



The Influence of Social Support and Academic Self-Efficacy On Academic Adjustment of Class X Business Management Student in In Jakarta

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Abstract

The purpose of this study was to determine the effect of social support and academic self-efficacy on the academic adjustment of class X Business Management SMKN 48 Jakarta. This research was conducted at SMKN 48 Jakarta using a quantitative approach with a descriptive and correlational approach. The data used is primary data obtained by distributing questionnaires. Methods of multiple linear regression analysis, validity and reliability tests, classical assumption tests and hypothesis testing using SPSS version 25. The research sample was 120 students of class x Business Management at SMKN 48 Jakarta using a proportional random sampling technique. Based on the statistical test results, the research results in this thesis can be obtained, namely (1) social support has a positive and significant effect on academic adjustment, (2) academic self-efficacy has a positive and significant effect on academic adjustment, (3) social support and academic self-efficacy effect simultaneously on academic adjustment.

Keywords:

Academic Adjustment, Social Support, Academic Self-Efficacy

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dukungan sosial dan efikasi diri akademik terhadap penyesuaian akademik siswa kelas X Bisnis Manajemen SMKN 48 Jakarta. Penelitian ini dilakukan di SMKN 48 Jakarta menggunakan pendekatan kuantitatif dengan pendekatan deskriptif dan korelasional. Data yang digunakan yaitu data primer yang diperoleh dengan menyebar kuesioner. Metode analisis regresi linear berganda, uji validitas dan reliabilitas, uji asumsi klasik dan uji hipotesis menggunakan SPSS versi 25. Sampel penelitian sebanyak 120 siswa kelas x Bisnis Manajemen di SMKN 48 Jakarta dengan menggunakan teknik *propotional random sampling*. Berdasarkan hasil uji statistik dapat diperoleh hasil penelitian dalam skripsi ini yaitu (1) dukungan sosial berpengaruh secara positif dan signifikan terhadap penyesuaian akademik, (2) efikasi diri akademik berpengaruh secara positif dan signifikan terhadap penyesuaian akademik, (3) dukungan sosial dan efikasi diri akademik berpengaruh secara simultan terhadap penyesuaian akademik.

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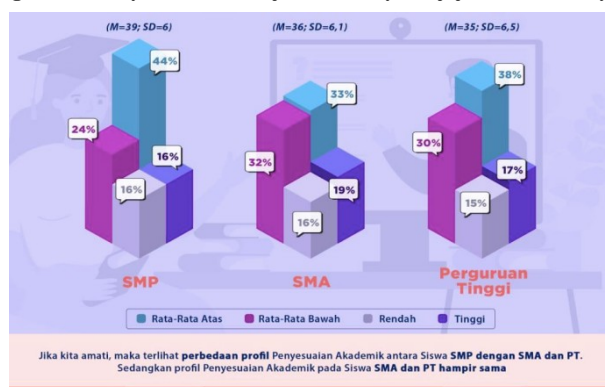
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INTRODUCTION

Adolescence is a time when an individual has a high level of curiosity about various things and the desire to be free to decide what he wants to do (Maimunah, 2020). In this process, the individual will cause problems for himself and others in his life (Nishfi & Handayani, 2021). One of the developmental issues that adolescents face is the transition period. The transitional period is the stage of development faced by individuals when they become teenagers and then become adults (Saputro & Sugiarti, 2021). One of the transitional periods at the developmental stage that adolescents will face is the educational transition. The transition to education is a process of separation from a previously lower level to a higher level. This is something that is commonly experienced by adolescents but can be stressful, so adolescents need adjustments when undergoing this transition (Mamesah & Kusumiati, 2019).

