

Development Of Counseling Model For Minority Student Adjustment At Universitas Negeri Medan, Indonesia

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Abstract

The aims of this research are to: (1) Develop a counseling model for minority students who have adjustment problems at Universitas Negeri Medan, (2) Produce a counseling model that is suitable for minority students who have adjustment problems at Unimed. Testing the feasibility of the Counseling model on experts and respondents. This research is a development (development research) using the ADDIE method (Analyze, Design, Development, Implementation, and Evaluation). The data collection method involved 8 counselors as well as validators, as well as 27 minority students at Universitas Negeri Medan. The data analysis technique used a feasibility study analysis of the group counseling model with a behavioristic approach to discussion techniques. The results of the needs analysis showed that, of the 27 minority student respondents who experienced adjustment problems on campus with medium and low categories as many as 18 people (66.66%), while those with high categories were 9 people (33.33%). Based on the aspect of self-adjustment, the results show that: (1) Personal adjustment problems as many as 21 people (77.77%), (2) Social adjustment problems as many as 18 people (66.66%), (3) Academic adjustment problems as many as 20 people (74.07%), (4) Institutional adjustment problems were 12 people (44.44%). The results of the feasibility study using the group counseling model with behavioristic approach, discussion technique shows that (1) personal adjustment is done by adding a behavioristic approach using shaping and modeling techniques. (2) additional socio-emotional adjustments are made, namely the behavioristic approach using transactional analysis techniques and Integrative Mode. As well as a humanistic approach with client centered techniques. (3) additional academic adjustments were made, namely with a behavioristic approach with homework assignment and CBT techniques and a humanistic approach with gestalt techniques, (4) additional institutional adjustments were made, namely with a humanistic approach with reality techniques and rational emotive therapy (RET).

Keywords: counseling model; minority student; adjustment; social adjustment

I. Introduction

The implementation of education in Indonesia, especially at the Higher Education (PT) level, is expected to produce students who have various competencies. This is in accordance with the goals of national education as stated in Law Number 20 of 2003 concerning the

National Education System article 3 which explains "national education aims to develop the potential of students, so that they become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent,

and become a democratic and responsible citizen”.

Higher Education is a scientific facility or institution that organizes academic or professional education programs in a number of scientific disciplines. In the implementation of the academic education program there is a learning process that requires interaction between one student and another. Students when interacting must also have needs, expectations, and demands within themselves, which must be harmonized with the demands of the campus environment. When students are in the campus environment, students must face an environment that is different from what they have experienced before. It is not uncommon for someone to experience a process of culture shock in dealing with an environment that is different from the previous environment. Searle and Ward (in Chapdelaine and Alexitch, 2004) explains that culture shock is the adjustment demands experienced by individuals at the cognitive, behavioral, emotional, social, and physiological levels when a person is placed in a different culture. When students interact for the first time in these different environments, usually an individual will feel strange and different from the others.

Yuniardi and Dayaksini (2008) explain that students who leave their home area to settle in a new area in a short period of time may have negative impacts on students outside the island, such as the loss of habits that are often encountered and difficulties and even communication breakdowns due to differences. language. This negative impact then affects his psychological state. The different cultural backgrounds clearly make students from outside the island of North Sumatra as minority students in the local culture that develops in higher education, especially the local Batak culture.

Adjusting to the campus environment is a process that is always carried out by students from outside the island of North Sumatra, such as differences in speech/language, differences in skin color, differences in values and norms, and differences in climate, all of which require adequate skills and abilities. To be able to adapt, even under certain conditions, the ability to create good adjustments is needed. The process of adaptation or adjustment for

students is one of the supporters so that students can blend in with other communities.

Schneiders (in Agustiani (2006:146-147) explains that self-adjustment is a process that includes mental and behavioral responses, which is an individual's effort to successfully overcome the needs, tensions, conflicts and frustrations experienced within him. Aims to obtain harmony and harmony between the demands in themselves with what is expected in the environment. Individuals who can adjust well are people who, with their limitations, learn to react to themselves and their environment in a mature, useful, efficient, and effective way. and satisfying, and can adjust to conflict, frustration, as well as personal and social difficulties without experiencing behavioral disturbances.

The adjustment process of students outside Sumatra itself is influenced by many factors. Fatimah (2010) explains that the adjustment process is strongly influenced by factors that determine personality itself, such as experience factors, learning outcomes, needs, self-actualization, frustration, depression, family environment, relationships with parents, sibling relationships, community environment, achievement. academic and university environment. This study focuses more on university environmental factors. The university environment is an important factor in self-adjustment, because the university environment acts as a medium of socialization, which affects the intellectual, social, and moral life of students. The atmosphere on campus will affect the process and pattern of adjustment to students, including Papuan minority students.

