

Adaptation Strategy of New Students Batch 2022 to Academic Culture in Arabic Language Education Study Program

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Abstract

The transition period from student high school to the student of university is something new and new students need to adapt to their environment. This condition requires them to be able to adapt to their new environment. This research aims to find out what adaptation strategies are carried out by the new students of the Arabic language education study program at UIN Malang class of 2022 graduated from high school and what supported factors and obstacles the learning adaptation process carried out in the Arabic language education environment. This research used a qualitative approach with a case study model with 11 students as informants and research objects graduated from high school. From the results of this research, there is 2 strategies adaptation for new students of Arabic language education class of 2022: 1) Environmental adaptation, and 2) Learning adaptation. For the supported factors in this strategies are: 1) A conducive linguistic environment, and 2) Communicative teaching staff. Besides, the obstacles are: 1) Lack of self-confidence and language skills, 2) Anxiety in learning, and 3) Lack of understanding of the curriculum.

Keywords: Adaptation Strategies, Academic Culture.

Introduction

The transition from student to student is something that ranges from causing stress for students in the first year of college (Sasmita & Rustika, 2015). The general phenomenon states that difficulties during the lecture period have an impact on delays in completing education. This phenomenon requires students to be able to adapt to all challenges during the lecture period. The adaptation process begins in the first year of college. The success of students to adapt in this first year becomes a benchmark for students' ability to adapt in the following year (Imamah et al., 2023).

The Arabic Language Education (PBA) study programme at UIN Maulana Malik Ibrahim Malang annually not only accepts new students from pesantren graduates, but also from various elements both from pesantren, MA, and SMA graduates. From the 2022 data, the total number of new students is 157 students, with the following details: 109 pesantren graduates (69%), 37 MA graduates (24%), and 11 high school graduates (7%).

As is known, learning Arabic in high school is certainly very different when compared to learning in Islamic boarding schools, in terms of knowledge and practice in everyday life. This is a challenge for high school graduates in undergoing learning carried out in the Arabic Language Education study programme. Assistance from academic supervisors, study programmes, and universities can help students through the adaptation process (Rahmadani & Mukti, 2020). Strategies and methods in Arabic language learning is done in order students can learn and discover material rhymes are more effective and efficient. Teaching and learning strategies need to be designed and applied when it will be carry out learning. Use of strategies and methods good and appropriate learning will result in learning maximum so as to improve the quality of language learning Arab (Yusvida, 2020).

The phenomenon of the diversity of student backgrounds is an interesting topic to research. Studies on the adaptation of new students at UIN Maulana Malik Ibrahim Malang have been conducted by Ahmad and Bahrudin. The research was limited to investigate the adaptation process of students from China at UIN Malang who experienced anxiety so they had to learn to understand the host culture (Ahmad, 2021). In reality, in addition to foreign students, adaptation is also experienced by students with diverse educational backgrounds, especially students with high school backgrounds who are a minority in the Arabic Language Education study programme at UIN Malang. Therefore, this study intends to the adaptation strategies used by high school graduates in the Arabic Language Education study programme. The purpose of this study is to examine the strategies used by high school graduate students and identify the supporting and inhibiting factors for new students in the adaptation process in the first year of lectures (Akhsan & Muhammadiyah, 2022).

Based on research conducted by Nasir (2022) regarding the difficulties of the adaptation process for new students: Case Study in One of the English Language Education Study Programs in Indramayu. Research results identify the difficulties of new students in adapting, namely: (1) Feeling uncomfortable with a new environment that is different from before ; (2) Difficult to start chatting with new people (3) Prefer to be alone and play on cellphones, resulting in reduced sense of social and caring and



(4) Don't dare to speak up. This problem is not easy to solve directly. And based on research conducted by Albab, Ulil (2018) regarding to Arabic Script Qira'ah Competency in Non-Islamic Boarding School Students in the Arabic Language and Literature Study Program. The results of this research conducted show that non-low ability graduate students in Islamic boarding schools have the ability to read Arabic script. This is influenced by the student's experience and school background before entering college, because experience and background are very important for students if they want to continue to collage high because it will influence the learning process quickly and approval quality.

