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Multidimensional Self-Adjustment of New Students: A Comprehensive Study among Academic, Social, Personal-Emotional, and Institutional Aspects at State Islamic Religious College

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Abstract

This study aims to analyze the multidimensional adjustment of new students at PTKIN throughout Central Java, including academic, social, personal-emotional, and institutional aspects based on gender, organizational activity, and residential status. This quantitative study using a survey approach involved 200 new students at PTKIN throughout Central Java as a sample, using the Student Adaptation to College Questionnaire (SACQ) instrument (Baker & Siryk, 1984). Data were analyzed using the Mann‑Whitney U and Kruskal‑Wallis tests. The results showed that social adjustment had the highest level, while institutional adjustment had the lowest. Significant differences were found in the academic and institutional dimensions based on gender, as well as in the academic, social, and personal-emotional dimensions based on organizational activity; however, there were no significant differences based on residential status. Islamic values such as ukhuwah, tazkiyatun nafs, and mujahadah played an integrative role in shaping students' academic, emotional, and spiritual balance. PTKIN is advised to strengthen Islamic-based guidance and counseling and integrate organizational activities with the institution's vision.

Keyowords: Self-Adjustment, New Students, Islamic Values

A. Introduction

New student adjustment is a crucial issue in the context of higher education because it fundamentally impacts retention, academic performance, and well-being (Oetomo, 2014). In the early stages of college, students are faced with significant changes, ranging from social environments, higher academic demands, to new personal independence. However, the reality on the ground shows that not all students successfully navigate this transition phase. Many experience difficulties, such as anxiety, stress, decreased motivation, and even dropout, which can ultimately hinder the achievement of their potential optimally (Erindana et al., 2021; Malik & Sukiman, 2021). These challenges create a gap between the ideal situation, where every student should be able to adapt effectively to the existing conditions, and many still struggle to adjust.

This situation becomes even more complex for students at State Islamic Religious Colleges (PTKIN). In addition to general challenges, they must also adjust to the religious values and culture integrated into campus environment and curriculum. Ideally, Islamic higher education institutions should provide a supportive environment to foster holistic adjustment, encompassing both spiritual and religious aspects. However, available orientation and support programs often tend to focus solely on academic aspects, neglecting other crucial dimensions such as personal-emotional adjustment and institutional engagement, which are essential for new students in PTKIN environments.

Previous research on New Students' adjustment has been conducted extensively, but often focuses on just one or two aspects. First, a study by Torun (2019), confirmed that academic readiness is positively correlated with students' Grade Point Average (GPA). Second, other studies by Borchers (1998) and Latipah et al., (2020), found that social support from peers plays a significant role in reducing students' stress and anxiety levels during their first year.

Furthermore, several studies have begun to address other dimensions, although not in an integrated manner. Third, a study by Albarh & Kassim (2020) examined the importance of personal-emotional adjustment in coping stress in college. Fourth, a study by Mouraz & Sousa (2016) showed that strong institutional attachment can increase student motivation and retention. Fifth, in the context of PTKIN, a study by Nurhalimah & Marhan (2025) discussed the importance of spiritual dimensions and Islamic values in adjustment, although its scope was still

limited to a single campus. Sixth, a study by Marlina (2011) examined the impact of guidance and counseling programs on the academic adjustment of new students.

Although previous researchs have made important contributions, significant gaps remain unfilled. Existing studies tend to address aspects of adjustment separately, focusing solely on academics or social support, without holistically integrating the four key dimensions–academic, social, personal-emotional, and institutional–into a single analytical framework. This lack of integrated understanding makes it difficult to formulate comprehensive guidance and counseling interventions.

This study aims to fill the gap in the study of new student adjustment by presenting a comprehensive multidimensional approach to measure four main aspects: academic, social, personal-emotional, and institutional simultaneously in a population of PTKIN students throughout Central Java. The novelty of this study lies in the analysis of the interrelationships between aspects of adjustment and an understanding of how the dynamics of interactions between these aspects shape the success of student adaptation in a culturally and spiritually unique Islamic higher education environment. The urgency of this study lies in its contribution in providing an empirical basis for PTKIN policy makers to design orientation, coaching, guidance, and counseling programs based on holistic Islamic values, not only focusing on academic achievement, but also on strengthening the psychological well-being and social integration of new students, so that they are better prepared to adapt to the religious and dynamic campus environment.

B. Methods

This study used a quantitative method with a survey approach, which aimed to describe the level of adjustment of new students across various dimensions–academic, social, personal-emotional, and institutional–and to test the possibility of differences or relationships between these dimensions. The survey approach was chosen because it allowed researchers to obtain empirical data directly from a large number of respondents in an efficient and measurable manner (Creswell, 2014). Data data collection was conducted through an online questionnaire (Google Form) distributed to new students at State Islamic Religious Colleges (PTKIN) throughout Central Java. The purpose of this study was to obtain a comprehensive picture of the level of adjustment towadsr new students across these four dimensions, and to identify differences based on demographic factors such as gender, organizational activity, and residential status.