Papuan ethnic overseas students are migrants in an area with a different cultural background from their home region. Overseas students for the first time come to a new environment with a different culture and will face problems on how to interact with other ethnic groups. The process of social interaction will certainly be carried out by ethnic Papuan students to survive and get benefits to prevent psychological and physical stress (Listiyanto, 2007).

Based on the existing phenomena, students who continue their studies outside the region, one of which is at the Universitas Negeri Medan (UNIMED) campus, also faces problems in adjusting. Adjustment problems

can hinder their learning experience. Overseas students of Papuan ethnicity and from abroad will experience problems in adjusting, especially in terms of language and culture that are different from their respective regions. This statement is supported by Furham (2004) who found that Malaysian students traveling to other countries face difficulties with academic problems, language, housing, economic problems, their inability to be socially accepted, health and recreational problems, and racial prejudice. Most foreign students feel that they stand as a 'minority' and inferior to the new community at the university. Therefore, it is important for them to adjust to the new culture, which will help them to operate effectively in any conditions.

Based on the description above, the problem that arises is the adjustment of minority students. Researchers are interested in researching "Development of Counseling Models for Minority Student Self-adjustment at Universitas Negeri Medan. Researchers want to see development of a counseling model that can be used to solve the adjustment problem of minority students at Universitas Negeri Medan.

II. Review of Literature

2.1 Adjustment

a. Definition of Adaptation

Adjustment in college is a process that must be carried out by all new students in college. The average age of students is 18-23 years, which in its development stage includes the period of adolescence, namely the period of hurricanes and storms (strum and drang), which reflects the turbulent modern culture due to conflicting values (Sarwono, 2013). Being a student is not an easy thing for some teenagers who graduate from high school, and continue on to college. Students are required to be able to make adjustments to new situations and demands. Because in the development during his life, humans are faced with two roles, namely as social beings. As social beings, humans always need the presence of other people to interact. If the adjustment made by students is bad with life at the university, it may force students to leave the institution (Mudhovozi, 2012). Therefore, humans must be able to make adjustments to the surrounding environment.

Sobur (2016: 449) explains that self-adjustment is an important factor in human life. Human life from birth to death is nothing but adaptation. Personality disorders are nothing but adjustment disorders. Showing personality disorders of a person is often called maladjustment, which means "no adjustment" or "does not have the ability to adjust". So, for example, a child who experiences emotional barriers so that the child becomes naughty, the child is often called a maladjusted child. Meanwhile, according to Musthafa (2006:13) states that adjustment is a continuous dynamic process that aims to change behavior to get a more harmonious relationship between oneself and the environment.

Self-adjustment in the original language is known as adjustment or personal adjustment. Discussing the meaning of self-adjustment, according to Schneiders (Ali & Mohamad, 2015:173-174) can be viewed from three points of view, namely as follows.

a. Adaptation as an adaptation (adaptation)
At first self-adjustment was defined as the same as adaptation (adaptation). Whereas this adaptation generally leads to self-adjustment in a physical, physiological, or biological sense. Adjustment tends to be interpreted as an effort to defend oneself physically (self-maintenance or survival). Self-adjustment is defined as the effort to defend oneself, so it is only in harmony with the physical state, not adjustment in the psychological sense. In fact, self-adjustment is not just a physical adjustment, but a more complex and more important one is the uniqueness and existence of an individual personality in relation to the environment.

b. Adjustment as a form of conformity (Conformity)

By interpreting self-adjustment as an effort of conformity, it implies that there individuals seem to be under strong pressure to always be able to avoid deviating behavior, both morally, socially, and emotionally. Individuals are always directed to the demands of conformity and are threatened with rejection when their behavior is not in accordance with applicable norms. The norms that apply to a particular culture are not the same as the norms in other cultures so it is impossible to formulate a set of principles of adaptation based on a culture that can be universally accepted. The concept of self-adjustment is actually dynamic and cannot be structured based on social conformity.

c. Adaptation as an effort to mastery (Mastery)

The next point of view is that self-adjustment is defined as an effort of mastery, namely the ability to plan and organize responses in certain ways so that conflicts, difficulties, and frustrations do not occur. Self-adjustment is defined as the ability to master in developing oneself so that impulses, emotions, and habits become controlled and directed.

The meaning of self-adjustment as mastery contains a weakness, namely generalizing all individuals. Important principles regarding the nature of self-adjustment are as follows.

- 1) Each individual has a different nature of adjustment.
- 2) Adjustment is largely determined by the internal capacity or inclination it has achieved.
- 3) Adjustment is also determined by internal factors in relation to the environmental demands of the individual concerned.