And based on research conducted by Tungkagi, Fika Magfira Ali, Ibadurrahman Kasan, Yuslin (2022) regarding to problems of Learning Arabic for Non-Madrasah Graduate Students in other Arabic Language Education Study Programs, Sultan Amai Gorontalo. Research results determine the problems faced by non-Madrasah graduates, namely two main lines which include linguistics and non-linguistics. Linguistics includes knowledge about ashwat, mufradat, qawaid. Non-linguistics include motivation, learning tools, teacher competence, learning methods, time and learning environment

Method

This research was conducted using descriptive qualitative. The data in this study were taken from interviews with resource persons from the 2022 PBA students. The research team acted as the main instrument in this research, while the auxiliary instrument was in the form of data on PBA students in batch 2022 taken from interview guidelines, field observations, and other supporting documents. The limitation in this study is that the object of research is only PBA students who graduated from high school(Sari sasi gendro, 2022).

In the early stages of the research, researchers identified PBA students who graduated from high school and compiled research instruments in the form of question items for the interview stage. From the results of the interview, it will be known the strategies carried out by students to adapt, as well as the supporting and inhibiting factors in the adaptation process experienced.

Researchers will analyze data continuously and simultaneously with the data collection process. Data analysis is carried out when the data collection process begins until it is finished. This is done so that the research object can be described completely, objectively and systematically. The approach used in this research is the interactive data analysis approach by Miles and Huberman [Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, SAGE Publication, vol. 1304, 1994.] using the following steps: (a) Data collection and checking; (b) Data reduction; (c) Presentation of data; and (d) Data conclusion.

Results and Discussion



Each student has extraordinary character characteristics with their own differences and individual traits in adapting, especially in managing pressure in new situations and new environments. Individuals who have a persona of hardiness can continue to exist in the face of all the needs and challenges in work and tasks and also adapt to new environments even when people who lack the hardiness in themselves, may be much less or not even survive carrying out the needs of the tasks they face. and the demands on it to adapt to the new environment. Although the transition from high school to college offers challenges to mature developmental tasks and achieve independence, quite a few students feel stressed and overwhelmed when adapting to their first year of college. The complexity of these demands makes individuals vulnerable to experiencing emotional problems, difficulty building social relationships, low academic achievement, even loss of motivation and failure to complete their studies (Rodríguez González et al., 2012).

Likewise, there are 157 new students in the Arabic Language Education study program, each of whom has a unique and distinctive way of adapting to their respective environments. Of the new students, not all students are graduates of Islamic boarding schools. From 2022 data, the total number is 157 students, with details of school origin as follows: Islamic boarding school graduates totaling 109 students, MA graduates totaling 37 students, and high school graduates totaling 11 students.

From the data that has been collected, the researcher concludes that the adaptation process for new PBA students class of 2022 is carried out by environmental adaptation and learning adaptation. The strategies used in the adaptation process are related to the individual student and the surrounding environment. Apart from that, there are also supporting and inhibiting factors that influence the adaptation process of new PBA students class of 2022.

In facing the process of transitioning from school to college, every student needs to adapt in order to survive and solve all problems in college. Every student certainly has different obstacles and ways of solving them. However, in general, from the interview process it is known that the adaptation process carried out by PBA students class of 2022 is largely influenced by the environment.

From the results of the interview, Respondent R said that classmates who actively invite discussions inside and outside the classroom play a role in mastering lecture material that is difficult to understand. Likewise, respondents M and E adapted by looking for friends who were willing to study together to understand the lecture material. Respondents S, FN, and Z who found it difficult to understand the material also admitted that studying with friends who understand better can make the learning process easier. Respondent B said that his ambitious classmates, however, still wanted to be invited to study in groups, the enthusiastic energy of his friends spurred B's enthusiasm to study harder.