The population in this study was all new students of PTKIN throughout Central Java in the current academic year. The research sample was taken using a purposive sampling technique, with the consideration that the selected respondents met certain criteria, namely first-year new students who were undergoing the process of adapting to the campus environment. The sample size in this study was 200 students. The determination of the sample size was based on statistical principles, where the minimum sample size for multivariate analysis is recommended between 5‑10 times the number of variables (Hair et al., 2019). With four dimensions measured, the number of 200 respondents was considered sufficient to ensure the stability of parameter estimates and the reliability of the analysis results.

This research was conducted at six state universities (PTKIN) in Central Java: Walisongo State Islamic University (UIN) Semarang, Raden Mas Said State Islamic University (UIN) Surakarta, Salatiga State Islamic University (UIN) KH. Abdurrahman Wahid Pekalongan, Sunan Kudus State Islamic University (UIN), and Saifuddin Zuhri State Islamic University (UIN) Purwokerto. Data collection was conducted online from April to May 2025. The primary variable in this study was new students' multidimensional adjustment, defined as the process of individuals adjusting to the academic, social, emotional, and institutional demands of the higher education environment. Each dimension was measured quantitatively through the average score of respondents' responses to relevant items. Operationally, this variable was measured through four dimensions: (1) Academic Adjustment is a student's ability to manage academic demands, such as managing study time, understanding course material, and achieving academic success. (2) Social Adjustment is a student's ability to build and maintain positive social relationships with friends, lecturers, and the campus environment. (3) Personal-Emotional Adjustment is a student's ability to control emotions, cope with stress, and maintain psychological well-being during the adaptation period. (4) Institutional Adjustment is a student's level of acceptance, satisfaction, and closeness to the institution or campus where they study (Baker & Siryk, 1984).

The instrument used in this study was a Likert-scale questionnaire with five response categories (1 = strongly disagree to 5 = strongly agree). This scale was an adaptation of the Student Adaptation to College Questionnaire (SACQ) developed by Baker & Siryk (1984). The instrument underwent content validity by two experts in the field of Guidance and Counseling to ensure its suitability to the cultural and educational context of PTKIN in Indonesia. The questionnaire

included 38 items divided into four main dimensions: academic, social, personal-emotional, and institutional.

Validity test was conducted to ensure each item was capable of measuring the intended construct. The testing was conducted using Corrected Item-Total Correlation through SPSS software. An item was declared valid if it had a correlation coefficient (r) value ≥ 0.30 and was significant at $p < 0.05$. Reliability test was conducted using the Cronbach's Alpha method, to measure internal consistency between items in one dimension. The instrument was declared reliable if the α value ≥ 0.70 (Nunnally & Bernstein, 1994). The test results showed all dimensions had good reliability (α between 0.78-0.85), making it suitable for further analysis.

Data collection was conducted online using Google Forms. The questionnaire link was distributed through the new student groups. The data collection steps included: (1) Compiling and uploading the questionnaire to the Google Forms platform, (2) Requesting permission and cooperation from University Lecturers for distribution to new students, (3) Providing a brief explanation of the research objectives and guaranteeing data confidentiality. (4) Collecting responses during the specified period. (5) Exporting data to Excel/CSV format for analysis using SPSS.

The data were analyzed using SPSS software with the following stages: first stage Descriptive Analysis, used to describe the student adjustment profile based on the average value (mean), standard deviation, and minimum and maximum scores of each dimension. Second stage, Statistical Assumption Test, included normality tests (Shapiro-Wilk) and homogeneity of variance (Levene's Test) to ensure the feasibility of using parametric analysis. The results of the normality test indicated that only the social dimension was normally distributed ($p > 0.05$), while the academic ($p = 0.003$), personal-emotional ($p = 0.013$), and institutional ($p = 0.001$) dimensions were not normally distributed. This means that most dimensions of new student adjustment tended to deviate from the normal distribution, which could be influenced by individual variations in the level of adaptation to the campus environment. From the results of the homogeneity test, it was found that the academic and personal-emotional dimensions had homogeneous variances across gender groups ($p > 0.05$), while the social ($p = 0.009$) and institutional ($p = 0.030$) dimensions showed non-homogeneous variances. This indicated a difference in the distribution of social and institutional

adjustment scores between male and female students. Overall, these results indicated that the assumptions of normality and homogeneity were not fully met. For further inferential analysis (e.g., testing differences or relationships between dimensions), it was recommended to use non-parametric tests or ensured that the data transformed met better parametric assumptions.