Based on some of the opinions above, it can be concluded that self-adjustment is an interaction that occurs continuously with oneself, others, and a person is able to balance the demands from within himself and where the person interacts, so that there is a match between himself and his surroundings.

b. Aspects of Individual Adjustment in the College Environment

The form of adjustment in Higher Education according to Baker & Siryk (1984) is as follows:

a. Personal Customization

Personal adjustment is a natural and dynamic process that aims to change individual behavior so that relationships occur that are more in line with environmental conditions.

b. Social Adjustment

Social adjustment is the ability of students to adapt to the campus environment, including how individuals are able to engage in relationships with other people in the campus environment. This can be seen from the involvement of students in campus activities. For example, joining campus organizations, committees, and having study groups. In addition, students also have good

friendships and feel comfortable in the campus environment. Furthermore, the ability of students to adjust to the emotional problems and physical problems faced as new students. It is undeniable that as a new student, there will be new life demands, such as separating from family and living in a boarding house, changing lifestyles, meeting many more diverse characteristics of friends.

c. Academic Adjustment

Academic adjustment is the ability of students to adjust to their college life and achieve academic achievement. This can be seen from the motivation to achieve academic achievement, get good grades, and be satisfied with the results achieved.

d. Institutional Adjustment

Commitment is the ability of students to adapt by building attachment to lecture activities which will influence the decision to continue studying.

2.2 Minority Students

When highlighting the spread of ethnicity, race, group, culture and religion in different parts of the world, it appears that minorities are always in a weak position, discriminated against, treated unfairly, scapegoated, and even controlled by a more dominant or majority group. In some literatures it is stated that the majority group often behaves and treats the minority group as a subordinated group, discriminated against and sometimes treated no different from the existing culture.

Minority groups become social entities that cannot be named. In almost every country, the presence of minorities is an undeniable necessity amidst the hegemony of the majority group. The plural minority is interpreted because it is different from the majority on the basis of identity, whether religion, language, ethnicity, culture or choice of sexual orientation. The number is usually not much when compared to the population in a country. Therefore, he is in a non-dominant position. This subordinate position makes the solidarity relationship between members very strong in order to maintain their identity. Moreover, these minority

entities often experience segregation. The labeling of minority groups is the impact of the strengthening of identity politics. Identity politics is rooted in primordialism.

In social life in the form of a pluralistic society with various cultures, there are many minority communities. This minority community can come from Indonesian society, or from outside Indonesia. The definition of minority groups to date has not been universally accepted. However, what is commonly used in a country, a minority group is a group of individuals who are not dominant with the characteristics of a particular nation, ethnicity, religion or language that are different from the majority of the population. Minorities as 'groups' are seen from being smaller in number compared to the rest of the population of the country concerned in a non-dominant position. Its membership has different ethnic, religious and linguistic characteristics from other populations and shows at least an implicit attitude of solidarity aimed at preserving culture, tradition, religion and language.

When entering lectures, individuals will find various things new, starting from the education/teaching system to meeting people who come from various cultural backgrounds. For overseas students, of course, things This becomes a demand to be able to adapt to a different environment with the area of origin. New students are not only required to do social adjustment, but also adjustment to oneself. Of course, adjustment is not an easy thing, especially with the atmosphere, the way of speaking and the environment that is different from where we live.

Adjustment in the college environment is a process that must be carried out by all students in college. During the adjustment process, students encountered psychological problems, both academic and non-academic. With new things in the university environment, students need psychological and social readiness. Because self-adjustment demands the ability of students to live and get along fairly with their environment, so that adolescents feel satisfied with themselves and their environment (Willis, 2005). Students are required to be able to make adjustments to new situations and

demands. If the adjustment made by students is bad with life at the university, it may force students to leave the institution (Mudhovozi, 2012).

The influence of existing differences will be the cause of difficulties in building social relationships. Different communication patterns make the subject avoid communicating with local residents. The habits of local residents will also hinder the subject in fostering social relations. The subject admits that it is difficult to adjust to the habits of local residents in the environment. The integration between the difficulty of communicating with the differences in the habits of the local residents is the difficulty of adjusting the subject when in the environment.

Focusing on the need for social acceptance is the subject's desire to overcome various perceived difficulties in the environment. The subject understands his situation which is not always dissolved in the existing difficulties. The subject made various efforts to be accepted by local residents, including; verbal communication learning, social models as self-adjustment, self-potential as a medium of social adjustment, awareness of rules and norms, and efforts to re-adjust social. Action as the need for social acceptance comes from oneself and the immediate environment that supports self-adjustment and social.

Along with the process between difficulties in building social relationships to the need for social acceptance, the subject finds efforts to improve himself as a form of finding the purpose of life by aligning himself with God, others, and the environment. The journey of self-improvement that the subject goes through is when he experiences difficulties and disappointments in life. This situation encourages the subject's awareness of the need to experience release from the disappointments and difficulties he is experiencing. Subject awareness is formed through someone who shares self-improvement efforts through spirituality. Sharing self-improvement efforts through spiritual doubt by the subject to make that decision. Doubts experienced by the subject so that they will get support for self-improvement through spirituality by the closest environment.