Apart from having friends, independent study is also an option for several new PBA students who are non-Islamic boarding school graduates to prepare themselves before starting learning in class. To encourage enthusiasm for learning, respondent ZM enrolled in the International Class Program (ICP) class. ZM said that by participating in



the ICP program, he received an additional program to improve his Arabic language skills in the classroom. There is also respondent F who utilizes free time between study schedules by joining organizations that can improve Arabic language skills provided by the PBA study program management, such as technical guidance and semi-autonomous bodies under the auspices of HMPS-PBA, such as Al-Kindy and El- Fatih. Respondents A and FS also conveyed the role of the PKPBA program at UIN Malang in increasing mastery of Arabic language skills and facilitating the adaptation process in lectures.

Furthermore, all respondents stated that self-awareness and willingness to learn independently were also the main keys to the success of the adaptation process. Research respondents expressed their efforts to adapt in the form of looking for additional learning resources and studying material that will be discussed at the next meeting, so that it is easier to understand the lecturer's explanations and be more active in discussion sessions. Confidence in being involved in discussions is a provision that students must have in order to develop the academic abilities they already have.

From the results of interviews with 11 students who graduated from high school, the adaptation process carried out was influenced by the friendship environment and campus policies. The presence and support of friends also greatly influences the readiness of PBA students class of 2022 in undergoing the learning process and academic activities in the Arabic Language Education study program. Starting with being aware and recognizing the new environment, expanding relationships and friendships with friends in the same department and class.

The findings in this study are in the form of adaptation strategies for 2022 PBA students along with supporting and inhibiting factors in students' efforts to adapt:

1. Adaptation Strategy of 2022 PBA Students Adaptation efforts of 2022 PBA students are carried out in several ways as follows

a) Environmental Adaptation

The friendship environment that is very close to the daily lives of students in fact greatly affects the adaptation process. This is in line with research by Buote et al (Lee et al., 2019) which found a positive relationship between building new friendships and the process of adapting to university life. In this case, respondents in this study who were non-Pesantren graduates admitted that the presence of friends was very helpful in trying to understand lecture material, especially in Arabic language courses which were quite difficult to understand. The difficulties experienced by high school graduate students in lectures can be overcome by the presence of peer tutors (Rahmadani & Mukti, 2020).

b) Learning Adaptation

Differences in the learning system at school and college require students to adapt in order to follow the learning well. PBA students who graduated from high school certainly had difficulties in understanding the explanation of lecturers who used Arabic during the lesson. Students who graduated from high school must adapt to this. Some students begin to study independently or in groups, look for other learning resources, and even take courses and training provided by on-campus and off-campus institutions. In addition, the Special



Arabic Language Learning Program (PKPBA) organized by the UIN Malang Language Center and the language program at Ma'had Sunan Ampel Al-'Aly turned out to be quite helpful for high school graduates in improving the mastery of language skills for new students (Universitas Malik Ibrahim, 2017).

2. Supporting Factors for Adaptation Efforts of PBA High School Graduates

In the adaptation process carried out by high school PBA students, it is certainly influenced by supporting factors, including the following.

a) Conducive Language Environment

Policies made by the campus are one of the main supporting factors. In this case, the Special Programme for Arabic Language Learning (PKPBA) which is carried out during the first year of lectures. The existence of this programme helps students in applying Arabic in everyday life. In addition, the language programme at Ma'had Sunan Ampel AL-'Aly is also mandatory for all new students to follow in the first year, which also plays a role in improving students' language skills (Fahmi Syaefudin et al., 2023). Especially for PBA students, these two programmes are certainly very helpful in practicing the language skills that have been received in the classroom.

b) Communicative Teaching Staff

A good relationship between lecturers and students is also able to motivate students to study harder until they complete their studies. The presence of communicative academic supervisors and department managers succeeded in convincing PBA students who graduated from high school to take part in learning on campus. In addition, supporting programmes created by study programme managers also indirectly strengthen the relationship between students and lecturers, as well as train and improve student's language skills. Additional supporting programmes include maharah lughah guidance and technical assistance, as well as semi-autonomous institutions under the auspices of HMPS-PBA such as Al-Kindy and El-Fatih.