Table 1. Summary of normality and homogeneity tests

Dimension	Shapiro–Wilk	p (Normalit)	Conclusion	Levene	p (Homogeny)	Conclusion
Academic	0.978	0.003	abnormal	0.174	0.677	Homogeny
Social	0.989	0.136	Normal	7.024	0.009	Heterogeneous
Personal–Emotional	0.982	0.013	abnormal	0.634	0.427	Heterogeneous
Institutional	0.973	0.001	abnormal	4.790	0.030	Homogeny

The third stage, Inferential Analysis in this study used non-parametric tests because most of the data were not normally distributed. The Mann‑Whitney U Test was used to determine differences in levels of adjustment based on gender and organizational activity, while the Kruskal‑Wallis Test was used to test differences based on residential status. The significance level used was 0.05 ($p < 0.05$), so that differences between groups were declared statistically significant if the probability value (p-value) was less than 0.05.

C. Result and Discussion

Results

a. Multidimensional Self-Adjustment of New Students at PTKIN

The results of the descriptive analysis showed that new PTKIN students had varying levels of adjustment in each dimension. The social adjustment dimension showed the highest score with an average of 3.27 (SD = 0.50), which illustrated that new students were relatively easy to interact and adjust to the campus social environment. Meanwhile, academic adjustment was in the moderate category with an average of 2.79 (SD = 0.63), and personal-emotional adjustment was also classified as moderate with an average of 3.08 (SD = 0.59), indicating that students were still in the process of adapting to academic demanded and emotional adjustment in the new lecture environment. Meanwhile, institutional adjustment showed the lowest average score of 2.90 (SD = 0.32), which indicated that new students did not yet have a full emotional clossness and sense of belonging to the institution where they studied.

Table 2. Descriptive Table of Student Self-Adjustment Levels

Dimention	Mean	SD	Min	Max	Interpretasion
Social	3.27	0.50	1.91	4.64	The level of social adjustment is classified as good
Personal–Emotional	3.08	0.59	1.73	4.64	Students' emotional adjustment is in the moderate category.
Institusional	2.90	0.32	2.00	3.88	Adjustments to institutions are considered adequate, indicating that adaptation is still developing.
Academic	2.79	0.63	1.11	4.56	Academic adjustment is still moderate to low, indicating challenges in the learning process.

b. Students Adjustment Based on Gender

The results of the non-parametric test (Mann‑Whitney U Test) showed significant differences in the academic (p = 0.044) and institutional (p = 0.0001) dimensions between male and female students. This indicated that gender influenced the level of adjustment in these two aspects. In the academic aspect, female students tended to demonstrate better learning adaptation skills than male students. Meanwhile, in the institutional aspect, female students demonstrated a stronger level of attachment to the institution or campus.

Conversely, no significant differences were found in social adjustment (p = 0.491) and personal-emotional adjustment (p = 0.318), indicating that both groups had relatively similar levels of social and emotional adjustment. Overall, these results reinforced the finding that gender has become a differentiating factor in several dimensions of adjustment, particularly in the academic and institutional contexts of PTKIN.

Table 3. Dimension and significant-value

Dimension	U	p-value	Conclusion
Academic	4114.0	**0.044**	There is a significant difference
Social	3198.5	0.491	There is no significant difference
Personal–Emotional	3093.5	0.318	There is no significant difference
Institutional	4715.0	**0.0001**	There is a significant difference

c. Students Self-Adjustment Based on Organizational Activity

The results of the non-parametric test analysis (Mann-Whitney U Test) showed that there were significant differences based on organizational activity in three dimensions of new student adjustment, namely academic (p = 0.0399), social (p = 0.0004), and personal-emotional (p = 0.0137). Students who were active in organizations tended to have higher levels of adjustment in these aspects compared to students who were not active in organizations. Conversely, in the institutional dimension (p = 0.858) no significant differences were found, which means that organizational activity did not directly influence the level of student attachment to the institution or campus.

Table 4. Dimension and significant-value II

Dimensions	U	p-value	Conclusion
Academic	4028.0	0.0399	Significant
Social	6294.0	0.0004	Significant
Personal–Emotional	3862.5	0.0137	Significant
Institusional	4927.5	0.858	Not Significant

d. Students Adjustment Based on Residential Status

The test results showed no significant differences (p > 0.05) in the four dimensions of new student adjustment based on their residence status (dormitory, boarding house, or home). This indicated that residence did not significantly influence students' level of adjustment in academic, social, personal-emotional, or institutional aspects. In other words, new students were able to adjust to the campus environment at a relatively similar level, regardless of where they live during their studies.

Table 4. Descriptive Table of Dimension and significant-value III

Dimensions	H	p-value	Conclusion
Academic	0.339	0.953	Not Significant
Social	1.535	0.674	Not Significant
Personal–Emotional	0.644	0.886	Not Significant
Institutional	2.465	0.482	Not Significant

Discussion

a. Multidimentional Adjustment of PTKIN Studentst

The results of the study indicated that the level of adjustment of new PTKIN students varied across dimensions. Social adjustment was highest (M = 3.27; SD = 0.50) and categorized as good, reflecting the ease with which students interacted with the campus environment. This finding aligns with the student involvement theory proposed by Astin (2014), which asserted that students' social involvement on campus plays a crucial role in building a sense of belonging to the academic environment and increasing learning motivation. Involvement in social activities and campus organizations is a crucial factor in strengthening students' social and academic adaptation processes.

