtesy as an integral part of maintaining the rules and norms in the academic environment.

This research is in line with Moh's findings. Dinifajrian Jong and M. Nur Ghufron regarding the importance of social relationships and behavioral adaptation in self-adjustment. Maria and Rudangta also highlighted the importance of social adjustment in student activities, which is consistent with the findings of this study. However, this study adds a unique perspective on the challenges faced by students with a non-linear study program background, which has not been widely discussed in previous studies.

Academic Self-Adjustment

Students show unique ways of academic adjustment in their new environment despite significant differences from their previous study programs. Although the adaptation ability of each individual varies, there are similar adaptation patterns among them. Good academic achievement for students in the Master of Islamic Education program at Raden Fatah State Islamic University Palembang reflects their ability to adjust to new materials and active participation in academic activities. Commitment and careful planning are vital in achieving academic targets, with awareness of the challenges faced.

Students realize the importance of an in-depth understanding of the study plan and requirements of the new study program and self-reflection to improve consistency and discipline.[27] Good academic achievement includes target achievement, consistency,

[26] Adi Suprayitno and Wahid Wahyudi, *Character Education in the Millennial Era* (Deepublish, 2020).
[27] Mohamad Mustari, *Education Management in the Era of Independent Learning* (Master Program in Religious Studies at UIN Sunan Gunung Djati Bandung, 2022).

persistence in overcoming challenges, and the ability to plan well.[28] Thus, good academic performance reflects both academic achievement and adaptability, perseverance in the face of change, and perseverance in overcoming challenges.

In addition, students demonstrate a proactive and flexible attitude in the face of change and challenges in achieving life and academic goals. They prioritize increasing their resilience and adopt an open approach to new experiences. Commitment to adapting to new learning environments and facing change with a positive and flexible attitude is critical. Students show a calm and positive attitude when faced with unexpected changes or challenges. They believe everything has a lesson and try to maintain a positive and flexible attitude in dealing with the situation. By being open and adaptive, students think they can overcome obstacles and remain consistent in achieving satisfactory academic goals.[29]

A mature understanding of the importance of adjusting to the study program and maintaining consistency in achieving academic goals. They recognize that maintaining consistency requires an effort to adapt first to the study program's environment and requirements. Discipline, good time management, and focus are essential strategies that they apply to achieve academic goals. Overall, the attitudes shown by students reflect an awareness of the importance of adaptation, acceptance of reality,[30] and efforts to remain focused and consistent in achieving academic goals, which are essential assets in facing changes and challenges in the educational journey.

In addition, a structured and disciplined approach to coursework is also a focus. Students set specific and measurable goals for each coursework assignment to have a clear direction in their efforts. They also emphasized the importance of positive thinking and confidence in achieving their academic targets. Time management is also essential in carrying out students' daily activities. Students realize that good time management allows them to balance between doing assignments and social interaction with friends. In

[28] Nikolaus Anggal, Yohanes Yuda, and Lorensius Amon, *Education Management: Effective Use of Resources to Improve Education Quality* (CV. Gunawana Lestari, 2020).
[29] Ahmad Kholil Gibran, "The effect of self-control on academic procrastination in final year students: Case study of students at Jakarta Islamic University" (undergraduate, Maulana Malik Ibrahim State Islamic University, 2024), http://etheses.uin-malang.ac.id/61898/.
[30] Prof Dr Arief Subyantoro M.S and Prof Dr FX Suwarto M.S Drs, *Strategic Human Resource Management* (Andi Publisher, 2020).

addition, a thorough understanding of assignment requirements was also emphasized as an essential step to completing assignments well and on time.

Students seek to integrate prior knowledge with current material, seeking connections between different concepts to deepen understanding. They are active in self-directed learning through reading literature, taking online courses, attending seminars, and reading international journals. Participation in class discussions and collaborative projects is also essential to their approach to gaining new insights.

Students' awareness and commitment to further education and continuous learning reflect a proactive and growth-oriented attitude. This approach is an essential asset in self-development and achieving success in the academic and professional world. By continuing to deepen their knowledge and improve their abilities, they are ready to face challenges and take advantage of opportunities in the educational and professional environment. Students at Raden Fatah State Islamic University Palembang show that with a systematic and focused approach, they can overcome challenges and succeed in the Islamic Education master's program.

Students also utilize additional resources such as tutorials, extra classes, or study groups to help them understand complex material. They seek emotional support and motivation from peers or family to overcome learning difficulties and achieve good academic performance. Students emphasize the importance of understanding the material and putting maximum effort into assignments rather than just focusing on achieving academic grades. They know that grades do not always reflect the actual knowledge a person has. A thorough evaluation is conducted when facing difficulties in achieving target grades to understand the root cause of the problem, such as lack of understanding of the material or ineffective time management.

