

The Relationship Between Self-Adjustment and Emotion Regulation with Problem Solving in Overseas Students from Outside Java at Universitas Islam Negeri Malang

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Abstract

The number of problems faced by students requires the ability to overcome and deal with every problem that comes their way. Every student needs to have the right problemsolving skills so that problems can be solved properly. therefore in this study will examine what factors are positively correlated with problem solving. so this study aims to determine the correlation between self-adjustment variables and emotional regulation together with problem solving variables in overseas students who come from outside the island of Java who study at UIN Malang as many as 50 people. The method used is a quantitative research method using a Likert scale. As for the analysis of the results used is correlation analysis. Based on the results of data processing, this study provides several conclusions, namely the variables of self-adjustment and emotional regulation correlate with problem solving by 66.5% and the remaining 33.5% are influenced by other variables and factors. The correlation between problem solving variables and self-adjustment is 0.59 and is positive so that the two variables are stated to have a positive correlation. Furthermore, the correlation between self-adjustment variables and emotional regulation is 0.46, which means that the two variables are positively correlated. From the results of this analysis it can be seen that problem solving has a high relationship with emotional regulation variables than problem solving with self-adjustment in overseas students who come from outside Java.

Keywords: Adjustment, Regulation, Students



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INTRODUCTION

Student life has its own uniqueness to be discussed. Various forms of problems begin to emerge when becoming a student. This is because the period of becoming a student is between 17-24 years old, which according to developmental theory is the period of late adolescence and early adulthood. Changes and transitions between late adolescence and early adulthood individuals will experience certain problems both from themselves and from other people and the environment. When becoming a student, there begins to be a gap between personal desires and demands from family and society (Cover, Morgan, Barry, Kotchick, & Grover, 2024; Glenn & Lau-Barraco, 2024; Kumar, Corner, Kim, & Meuret, 2024). The problems experienced can cause pressure if they cannot be resolved properly. Problems that originate from within in the form of a mismatch between expectations and the ability to realize them, while problems originating from the environment can occur due to a gap between expectations and actual reality. The gap that occurs can come from several things such as problems with family, academic problems, problems with lecturers, problems with fellow friends and problems arising from the community environment where he lives.

The number of problems faced by students requires the ability to overcome and deal with every problem that comes their way (Dickter, Chang, Burk, & Bravo, 2025; Lu dkk., 2024; Niitsu dkk., 2024). Every student needs to have problem solving skills, namely the ability to solve the right problem so that the problem can be solved properly (D. Chen, Wen, Zhou, Zhang, & Xu, 2024; DeLone, Basile, Chaney, Mullins, & Sharkey, 2024; Domagała, Ganczar, & Kloczkowska, 2024). Because individuals who have good problem solving skills will be able to adapt easily in various situations and conditions of any environment, and be able to find the right and effective way to achieve the life goals they have made (Ferguson & Capper, 2024; Martins, Moreira, Cunha, Carlos Núñez, & Rosário, 2024; Quintana-Orts, Mora-Merchán, Muñoz-Fernández, & Rey, 2024). Conversely, individuals who do not have good problem solving skills will have difficulty in adjusting to the habits and life in the environment.

According to the results of a study (*research*) conducted by Patnani which concluded that the ability of students to solve problems can be said to be very lacking and weak, still not mastering the problems faced and not easy to find and determine a way out of the problems faced. The results of this study are also supported by the results of PISA (Program for International Student Assessment) research in 2018, which proves that Indonesia with its human resources has a high level of thinking skills including problem solving skills still ranked 74 out of 79 countries. This proves that Indonesia is still in dire need of human resources who have the potential to think at a high level (Gu, 2024; Hedemann-Robinson, 2024). One of them is by improving problem solving skills so that human resources are able to compete with human resources in other more developed countries. Some studies that discuss problem solving variables are research conducted by Ningsih which found that 43.62% of students had problem solving skills in the low category. This research was conducted in the field of mathematics, but it can be one of the bases that the problem solving possessed by students in Indonesia is still relatively low (Butsko & Gorkavaya, 2024). In addition, other studies also concluded that between problem solving and self-adjustment showed a significant relationship (Fidan & Tuncel, 2019). The next research shows that the results of the partial correlation test of the emotion regulation variable with problem solving are positively correlated. This shows that there is a significant correlation and positive relationship between emotional regulation and problem solving. This indicates that a person's problem solving ability can be one of the factors in making self-adjustments. Likewise, the ability of emotion regulation can also be a factor to improve problem solving in a person.

