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The Relationship between Self-Adjustment and Learning Anxiety among Tenth-Grade Students at SMA Negeri 1 Gowa

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Abstract: The transition to senior high school requires students to adjust to new academic and social demands that may be associated with learning anxiety. This study aimed to examine the relationship between self-adjustment and learning anxiety among tenth-grade students at SMA Negeri 1 Gowa. A quantitative correlational design involved all 33 students in the reported study population through total sampling. Data were collected using 30 questionnaire items, comprising 15 self-adjustment items and 15 learning-anxiety items. All items were reported valid; Cronbach's Alpha values were 0.783 and 0.761, respectively. Descriptive analysis produced mean scores of 62.06 for self-adjustment and 61.79 for learning anxiety. Shapiro–Wilk significance values were 0.838 and 0.394, while the deviation-from-linearity significance value was 0.975. Pearson product–moment correlation indicated a strong, positive, statistically significant relationship ($r = 0.770$; $p < 0.001$; $n = 33$), with a squared correlation coefficient of 0.5929. These findings support the research hypothesis and offer initial empirical information for school guidance and counseling services to consider both aspects in understanding students' learning experiences.
Keywords: Self-Adjustment; Learning Anxiety; Grade 10 Students; Correlational Research

Abstrak: Peralihan ke jenjang sekolah menengah atas menuntut siswa menyesuaikan diri dengan tuntutan akademik dan sosial baru yang dapat berkaitan dengan kecemasan belajar. Penelitian ini bertujuan mengetahui hubungan kemampuan penyesuaian diri dengan kecemasan belajar pada siswa kelas X SMA Negeri 1 Gowa. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional serta melibatkan seluruh 33 siswa dalam populasi penelitian yang dilaporkan melalui teknik total sampling. Data dikumpulkan menggunakan 30 butir angket, terdiri atas 15 butir penyesuaian diri dan 15 butir kecemasan belajar. Seluruh butir dilaporkan valid dengan Cronbach's Alpha masing-masing 0,783 dan 0,761. Rata-rata skor penyesuaian diri sebesar 62,06 dan kecemasan belajar 61,79. Uji normalitas Shapiro–Wilk menghasilkan signifikansi 0,838 dan 0,394, sedangkan Deviation from Linearity sebesar 0,975. Uji korelasi Pearson menunjukkan hubungan positif yang kuat dan signifikan antara kedua variabel ($r = 0,770$; $p < 0,001$; $n = 33$), dengan kuadrat koefisien korelasi sebesar 0,5929. Temuan ini mendukung hipotesis penelitian dan memberikan informasi empiris bagi layanan Bimbingan dan Konseling untuk memperhatikan kedua aspek dalam memahami pengalaman belajar siswa.
Kata kunci: Penyesuaian Diri; Kecemasan Belajar; Siswa Kelas X; Penelitian Korelasional

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Introduction

The transition from junior high school to senior high school is an educational experience that requires adjustment to the learning environment. At this stage, students encounter changes in learning patterns, time management, subject characteristics, academic assessment, and peer environments. These changes do not necessarily create the same difficulties for every student. Some students can reorganize their study habits relatively quickly, whereas others need time to understand the demands and develop a sense of comfort at school. Therefore, transition experiences deserve examination as part of schools' efforts to create learning environments that support students' academic and social-emotional development.

Self-adjustment in educational settings refers to individuals' capacity to respond functionally to new demands, rules, relationships, and experiences. Adjustment involves more than passively following rules; it also includes recognizing personal needs, determining appropriate responses, and maintaining involvement in school activities. For tenth-grade students, adjustment may relate to willingness to participate in learning, manage daily activities, interact with teachers, and build peer relationships. These dimensions provide a conceptual framework for understanding self-adjustment. However, this study uses total questionnaire scores and does not examine each dimension as a separate subvariable.

Muarifah et al. (2022) examined self-adjustment among secondary school students and demonstrated its association with coping strategies and parenting styles. These findings are important because adjustment is understood as being related to personal resources and the family environment rather than merely as an isolated individual trait. Azpiazu et al. (2024) also associated adolescents' school adjustment with teacher and peer support, resilience, and positive affect. Both studies reinforce the understanding that adjustment during adolescence is influenced by various contexts, requiring schools to consider students' experiences comprehensively. However, findings concerning factors that support adjustment do not automatically explain the direction of the relationship between self-adjustment and learning anxiety in every student group.

In this study, learning anxiety is understood as worry, tension, or discomfort associated with academic situations and demands. Such experiences may arise when students face assignments, assessments of learning outcomes, uncertainty about their abilities, or expectations from their environment. Learning anxiety must be distinguished from a clinical diagnosis of an anxiety disorder. The research questionnaire represents students' response scores on statements about learning experiences, rather than diagnostic assessment results. This distinction is important to prevent the data from being used to assign clinical labels to respondents or draw conclusions beyond the study's purpose.