Research by Komarraju et al. (2013) found that participation in religious activities and spiritual communities helps individuals strengthen the values of brotherhood, togetherness, and social solidarity, ultimately improving social adjustment. Furthermore, various studies showed that good social adjustment is positively correlated with social support, mental health, and the quality of relationships among students (Chui & Chan, 2017; Enochs & Roland, 2006; Murray-Harvey, 2010; Veroff, 1995). Students who have healthy social relationships and receive support from friends, family, and professors are better able to navigate the challenges of adapting to the college environment (Borchers, 1998; Rahman & Agustina, 2024).

However, research findings showed that not all students demonstrated high levels of social adjustment. Several studies revealed that some students fall into the low social adjustment category, which has implications for low social cohesion among students (Kaur & Sharma, 2022; Yuliani & Firman, 2022). In this context, psychopedagogical interventions such as social information services and group guidance have proven effective in improving social adjustment skills (Erdawati & Zulkifli, 2021; Rusydi & Setiowati, 2024).

Thus, social adjustment is a key aspect of students' successful adaptation to the university environment, particularly at PTKIN (Public Universities), which are characterized by religious and communal characteristics. Factors such as social support (Borchers, 1998; Chui & Chan, 2017; Rahman & Agustina, 2024), an inclusive campus environment (Enochs & Roland, 2006), the quality of social networks (Murray-Harvey, 2010; Veroff, 1995), nterpersonal trust (Dong et al.,

2021), and guidance and counseling programs (Erdawati & Zulkifli, 2021; Rusydi & Setiowati, 2024) have been shown to play a crucial role in strengthening this process. Therefore, efforts to improve new students' social adjustment should focus on strengthening social support, empowering student activities, and developing interpersonal skills that can strengthen social networks and a sense of belonging to the campus community.

The results of the study indicated that the personal-emotional adjustment of new PTKIN students was in the moderate category (M = 3.08; SD = 0.59). This indicated that students were still adjusting to the emotional management demands that arose during the transition to higher education. Students appeared to be unable to fully manage the stress, anxiety, and academic pressure that accompanied the initial adaptation phase to the campus environment. These findings align with Tinto's (2006) theory of student integration, which explained that stress, anxiety, and difficulties in emotional adjustment are key factors influencing student retention and their decision to persist in college. In other words, successful emotional adjustment is a crucial prerequisite for student retention and psychological well-being on campus.

Furthermore, Credé and Niehorster (2012) found that poor emotional adjustment is associated with lower life satisfaction, learning motivation, and academic achievement. This confirms that the emotional dimension has a direct impact on student academic achievement, not just psychological well-being. Therefore, psychological and spiritual interventions need to be integrated to help students develop adaptive emotional regulation mechanisms.

Within the context of an Islamic approach, research by Fauzan (2020) showed that spiritual practices such as dhikr (remembrance of God), meditation (contemplation), and self-reflection (muhasabah) can help students manage their emotions in a calmer and healthier manner. This approach not only strengthens emotional balance but also builds spiritual awareness, which acts as a psychological buffer against stress and anxiety. Thus, spirituality can be an effective coping mechanism for PTKIN students.

Various studies also highlighted that psychological stress among new students stems from high academic loads, time demands, new social environments, and emotional pressure (Albarh & Kassim, 2020; Dautbegović & Zvizdic, 2018; Li, 2015; Shereshkova, 2023). Among these factors, academic and time pressures have proven to be the biggest barriers to students' personal-emotional adjustment (Albarh & Kassim, 2020). When stress increases without adequate support,

students are at risk of declining mental and physical health, which can ultimately disrupt their studies.

However, previous research also showed that students with high self-esteem, strong social support, and good resilience tend to be more successful in adapting emotionally (Dautbegović & Zvizdic, 2018; Shereshkova, 2023). Psychologically resilient students are able to deal with pressure and challenges more constructively and recover more quickly from stressful situations. Therefore, developing emotional resilience and social support are two important components in strengthening the personal-emotional adjustment of new students. The results of this study confirmed that the moderate level of personal-emotional adjustment of new students at PTKIN indicated the need for integrated interventions involving psychological and spiritual approaches (Shabrina & Hartini, 2021). Universities need to develop spiritual-based counseling programs and stress management skills training to strengthen students' emotional health and increase their adaptive abilities to the demands of academic and social life on campus.

The results indicated that the academic adjustment of new students at PTKIN was in the moderate category (M = 2.79; SD = 0.63). These findings indicated that students were still adapting to the academic demands of college, both in terms of time management, understanding course material, and interactions with lecturers and the new learning system. Theoretically, these results align with the concept proposed by Baker and Siryk (1984) in the Student Adaptation to College Questionnaire (SACQ), which explained that academic adjustment encompasses students' ability to cope with academic demands, adapt learning strategies, manage time effectively, and develop productive relationships with lecturers and peers. Failure to adapt in these aspects can directly impact students' academic performance and psychological well-being. Credé and Niehorster (2012) emphasized that academic adjustment significantly contributes to academic achievement, learning motivation, and student retention in higher education. Students with strong academic adjustment skills are not only better able to face academic challenges but also have a higher likelihood of persisting and completing their studies on time.