There are four self-adjustments that students face when they are at school, including: 1) adjustment to the teacher; 2) adjustment to the environment; 3) adjustment to peers; and 4) adjustment to academics (Endang et al., 2021). Adjustment to this academic situation is within the scope of academic adjustment. If students fail to make these adjustments, it will lead to depression and negative emotions such as self-worthlessness, feelings of sadness, anger, or pessimism, plus higher academic demands compared to their previous level of education (Putri et al., 2021). This was reinforced by research conducted by Nisa et al., (2018) on XYZ High School students, which showed that student academic data in the 2013–2016-time frame showed that every year 2-3 students from around 80 level I students had to drop out of lectures because of academic grades that do not reach the minimum target of involvement or involvement in cases of behavior that violates the rules. The problem of academic adjustment was also found on a larger scale. Based on the results of a survey conducted by Padjadjaran University on May 6–12, 2020, which was distributed through social networks to all provinces in Indonesia, there were 1,403 respondents with the following academic adjustment results:

Figure 1 Survey Academic Adjustatment by Padjajaran University



Source: data processed by Padjajaran University,

Based on the diagram, it was found that SMP has academic adjustments with a percentage of 44% upper average, 24% lower average, 16% lower, and 16% higher. High school students have an academic adjustment percentage of 33% upper average, 32% lower average, 16% low, and 19% high. College students have an academic adjustment percentage of 38% high average, 30% low average, 15% low, and 17% high. From these data, it can be concluded

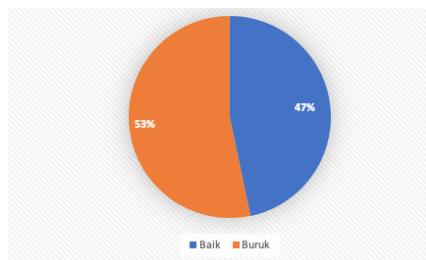
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that as many as 43–46% of students (in junior high, high school, and tertiary institutions) still could adjust academic attributes that are classified as below average. On a smaller scale, academic adjustment was found in research conducted by Maranressy and Rozali (2021) on 270 SMK students in Jakarta. It was found that:

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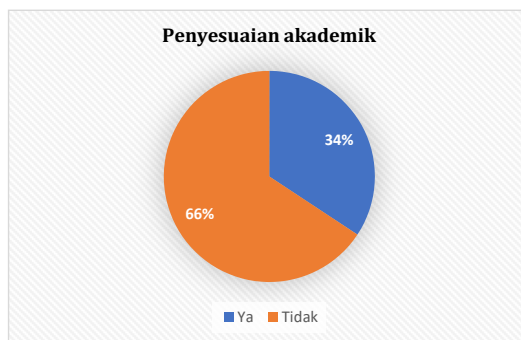
Figure 2 Data on Academic Adjustment of Vocational High School Students in Jakarta



Source: data processed Maranressy and Rozali (2021)

Based on the diagram above, 53% of students are bad at making academic adjustments. While 47% of students are good in make academic adjustments. Low academic adjustments were also found at SMKN 48 Jakarta, namely a vocational school located at Jl. Seruni Raya No. 8, RW. 14, Klender, and Kec. Duren Sawit, City of East Jakarta, Special Capital Region of Jakarta 13470. SMKN 48 Jakarta has three competency skills, including business management, computer engineering, informatics, broadcasting, and film arts. Schools that have a noble vision in character and excel in this achievement in 2021 will be included in the top 10 best SMK based on UTBK scores. However, despite their achievements, it turns out that there are still students who have difficulty adjusting themselves in the academic field, especially class X students who are the transition period from junior high school to vocational high school. This is evidenced from the pre-research conducted on 35 students in the area of competence in business management skills in the field of marketing expertise. The following is the pre-research data:

Figure 3 Data Pra Riset Academic Adjustment



Source: data processed by researchers, 2022

Based on the picture above, the results of the initial questionnaire conducted for one day among 35 respondents found that 66% of class X PM (Marketing) students had difficulty making academic adjustments, while 34% had high academic adjustments. In the process of academic adjustment, there are influencing factors; the first is social support. Sources of social support can be both parents, close friends, teachers, playmates, and close friends who interact intensely with individuals. Peers will affect learning achievement. If peers invite in a positive direction, then the individual is likely to become a positive person, and vice versa, if peers invite in a negative direction, then the individual will become a negative person. Not only that, individual obligations in everyday life and the environment also have an effect (Siti Sarmiati et al., 2019). This is evidenced by research conducted by Maranressy and Rozali (Maranressy & Rozali, 2021) on SMK students in Jakarta, which showed that students who had study groups tended to be good in their academic adjustments, as many as 86 people or (54.8%), while those who did not have study groups studied as many as 73 people or (64.6%), and this percentage shows poor academic adjustment. Social support not only provides assistance but, most importantly, is the recipient's response to the assistance provided. This is related to the suitability of the social support provided, meaning the recipient of assistance actually helps because of the satisfaction obtained from concrete forms of help (Al-Kariimah & Rosiana, 2017).

The second factor that influences adjustment is academic self-efficacy. Academic self-efficacy is included in the internal factors that affect adjustment (Nuraini et al., 2021). Academic self-efficacy is often referred to as students' self-confidence in their own skills to organize and carry out all their academic activities properly (Fitri & Kustanti, 2018). If someone has a high level of academic self-efficacy, it will make him someone who is active and consistent in carrying out academic activities. Conversely, someone who has low academic self-efficacy will be influenced to carry out activities that reduce academic performance so that they can reduce learning achievement. Students who have high academic self-efficacy have good academic adjustment abilities. Individual activities in carrying out tasks and interactions with people around them, the community, and the problems they encounter can be used to assess this. This can happen when individuals have high levels of individual self-confidence in their abilities and are able to carry out all their obligations as students (Mamesah & Kusumiati, 2019).

RESEREAH THEOROTICAL

Grand Theory

The Grand Theory used in this research is the S-R (stimulus-response) learning theory was developed and is known as the theory of behaviorism according to Watson and behaviorism according to Thorndike "Behavioristic: Personality Theories" by Yustinus Semiu. Learning, according to Thorndike, is a series that is formed because of the process of existence, which is defined as the relationship between an act and certain things and the satisfaction that is obtained. The theory of behavior change (learning) in Watson's view is that humans are a product of the environment. This is because human behavior is influenced by the environment in which they live, and the people connected to them. Then he explained that learning occurs because of external stimuli and responses shown by humans.

The second theory used in this study is the cognitive theory put forward by Piaget in the book "The Nature of Learning" by Amral and Asmar. Piaget revealed that cognition is a process that refers to biological mechanisms, namely the development of the nervous system. Learning patterns are adapted to the learning process and developmental stages according to age. This theory explains that every part of the condition is interconnected. so that the learning process becomes very important and requires a thought process. Both of these theories are used as grand theories because they are consistent with academic adjustments, where behaviorism theory depicts individual behavior as a process based on stimulus and

individual responsibility. On the other hand, cognitive theory shows that individual thinking processes are based on the nervous system and are then adapted to individual learning and thinking processes.

Academic Adjustment

Academic adjustment is individual resilience in coping with academic demands, including a strong desire to do academic assignments with satisfactory results in accordance with applicable academic provisions (Sulfiana, 2015). Academic adjustment is a student's skill in making adjustments and responding appropriately when dealing with a new academic environment (Safriani, 2021). Academic adjustment is a type of process that individuals work on when pursuing higher education, including managing demands socially, psychologically, and academically (Anderson et al., 2016).

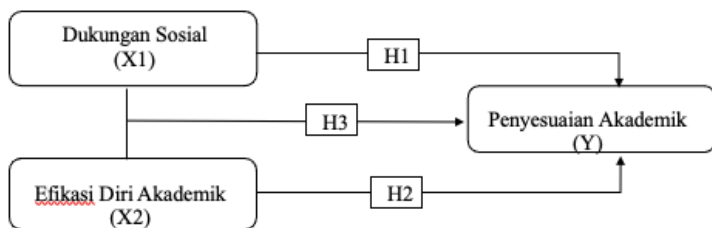
Social Supports

Social support is defined as reciprocal communication between two or more people, such as parents, peers, or the closest person in whom the individual has faith. The act of communication can be verbal or nonverbal (Suryaratri et al., 2020). Social support is support that individuals get from the people around them, such as peers, teachers, and family. This support can be in the form of information, affection in the form of caring, feelings of comfort, and being appreciated when they are around (Widihapsari & Susilawati, 2018). Social support (social support) is verbal and nonverbal communication carried out by parents, peers, teachers, and co-workers to an individual that aims to provide assistance in the form of enthusiasm, appreciation, attention, and other assistance, so that individuals can easily solve problems that arise. faced (Sarmiati et al., 2019).