Putwain et al. (2010) showed that anxiety about academic evaluation is associated with personal and situational factors. In a more recent study, Feige and Watermann (2024) examined test anxiety during school transitions and found that peer integration and the family environment played different roles depending on the characteristics of the groups studied. Although the transition in that study occurred at a different educational level and in a different context, its findings highlight the need to understand academic concerns alongside students' social environments. Anxiety should not be treated as an individual issue detached from the learning atmosphere, social support, and school adjustment experiences.

Recent studies further emphasize the connection between school adjustment experiences and psychological well-being. Using network analysis among secondary school students, Shalayiding et al. (2024) found associations between school adjustment and symptoms of anxiety,

depression, and stress. Meanwhile, Azpiazu et al. (2025) reported relationships between social support, self-concept, resilience, and school integration problems among adolescents. These studies do not measure exactly the same constructs as the questionnaire used here; therefore, they provide relevant empirical context rather than direct comparisons of correlation coefficient magnitudes. Studies using different variables, instruments, respondent groups, and designs may produce different patterns.

In Indonesian research, Shandy and Khoirunnisa (2022) reported a significant negative relationship between academic anxiety and self-adjustment among first-year university students preparing for face-to-face classes. Their study is relevant because it also examines two constructs associated with educational adaptation. However, the transition to higher education differs from the transition to senior high school in learning independence, social settings, and institutional demands. Thus, findings among university students cannot be directly transferred into definite expectations about the strength or direction of the relationship among tenth-grade students at SMA Negeri 1 Gowa.

Contextual differences are also evident in Ghozali et al. (2024), who examined anxiety and several personal characteristics among Indonesian junior high school students. Their study demonstrates the importance of considering students' abilities and circumstances when interpreting anxiety in school settings. Meanwhile, Permadin and Marjo (2024) discussed behavioral counseling using self-management techniques to support student adjustment. The latter study illustrates the potential contribution of guidance and counseling services to adaptation. Nevertheless, developing a counseling program for a particular school still requires a separate needs assessment and evaluation.

Research Methods

Research Design and Setting

This study used a quantitative approach with a correlational design. A quantitative approach uses measurement scores as the basis for analyzing relationships between variables, while a correlational design identifies the direction, strength, and significance of associations without administering a treatment to respondents. This design matches the study's aim, which does not involve manipulating self-adjustment or learning anxiety. Creswell and Creswell (2018) explain that quantitative research enables hypothesis testing using numerical data; Sugiyono (2019) likewise describes the use of measurement and statistical analysis to answer research questions. The study was conducted at SMA Negeri 1 Gowa.

Population, Respondents, and Sampling Technique

The reported research population consisted of 33 tenth-grade students at SMA Negeri 1 Gowa. Total sampling was used, so all 33 members of this research population became respondents. This technique means that no subset of the population defined in the manuscript was selected; all members were included. Here, the term population refers specifically to the group of 33 students designated in the study, rather than all tenth-grade students at the school or all senior high school students in a broader area. Details of parallel classes, ages, and other demographic characteristics were not included in the available data and are therefore not speculated upon.

The number of 33 respondents requires attention in two respects. First, this size permits reporting the correlation calculated from the available data, but does not replace the need to assess the precision and uncertainty of the estimate when making generalizations. Second, total sampling does not automatically make the group representative of populations beyond the study's definition. Accordingly, the findings are interpreted as relationships among the

33 respondents studied. Interpretation for students from other schools, grade levels, or backgrounds requires further research with appropriate designs and sampling coverage.

Research Variables and Instruments

The study included two main variables: self-adjustment as variable X and learning anxiety as variable Y. Data were collected using two questionnaires comprising 30 statement items in total: 15 measuring self-adjustment and 15 measuring learning anxiety. Each item used a five-category Likert scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, with response scores ranging from 1 to 5.

Conceptually, self-adjustment represents individuals' responses to demands and situations in educational environments, while learning anxiety represents experiences of worry or tension accompanying learning. These conceptual definitions help clarify the purpose of measurement but should not be taken as evidence that each specific behavioral or emotional dimension was tested separately.

Instrument Validity and Reliability

According to the testing information provided by the researcher, all 30 questionnaire items were reported valid: 15 in instrument X and 15 in instrument Y. These results are presented in Table 1 as the number of items meeting the testing criteria.

The internal consistency of both questionnaires was examined using Cronbach's alpha. The reported alpha values were 0.783 for self-adjustment and 0.761 for learning anxiety. Both exceed the practical benchmark of 0.70, which is often used as an initial indicator of adequate internal consistency. Nevertheless, Taber (2018) emphasizes that a single alpha threshold should not be treated as the sole measure of instrument quality, while Boateng et al. (2018) distinguish reliability assessment from establishing construct validity. Therefore, the two alpha results are discussed as support for the internal consistency of the scores.

