



The Relationship Between Self-Adjustment and Learning Motivation Among 10th-Grade High School Students

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Abstract: Good self-adjustment is believed to play an important role in enhancing students' learning motivation as they face various academic demands at school. The purpose of this study was to determine the relationship between self-adjustment and learning motivation among 10th-grade students at Kupang State High School 4 during the 2025/2026 academic year. This study was a quantitative descriptive study. The population for this study consisted of 432 students, and the sample comprised 86 students, selected using simple random sampling. Data analysis in this study employed the product-moment correlation coefficient formula. The results show a correlation coefficient of 0.368 with a significance level (Sig., 2-tailed) of $0.000 < 0.05$. Based on these findings, it can be concluded that there is a relationship between self-adjustment and the learning motivation of 10th-grade students at Kupang State High School 4 during the 2025/2026 academic year.

Keywords: Self-adjustment; learning motivation; tenth-grade students

Abstrak: Penyesuaian diri yang baik diduga berperan penting dalam meningkatkan motivasi belajar siswa dalam menghadapi berbagai tuntutan akademik di sekolah. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penyesuaian diri dengan motivasi belajar siswa kelas X SMA Negeri 4 Kupang Tahun Pelajaran 2025/2026. Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ini berjumlah 432 siswa dan sampelnya berjumlah 86 siswa dengan teknik pengambilan sampel yang digunakan ialah simple random sampling. Teknik analisis data dalam penelitian ini menggunakan teknik koefisien korelasi menggunakan rumus korelasi product moment. Hasil penelitian menunjukkan bahwa nilai koefisien korelasi sebesar 0,368 dengan nilai signifikansi (Sig. 2-tailed) sebesar $0,000 < 0,05$. Berdasarkan hasil penelitian, dapat disimpulkan bahwa ada hubungan antara penyesuaian diri dengan motivasi belajar siswa kelas X SMA Negeri 4 Kupang Tahun Pelajaran 2025/2026.

Kata kunci: Penyesuaian diri; motivasi belajar; siswa kelas X

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Introduction

Education plays a very important role in students' lives and development. Through education, students are expected to achieve a better quality of life in the future. Formal education in Indonesia consists of several levels, one of which is Senior High School, commonly referred to as SMA. Papalia (as cited in Deviana et al., 2024) states that senior high school students face considerable challenges because they are confronted with various demands and responsibilities arising from their families, schools, and social environments. These various demands require students to engage optimally in the learning process. Under these conditions, learning motivation plays an important role because it serves as a driving force that encourages students to learn, strive for achievement, and persevere when facing academic pressure and difficulties.

Wardani dan Amal (2023:135) explain that learning motivation refers to an individual's desire to learn. Rahman (2021) states that motivation is recognized as a fundamental driving force that encourages an individual's learning activities. When a person is motivated to learn, they will engage in learning activities over a certain period. In addition, Sanjaya (2010) states that motivation is one of the highly important dynamic aspects of the learning process. Students who perform poorly are not necessarily lacking in ability; rather, they may lack the motivation to learn and therefore do not make sufficient efforts to direct their abilities toward learning.

A study by Putri et al. (2021) revealed that learning motivation is important for students because it helps them become aware of their position at the beginning of learning, throughout the learning process, and in the final outcomes; provides information about the strength of their learning efforts in comparison with their peers; directs learning activities; strengthens enthusiasm for learning; and increases awareness of the continuous journey from learning to future work. Meanwhile, according to Sardiman (2018:75), "Learning motivation functions as a driving force that not only encourages a person to act but also directs their actions toward certain goals and helps them select appropriate ways to achieve those goals. In the context of education, learning motivation is one of the key factors in determining students' academic achievement."

However, the reality in the field shows that many senior high school students still have low learning motivation. Initial observations conducted by the researcher during an internship among Grade X students at SMA Negeri 4 showed that some students had low learning motivation. This was evident from students' lack of concern about their

low grades, the absence of initiative to study independently when teachers did not attend class, inconsistency in studying, and a tendency to give up easily when learning materials were considered too difficult to understand.

Munawarah et al., (2023) found that students' low learning motivation was caused by a lack of interest in subjects and the learning process, students' poor physical condition during learning, limited use of learning resources in the learning process, and teachers' failure to provide rewards when students successfully completed assignments. Low learning motivation is associated with difficulties in academic achievement and may even increase the risk of dropping out of school (Hidayat, 2019). Meanwhile, high learning motivation encourages active engagement, perseverance, and responsibility in learning. However, learning motivation does not develop spontaneously; rather, it is influenced by various factors originating from both the students themselves and their environment, one of which is students' ability to adjust to school demands (Dimiyati & Mudjiono, 2013).

According to Schneiders (as cited in Puspita, 2023), "Adjustment is an individual's ability to cope with life pressures, adapt to changing situations, and behave in accordance with social norms and environmental expectations." An individual is considered to have good adjustment when they are able to respond appropriately, efficiently, and satisfactorily, as well as resolve conflicts, frustrations, and personal and social difficulties without allowing them to interfere with matters beyond the problem at hand. Consequently, individuals are able to develop interpersonal relationships and experience mutual happiness with others in their environment (Ali & Asrori, 2008). Students who have difficulty adjusting to their environment tend to experience difficulties in dealing with demands and resolving various problems that arise in the school environment (Desmita, 2017).