Self-Efficacy Academic

Marpaung (2020) stated that academic self-efficacy is a person's belief in his own ability to face demands or responsibilities to achieve predetermined results, including three dimensions, namely the level of difficulty, generality, and strength of belief. Academic self-efficacy is an individual's belief in success in carrying out various academic activities. Academic self-efficacy is based on a person's point of view about the skills one has for doing academic work (Syalviana, 2021). Academic self-efficacy is related to students' beliefs about their ability to complete the academic activities they undertake including assignments, exams, and practice (Mukti & Tentama, 2019).

Figure 4 Theoretical Framework



Source: data processed by researchers, 2022

Hypothesis Formulation

The hypothesis is a provisional presumption regarding the research that will be conducted; further investigation is required to determine its validity. The following assumptions can be put forth in light of the literature study and theoretical framework that have been mentioned above:

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- H1: Social support will affect academic adjustment.
H2: Academic self-efficacy will affect academic adjustment.
H3: Social support and academic self-efficacy will affect academic adjustment.

METHOD

The research method used in this study is a quantitative method with a correlation approach. In this study, researchers used a questionnaire to collect data. The population in this study were all students of class X Business Management at SMK Negeri 48 Jakarta consisting of the Department of Financial Accounting, Marketing and Office Management for Business Agencies, totaling 175 students. The sample is based on Isaac Michael, with a 5% margin of error. With a population of 175 students, the sample in this study was 120 students. Sampling using proportional random sampling is a sampling technique that uses random selection but requires knowledge of the strata needed for the sample group. The data analysis technique used in this study used the Software Statistical Product and Service Solutions (SPSS) program to measure the level of validity and reliability of the instrument filled in by respondents and assisted with Microsoft Excel.RESULT AND DISCUSSION

With a total sample size of 120 students, the population determined for this study was 175 students. Respondents were divided into groups according to their class, gender and age.

Table 1 Responden Data

Respondent Profile		Frequency
Classes and Majors	AKL 1	25
	AKL 2	23
	MPLB 1	24
	PM 1	24
	PM 2	24
	Total	120
Gender	Male	6
	Female	112
	Total	120
Age	14 Years	1
	15 Years	70
	16 Years	48
	17 Years	1
	Total	161

Source: data processed by researchers, 2022

Instrument Test

Validity Tes

The validity test is used to measure how carefully a test performs its function and whether the measuring instrument that has been designed has been tested and can measure what needs to be measured (Darma, 2021). In this study, researchers used the Software Statistical Product and Service Solution (SPSS) program with the following validity test criteria (Hantono, 2020):

- Signifikansi Pearson <0.05 artinya item valid.
- Signifikansi 2-Tailed <0.01 artinya item high correlation.
- Signifikansi 2-Tailed < 0.05 artinya item correlation.