The novelty that can be found in this research can be seen from the place and respondents of the research (Ariana Kia, Rahimi, & Mohammadi, 2024; Batte dkk., 2024; Chaliawala, Vidourek, & King, 2024). Respondents in this study are students outside the island of Java and are still active as students at UIN Malang (Pasquadibisceglie, Appice, Castellano, & Malerba, 2020). Previous research focused more on one variable that was associated with other variables that only sought the correlation of two variables. So based on various previous research reviews, researchers have not found any research that connects three variables directly, namely to find the relationship between self-adjustment variables with emotional regulation to problem solving in overseas students who come from outside Java from among new students who are actively studying at UIN Malang.

This study aims to determine and analyze how the relationship between self-adjustment and emotion regulation with problem solving skills in students who come from outside Java (Bassano dkk., 2019). Based on this assumption, empirical research is needed that can prove that the level of self-adjustment and emotional regulation possessed by a person if correlated together can affect a person's problem solving ability (Ahuvia, Schleider, Kneeland, Moser, & Schroder, 2024; Chicote-Beato, González-Víllora, Bodoque-Osma, & Navarro, 2024; Neck, Maykrantz, Houghton, & Neck, 2025). The reason the researchers examined this variable is because according to the results of field observations, students who lack good problem solving can be found so that researchers want to explore several variables that can have a good enough influence to improve problem solving skills in students (Finkelstein-Fox, Park, Eigsti, Awao, & Mancini, 2024; Harder & Janneck, 2024; Ranjbar, Afrooz, Ghasemzadeh, & Bonab, 2024). So that researchers are interested in taking the title "The relationship between self-adjustment and emotion regulation with problem solving in overseas students from outside Java at UIN Malang". The hypothesis in this study is that self-adjustment and emotion regulation have a positive correlation with problem solving skills in students who come from outside Java and are active as students at UIN Malang (Facer, 2019). This means that overseas students with good self-adjustment and emotion regulation will be able to overcome their problems, namely high problem solving ability (Ben Youssef, Leicht, & Marongiu, 2019). The results of this study are expected to contribute to further researchers as a reference in conducting research updates, especially in the field of psychology.

RESEARCH METHOD

The research method used in this study is a quantitative method with a correlation approach, namely to find the relationship between self-adjustment variables and emotional regulation with problem solving in overseas students at UIN Malang (Pujiastuti, Utami, & Haryadi, 2020). The data collection method used in this study is to use a questionnaire in the form of a google form containing statements related to the three variables to be studied.

The population in this research is all new students of UIN Malang who come from outside Java (X. Chen, Liu, Schmidt, & Ding, 2024; González Garrido, 2024; Li dkk., 2024). The sample in this study is overseas students (students who come from outside the island of Java) who study at UIN Malang. The sampling method is by nonprobability sampling technique, namely determining the sample from a population that has certain criteria until the required number of respondents is 50 respondents (Boje, Guerriero, Kubicki, & Rezgui, 2020). This sampling technique is used because what will be examined in this study is problem solving in overseas students who come from outside Java and are active as students at UIN Malang. Demographic data in this study are the status and age of respondents (Cheng, Li, & Chen, 2024; Jiao, 2024; Mittermeier dkk., 2024). The following is a table of the distribution of respondents in this study:

Table 1 Demographic Data of Overseas Students		
Total	Status	Education
50	Overseas Students outside Java	S1
Total	Status	Education
50	Overseas Students outside Java	S1

The table above explains that the participants in this study were overseas students who came from outside Java as many as 50 students with an age range of 18 years to 25 years. All students who are included in the criteria for participants in this study are undergraduate graduates who are still actively studying.