The researcher found that the subjects had difficulty adjusting. Various backgrounds that cause this situation to occur, among others, differences in language and people's living habits. Sicut (2011) believes that the situation experienced by the subject is an unpleasant experience such as the problem of language differences between the area of origin and the new area, differences in the way of speaking, how to speak and difficulty interpreting speech expressions. Phenomena such as language differences are one of the problems of culture shock, which is a term used to describe the consequences or symptoms of individuals moving to a new area. The researcher found that the subject had difficulty in fostering social relationships, which was closely related to the negative judgment of society in the new environment. This situation will affect the subject in perceiving himself to the new environment so that discomfort in the environment arises. Myers (2005) believes that these views are demeaning beliefs, expressions of negative affect, or hostile and discriminatory actions from members of a majority group against members of minority groups in a social environment that will lead to prejudice.

The consequence of this view is the subject's belief in the views of local residents which makes the subject withdraw from the social environment. The difficulties he experiences will have an impact on the survival of the subject in the environment. The awareness that is formed is not merely the subject giving up on the condition, but the subject deciding to open up to the environment. Myers (2005) revealed that the immediate environment of the individual will have a strong influence which becomes a resource for the individual so that it can be utilized to meet social needs while reducing the perceived social and emotional distress. The experience experienced by the subject is the subject's experience with his immediate environment.

Self-adjustment is the process of how individuals achieve self-balance in meeting needs in accordance with the environment so that negative emotions can be eliminated Kartono (in Al-Karimah, 2015). Moment Currently, more and more

students are studying in places/regions that are not the majority, so they need to adjust to their new environment. According to Willis (2011), self-adjustment is a person's ability to live and associate naturally with his environment. Adjustment is done to escape from the obstacles and discomfort that arises so that it will get a psychic balance which in this case certainly does not cause conflict for itself and does not violate the norms that apply in society. Self-adjustment plays a very important role in supporting the smooth learning of students. Effective adjustment depends on physical maturity, intellectual, emotional, social, and moral and religious maturity. Immaturity in one aspect of behavior will lead to an inability to adjust (Schneider 1964:82).

2.3 Counseling Model Development

Guidance and counseling is a process of assistance, direction, guidance, assistance, which is given to individuals or groups of individuals in avoiding or overcoming life's difficulties in accordance with their personal development in order to adapt themselves for their welfare. Counseling is assistance, guidance given to someone to overcome difficulties or problems directly face to face or face to face relations to achieve a prosperous life.

Counseling guidance services can help students empower themselves to develop a good adjustment (Well adjusted Person) by making behavioral counseling effective for students. Behavior counseling is considered the most effective way to change maladjustment (unfavorable behavior) which is maladaptive behavior, and optimize individual better adjustment.

The counseling models that can be used to solve the adjustment problem of cultural minority students in the Universitas Negeri Medan are as follows.

2.4 Behavior Counseling

Adjustment is one form of behavior. Therefore, to optimize it, behavior therapy is also needed, namely by providing behavioral counseling. Behavioral counseling is behavior therapy which is the process of providing assistance to the counselee in creating new behavior and eliminating maladaptive behavior, as well as

developing and maintaining new behaviors that have been formed (Corey, 1995: 200). Self-adjustment is a form of behavior that can be developed with behavioral counseling, which in this case creates new behavior, namely Well adjusted Person (good adjustment) and removes maladaptive behavior, namely maladjustment (bad adjustment).

The approach that can be used is to use a behavioral counseling approach with shaping techniques. Where the Shaping technique is a therapeutic technique that is done by learning new behaviors gradually. The counselor can divide the behavior to be achieved in several units, then study it in small units. Shaping technique is a technique of helping the counselee to change behavior gradually by strengthening the small elements of the desired new behavior in a row until it is close to the final behavior (Komalasari, 2011). To start shaping, first identify the current behavior that will be an estimate of the target behavior, which is called the starting behavior or initial estimate. When the behavior is reinforced then as a result the person begins to exhibit the behavior more intensely. Furthermore, when the reinforcing behavior is removed, the new behavior in particular will begin to appear. Where to deal with the adjustment problem of minority students, the counselee can study the behavior around him in a gradual way so that the counselee can adjust to the environment in which he is located which is not a majority group. Because according to the view of behavioral counseling behavior is the result of the formation of an individual's experience of interaction with the surrounding environment and behavioral counseling focuses on human behavior that can be learned and can be changed.

2.5 Gestalt Counseling

Judging from the purpose of Gestalt counseling, this counseling model can be used to deal with adjustment problems. Where the purpose of Gestalt counseling is to help counsees to be brave in facing various kinds of challenges and realities that must be faced. This goal implies that the counselee must be able to change from being dependent on the environment/others to being confident in

himself, able to do more to increase the meaning of his life.

