

Factors that Can Increase Self-Adjustment to Students during Covid-19: A Systematic Literature Review

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Abstract: The changes that occurred during the COVID-19 outbreak situation, make students should have good self-adjustment. If students can adapt well, then psychological problems such as stress, anxiety and depression can be reduced. Along with the possibility of similar outbreaks such as covid-19 in the future, knowing the factors that can affect student adjustments during a pandemic are important. So that in the future students can adapt well if the situation changes. Thus, the authors conducted this study with the aim of knowing the factors that can improve student adjustment in situations of the covid-19 disease outbreak. The online data base method used as the source, namely ScienceDirect, Scopus, SAGE, N=2 articles was completed through a screening process by setting criteria according to research questions. The results show that the factors of hope, mindfulness, sense of coherence and self-compassion (mindfulness, self-kindness, and common humanity) have an influence in improving student adjustment during the COVID-19 pandemic.

1 INTRODUCTION

Since the beginning of 2020, the world's shocked with the COVID-19 outbreak. These viruses first spread in Wuhan, China in December end year 2019. COVID-19 disease itself has becomes plague that happened fifth times since pandemic flu in 1918. The disease itself caused by a newly discovered virus from one same family which is severe acute respiratory syndrome (SARS) and Middle east respiratory syndrome (MERS) and several other types of flu (Labs, 2020; UNICEF, 2020). The similar plague occur previously in 2012 and 2002. The MERS outbreak occurred in 2012 which claimed 858 fatalities and the SARS outbreak in 2002 which claimed 774 fatalities (Labs, 2020). The COVID-19 itself cause dead reached 3.9 million in June 2021 (Yip & Perasso, 2021)

The COVID-19 can infectious really fast among people through drip small (droplet) like cough and sneeze from sufferers of COVID-19. Because of that, many actions for prevention is done like social distancing and restrictions for public activity. Because of these restrictions people start life with less interact with each other separately. Many individuals feel lost chance and worry about the future.

Consequently, they feel lonely, depressed, and restless (Pfefferbaum & North, 2020). At the moment like this, it's really important to grow resilience, especially on teenager like in children school as well as students. They could not meet with friends because online learning. Because this situation, student experience various type symptom psychological such as stress, anxiety, depression, and so on.

In China, since February 2020 college students tall to do learning online that causes level anxiety in students in china shows high numbers (Wang & Zhao, 2020). Besides student in china, similar happened in united states, where as many as 71% of university students experience it increased stress, anxiety, and depression consequence online learning during covid-19 (Son et al., 2020). In Bangladesh, there are 476 college students tall experience depression and anxiety. About 15% college students reported experience depression, meanwhile as much as 18.1% of students experience high anxiety (Islam et al., 2020).

The changes that occur during situation this covid-19 outbreak resulted student must have good self-adjustment (Fitrianti & Cahyono, 2021). Self-

Adjustment is individual ability in face all related matters among their condition and requests from environment (Fanani & Jainurakhma, 2021). If student had well self-adjustment, then the problem of psychological such as stress, anxiety, and depression could be reduced. Along with the possibility of similar outbreaks such as COVID-19 in the future, knowing the factors that can affect student adjustments during a pandemic are important. So that in the future students can adapt well if the situation changes. Thus, the authors conducted this study with the aim of knowing the factors that can improve student adjustment in situations of the COVID-19 outbreak

2 METHOD

The method used in this research is a literature review study, which is a study carried out by analyzing selected literature from several sources so that conclusions can be found from this. This iterative review serves to display the factors that influence student adjustment during the COVID-19 pandemic. An e-database search was conducted in October 2022 to identify English journal articles published in the last 5 years (2018-2022) which can be downloaded in full version.

The journals used in this study are journals that discuss the topic of student adjustment. The e-database used to search for related journals, namely: Scencedirect, Sage Journals, and Scopus. With the following keywords: "Students to college and adjustment", "College students adjustment", "Students adjustment", "College adjustment", "College students adjustment", "Covid", "Covid-19", and "Pandemics". From these keywords, 61 journals were found on science direct, 30 journals on Scopus, and 19 journals on sage journal.