Table 2 Validity Test

Variabel	Butir Pernyataan	Koefesien Pearson	P.Value	Keterangan
Penyesuaian akademik	Y.1	0.630**	0,000	Valid
	Y.2	0.674**	0,000	Valid
	Y.3	0.547**	0,000	Valid
	Y.4	0.655**	0,000	Valid
	Y.5	0.662**	0,000	Valid
	Y.6	0.762**	0,000	Valid
	Y.7	0.516**	0,000	Valid
	Y.8	0.631**	0,000	Valid
	Y.9	0.573**	0,000	Valid
Dukungan sosial	X1.1	0.619**	0,000	Valid
	X1.2	0.701**	0,000	Valid
	X1.3	0.575**	0,000	Valid
	X1.4	0.664**	0,000	Valid
	X1.5	0.728**	0,000	Valid
	X1.6	0.838**	0,000	Valid
	X1.7	0.697**	0,000	Valid
	X1.8	0.728**	0,000	Valid
	X1.9	0.660**	0,000	Valid
	X1.10	0.656**	0,000	Valid
	X1.11	0.736**	0,000	Valid
	X1.12	0.744**	0,000	Valid
Efikasi diri akademik	X2.1	0.476**	0,000	Valid
	X2.2	0.691**	0,000	Valid
	X2.3	0.684**	0,000	Valid
	X2.4	0.716**	0,000	Valid
	X2.5	0.743**	0,000	Valid
	X2.6	0.752**	0,000	Valid
	X2.7	0.613**	0,000	Valid
	X2.8	0.560**	0,000	Valid
	X2.9	0.610**	0,000	Valid
	X2.10	0.607**	0,000	Valid
	X2.11	0.722**	0,000	Valid
	X2.12	0.651**	0,000	Valid

Source: data processed by researchers, 2022

Based on the above data from 33 questions filled out by 120 respondents, obtained a significance value of <0.05 for each question. This shows 33 valid questions. The significance of 2-Tailed <0.01 and Significance of 2-Tailed <0.05 obtained a value of 0.000, which shows the question items have a high correlation.

Reliability Tes

Reliability is used to provide a statement of the degree of reliability and consistency of the questionnaire. It can also be interpreted as a tool to measure the level of consistency and reliability of respondents in providing answers (Sitoayu et al., 2020). Measuring reliability can be done using Cronbach's alpha coefficient. The condition used to determine whether an instrument is reliable or not is the Cronbach's Alpha value (> 0.6).

Table 3 Reliability Test

Variabel	Cronbach's Alpha	N of items	Keterangan
Dukungan sosial (X1)	0,902	0,903	Reliabel
Efikasi diri akademik (X2)	0,876	0,877	Reliabel
Penyesuaian akademik (Y)	0,802	0,809	Reliabel

Source: data processed by researchers, 2022

Based on the data above, Cronbach's alpha variable X1 has a value of 0.902, which means $0.902 > 0.6$. Cronbach's alpha variable X2 has a value of 0.876 which means $0.876 > 0.6$. Cronbach's alpha in variable Y is 0.956 which means $0.956 > 0.6$, so it can be concluded that all questions in this questionnaire are reliable.

Classic Assumption Tes

Normality Tes

The data normality test is carried out to see whether a data is normally distributed or not. The requirement in parametric analysis is that the data distribution must be normal. The test uses the Kolmogorov-Smirnov test to find out whether the data distribution for each variable is normal or not. Criteria for decision making with the Kolmogorov-Smirnov statistical test are:

1. If Asymp, Sig (2-tailed) > 0.05 then the data is normally distributed.
2. If Asymp, Sig (2-tailed) < 0.05 then the data is not normally distributed.

Table 4 Normality Test Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
Normal Parameters ^{a,b}	Mean	120 0,000000 0
	Std. Deviation	4,44288345
	Most Extreme Differences	Absolute Positive Negative
Test Statistic		0,070
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: data processed by researchers, 2022

Based on the data above, it shows the Asymp value. Sig (2-tailed) of the three variables namely social support (X1), academic self-efficacy (X2) and academic adjustment (Y) is 0.200 which means $0.200 > 0.05$, it can be concluded that the data is normally distributed.

Linearity Test

Linear regression is built on the assumption that the variables analyzed have a linear relationship. The strategy for verifying the linear relationship can be done with ANOVA. Criteria for decision making with a linearity test with ANOVA.

1. If linearity < 0.05 then it has a linear relationship.
2. If linearity > 0.05 then there is no linearity relationship.