In the context of PTKIN (Private Universities), research by Supriyanto et al. (2012) showed that students at UIN Surakarta who received intensive academic guidance experienced more stable levels of academic adjustment, particularly in dealing with evaluation systems, new learning methods, and differences in learning styles between secondary and tertiary education. This emphasizes the

importance of the role of academic advisors in helping students adapt to the dynamics of the Islamic higher education system, which often emphasizes a balance between academic and spiritual aspects.

Furthermore, research by van Rooij et al. (2018) found that intrinsic motivation, independent learning behavior, and satisfaction with the study program were the three main factors influencing students' levels of academic adjustment, which together explained 72% of the variation in first-year students' academic adjustment. Students who possess strong internal motivation to learn and are satisfied with their study choices are better able to self-regulate and adjust to the university learning system. Furthermore, social support and the campus environment also play a significant role. Research by Ibrahim et al. (2022) showed that interaction with the campus environment, family support, and involvement in student organizations contribute positively to academic adjustment. Interestingly, the study also found that self-adjustment acts as a mediator between student organization activities and learning motivation, with a partial mediation effect of 30.3%. This means that organizational involvement can increase student learning motivation if accompanied by strong adjustment skills. These results confirmed that universities play a central role in supporting the academic adjustment of new students. Through academic guidance and counseling services, student orientation programs, and student organization development, universities can help students develop independent learning skills, time discipline, and a balance between academic and social life. However, as Ibrahim et al. (2022) caution, organizational involvement needs to be balanced with strong learning motivation to prevent non-academic activities from hindering academic achievement.

The results of this study indicated that although the academic adjustment of PTKIN students was in the moderate category, this condition reflected potential that could be developed through intensive academic mentoring (Akram & Li, 2024; Nurochim, 2021; Pelikan et al., 2021; Susiswilujeng & Saraswati, 2023), strengthening intrinsic motivation (Kotera et al., 2023), and developing a supportive and adaptive learning environment (Cho et al., 2023; El-Sabagh, 2021; Nargiza et al., 2023) tailored to the needs of new students. The results showed that institutional adjustment scored the lowest among the other dimensions (M = 2.90; SD = 0.32) and was classified as moderate, indicating that new PTKIN students have not yet fully developed an emotional attachment and sense of belonging to the institution. These findings indicated that some students were still in the early

stages of understanding the campus' values, culture, and institutional identity, which were important for building loyalty and commitment to the university.

Conceptually, Pusztai (2014) asserted that strong institutional ties play a significant role in increasing student retention and academic success. Students who feel a sense of belonging to an institution tend to demonstrate higher learning motivation, greater academic satisfaction, and a commitment to completing their studies at that institution. Therefore, low levels of institutional adjustment should be viewed as a signal for institutions to strengthen support systems and an inclusive campus identity. Research by Tinto (2006) also stated that an inclusive and supportive campus environment is a key factor in building student attachment to the institution. New students, especially during the initial transition period, need experiences that make them feel accepted, valued, and connected to the academic community. When a campus fails to provide a warm and supportive environment, students tend to feel isolated, ultimately decreasing their motivation to learn and increasing the risk of dropping out.

In the context of PTKIN (Private Islamic University), research by Asroni (2025) highlighted that strengthening a campus identity based on moderate Islamic values can increase student loyalty and engagement. Moderate Islamic values developed through academic and non-academic activities, such as inclusive da'wah (Islamic outreach), religious organizations, and cross-cultural dialogue, can foster a sense of pride in the institution. This also strengthens the campus's image as a learning space that balances students' intellectual, spiritual, and moral dimensions.

In addition to values and identity factors, various studies showed that institutional support plays a crucial role in helping new students adjust to the campus environment (Awang et al., 2014; Lan et al., 2024; Malinga-Musamba, 2014; Mouraz & Sousa, 2016). This support can take the form of academic guidance, social assistance, and access to campus services such as counseling, student activities, and learning facilities. Students who perceive strong institutional support tend to demonstrate better adjustment, both academically, socially, and emotionally. Furthermore, attachment to campus is built not only through formal interactions but also through a strong and consistent institutional culture. As explained by Biju S. K. et al. (2023) and Wei (2023), campus culture acts as a "guiding force" that shapes students' values, norms, and collective identity. A positive campus culture can instill healthy academic habits, strengthen moral character, and shape social behavior consistent with the institution's vision.

Furthermore, a safe campus environment, adequate facilities, and the presence of active student communities and organizations contribute significantly to an increased sense of belonging and loyalty to the institution (Fitriani, 2024; Sarı & Bükün, 2023). These conditions create a conducive atmosphere for learning and interaction, and strengthen students' emotional connection to the institution.