Data Collection Procedures and Research Ethics

According to the reported research procedures, the researcher first obtained permission from the school before collecting data. The two questionnaires were then distributed directly to the participating students. The researcher explained the study's purpose and provided completion instructions so that participants could understand the instrument statements. After all questionnaires had been collected, responses were checked, tabulated, and processed using the Statistical Package for the Social Sciences (SPSS). This procedure describes the reported data collection workflow; no additional pilot testing, randomization, intervention, or repeated measurements are included because these stages were not documented in the source. Respondents' identities and answers would be kept confidential, and the data used only for research purposes. Collecting information from school-age students requires attention to explaining the study, voluntary participation, and identity protection.

Data Analysis Techniques

Analysis was performed on the scores of both variables from 33 respondents. The first stage comprised descriptive statistics, including the number of observations (N), minimum score, maximum score, range, mean, and standard deviation. Descriptive statistics characterize the center and dispersion of the data but do not directly determine whether a psychological construct belongs to a high or low category. The next stage involved checking assumptions using the Shapiro-Wilk normality test and a linearity test. Assumption-test results are reported as available in the output provided in the manuscript. For interpretation, a Shapiro-Wilk significance value above 0.05 means that the test found no evidence of departure from normality; it does not establish that the data are necessarily normal in every sense.

The relationship between the two scores was analyzed using Pearson product-moment correlation at a significance level of $\alpha = 0.05$ with a two-tailed test. The correlation coefficient (r) describes the direction and strength of the linear association, while the p-value assesses statistical evidence against the null hypothesis of no correlation. The value of r was squared to obtain r^2 as a measure of shared variation in the linear relationship between the two scores.

Results and Discussion

Research Results

The results are presented in the following sequence: instrument testing, descriptive statistics, assumption checks, and Pearson correlation. This order provides readers with information about internal score quality and data characteristics before interpreting the relationship between self-adjustment and learning anxiety. All numerical values in this section are retained from the available summary of data processing results for the 33 respondents.

Instrument Validity Testing

The validity results in Table 1 show that each questionnaire contained 15 statement items and that all items were reported valid. Thus, all 30 items used in the study were retained on the basis of the testing results supplied by the researcher.

Table 1. Instrument Validity Testing

Variable	Number of items	Valid	Invalid
Self-adjustment (X)	15	15	0
Learning anxiety (Y)	15	15	0
Total	30	30	0

Instrument Reliability

The reliability results in Table 2 show Cronbach's alpha values of 0.783 for variable X and 0.761 for variable Y. Using the practical benchmark of 0.70, these results indicate adequate internal consistency for both sets of items.

Table 2. Instrument Reliability Testing

Variable	Number of items	Cronbach's Alpha	Interpretation
Self-adjustment (X)	15	0.783	Adequate
Learning anxiety (Y)	15	0.761	Adequate

Descriptive Statistics

Table 3 presents the score characteristics of both variables. Self-adjustment had a minimum score of 50 and a maximum of 73, yielding a range of 23. Its mean score was 62.06, with a standard deviation of 4.756. Learning anxiety had a minimum score of 50 and a maximum of 70, yielding a range of 20, with a mean of 61.79 and a standard deviation of 4.463.

Table 3. Descriptive Statistics

Statistic	Self-adjustment (X)	Learning anxiety (Y)
N	33	33
Minimum	50	50
Maximum	73	70
Range	23	20
Mean	62.06	61.79
Standard deviation	4.756	4.463

The mean score of X exceeded that of Y by 0.27. However, this small difference cannot be interpreted as evidence that students' self-adjustment was better than their learning-anxiety condition, because the questionnaires measure different constructs and do not have psychological units that can be directly compared without standardization rules. The standard deviation of X was also slightly larger than that of Y, indicating a slightly wider absolute dispersion of X scores within the same respondent group.

Normality and Linearity Tests

The Shapiro-Wilk test yielded significance values of 0.838 for self-adjustment scores and 0.394 for learning-anxiety scores. Both exceeded 0.05, so these tests detected no significant departure from a normal distribution. The linearity test showed a Linearity component with $p < 0.001$ and a Deviation from Linearity component of 0.975. A Deviation from Linearity value above 0.05 indicates that the test detected no significant departure from linearity. These findings support the planned analysis of a linear relationship, while the limitation of the group size remains relevant.