The results of an initial interview with a guidance and counseling (BK) teacher at SMA Negeri 4 Kupang indicated that some Grade X students still experienced difficulties in managing their study time, delaying the completion of assignments, and participating actively during the learning process. This condition indicates that students' ability to adjust to academic demands at school has not yet developed optimally. This can be observed through ineffective learning behaviors, difficulties in adapting to the school environment and peer groups, and low involvement in classroom learning activities. In addition, these conditions may lead to feelings of dissatisfaction with students' abilities and learning

outcomes, thereby affecting their enthusiasm and motivation to learn.

Adjustment is an important aspect for students. Students need to possess adjustment abilities so that they can respond positively to demands arising from within themselves as well as from the external situations they encounter (Kusdiyati et al., 2011). Good adjustment enables students to establish positive relationships with peers and teachers, manage academic pressure, and actively participate in the learning process (Sutyaningsih et al., 2025). Students' active participation in learning indicates that they have high learning motivation.

The results of research conducted by Kusumadewi & Rohmadi (2016) showed a positive and significant relationship between students' adjustment and learning motivation. The findings indicate that students with good adjustment abilities tend to be better able to cope with academic demands, manage their study time, and complete assignments responsibly. Conversely, students with low levels of adjustment are more likely to experience difficulties in the learning process and demonstrate less optimal academic engagement. Therefore, adjustment is an important factor that needs to be developed to support students' learning success at school. Although the study by Kusumadewi & Rohmadi (2016) demonstrated a positive relationship between adjustment and learning motivation, these findings may not necessarily be generalized to all contexts, particularly among students in different environments and with different characteristics. Furthermore, there is currently no empirical data specifically examining this relationship among Grade X students at SMA Negeri 4 Kupang. Therefore, this study is important to provide more specific empirical data within this context.

Based on the description above, the research problem is formulated as follows: Is there a relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year? The objective of this study is to determine the relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year.

Method

Research Design and Setting

This study employed a descriptive quantitative approach with a correlational design. The study aimed to determine the relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang during the 2025/2026 academic year. The research was

conducted at SMA Negeri 4 Kupang, located on Jl. Adisucipto, Kelapa Lima District, Kupang City, East Nusa Tenggara. The study was conducted over six months, from January to June 2026.

Participants, Sample, or Data Sources

The population consisted of 432 Grade X students at SMA Negeri 4 Kupang during the 2025/2026 academic year. The sample consisted of 86 students, representing 20% of the total population. The participants were selected using a simple random sampling technique. Students who participated in the instrument trial were excluded from the research sample.

Instruments and Measures

Data were collected using adjustment and learning motivation questionnaires developed by the researcher. Both instruments used a four-point Likert scale. Validity was tested using Product Moment correlation, while reliability was tested using Cronbach's Alpha. The adjustment questionnaire had 30 items with a reliability coefficient of 0.888, while the learning motivation questionnaire had 31 items with a coefficient of 0.824.

Procedure and Research Ethics

Data were collected by administering the questionnaires to selected participants. Respondents' information was kept confidential and used only for research purposes.

Data Analysis

Data were analyzed using Product Moment correlation with SPSS version 26 for Windows. A significance level of 0.05 was used to determine the relationship between adjustment and learning motivation.

Results and Discussion

Results

Normality Test

Before conducting further analysis, the data were first tested for normality using the Kolmogorov-Smirnov test. The test was conducted using SPSS for Windows version 26. The decision-making criterion was based on the significance value: the data were considered normally distributed if the significance value was > 0.05 and not normally distributed if the significance value was < 0.05 .

(Sugiyono, 2019). The results of the normality test are presented in Table 1 below.

Table 1. Results of the Normality Test
 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		86
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.05131484
Most Extreme Differences	Absolute	.087
	Positive	.087
	Negative	-.048
Test Statistic		.087
Asymp. Sig. (2-tailed)		.155 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table above, the Asymp. Sig. (2-tailed) value was 0.155 > 0.05. Therefore, it can be concluded that the research data were normally distributed.

Linearity Test

The linearity test was used to determine whether the independent and dependent variables had a linear relationship. The linearity test was conducted using SPSS version 26 for Windows through the Test for Linearity at a significance level of 0.05. The results were assessed based on the Deviation from Linearity row. If the significance value was < 0.05, the relationship was considered non-linear, whereas if the significance value was > 0.05, the relationship was considered linear (Suyono, 2015). The results of the linearity test between adjustment and learning motivation are presented in Table 2 below.