A systematic and thoughtful approach to managing academic tasks and customizing a detailed daily schedule helps them complete tasks with calm and focus.[31] They avoid multitasking, break down large tasks into smaller, manageable chunks, and prioritize overlapping tasks. They could maintain concentration and tackle complex tasks individually by staying calm and focused when faced with demanding situations. Overall, the student approach reflects a maturity in time management and management of complex

[31] Ahmad Faozan, *Improving the Performance of Islamic Religious Education Teachers through Academic Supervision, Training and Participation in Teacher Working Groups* (Publisher A-Four, 2022).

tasks, which are essential assets in achieving academic success and self-development in the educational and professional world.

In the context of academic self-adjustment for Master of Islamic Education students with non-linear study program backgrounds at Raden Fatah State Islamic University Palembang, the fulfillment of needs, desires, interests, and achievements is an essential element that contributes to academic success. Students must fulfill basic needs such as a conducive learning environment and access to scholarly resources to focus and achieve.

The findings on academic adaptation align with the theory put forward by Schneider, which states that academic adjustment is an individual's ability to have an excellent response to academic challenges. Academic adjustment means students who have academic demands and requirements in an appropriate, comprehensive, satisfying way, which is intended in a proper, thorough, and pleasurable way, namely where students can carry out and complete their academic demands in the right way with their academic needs carried out with all their potential to achieve satisfactory results.[32]

Some previous studies include Eva Latifah's research, which emphasizes one's ability to learn discipline, organize, and control oneself, especially when facing complex tasks.[33] Second, research by Dyla et al. showed that the state of a person who can accept himself as he is can form warm relationships with others, have independence from social pressure, control the external environment, have meaning in life, and realize his potential sustainably.[34]

Students' social adjustment is strongly influenced by mutual respect and the ability to deliberate. Students who can respect others and are actively involved in deliberation tend to have more harmonious social relationships and can prevent conflict. Meanwhile, in academic self-adjustment, good time management and a proactive attitude are essential

[32] Fiqah Soraya, "The influence of self-adjustment, academic procrastination, social support, and demographic factors on academic stress in students of UIN Syarif Hidayatullah Jakarta" (bachelor thesis, Faculty of Psychology UIN Syarif Hidayatullah Jakarta, 2020), https://repository.uinjkt.ac.id/dspace/handle/123456789/52497.

[33] Latipah, Eva. "The effect of experiential learning strategies on students' independent learning." *Humaniora* 14.1 (2017): 41.

[34] Dyla Fajhriani N. Dyla, Afnibar Afni, and Aulia Rahmi Rahmi, "Psychological Well Being of Students in Undergoing Online Lectures to Prevent the Spread of Corona Virus (Study of Islamic Counseling Guidance Students at UIN Imam Bonjol Padang)," *Al Irsyad: Journal of Islamic Guidance and Counseling* 11, no. 1 (June 5, 2020): 15–24, https://doi.org/10.15548/jbki.v11i1.1510.

to achieve academic success, especially for students with non-linear study program backgrounds.

Students with non-linear study program backgrounds may face more adjustment challenges with increasing complexity and demands in the academic environment. However, those who can develop practical communication skills, mutual respect, and good time management abilities will find it easier to adapt and achieve academic success. In addition, universities that provide additional support, such as mentorship programs and skills training, can help students adjust.

Students with good social adjustment skills show similar patterns of adaptation, albeit in different sequences and speeds. Mutual respect is an essential foundation for healthy social relationships. Therefore, respect for others and empathy are crucial to preventing conflict and building harmonious relationships. By respecting the rights of others and deliberating, students can create an inclusive and supportive social environment. These attitudes are also relevant in an academic context, where collaboration and social support are crucial to achieving educational success.

This study has several limitations, including a sample limited to Master of Islamic Education students at Raden Fatah State Islamic University Palembang, so the results may not be generalizable to students in other study programs or universities. In addition, this study uses more qualitative approaches, so there may be interpretation bias among researchers.

Conclusion

This study explores how Master of Islamic Education students at Raden Fatah State Islamic University Palembang, who come from various study backgrounds, adapt to the campus environment. The results showed that students use multiple strategies to achieve positive social adjustment, including recognition, participation, altruism, and conformity. Students showed awareness of the importance of effective communication, empathy, tolerance, and cooperation in their social adjustment process.

In addition, this study also shows that students can adapt academically to a new environment. Academic achievement is supported by commitment, careful planning, and consistency in educational tasks. Students show significant effort in developing learning skills and understanding of knowledge and significant intellectual development through critical and analytical thinking abilities. This study provides an in-depth insight into the

process of students' social and academic self-adjustment in the campus environment, and the results can be used as a basis for developing support strategies to improve students' well-being and academic success. These conclusions suggest that effective adjustment, both socially and academically, is a critical factor in students' success in the higher education environment.

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