

Individual Counseling and Student Adjustment to the New Normal Era

Sjeny.L. Souisa

Fakultas Ilmu Pendidikan Kristen, Institut Agama Kristen Negeri Ambon
Email: souisa.sjeni@gmail.com

Hendrik Tuaputimain

Fakultas Ilmu Pendidikan Kristen, Institut Agama Kristen Negeri Ambon
Email: hendriktuaputimain@gmail.com

Louisa Marga Metekohy

Fakultas Ilmu Pendidikan Kristen, Institut Agama Kristen Negeri Ambon
Email: louisametekohy04@gmail.com

David Ming

Sekolah Tinggi Teologi Kadesi, Yogyakarta
Email: davidmingming3@gmail.com

Abstract

School from home in the middle of the new normal because of the pandemic makes some students worried and anxious about the condition. Not many of them realize that self-adjustment plays an important role in determining the attitudes and behaviors they take. This study aims to look at the application of individual counseling in improving student self-adjustment. Quantitative research design is done by testing a sample of 8 respondents. The results showed that the proposed hypothesis in which individual counseling had a significant influence on students self-adjustment. This research becomes an important basis that individual counseling is proven to improve student self-adjustment.

Keywords: individual, counseling, student, self-adjustment, new normal era

Introduction

The face-to-face learning process at school has to be abandoned by students since the COVID-19 pandemic. The process has been transformed, as a result students have to study from home online. This means that students must learn from home through distance learning in accordance with the implementation of policies from the Minister of Education and Culture (Mustafa, 2020). The continuity of the learning process from home has an impact on students in terms of adjusting. Adapting to changes in the learning process remotely for students (Australian Academy of Science, 2020) What happened was a new challenge for almost all students in the midst of the implementation of the new normal or new normal.

This process requires adaptation of students in adjusting themselves to be able to ride all the changes that occur. Students' ability to adapt has been proven to increase their motivation, involvement, achievement, and social-emotional (Holliman et al., 2018; Martin et al., 2013). Therefore, as long as these abilities are owned by students, changes in learning can have a positive impact and become an important locus for them to adapt. Thus, the existence of student self-adjustment becomes an important issue because it reflects the significant