The scale in this study consists of three scales, namely the self-adjustment scale, the emotion regulation scale and the problem solving scale (Goetz, Reimer, Wenz, & Hertrampf, 2024; Lepe-Martínez dkk., 2024; Zhang, Ren, Xu, & Zhang, 2024). To measure the self-adjustment variable, the researcher adapted a scale made by Irwansyah which is based on 7 aspects of Scheneider's 1982 self-adjustment, namely the ability to control emotions well, the ability to overcome psychological problems, the ability to overcome negative thoughts and disappointment from failure, have rational guidelines and considerations, be able to learn to develop their quality, be able to take advantage of past experiences, and be able to be objective and realistic, namely being able to accept the reality of life well. To measure the emotion regulation variable, the researcher adapted the emotion regulation scale, namely the Emotion Regulation Questionnaire (ERQ) which was first created by James J. Gross and Oliver P. John in 2003. This emotion regulation scale is based on strategies in regulating emotions which are divided into two, namely cognitive reappraisal strategies and expressive suppression strategies. The Emotion Regulation Questionnaire scale consists of 10 items, 6 items to measure cognitive reappraisal strategies and 4 items to measure expressive supression strategies. The scale used to measure problem solving variables is a scale created by researchers based on the theories and aspects of Heppner and Petersen in 1981. The items in this scale are made based on the aspects of problem solving according to Heppner and Petersen which consist of three aspects, namely confidence in problem solving (problem solving confidence), style in problem solving (approach-avoidance style) and aspects of personal control (personal control).

RESULTS AND DISCUSSION

This study uses a content validity test or content validity (Justo-Hanani, 2024; Mohamud, Mohamud, Yusuf, & Warsame, 2024; Oñate López, López Torres, & Salame Ortiz, 2024). The limit of validity of the items in this study is 0.1, so that an item is a valid item if it has a value above 0.1. Based on the results of the validity test on the self-adjustment variable as many as 27 valid items from the initial 28 items.problem solving variables as many as 19 valid items from the initial 23 items. Meanwhile, in the emotion regulation variable, all items were declared valid, namely 10 items.

Table 2 Hypothetical Score Table		
Variable	Mean	Median
Problem Solving	52.74	53
Self-Adjustment	981.960	76
Emotion Regulation	889.772	30

Based on the table above, it shows the hypothetical scores on the three variables. The problem solving variable has an average score of 52.74, the median value is 53 so that the standard deviation value is 7.58. In the self-recognition variable, the average value is 981,960, and the median value is 76 so that the standard deviation value is 10,258. For the next variable, the emotion regulation variable has an average value of 889,772, with a median value of 30, so that the standard deviation value is obtained at 4,978.

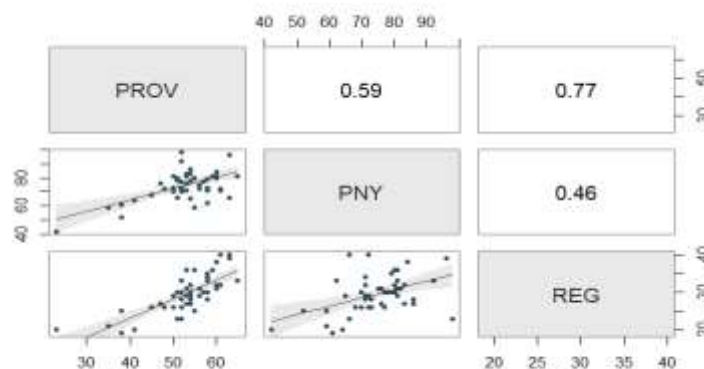
Table 3 Recapitulation of Reliability Test Results

Variable	Chronbach's Alpha
<i>Problem Solving</i>	0.69
<i>Self-Adjustment</i>	0.71
<i>Emotion Regulation</i>	0.71

Based on the information in the table above, it shows the reliability scores on the three variables analyzed with the help of the Rstudio application. The recapitulation of the reliability test results using Croncbach's Alpha can be seen that the reliability scores on the three variables, namely problem solving, self-recognition, and emotional regulation have a score > 0.1, so that the three variables in this study are declared reliable.