Finally, developing a purposeful campus culture based on moral and social values is a crucial strategy for enhancing student institutional engagement (Jian-Bo, 2011; Qiao, 2023). A vibrant, inclusive, and values-based campus culture not only enhances student loyalty but also shapes character, morals, and social awareness, which are essential foundations for the success of Islamic higher education. Thus, the results of this study indicated that the institutional adjustment of PTKIN students, which was still considered adequate, needs to be addressed through strategies that emphasize strengthening institutional identity, developing an inclusive campus culture, and increasing institutional support in academic and social areas. These efforts will help new students feel more accepted, have a sense of belonging, and be proud of their institution, ultimately strengthening academic success and student retention at PTKIN.

The results indicated that the level of adjustment of new PTKIN students varied across dimensions. Social adjustment was highest (M = 3.27; SD = 0.50) and categorized as good. Personal-emotional adjustment (M = 3.08; SD = 0.59) and academic adjustment (M = 2.79; SD = 0.63) were in the moderate category. Meanwhile, institutional adjustment scored lowest (M = 2.90; SD = 0.32) and was categorized as adequate. This aligns with a study by Baker & Siryk (1984) which emphasized the importance of social interaction in supporting new student adaptation. Research by Credé & Niehorster (2012) also showed that social and academic adjustment contribute significantly to student retention.

This finding aligns with research showing that social support (Gill et al., 2023), coping strategies (Cousins et al., 2017), and psychosocial resources (Holt, 2014) play a significant role in students' successful adaptation to various aspects of college life. However, a study by Sharma (2012) in Pakistan found that personal-emotional aspects were a major challenge, especially for first-year students experiencing psychological and spiritual transitions. College guidance plays a strategic role in supporting new students' adjustment, particularly during the transition from secondary to higher education (Salmiwati, 2017). Responsive academic advising services can help students understand the evaluation system, manage study time, and develop independent learning strategies. Research by

Pascarella & Terenzini (2006) showed that interactions with lecturers and academic advisors contribute significantly to students' successful adaptation.

Furthermore, social and emotional guidance needs to be strengthened through orientation programs, peer mentoring, and campus psychological services. At PTKIN, this approach can be developed through synergy between student affairs departments, counseling centers, and intra-campus organizations. Institutional adjustment can also be enhanced through inclusive policies, such as access to counseling services, soft skills training, and strengthening campus identity based on moderate Islamic values (Hidayah et al., 2025).

From an Islamic guidance and counseling perspective, new student adjustment is viewed not only as a psychological process, but also as a spiritual one. The concepts of tazkiyatun nafs (purification of the soul) and mujahadah (self-control) are essential foundations in helping students cope with academic and emotional stress. Islamic counseling emphasizes a holistic approach that integrates the values of monotheism, patience, and gratitude as healthy coping mechanisms (Bastomi, 2017; Herlinda & Munir, 2025).

Islamic guidance also emphasizes the importance of brotherhood and community as a means of social adjustment (Abideen & Abbas, 2021; Siahaan & Zunidar, 2020). Students who are active in religious activities and spiritual communities tend to adjust better because they feel accepted and valued. Therefore, counselors at PTKIN (Islamic boarding schools) need to develop contextual counseling services based on Islamic values, such as counseling circles, meditation rooms, and a Quranic-humanistic approach.

This research implied that new student adjustment at PTKIN is multidimensional and influenced by internal factors and institutional support. Therefore, PTKIN needs to design data-driven interventions that include academic guidance, Islamic counseling, and strengthening institutional ties. It is recommended that each campus develop a system for regularly monitoring new student adaptation and provide counseling services integrated with students' spiritual and social values.

b. Self-Adjustment of PTKIN Students Based on Gender

The results of the study showed significant differences in two dimensions of adjustment, namely academic adjustment ($p = 0.044$) and institutional adjustment ($p = 0.0001$), between male and female students. This indicated that gender has

influenced students' ability to adapt to academic demands and build attachment to the institution. In contrast, no significant differences were found in social adjustment ($p = 0.491$) and personal-emotional adjustment ($p = 0.318$), which means that both groups had relatively similar levels of social and emotional adjustment abilities.

1) Academic Adjustment Based on Gender

Significant differences in academic adjustment indicated that female students have been better in learning adaptation skills, particularly in managing time, dealing with academic pressure, and interacting with lecturers and peers. These results align with research by Yau & Cheng (2014), which found that females tend to be more sensitive to social and psychological factors in academic adjustment. Social support, emotional well-being, and good interpersonal relationships have been shown to be important factors in strengthening female students' academic performance.

Research by Dautbegović & Zvizdic (2018) also supported these findings by showing that women have more stable emotional resilience, which helps them manage academic stress more effectively than men. This resilience enables women to cope with academic pressure more adaptively, maintaining a balance between academic demands and psychological well-being.