Following are the results of calculating linearity using the IBM SPSS application version 25:

Table 5 Linearity Test X1 With Y

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ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
PENYESUAIAN * DUKUNGAN	Between Groups	(Combined)	984,053	21	46,860	2,152	0,006
		Linearity	436,405	1	436,405	20,042	0,000
		Deviation from Linearity	547,648	20	27,382	1,258	0,227
	Within Groups		2133,947	98	21,775		
	Total		3118,000	119			

Source: data processed by researchers, 2022

Based on the data above, the results of calculating the linearity test on the variables social support (X1) and academic adjustment (Y) show a significant value for the linearity of 0.000, which means $0.000 < 0.05$, so it can be concluded that there is a linear relationship between social support variables (X1) and academic adjustment (Y).

Following are the results of calculating linearity using the IBM SPSS application version 25:

Table 6 Linearity Test X2 With Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
PENYESUAIAN * EFIKASI	Between Groups	(Combined)	902,588	27	33,429	1,388	0,127
		Linearity	429,534	1	429,534	17,837	0,000
		Deviation from Linearity	473,054	26	18,194	0,756	0,790
	Within Groups		2215,412	92	24,081		
	Total		3118,000	119			

Source: data processed by researchers, 2022

Based on the data above, the results of calculating the linearity test on the academic self-efficacy variable (X1) and academic adjustment variable (Y) show a significant value for the linearity of 0.000, which means $0.000 < 0.05$, so it can be concluded that there is a linear relationship between social support variables (X1) and academic adjustment variables (Y).

Multicollinearity Test

Multicollinearity, that is, the fact that there is a relationship between independent variables, To determine whether there is a multicollinearity problem, one can use the VIF (Variance Inflation Factory) value. If the VIF value is still less than 10, multicollinearity does not occur (Purwoto, 2007).

Table 7 Multicollinearity Test

Model	Coefficients ^a						Collinearity Statistics
	Unstandardized Coefficients	Standardized Coefficients	t	Sig.			
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	14,456	3,585		4,032	0,000		
DUKUNGAN	0,226	0,055	0,333	4,112	0,000	0,984	1,016
EFIKASI	0,237	0,058	0,329	4,070	0,000	0,984	1,016

a. Dependent Variable: PENYESUAIAN

Source: data processed by researchers, 2022

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Based on the data above, the VIF value is 1.016, which means $1.016 < 10$, so it can be concluded that there is no multicollinearity in the variable data on social support, academic self-efficacy, and academic adjustment.

Heteroscedasticity Test

The regression equation is considered good if the data does not reveal symptoms of heteroscedasticity. To detect the presence of heteroscedasticity, the Glejser test is used. If the test results show a significant constant value > 0.05 , then it is stated that it has passed the test, where the regression model used does not have heteroscedasticity or is valid to be used as an estimator (prediction) (Yusuf & Daris, 2019).

Table 8 Heteroscedasticity Test

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance VIF	
(Constant)	4,290	1,897		2,261	0,026		
Dukungan sosial	0,007	0,029	0,022	0,241	0,810	0,984	1,016
Efikasi diri akademik	-0,019	0,031	-0,057	-	0,539	0,984	1,016

a. Dependent Variable: ABS_RESIDUAL

Source: data processed by researchers, 2022

Based on the data above, the Glesjer test results obtained a significant value of social support (X1) 0.810 and academic self-efficacy (X2) 0.539, which means that if $\text{Sig} > 0.05$, then reject H_0 and accept H_1 or in other words, there are no symptoms of heteroscedasticity.

Multiple Linear Regression Analysis

Linear regression analysis aims to determine whether there is a relationship between the variables studied. The type of regression analysis used is multiple regression analysis. used to test H_1 , H_2 , and H_3 , namely the effect of social support and academic self-efficacy on self-adjustment of class X business and management students at SMKN 48 Jakarta, partially or simultaneously. The multiple regression equation formula is:

Table 9 Multiple Linear Regression Analysis

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1 (Constant)	14,456	3,585		4,032	0,000	
DUKUNGAN	0,226	0,055	0,333	4,112	0,000	
EFIKASI	0,237	0,058	0,329	4,070	0,000	

a. Dependent Variable: PENYESUAIAN

$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3$

The following are the outcomes of a multiple linear regression analysis performed with the IBM SPSS 25 application:

$$Y = 14.456 + 0.226 X_1 + 0.237 X_2$$

1. A constant value of 14.456 means that if the academic adjustment of students in class X Business Management at SMKN 48 Jakarta is not influenced by social support and academic adjustment, the value is 0 or the academic adjustment is classified as low. If students are influenced by social support and academic self-efficacy, the academic adjustment increases to 14.456.
2. The coefficient value of social support (X1) is 0.226, which means that social support has a 22.6% effect on student academic adjustment, which means that if the factor in social support increases by 1 point and academic self-efficacy has a fixed coefficient value, it will affect the increase in academic adjustment class X Business Management) SMKN 48 Jakarta by 22.6%. On the other hand, if the social support factor decreases by 1 point, academic adjustment will decrease by 22.6%.
3. The value of the academic self-efficacy coefficient (X2) is 0.236, which means that academic self-efficacy has an effect of 23.6% on students' academic adjustment, which means that if the factor in academic self-efficacy increases by 1 point and social support has a fixed coefficient value, it will affect an increase in the academic adjustment of class X Business Management SMKN 48 Jakarta by 23.6%, on the other hand, if the academic self-efficacy factor drops by 1 point, the academic adjustment will decrease by 23.5%

Hypothesis Test

Partial Test (t Test)

Hypothesis testing is used to determine whether the hypothesis is accepted or rejected, provided that the sample is normally distributed. This method is used to test hypotheses by utilizing a significance level of <0.05 (Fitriannisa, 2021).

The following is the result of calculating the t-test on the social support variable (X1) on academic adjustment (Y) using the IBM SPSS 25 application:

Table 10 t Test X1 With Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14,456	3,585		4,032	0,000
Dukungan Sosial	0,226	0,055	0,333	4,112	0,000

Source: data processed by researchers, 2022

From the data above, it can be seen that the significance value is 0.000, which means $0.000 < 0.05$, so it can be concluded that there is a significant and positive partial effect between social support variables (X1) and academic adjustment (Y). So it can be concluded that H1 is accepted, and that social support has a positive and significant effect on academic adjustment.

The following is the result of calculating the t-test on the academic self-efficacy variable (X2) to academic adjustment (Y) using the IBM SPSS 25 application:

Table 11 t Test X2 With Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.	Beta		

		Error			
1	(Constant)	14,456	3,585	4,032	0,000
	Efikasi akademik	0,237	0,058	0,329	4,070
				0,000	

Source: data processed by researchers, 2022

From the data above, it can be seen that the significance value is 0.000, which means $0.000 < 0.05$, so it can be concluded that there is a significant and positive partial effect between the academic self-efficacy variable (X2) and academic adjustment (Y). So it can be concluded that H2 is accepted, namely that academic self-efficacy has a positive and significant effect on academic adjustment.

Simultaneous Test (f Test)

The F test is known as a simultaneous test, model test, or ANOVA test, which is a test to see how all the independent variables influence the dependent variable together. Or to test whether our regression model is good/significant or not good/non-significant. The F test can be done with $f_{count} > f_{table}$, (H_0 is rejected, H_a is accepted), so the model is significant or can be seen in the ANOVA significance column, namely a significant value < 0.05 (Sabri & Susanti, 2021). The following is the result of the F test calculation using the IBM SPSS 25 application:

Table 12 f Test

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	769,034	2	384,517	19,152	.000 ^b
	Residual	2348,966	117	20,077		
	Total	3118,000	119			

a. Dependent Variable: PENYESUAPAN

b. Predictors: (Constant), EFIKASI, DUKUNGAN

Based

on the data above, it can be seen that the significance value is 0.000, which means $0.000 < 0.05$. It can be concluded that the social support variable (X1) and the academic self-efficacy variable (X2) together have a significant influence on the academic adjustment variable (Y). H3 is accepted, namely that social support and academic self-efficacy have an effect on academic adjustment.