- a) Individuals with problems in general have not utilized their full potential, but have only used part of their potential. Through counseling, counselors help clients so that this partially utilized potential is utilized and developed optimally. More specifically, the goals of Gestalt counseling are as follows: Helping the counselee to gain personal awareness, understand reality or reality, and gain full insight.
- b) Help the counselee towards the achievement of his personal integrity
- c) Removing the counselee from a condition that depends on the considerations of others to self-regulation (to be true to himself)
- d) Increasing individual awareness so that the counselee can behave according to the Gestalt principles, all problematic situations (unphysical business) that arise and will always arise can be handled properly.

The main focus of gestalt counseling is on how the client is now and what obstacles arise in his consciousness. Therefore, the counselor's job is to encourage the client to be able to see the reality that is in him and be willing to try to deal with it. The technique that can be used is the confrontation technique. Confrontation technique is a technique used to express the gaps that exist in the counselee's behavior, namely the gap between verbal and non-verbal expressions. This technique aims to help the counselee realize what is being done right now. Where in this technique, it can be used so that the counselee realizes that adjustment at this time is very much needed.

a. Transactional Analysis Counseling

Transactional analysis is a psychotherapy approach that emphasizes interactional relationships. Transactional analysis can be used for individual therapy, but especially for a group approach. This approach emphasizes the aspects of agreements and decisions. Transactional analysis theory is a major work of Eric Berne (1964), which he wrote in the book *Games People Play*. Berne is a well-known psychologist from the Humanism group. Transactional analysis theory is a very popular therapeutic theory and is used in

consultation in almost all areas of the behavioral sciences. Transactional analysis theory has become one of the fundamental theories of interpersonal communication.

Through this agreement the goals and directions of the therapeutic process are developed by the client himself, also in this therapy process emphasizes the importance of decisions taken by Transactional analysis theory is a very popular therapeutic theory and is used in consultation in almost all areas of the behavioral sciences. Transactional analysis theory has become one of the fundamental theories of interpersonal communication. The word transaction always refers to the exchange process in a relationship. In interpersonal communication, transactions are also known. What is exchanged are messages both verbal and nonverbal. Transactional analysis actually aims to examine in depth the transaction process (who is involved in it and what messages are exchanged). Transactional analysis examines transactions made by several individuals, each of which has its own personality. A transaction is a communication or activity between two or more people that affects each other. Thus, it can be concluded that transactional analysis examines in depth the transaction process, both regarding the subject of the transaction actors, namely the parties involved in the transaction, as well as the object of the transaction, namely the verbal and nonverbal language expressed by the transaction actors.

Transactional analysis is a cognitive-behavioral approach that assumes that each person has the potential to choose and redirect or reshape his own destiny. Transactional analysis views normal personality as a product of healthy parenting (I'm okay, you're okay). According to Berne, abnormal personality arises from the aspect of children having to play certain games to gain the approval of others.

The basic purpose of Transactional Analysis is to assist the counselee in making new decisions regarding his current behavior and the direction of his life. The goal is to encourage the counselee to realize that his freedom of choice has been limited by his own decisions about his life position and by his choice of sterile and deterministic ways of life. The main objective of transactional analysis is the achievement of autonomy

which is manifested by the rediscovery of characteristics, namely awareness, spontaneity, and intimacy. In addition, Transactional Analysis also aims to help individuals to "have freedom of choice, freedom to change desires, freedom to change responses to familiar and new stimuli. The purpose of giving treatment is to cure the symptoms that arise and the method of treatment is to free the adult ego so that they can experience freedom of choice and create new choices above and beyond the limiting influences of the past. The therapeutic goal is achieved by teaching the counselee the basics of the parental ego, adult ego, and children's ego. The counselee in the group setting learns to recognize, recognize, and describe the three egos as long as these egos appear in transactions within the group.

b. Rational Emotive Therapy (RET)

RET is a therapy or counseling style that emphasizes togetherness and the interaction between thinking and common sense (rational thinking), feeling (emoting), behaving (acting), and at the same time emphasizing that profound changes in the way of thinking can produce significant changes in the way you feel and behave (Winkle, 1997: 144). So the purpose of RET is to improve and change attitudes, ways of thinking, perceptions, beliefs, and irrational views of the counselee to become rational, so that they can develop themselves and achieve optimal self-realization. RET in counseling and psychotherapy theories is grouped as cognitive-behavioristic, because this therapy comes from the cognitive-behavioristic approach. So, RET is often also called by another name Rational Therapy, Rational Emotive Behavior Therapy, Cognitive Behavior Therapy, Semantic Therapy, and Rational Behavior Training. RET allows minority students to be more open in their thinking and able to find solutions to adapt to their surroundings.

c. Using Integrative (Integrative Mode)

Based on model trials on black Americans, Jones (in Palmer and Laungani 1985) formulated four classes of variables as a conceptual guide in integrative model counseling, namely as follows:

- a. Reaction to racial pressures (reaction to racial of opperassion).
- b. The influence of minority culture.
- c. The influence of traditional culture.
- d. Experience an individual and family gift.