The articles found in the search were double-checked to determine their suitability for the purposes of this review by first analyzing the titles. After that, abstracts that do not provide detailed relevant information will require a thorough examination to find out whether they are still suitable for use in a review. Articles are said to be able to provide relevant information related to the description or results of measuring student adjustment during the Covid-19

pandemic. The selection criteria applied to articles are:

- a. A study (journal article) under the category Psychology and Education.
- b. Studies or reports that focus on indicators affecting adjustment.
- c. The participants used were college students.
- d. Self-adjustment when the Covid-19 pandemic occurred.

3 RESULTS

From the results of a literature review with the selection of predetermined criteria, two journals were found that were relevant to the research questions obtained from the Scopus e-database. The results of the regression study found that factors that can increase student adjustment during a pandemic are categorized into two categories, namely cognitive and affective. The description of the categories as follows:

3.1 Cognitive Factors

From two studies it was found that cognitive factors act as factors that can improve students adjustment during the Covid-19 pandemic situation, these factors include Hope (Hope is a personal quality that can see obstacles to goals as challenges that can be managed and meaningful), Sense of coherence (How a person perceives and perceives the world and has feelings of understanding and survival) (Sun et al., 2022) and common humanity (seeing imperfection as part of the human experience) (Chi et al., 2022).

3.2 Affective Factors

Affective factors play an important role in student adjustment during the COVID-19 pandemic. These affective factors are Mindfulness (Chi et al., 2022; Sun et al., 2022) and Self-kindness (Chi et al., 2022). Mindfulness is not suppressing or rejecting current thoughts and feelings but experiencing them in a balanced way. Self-kindness is that which describes attitudes towards oneself with acceptance and understanding, and reduces self-assessment represented by violence, criticism, and intolerance towards oneself (Chi et al., 2022; Sun et al., 2022)

Table 1. Findings Literature

No.	Writer (year)	Title	Sample	Measurement	Results
1	Sun, Yao et al (2022).	Being Hopeful and Mindful During Adversity: A Longitudinal Study on College Students' Adjustment During COVID - 19	N = 253 Students of major public universities in Hong Kong, China. Age 21.0 years and 86% female .	Adjustment measurement with Internalizing and externalizing behaviors , were measured using the Strengths and Difficulties Questionnaire (Goodman 1997),	Hope ($\beta = .23$,) was associated with internalizing behaviors ($\beta = - .19$) and externalizing behaviors ($\beta = - .19$) mindfulness ($\beta = .19$,) was associated with internalizing behaviors ($\beta = - .19$) and externalizing behaviors ($\beta = - .19$) Analysis of the indirect paths indicated that sense coherence (SOC) significantly mediated the associations of hope at time 1 with internalizing behaviors ($\beta = - .06$) and externalizing behaviors ($\beta = - .04$) at time 2 as well as the associations of mindfulness at time 1 with internalizing behaviors ($\beta = - .05$) and externalizing behaviors ($\beta = - .03$,)
2	Chi, Xinli et al. (2022)	Latent profiles of multi - dimensionality of self - compassion predict youth psychological adjustment outcomes during the COVID - 19:	N = 717 students college highest in china, 232 male with age 20.91 years.	Adjustment measurement with The Posttraumatic Growth Inventory (PTGI) was used to evaluate the positive changes after major stress events (Tedeschi & Calhoun, 1996b) The Chinese version of the 5 Cs Positive	Self-kindness to PTG ($r= 0.331$, $p < 0.01$) Self judgment to PTG ($r=-0.115$, $p<0.01$) Common humanity to PTG ($r= 0.278$ $p<0.01$) Isolation to PTG ($r= - 0.113$, $p<0.01$) Mindfulness to PTG ($r=0.291$, $p<0.01$) Overidentification to PTG ($r= 0.078$, $p < 0.05$)

A longitudinal mixture regression analysis	Youth Development Scale – Very Short Form (PYD-VSF) revised by Huang et al. (2021) to evaluate youth thriving characteristics. This PYSD-VSF included 5 dimensions including character, confidence, competence, connection, and caring	Self-kindness to PYD (r=0.36=75, p<0.01) Self judgment to PYD (r= -.0232, p<0.01) Common humanity to PYD (r= 0.330, p<0.01) Isolation to PYD (r= -.0224, p<0.01) Mindfulness to PYD (r= 0.343, p < 0.01) Overidentification to PYD (r= -0.147, p<0.01).
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4 DISCUSSION

A literature review of two international journals conducted in China shows that there are several factors that can improve human adaptation during the COVID-19 pandemic. These factors are grouped into two categories including cognitive and affective categories. In the cognitive category Hope, Sense of coherence (Sun et al., 2022) and common humanity (Chi et al., 2022).