From the three tables above, it can be seen that the regression coefficient values obtained from the three variables are: problem solving variable of $7.698 + 0.223$ self-adjustment and $+0.962$ obtained from emotional regulation in overseas students. $F(2,47) = 46.601$, $p < 0.01$ with R-squared of 0.665 shows that self-adjustment and emotional regulation have a correlation value with problem solving in overseas students from outside Java at UIN Malang by 66.5% and the remaining 33.5% is influenced by other factors and variables. From the results that have been obtained, the self-adjustment variable has a value of 0.223, while the emotion regulation variable has a value of 0.962.

Figure 1 Categorization of Studio R Analysis Variables



The figure above shows the categorization of variables using the R-studio application. The figure shows that there is a correlation between the problem solving variable and emotional regulation of 0.77 and is positive so that the two variables are stated to have a positive correlation. The correlation between the problem solving variable and self-adjustment is 0.59 and is positive so that the two variables are stated to have a positive correlation. Furthermore, the correlation between the self-adjustment variable and emotional regulation is 0.46, which means that the two variables are positively correlated. From the results of this analysis, it can be seen that problem solving has a high relationship with the emotion regulation

variable than problem solving with self-adjustment owned by students outside Java who are actively studying at UIN Malang.

DISCUSSION

Based on the results of the research analyzed by the researcher, it can be seen that between the variables of self-adjustment and emotional regulation have a positive correlation with the problem solving variable in overseas students from outside Java at UIN Malang, which is 66.5% and 33.5% while the others are influenced by factors and variables not examined in this study. However, based on the analysis of the results of this study, it explains that problem solving ability has a higher correlation with the variable of emotional regulation in overseas students who come from outside Java. So that the better the emotional regulation one has, the better the problem solving ability one has.

The explanation previously presented shows that the two variables, namely self-adjustment and emotion regulation, are important factors for the ability to solve problems for students in overseas areas, in this case the island of Java. However, according to the results of the study, the ability of emotion regulation has a significant contribution to the problem solving ability of students. Emotion regulation is a strategy carried out by individuals either consciously or unconsciously to maintain, strengthen or reduce one or more aspects of emotional response, namely emotional experience and behavior (Gross, 1999). Students who migrate and are far from their original residence area will look for ways to survive in their new place. This can be seen based on the aspects possessed by problem solving, namely the ability to control oneself, namely personal control, which refers to a person's belief or belief in being able to take responsibility and control emotions and behavior in solving problems. From this, it is evident that basically what is needed by students if they want to improve their ability to solve problems is that they must be able to regulate their emotions properly.

Emotion regulation itself can be defined as a defense that is carried out either consciously or unconsciously in maintaining, increasing or decreasing the emotional response either its experience or the action to be taken (Gross, 1999). In addition to this definition Gross also clarifies emotion regulation by dividing it into several aspects, namely (Gross, 1999): 1) strategies to emotion regulation (*strategies*) is a person's belief in being able to overcome a problem, having the ability to find a way to reduce negative emotions, being able to calm down quickly after feeling excessive emotions, 2) engaging in goal directed behavior (goals) is a person's ability not to be affected by the negative emotions he feels so that he can think and do something well, 3) control emotional responses (impulse) is a person's ability to be able to control the emotions felt and the emotional responses displayed (physiological responses, behavior and tone of voice), so that individuals will not feel excessive emotions and show the right emotions, 4) acceptance of emotional response (acceptance) is a person's ability to accept an event that causes negative emotions and be able to feel these emotions without shame or feelings of guilt that should not be felt.

Some previous studies that examined emotion regulation related to problem solving also shows that a person's good emotion regulation ability will affect whether or not a person's problem solving ability is good. Previous research conducted by Saadah in 2022, which examined the effect of emotional regulation on problem solving skills in Madrasah Aliyah female students which showed that there was a positive influence between emotion regulation variables on problem solving variables (Saadah, 2022). Problem solving is an individual's overall assessment of specific abilities to solve problems that occur in his life (Heppner & Pattersen, 1982). Problem solving ability can also be defined as self-direction carried out by a

person in thinking rationally and determining appropriate actions in identifying or finding effective or adaptive ways to overcome problems in everyday life (D'Zurilla & Maydeu-Olivares, 1995). So that this ability is needed by individuals, in this case overseas students.