According to Jones in Palmer and Laungani, in reality it is very difficult to separate the effects of all these classes of variables. According to him, the key to successful counseling is a proper assessment of traditional cultural experiences as a source of personal development. Traditional culture in question is all experiences that facilitate individual development, whether consciously or not. What is not realized includes what Jung (1972) expressed with the term collective uncscious (collective unconscious), namely cultural values that are passed down from generation to generation. Therefore, the strength of this counseling model lies in the ability of the individual's traditional cultural values. of the various variables above.

Guidance modeland counseling is an effort to help students in order to develop themselves, both personally, socially, learning and career. Counseling model development model can help students in solving personal social problems. The development of the counseling model is one of the important components in the educational process as a system. And as a system, its presence is needed in an effort to guide student behavior, especially in dealing with changes in themselves towards a further age level. the role of researchers or counselors in helping new students adjust as informers, organizers, motivators, directors, initiators, transmitters, facilitators, mediators, and evaluators.

With some of the counseling models above, it can help students who have difficulty in adjusting themselves, especially problems with adjusting to the campus/university environment.

III. Research Methods

This research is a development research. Borg and Gall (1989) suggest development research is a research method used to develop or validate products used in education and learning. In this study, a counseling model was developed using group counseling services which is expected to

be able to answer problems in the field related to the phenomenon of adjustment of minority students in the Universitas Negeri Medan. Based on the characteristics of several existing development models, the researchers chose the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) as a reference in this study, because the ADDIE model uses general, systematic, and gradual principles so that each element is related to one another.

Development Procedure

Broadly speaking, the development procedure in this study is presented in the process of developing the ADDIE model according to Grafinger (in Molenda, 2003: 2) as shown in Figure 1. The diagram of the ADDIE model shows the continuous development process from one stage to another.

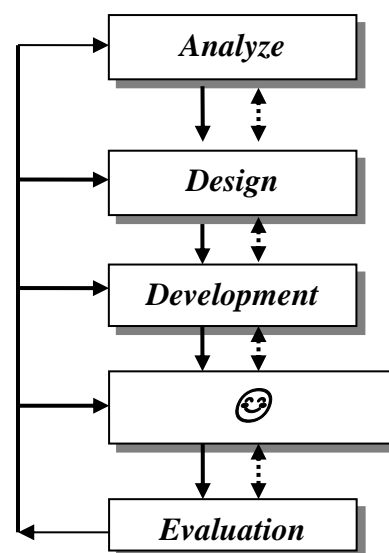


Figure 1. ADDIE Model Diagram

IV. Discussion

In the results of this study, the presentation of the data is presented based on the ADDIE model development pattern, namely(1) Analyze, (2) Design Phase, (3) Development Phase, (4) Implementation Phase, and (5) Evaluation Phase. Furthermore, after the results of the finished product, a feasibility test is carried out as a form of development research.

a. Analyze Stage

The counseling model developed in accordance with the conditions experienced by students minorities who have adjustment problems at Universitas Negeri Medan. According to Baker & Siryk (1984), self-adjustment consists of 4 aspects namely as follows; (1) personal adjustment, (2) social

adjustment, (3) academic adjustment, (4) institutional adjustment.

Based on the above aspects, used as material for conducting a need assessment (needs study) for minority students, this can be seen in Table 1 below.

Table 1. Description of Minority Student Adjustment Data at Universitas Negeri Medan

No	Respondent (Initials)	Minority Student Adjustment Score								Total	Kat
		Personal		Social		Academy		Institution			
		Score	Kat	Score	Kat	Score	Kat	Score	Kat		
1	YO	53	T	28	T	38	S	57	T	176	T
2	MS	34	S	24	S	36	S	42	S	136	S
3	ENR	44	S	30	T	33	S	48	S	155	S
4	HG	57	T	28	T	45	T	54	T	184	T
5	DM	45	S	26	S	32	S	45	S	148	S
6	IK	45	S	25	S	38	S	47	S	155	S
7	FH	46	S	22	S	43	T	49	S	160	S
8	LD	45	S	27	S	33	S	50	T	155	S
9	BB	27	R	14	R	22	R	32	S	95	R
10	MA	28	R	21	S	29	S	34	S	112	S
11	YIR	51	S	24	S	38	S	64	T	177	T
12	DCS	64	T	28	T	55	T	57	T	204	T
13	AM	50	S	28	T	32	S	47	S	157	S
14	NW	45	S	24	S	33	S	50	T	152	S
15	AK	47	S	18	S	41	S	50	T	156	S
16	MMR	48	S	23	S	27	S	49	S	147	S
17	BSCW	48	S	27	S	35	S	49	S	159	S
18	FB	46	S	27	S	33	S	49	S	155	S
19	KB	44	S	26	S	27	S	49	S	146	S
20	FJK	56	T	28	T	41	S	55	T	180	T
21	A A	46	S	27	S	36	S	52	T	161	S
22	RA	56	T	28	T	48	T	54	T	186	T
23	OK	44	S	28	T	46	T	58	T	176	T
24	SH	44	S	24	S	38	S	52	T	158	S
25	BY	46	S	26	S	34	S	55	T	161	S
26	SK	49	S	28	T	44	T	64	T	185	T
27	A A	54	T	27	S	49	T	61	T	191	T