From research conducted by Sun et al. (2022) shows that there is a significant influence between hope on internalization and externalization behaviors. Internalization and externalization here become a measure of adjustment. During the Covid-19 pandemic, internalization and externalization of behavior in students included anxiety and depression (internalization) and externalizing behavior such as aggression and delinquency (Hamza et al., 2021). Where, hope reduces student internalization and externalization behavior during unpleasant stressful situations such as a pandemic (Conversano et al., 2020). So in that way it can be interpreted that hope has a good contribution to student self-adjustment during the COVID-19 pandemic.

Another factor of cognition is sense of coherence. From the research of Sun et al. (2022) sense of coherence as a mediator between hope and mindfulness which has a significant influence on internalizing and externalizing behavior. Specifically, hope and mindfulness are associated with a stronger sense of coherence, which is associated with decreased internalizing and

externalizing behaviors. This means that with a sense of coherence as a strong mediation it shows that sense of coherence plays an important role in student adjustment during the COVID-19 pandemic because it can reduce levels of depression, anxiety and aggression as well as delinquency (externalization and internalization). In line with the research of Barni et al. (2020) where sense of coherence has been recognized as important as a resilience factor that can help people maintain their mental health in stressful situations.

The common humanity factor also contributes to improving student adaptation. Research by Chi et al. (2022) uses measurements from Post-traumatic Growth (PTG) and Positive Youth Development (PYD) as indicators of positive self-adjustment and measures common humanity from one of the dimensions of self-compassion. This study shows a positive correlation between common humanity and PTG and PYD. This means that students with common humanity can adapt well during the home quarantine period during the COVID-19 pandemic.

One of the affective factors is Mindfulness (Chi et al., 2022; Sun et al., 2022) and self-kindness (Chi et al., 2022). From research conducted by Sun et al. (2022) shows that there is a significant influence between mindfulness on internalization and externalization behaviors. Internalization and externalization here become a measure of adjustment. During the COVID-19 pandemic, internalization and externalization of behavior in students included anxiety and depression (internalization) and externalization of behavior such as aggression and delinquency (Hamza et al., 2021). Where, mindfulness

reduces student internalization and externalization behavior during unpleasant situations such as a pandemic (Chi et al., 2022). So in that way it can be interpreted that mindfulness has a good contribution to student adjustment during the COVID-19 pandemic. Mindfulness can help individuals focus on the present moment and be more aware of and receptive to the immediate thoughts and feelings that individuals feel. In line with research conducted by (Chi et al., 2022) which uses measurements from Post-traumatic Growth (PTG) and Positive Youth Development (PYD) as indicators of positive self-adjustment and measures mindfulness from one of the dimensions of self-compassion. This study shows a positively correlated relationship between mindfulness, PTG, and PYD.

Another factor from affective is self-kindness. In research conducted by Chi et al. (2022) self-kindness itself is part of the self-compassion dimension. This research shows that there is a positive correlation between self-kindness, PTG, and PYD. The results found that students with self-kindness could adjust well during the home quarantine period during the COVID-19 pandemic. In line with research according to Phillips (2019) showed that students in the self-compassion group were able to adjust well among the three subgroups after the home quarantine period during the COVID-19 pandemic.

5 CONCLUSION

In answer to the research question, based on a study of the literature review, several factors were found that could increase students' adjustment during a pandemic which were categorized into two categories, namely cognitive and affective. Cognitive factors act as factors that can improve students' adjustment during the Covid-19 pandemic situation, these factors include Hope, Sense of coherence and common humanity. The affective factors are Mindfulness and self-kindness.

Suggestions for further research are that it is necessary to carry out further research related to factors other than affective and cognitive factors to improve students' adjustment in unpleasant situations

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