However, research by Prowse et al. (2021) highlighted that women are also more vulnerable to academic stress and pressure, especially during crisis situations such as the COVID-19 pandemic. However, this vulnerability can often be offset through emotion-based coping strategies and strong social support (Graves et al., 2021). Thus, women have the ability to transform stress into motivation because they are more open to social support and emotional communication.

These findings are further supported by Kaim & Romi (2025), who revealed that learning motivation, sense of challenge, and sense of threat have a greater influence on women than on men. Female students tend to perceive academic challenges as a driving force for growth, while males respond more to external factors such as competition or social expectations. In the context of PTKIN, this can be explained by the religious orientation and high moral values among female students, which strengthen their intrinsic motivation to excel academically.

However, several other studies have found conflicting results. Ayele (2018) and Al-Takrouni & Salah (2022) reported that in some educational contexts, male students actually demonstrate better academic adjustment. This difference is often due to variations in culture, gender norms, and teaching methods in each country. For example, in more competitive and individual-performance-oriented educational systems, males tend to excel. However, in environments like PTKIN that emphasize collective values, spirituality, and morality, females appear to adjust more easily. Thus, the results of this study have supported most previous findings suggesting that psychosocial factors and intrinsic motivation play a significant role in female academic adjustment, while males are more dependent on the social context and educational structure.

2) Institutional Adjustment Based on Gender

In addition to academic differences, the results of this study also indicated that female students have had a higher level of institutional adjustment, characterized by a stronger emotional attachment to the campus, values, and culture of the institution. This reflected a deeper sense of belonging among women towards PTKIN institutions. This finding aligns with Tinto's (2006) theory, which asserted that emotional attachment to the institution is a key factor in student retention and academic success. Students who feel connected to campus values, norms, and culture will be more motivated to persist and thrive in the academic environment.

In the context of PTKIN, these results are also supported by research by Asroni (2025), which showed that strengthening campus identity based on moderate Islamic values can increase student loyalty and active participation, especially among women. Moderate Islamic values such as tawazun (balance), tasamuh (tolerance), and ukhuwah (sisterhood) align with women's affective characteristics, which tend to be prominent in empathy and social engagement.

Furthermore, research by Erzen & Ozabaci (2023) and Yau et al. (2013) emphasized that perceptions of campus support and a positive social climate significantly influence students' institutional attachment. Female students, who are more sensitive to environmental factors and interpersonal relationships, tend to respond more positively to forms of institutional support, such as academic guidance, socio-religious activities,

and student communities. This emotional and social support strengthens their affective connection to the campus.

However, several other studies have found that there are generally no significant differences in institutional adjustment between men and women (Fernández et al., 2017; Erzen & Özabacı, 2021). Nevertheless, these studies also noted that women have had a higher need for social support, which can enhance emotional connection to the institution if these needs are met.

Research by Wela & Reong (2025) and Nur'aini et al. (2024) also supported these findings by demonstrating significant differences in academic and institutional dimensions based on gender in the context of Islamic higher education. Female students tend to be more active in campus activities and internalize institutional values more quickly, thus showing stronger institutional attachment than male students.

3) There is no difference in the social and emotional dimensions.

The results of this study are consistent with several previous studies that found no significant differences between men and women in their ability to adjust socially in college. Lalchhuanawma et al. (2020) also reported no significant differences between men and women in social adjustment. Research by Bhardwaj & Sharma (2021) and Tekin (2021) showed that both male and female students had relatively similar levels of social engagement, interaction skills, and interpersonal support. This indicates that gender differences are not a dominant factor in an individual's ability to build social relationships on campus.

These studies also found that levels of social well-being and social intelligence were comparable between male and female students (Tekin, 2021; Bhardwaj & Sharma, 2021). Good social well-being reflects an individual's ability to function effectively within their social community, feel accepted, and make positive contributions. Therefore, equality in this aspect indicates that both men and women are able to integrate socially within the campus environment, including in the context of organizational life, academic collaboration, and peer interactions.

In the context of PTKIN (Private Islamic University), these results were be explained by the characteristics of a social environment based on

religious and collective values, such as ukhuwah (solidarity) and togetherness (congregation). These values foster a harmonious social atmosphere, thereby reducing gender disparities in social interactions. Thus, an inclusive social environment based on Islamic values acts as a protective factor against potential gender inequality in social adjustment.

In addition to social aspects, the study also showed no significant differences in the personal-emotional adjustment dimension between male and female students. This indicates that both groups have had relatively equal levels of emotional intelligence, self-esteem, and psychological well-being.

Research by Meshkat & Nejati (2017) found that men and women have similar levels of emotional intelligence, including the ability to recognize, understand, and manage their own emotions and those of others. Although there are small differences in certain subdimensions, such as women being more expressive in expressing emotions while men are more rational in decision-making, these differences are not significant in terms of overall adjustment (Ratnasari & Suleeman, 2017).