Information:

Kat = Category T = Height S = Medium
R = Low

Based on the analysis of the table above, the adjustment problems experienced by minority students at the State University of Medan as a whole can be described as follows.

b. Description of Adjustment of Minority students as a whole

The use of Likert scale in collecting data on adjustment of minority students. The description of the data can be seen in Table 2 as follows.

Table 2. Overall Adjustment Frequency Distribution by Category (n=27).

Score Interval	Category	Frequency
167-227	Height (T)	9

106-166	Medium (S)	17
45-105	Low (R)	1
Total		27

Based on the table above, it shows that most of the minority students experienced moderate adjustment, as many as 17 people, and 1 person in the low category. So overall the minority students who experienced adjustment problems were 18 students. More detail can be seen in the description of each aspect of self-adjustment as follows.

1. Minority Student Personal Adjustment Description

The use of Likert scale in the collection of personal adjustment data of minority students. The description of the data can be seen in Table 3 as follows.

Table 3. Personal Adjustment Frequency Distribution by Category (n=27).

Score Interval	Category	Frequency
52-70	Height (T)	6
33-51	Medium (S)	19
14-32	Low (R)	2
Total		27

Based on the table above, it shows that most of the minority students experienced moderate and low personal adjustment, namely as many as 21 people

The use of Likert scale in collecting data on social adjustment of minority students. The description of the data can be seen in Table 4 as follows.

2. Description of Minority Student Social Adjustment

Table 4. Distribution of Social Adjustment Frequency by Category (n=27).

Score Interval	Category	Frequency
27-36	Height (T)	9
17-26	Medium (S)	17
7-16	Low (R)	1
Total		27

Based on the table above, it shows that most of the minority students experienced moderate and low social adjustment, as many as 18 people

The use of Likert scale in collecting data on academic adjustment of minority students. The description of the data can be seen in Table 5 as follows.

3. Minority Student Academic Adjustment Description

Table 5. Distribution of Academic Adjustment Frequency by Category (n=27).

Score Interval	Category	Frequency
41-55	Height (T)	7
26-40	Medium (S)	19
11-25	Low (R)	1
Total		27

Based on the table above, it shows that most of the minority students experienced moderate and low academic adjustment as many as 20 people.

4. Minority Student Institution Adjustment Description

The use of Likert scale in the collection of minority student institutional adjustment data.

The description of the data can be seen in Table 6 as follows.

Table 6. Distribution of Institutional Adjustment Frequency by Category (n=27).

Score Interval	Category	Frequency
49-66	High (H)	15
31-48	Medium (S)	12
13-30	Low (R)	0
Total		27

Based on the table above, it shows that most of the minority students experienced moderate and low institutional adjustment, as many as 12 people.

c. Design Stage

After being categorized, then group counseling services will be carried out with a behavioristic approach to discussion techniques for personal, social, academic, and institutional adjustment problems. The results of the analysis of the needs study showed that of the 27 minority student respondents who experienced adjustment problems on campus with medium and low categories as many as 18 people (66.66%), while those with high categories were 9 people (33.33%). Based on the aspect of self-adjustment, the results show that: (1) Personal adjustment problems as many as 21 people (77.77%), (2) Social adjustment problems as many as 18 people (66.66%), (3) Academic adjustment problems as many as 20 people (74.07%), (4) Institutional adjustment problems were 12 people (44.44%).

Before the group counseling service is carried out, it is first divided into small groups, as follows.

1. Personal adjustment problems were divided into 2 groups and each group was handled by 1 counselor.
2. Social adjustment problems were divided into 2 groups and each group was handled by 1 counselor.
3. Academic adjustment problems were divided into 2 groups and each group was handled by 1 counselor.
4. Institutional adjustment problems were divided into 1 group and each group was handled by 1 counselor.

Group counseling services are provided for minority students who experience social, academic, and institutional personal adjustment problems using a behavioristic approach with discussion techniques. As for the design can be seen in the table below.