Table 2. Results of the Linearity Test

ANOVA Table						
			Sum of Squares	df	Mean Square	F Sig.
Motivation to Learn * Self-Adjustment	Between Groups	(Combined)	117.695	16	7.356	1.714 .064
		Linearity	56.143	1	56.143	13.082 .001
		Deviation from Linearity	61.552	15	4.103	.956 .509
	Within Groups		296.119	69	4.292	
	Total		413.814	85		

Based on Table 2 above, the Deviation from Linearity value was 0.509 > 0.05. Therefore, it can be

concluded that there was a linear relationship between adjustment and learning motivation.

Hypothesis Testing

Table 3. Results of the Pearson Product-Moment Correlation Test

		Correlations	
		Self-Adjustment	Learning Motivation
Self-Adjustment	Pearson Correlation	1	.368**
Motivation to Learn	Pearson Correlation	.368**	1
	Sig. (2-tailed)	.000	
	N	86	86

Note: Correlation is significant at the 0.01 level (2-tailed).

Based on Table 3 above, the Pearson Correlation value for the relationship between adjustment and learning motivation was 0.368. This indicates a positive relationship between adjustment and learning motivation, meaning that higher levels of students' adjustment tend to be associated with higher learning motivation, while lower levels of adjustment tend to be associated with lower learning motivation. This value falls within the coefficient interval of 0.20–0.399, indicating a weak relationship between adjustment and learning motivation.

Meanwhile, the research data showed that the Sig. (2-tailed) value for the relationship between adjustment and learning motivation was 0.000 < 0.05. This indicates that there was a significant relationship between adjustment and learning motivation.

Therefore, the null hypothesis (Ho), which states that there is no relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year, was rejected. Meanwhile, the alternative hypothesis (Ha), which states that there is a relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year, was accepted.

Discussion

Based on the results of the Pearson correlation analysis, the correlation coefficient was 0.368 with a significance value (Sig. 2-tailed) of 0.000 < 0.05, based on a research sample of 86 students. These results indicate that the relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year was at a weak level.

The positive correlation coefficient indicates that an increase in adjustment tends to be accompanied by an increase in learning motivation. Therefore, the null hypothesis (H_0), which states that there is no relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year, was rejected, while the alternative hypothesis (H_a), which states that there is a relationship between adjustment and learning motivation among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year, was accepted.

The findings of this study are consistent with those of Kasari & Sawitri (2018), who found a positive and significant relationship between adjustment and learning motivation among Grade X students at SMA Negeri 8 Purworejo, with a correlation coefficient of $r = 0.616$ and a significance level of $p < 0.001$. In their study, adjustment contributed effectively by 37.9% to learning motivation. This indicates that students' ability to adjust to the school environment and its demands plays an important role in increasing their learning motivation.

Another study conducted by Ginting & Utami (2026) also reported similar findings, showing a positive and significant relationship between adjustment and learning motivation among senior high school students, with a correlation coefficient of $r = 0.678$ and a significance value of $p = 0.001$. In this study, the coefficient of determination (R^2) was 0.459, indicating that adjustment contributed 45.9% to students' learning motivation.

Theoretically, the relationship between adjustment and learning motivation can be explained through the concept of adjustment proposed by Semiun (2021), which refers to a process involving an individual's mental and behavioral responses to needs, demands, conflicts, and pressures arising from the environment. Students who are able to adjust well tend to accept the school environment more easily, establish positive social relationships, and deal effectively with various academic demands.

Furthermore, according to Sardiman (2018), learning motivation refers to the overall driving force within students that generates learning activities, ensures the continuity of these activities, and provides direction so that the desired learning objectives can be achieved. Students who are able to adjust to the school environment tend to have more stable psychological conditions and are better able to overcome various learning difficulties. This condition enables students to remain focused, persistent, and enthusiastic throughout the learning process, thereby increasing their learning motivation.

These findings indicate that adjustment is one of the important factors that may influence the

development of students' learning motivation. Students with good adjustment abilities tend to be better able to cope with academic demands, manage their study time, and complete assignments responsibly. Conversely, students with low levels of adjustment are more likely to experience difficulties in the learning process and demonstrate less optimal academic engagement. Nevertheless, learning motivation is not influenced by adjustment alone but also by various other factors.

Djarwo (2020) states that factors influencing learning motivation consist of two categories: internal factors and external factors. Internal factors include physical and psychological conditions, intelligence, attitudes, interests, abilities, and emotions. Meanwhile, external factors originate from outside the students and include family, school, and the environmental conditions surrounding them.

Based on this explanation, adjustment is one of the factors that can help increase students' learning motivation. However, other factors, such as physical and psychological conditions, intelligence, attitudes, interests, abilities, emotions, family, school, and the surrounding environment, may also contribute to students' learning motivation.

Conclusion

Based on the results of the research conducted among Grade X students at SMA Negeri 4 Kupang in the 2025/2026 academic year, it can be concluded that there was a weak but significant relationship between adjustment and learning motivation. This was evidenced by a Pearson Correlation coefficient of 0.368 and a significance value of $0.000 < 0.05$, indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The author was responsible for the conceptualization, methodology, investigation, data curation, formal analysis, writing of the original draft, and writing, review, and editing of the manuscript.

Generative AI Disclosure

The authors used generative AI-assisted tools in the preparation of this manuscript for language translation and

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