Similarly, research by Tekin (2021) and Bhardwaj & Sharma (2021) showed that self-esteem and psychological well-being do not differ significantly between genders. This suggests that both male and female students are capable of developing effective emotional adaptation strategies when facing academic, social, and personal pressures. In the context of PTKIN, this is driven by spiritual support and a calming religious climate, which provide a foundation of values and meaning in dealing with stress or psychological challenges.

This similarity also indicated that emotional management and psychological stability are not solely biological functions, but rather the result of environmental factors, learning experiences, and social and spiritual support that are relatively similar for both genders. Therefore, PTKIN students from various gender backgrounds have been able to adjust emotionally effectively through similar adaptation mechanisms.

Overall, the results of this study reinforced the view that gender was a differentiating factor in student adjustment, particularly in academic and institutional aspects. Women demonstrated stronger learning adaptability and institutional attachment, while social and emotional abilities were

relatively equal between the two genders. These findings align with the theories of Tinto (2006) and Astin (1999), which emphasized the importance of academic and social integration in the student adaptation process. Within PTKIN, religiosity, social support, and an inclusive campus culture are important determinants that strengthen women's adaptability.

4) Students Adjustment Based on Organizational Activity

The Mann-Whitney U test results showed significant differences based on organizational activity in three dimensions of freshman adjustment: academic ($p = 0.0399$), social ($p = 0.0004$), and personal-emotional ($p = 0.0137$), while the institutional dimension ($p = 0.858$) showed no significant differences. This indicated that students who were active in organizations have had higher academic, social, and emotional adaptability than students who were inactive. These findings are in line with previous research confirming that involvement in organizations and extracurricular activities is positively related to self-regulation (Guilmette et al., 2019), emotional well-being (Goldberg et al., 2019), and academic success (González et al., 2021; Griebler et al., 2017). Organizational activities also encourage the development of soft skills such as communication, collaboration, and leadership, while also enhancing self-efficacy and self-esteem (Guilmette et al., 2019; González et al., 2021), which play a crucial role in shaping students' adaptive character and emotional balance. In the context of PTKIN, student organizations play a dual role, not only strengthening academic adaptation but also fostering spiritual awareness and social responsibility in line with the values of brotherhood and noble character.

However, the institutional adjustment dimension did not show a significant difference between students who were active and inactive in organizations, indicating that organizational involvement did not directly increase feelings of attachment to the campus. These results are consistent with research by Nuralieva et al. (2023) and Korpershoek et al. (2020), which showed that institutional adjustment is more influenced by institutional support, relationships with lecturers, and the quality of academic services than by students' social activities. Based on Tinto's (2006) student integration theory, institutional attachment forms when students experience strong academic and social integration with the

institution's value system. Thus, organizational activity will only have a significant impact on institutional adjustment if the organization is formally integrated with the institution's vision, culture, and values.

5) Student Adjustment Based on Place of Residence

The test results showed no significant differences ($p > 0.05$) in the four dimensions of new student adjustment based on residence status (dormitory, boarding house, or home). This finding aligns with various previous studies that also reported no significant differences in adjustment ability based on residence or housing type (Enochs & Roland, 2006; Nur'aini et al., 2024; Smirnov et al., 2015). Research by Enochs & Roland (2006) showed that although small differences may emerge in social aspects, for example, in the context of interactions within the dormitory environment as a whole, the residential environment does not significantly influence students' adjustment to campus life. Similar results were found by Smirnov et al. (2015), who noted that students from outside the region tended to have slightly lower social adaptation, but this difference was not consistent across all adjustment domains.

These findings indicated that residential location was not a primary determinant of new students' adaptation to higher education, including at PTKIN. Conversely, various studies confirmed that other factors such as pre-university achievement (Fernández et al., 2017), social support (Hassan et al., 2023), sense of belonging to the institution (Maunder, 2018; Mtshweni, 2025), academic self-efficacy (Kritikou & Giovazolias, 2022), motivation to learn (Schuur et al., 2021), and family support (Rooij et al., 2018) have a much stronger influence on successful student adjustment. While certain contexts, such as institutional culture or the religious dormitory system, can have an additional effect on socialization (Maharjan, 2023; Rinn, 2004), in general, their influence is relatively small compared to more fundamental psychological and social factors. Therefore, improving student adjustment should focus on strengthening social support, internal motivation, and an inclusive academic climate, rather than solely on the type or location of housing.

D. Conclusion

This study concludes that the multidimensional adjustment level of new students at PTKIN in Central Java is generally in the good to moderate category,

with social adjustment being the most prominent aspect and institutional adjustment the lowest. Key findings indicated significant differences based on gender and organizational activity, confirming the crucial role of social and organizational involvement in strengthening academic adaptation and emotional well-being of students. However, this study is limited by the scope of variables that do not fully cover psychological and spiritual factors. The main contribution of this study lies in emphasizing the importance of an integrative approach based on Islamic values in developing new student development programs at PTKIN, as well as opening new directions for further research to develop a holistic and contextual adjustment model that is appropriate to the characteristics of Islamic higher education in Indonesia.

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