Table 7. Counseling Approaches and Techniques

No	Adjustment Problem	Approach	Techniques used
1.	Personal Customization	Behavioristic	discussion
2.	Social Adjustment	Behavioristic	discussion
3.	Academic Adjustment	Behavioristic	discussion
4.	Institutional Adjustment	Behavioristic	discussion

d. Development Stage

At this stage of development, based on the opinion of Corey (2005), it is explained that understanding group counseling must be carried out in an integrative and eclectic approach. Theoretically, integration seeks to collaborate with other perspectives to enrich the study so that counseling does not develop

independently and separately but is integrated with other scientific principles.

Behavioristic approach is a behavior therapy approach that is growing rapidly and is very popular, because it meets the principles of simplicity, practicality, is easy to understand and apply, as well as an emphasis on positive behavior.

While the discussion technique is a form of counseling where the counselor carries out counseling by means of group discussions. This technique is usually used in one or two group counseling sessions to ask for important information. The emphasis is not on discussion, but on explaining things that have not been understood by the group.

Group discussion is a form of counseling in which the counselor carries out counseling by means of group discussions. This technique is usually used in one or two group counseling sessions to ask for important information. The emphasis is not on discussion, but on explaining things that have not been understood by the group.

e. Valuation Stage

1. Personal Customization

Based on the results of the service process provided, an evaluation of the approach used for minority students who became the subject of this study was evaluated. As for the implementation of group counseling, innovation is needed so that the personal adjustment of minority students can be resolved for the better. So far, the behavioral approach group counseling service with the discussion technique used is not in accordance with the student's personal adjustment problems, it is necessary to add other service techniques, namely shaping and modeling techniques.

2. Social Adjustment

Based on the results of the service process provided, an evaluation of the approach used for minority students who became the subject of this study was evaluated. As for the implementation of group counseling, it is necessary to modify, innovate or add to the counseling techniques used so that the problem of socio-emotional adjustment of minority students can be better resolved. So far, the behavioral approach group counseling service

with the discussion technique used has been good with the problem of socio-emotional adjustment of minority students, but it is necessary to add other approaches and service techniques, namely transactional analysis and integrative fashion as well as a humanistic approach with client centered techniques.

3. Academic Adjustment

Based on the results of the service process provided, an evaluation of the approach used for minority students who became the subject of this study was evaluated. In this case, the counselor is tasked with making modifications, innovations or additions to the counseling techniques used so that the problem of academic adjustment of minority students can be better resolved. So far, the behavioristic approach group counseling services with the discussion techniques used are not in accordance with the academic adjustment problems of minority students, it is necessary to add a behavioristic approach and home work assignment techniques, and CBT (Cognitive Behavior Therapy), as well as a humanistic approach with gestalt techniques.

f. Institutional Adjustment

Based on the results of the service process provided, an evaluation of the approach used for minority students who became the subject of this study was evaluated. As for the implementation of group counseling, innovation is needed so that the adjustment of minority student institutions can be resolved for the better. So far, the behavioral approach group counseling service with the discussion technique used is not in accordance with the student's personal adjustment problems, it is necessary to add new service approaches and techniques, namely the approach to the Reality and Rational Emotive model.

Based on the description above, the implementation of the developed model in detail can be seen in the table below:

Table 8. The Implementation of Developed Model

No	Adjustment Problem	Approach	Techniques used
1.	Personal Customization	Behavioristic	- Modeling - Shaping
2.	Social Adjustment	Behavioristic	- Transactional Analysis - Integrative Model

		Humanistic	- Client Centered
3.	Academic Adjustment	Behavioristic	- Home Work Assignment - CBT
		Humanistic	- Gestalt
4.	Institutional Adjustment	Humanistic	- Reality - Rational Emotive

V.

Conclusions

1. Based on the 27 minority student respondents who experienced adjustment problems on campus with medium and low categories as many as 18 people (66.66%), while those with high categories were 9 people (33.33%). Based on the aspects of self-adjustment, namely (1) personal adjustment problems as many as 21 people (77.77%), (2) social adjustment problems as many as 18 people (66.66%), (3) academic adjustment problems as many as 20 people (74, 07%), (4) Institutional adjustment problems as many as 12 people (44.44%). From the results of the needs study, it was found that there was 1 respondent who experienced personal, social, and academic adjustment problems. The results of the needs analysis, then the development of the group counseling model used for self-adjustment problems, both personal, academic, socio-emotional, and institutional use a behavioristic approach with discussion techniques.
2. Results The development of a group counseling model with a behavioristic approach to discussion techniques, the results are as follows.
 - a. For personal adjustment, the addition is done by using a behavioristic approach using shaping and modeling techniques.
 - b. For socio-emotional adjustment, an addition is made, namely the behavioristic approach using transactional analysis techniques and Integrative Mode. As well as a humanistic approach with client centered techniques.
 - c. For academic adjustments, additions were made, namely the behavioristic approach with homework assignment and CBT techniques as well as a humanistic approach with the gestalt technique.

- d. For institutional adjustments, additions were made, namely with a humanistic approach with reality techniques and rational emotive therapy (RET).

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