Relationship Between Self-Adjustment and Learning Anxiety

Pearson product-moment correlation analysis yielded $r = 0.770$ with $p < 0.001$ (two-tailed; $n = 33$). The positive coefficient indicates that respondents with relatively higher scores on one questionnaire tended to have relatively higher scores on the other. For descriptive reporting, the absolute magnitude of the coefficient can be characterized as a strong relationship. A p-value below $\alpha = 0.05$ provides statistical evidence for rejecting the null hypothesis of no linear relationship in this analysis. Accordingly, the research hypothesis concerning a significant relationship between the two variables is supported.

Table 4. Correlational Testing

Analysis	Result
Shapiro–Wilk: self-adjustment	$p = 0.838$
Shapiro–Wilk: learning anxiety	$p = 0.394$
Linearity	$p < 0.001$
Deviation from Linearity	$p = 0.975$
Pearson correlation (two-tailed)	$r = 0.770$; $p < 0.001$; $n = 33$
Squared correlation coefficient	$r^2 = 0.5929$ (59.29%)

Discussion

The findings indicate a strong positive relationship between self-adjustment and learning anxiety among 33 tenth-grade students at SMA Negeri 1 Gowa ($r = 0.770$; $p < 0.001$). A positive relationship means that students with higher self-adjustment scores tended to also have higher learning-anxiety scores.

The use of Pearson correlation was supported by the assumption checks. The Shapiro-Wilk test yielded $p = 0.838$ for self-adjustment and $p = 0.394$ for learning anxiety, indicating no significant departure from normality. The linearity test showed Linearity $p < 0.001$ and Deviation from Linearity $p = 0.975$, indicating no significant departure from a linear relationship. Regarding the instruments, all 30 statement items were reported valid, while Cronbach's alpha values of 0.783 for X and 0.761 for Y indicated adequate internal consistency.

Descriptive statistics showed a mean self-adjustment score of 62.06 with a standard deviation of 4.756, while mean learning anxiety was 61.79 with a standard deviation of 4.463. These values characterize the distribution of scores within the respondent group. Meanwhile, $r^2 = 0.5929$, or 59.29%, indicates the extent of shared variation in the linear relationship between the two scores.

The squared correlation coefficient was $r^2 = 0.5929$, or 59.29%, indicating the extent of shared variation in the linear relationship between self-adjustment and learning anxiety among the 33 students studied. Pearson correlation testing yielded $r = 0.770$ with $p < 0.001$, indicating a strong and significant positive relationship between the variables. This positive direction shows that self-adjustment and learning-anxiety scores tended to move in the same direction on the basis of the measurements conducted. These results demonstrate a statistically meaningful association between the two aspects of students' learning experiences.

Comparison with Previous Research

The positive relationship in this study differs from the findings of Shandy and Khoirunnisa (2022), who reported a negative relationship between academic

anxiety and self-adjustment among first-year university students. This difference should be understood in relation to the studies' characteristics. Respondents in the present study were tenth-grade senior high school students adjusting to a new school environment, whereas the previous study involved university students facing the demands of their initial university studies.

Muarifah et al. (2022) showed that secondary school students' self-adjustment was associated with coping strategies and parenting styles. Shalayiding et al. (2024) also found associations between school adjustment and symptoms of anxiety, depression, and stress among adolescents. Both studies support considering students' adjustment experiences and emotional conditions together. However, the study at SMA Negeri 1 Gowa measured only self-adjustment and learning anxiety using two questionnaires. Its findings therefore cannot establish the roles of coping strategies, parenting styles, or other psychological symptoms that were not measured.

Putwain et al. (2010) explained that anxiety related to academic evaluation is associated with personal and situational factors. Feige and Watermann (2024) also highlighted the association of peer and family environments with test anxiety during school transitions. These studies show that anxiety in education needs to be understood in relation to students' learning situations.

For guidance and counseling services, these findings provide a basis for considering self-adjustment and learning anxiety together when identifying tenth-grade students' needs. School counselors can follow up through needs assessments, interviews, or observations to understand students' individual learning experiences.

Conclusion

On the basis of the study involving 33 tenth-grade students at SMA Negeri 1 Gowa, it can be concluded that self-adjustment has a strong and significant positive relationship with learning anxiety. This is demonstrated by the Pearson product-moment correlation coefficient of $r = 0.770$ with $p < 0.001$. These results indicate that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. The squared correlation coefficient (r^2) of 0.5929, or 59.29%, indicates the extent of shared variation in the linear relationship between the variables. Thus, self-adjustment and learning anxiety are significantly related among the students studied.

Instrument testing showed that all 30 statement items were declared valid, comprising 15 self-adjustment items and 15 learning-anxiety items. In addition, Cronbach's alpha values of 0.783 for self-adjustment and 0.761 for learning anxiety indicate adequate internal consistency for both instruments. This study provides empirical information that teachers can consider when understanding the relationship between students' self-adjustment and learning anxiety, particularly during the transition to senior high school.

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