Coefficient Of Determination (R-Square)

Analysis of the coefficient of determination (R2) is used to find out how much the percentage of independent variable influences simultaneously on the dependent variable. With the formula:

$$KD = r^2 \times 100\%$$

Information :

KD = Coefficient

r^2 = Correlation coefficient

Table 13 R-Square

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	0,247	0,234	4,48070

a. Predictors: (Constant), EFIKASI, DUKUNGAN

Source: data processed by researchers, 2022

Based on the data above, it shows that the R Square value is 0.234, it can be concluded that social support and academic self-efficacy affect academic adjustment by 25% while the rest are influenced by other factors not examined.

The Influence of Social Support on Academic Adjustment

From the results of the t-test research, it is known that there is a significant relationship between social support and academic adjustment in class X Business Management (SMKN 48 Jakarta), with a significance value of 0.000 or 0.000 < 0.05. From the results of the multiple linear regression equation, it is clear that social support increases academic adjustment. This is evidenced by the results of the multiple linear equation, namely a positive result of 0.226. Therefore, from the results of the study, it was found that academic adjustment was positively and significantly influenced by social support.

The Influence Of Academic Self-Efficacy on Academic Adjustment

From the results of the t-test research, it is known that there is a significant relationship between academic self-efficacy and academic adjustment in class X Business Management SMKN 48 Jakarta, with a significance value of 0.000 or 0.000 < 0.05. From the results of the multiple linear regression equation, it is clear that social support increases academic adjustment. This is evidenced by the results of the multiple linear equation, namely a positive result of 0.236. Therefore, from the results of the study, it was found that academic adjustment was positively and significantly influenced by academic self-efficacy.

The Influence Of Social Support and Academic Self-Efficacy on Academic Adjustment

From the results of the f-test research, it has a significance value of 0.000 which is the same as 0.000 < 0.05, so it can be concluded that social support and academic self-efficacy together have a significant effect on the academic adjustment of class X students in Business Management SMKN 48 Jakarta. The coefficient of determination test yields a result of 0.234, meaning that social support and academic self-efficacy have a combined effect of 23% on the academic adjustment of Class X Business Management students at SMKN 48 Jakarta. Therefore, from the results of the study, it was found that academic adjustment was positively and significantly influenced by social support and academic self-efficacy.

Based on the multiple linear regression equation, it is known that $Y = 14.456 + 0.226 X_1 + 0.237 X_2$ constant value of 14.456, implying that the academic adjustment of class X Business Management students at SMKN 48 Jakarta is nil or non-existent if not influenced by social support and academic self-efficacy. Academic adjustment increased to 14,456 when exposed to social support and academic self-efficacy. A positive correlation value indicates that social support and academic self-efficacy have a positive impact on the academic adjustment of Class X students at SMKN 48 Jakarta. Therefore, from the results of the study, it was found that academic adjustment was positively and significantly influenced by social support and academic self-efficacy.

CONCLUSION AND SUGGESTION

Conclusions

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Based on the research results that have been described previously, it can be concluded as follows:

1. There is a positive and significant influence of social support on the academic adjustment of class X Business Management (SMKN 48 Jakarta). This means that the existence of social support in schools can facilitate the process of student academic adjustment.
2. There is a positive and significant influence of academic self-efficacy on the academic adjustment of class X Business Management (SMKN 48 Jakarta). This means that with high academic self-efficacy, students are able to facilitate the process of academic adjustment.
3. The academic adjustment of class X Business Management (SMKN 48 Jakarta) is influenced by both social support and academic self-efficacy. This means that the social support students get from parents, teachers, classmates, and friends, which is supported by their academic self-efficacy, is able to facilitate the process of academic adjustment.

Suggestion

1. The researcher only included three variables in his research, so it is highly recommended for future researchers to provide additional variables that can affect academic adjustment for a more accurate and clear explanation of the research.
2. The number of this population is limited to class X students of SMKN 48 Jakarta, so it is highly recommended for future researchers to expand the research population.
3. Further researchers are expected to increase the number of references that will be used, this will provide better research.

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