In addition to the definition previously described, Happner and Patersen also divided the aspects of problem solving into three aspects, namely (Heppner & Patersen, 1982): 1) confidence in problem solving, which refers to confidence and trust in solving a problem effectively. For example, when someone has a problem he always believes that the problem will be able to be solved, 2) approach-avoidance style which refers to a general tendency to approach or avoid an activity that can solve problems. When a person approaches the problem, then he will have effective problem solving skills. However, when the person tends to avoid problem-solving activities, then he will have low problem solving ability, 3) personal control which refers to a person's belief or belief in being able to take responsibility and control emotions and behavior in solving problems effectively.

Students who live in a new environment and have differences in culture, language and other customs will cause a stimulus that causes a problem (Mahmudi & Suroso, 2014). As overseas students are required to follow and comply with the rules that apply in their new environment. In addition, they also face many changes that are quite influential for aspects of their lives such as social interaction, lifestyle, language and responsibility for every decision that has been made, especially for overseas students who come from outside Java. In this case, overseas students also need the ability to adjust to new circumstances. Self-adjustment is a process that includes mental and behavioral responses that individuals strive for in order to successfully deal with internal needs, tensions, frustrations, conflicts, and to produce a quality of balance between the demands of the individual and the demands of the outside world or the environment where the individual is.

The definition of self-adjustment that has been explained can also be understood in more depth through aspects of self-adjustment from Schneiders (Schneiders, 1946): 1) emotional control, namely individuals control their emotions when experiencing problems well and can determine various alternatives in solving the problems experienced, 2) minimal self-defense mechanisms, which are related to solving problems experienced by carrying out various self-defenses in the form of actions that can change the negative situation experienced, 3) reducing feelings of frustration, namely minimizing negative thoughts that can give rise to feelings of helplessness and cause individuals to experience difficulties in thinking, 4) rational consideration and determining goals, namely how individuals think and analyze problems rationally in the form of actions to find the right way out, 5) the ability to learn from past experiences, namely making the experience experienced as a learning process by analyzing what things make it easier or can hinder self-adjustment, 6) a realistic and objective attitude, namely the ability to assess situations, problems and individual limitations in accordance with what actually happens.

Explanation of the analysis of these results can be predicted that what is needed by overseas students from outside Java has a different culture and language from their place of origin, namely by having good emotional regulation skills. Because this ability will help make it easier for individuals, especially overseas students, to adjust to the new environment and be able to face and solve new problems that occur in their lives. So that from this statement it can be known that there are many other factors that can also affect problem solving skills in students. However, in this study, the factor that correlates with problem solving is emotional regulation.

To all students who want to migrate and leave their home area to prepare everything well, both physically and psychologically. The way that can be done to be able to have the ability to control emotions is to continue to train emotion regulation skills in order to be able to regulate themselves properly. Emotion regulation plays a very important role in controlling how a person responds when experiencing problems. Likewise, the importance of having a good problem solving strategy in order to find the right way to solve problems. So that a person does not only focus on the problem but instead focuses on finding the right solution in solving it.

CONCLUSION

Based on the findings of the research data, there are several important conclusions obtained, namely that there is a positive correlation between self-adjustment and emotion regulation with problem solving in overseas students who come from outside Java. So that if the two variables, namely self-adjustment and emotional regulation owned by students are good, it will have a positive impact on the problem solving ability of students. Of the two variables, namely self-adjustment with emotional regulation, which has a high and positive correlation with problem solving is emotional regulation. so it can also be concluded that if students with stable emotional regulation will also have stable (good) problem solving skills.

Furthermore, for researchers who will examine related to the same variables as this research, it is recommended to increase the number of respondents who participate in further research. In addition, it can also be sought again several other factors that can affect problem solving in overseas students.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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