3. Inhibiting Factors of Adaptation Efforts of PBA Students Graduating from High School

In addition to supporting factors, of course there are also obstacles encountered by PBA class 2022 high school graduates in the process of adapting to the environment and learning on campus, including the following:

a) Lack of self-confidence and lack of language skills

The difference between the academic environment in high school and the academic environment on campus makes new students feel a little burdened in adapting to the new environment (Elviani, 2020). Especially with the many activities that new students have to go through, ranging from activities on campus as students, activities in ma'had as santri, to activities in organisations as members and administrators. This has an impact on the lack of time for students to explore Arabic language abilities and skills independently. The absence of the application of *bi'ah 'arabiyyah* (Arabic language environment) is one of the



reasons students have difficulty using Arabic in everyday life because they are not used to it and stammer. Learning a language without application will be a big obstacle and can even interfere with students' self-confidence. This certainly has an impact on the lack of language skills that are honed.

b) Excessive Anxiety

The lack of Arabic vocabulary mastered, makes it difficult for PBA students who graduated from high school in the learning process. Bi'ah 'arabiyyah that wants to be created by the campus and PBA study programme is hampered because there are still PBA students who have not mastered maharah kalam (Bariyah & Muassomah, 2019). Likewise, when learning in class takes place, students find it difficult to understand the explanation of lecturers who use Arabic as the language of instruction and the main language in lectures.

c) Lack of Understanding the Curriculum

Students' lack of understanding of the implemented curriculum can be one of the factors that hinder the student adaptation process. The difference in curriculum implemented for each batch, in the end, makes it difficult for new students to consult with students of the previous batch. This makes it difficult for students to understand and undergo the lecture programme because they do not get an explanation from the class above them about how all tasks or problems can be solved.

From the results of this study, the phenomena that occur in the field are in line with Calista Roy's theory which states that there are 4 adaptive modes: physiology, self-concept, role performance, and interdependence (Roki Saputra et al., 2022). Physiological mode is characterised by new students' self-adjustment to the new environment on campus which is different from the previous level. The willingness of high school graduates to study independently and study with friends becomes a self-concept to survive in a new environment. The appearance of the role of high school graduate students shown in the study group is not shy or hesitant to ask friends who better understand lecture material. All of these things create interdependence, namely interaction in a group that is balanced between giving benefits and receiving benefits (Amin, 2019).

Students who can apply self-regulated learning are certainly easier to adapt and undergo academic activities on campus. Using the LASSI instrument, the 2022 PBA students are considered quite capable of adapting to the social and academic environment. The same thing is also shown by the results research conducted by Fasikhah and Fatimah (2013) states that if Students have awareness, will, responsibility, know how to learn that is effective for him or herself, or has a self-management strategy in the process learning or what is commonly known as self-regulated learning, then motivation to get fairly good student academic achievement (Aimah & Ifadah, 2013). This is in line with the expression from Corno (1993) in Zumbrunn et.al (2011) which stated that self-motivation in self-regulated learning is of course very important considering that is part of achieving a certain target.



Furthermore, self-motivation is an indicator for someone to become an independent learner (Zumbrunn, 2011).

Conclusion

From the research findings and discussion of the results of this study, it can be concluded that PBA students in batch 2022 who graduated from high school used various strategies in the learning process in order to survive and complete their studies. In general, the adaptation process carried out by 2022 PBA students who graduated from high school was carried out with 2 strategies, namely: a) Environmental Adaptation, and b) Learning Adaptation. As for the adaptation process, high school graduate students are certainly supported by several things, namely: a) A conducive language environment, and b) Communicative teaching staff. While the obstacles encountered include: a) Lack of confidence and language skills, b) Excessive anxiety, and c) Lack of curriculum socialisation.

As a student, you should have your own strategy in adapting to a new academic environment. Because the academic environment on campus is certainly different from the learning environment at school. Starting from yourself by realising and recognising the new environment, expanding relationships, and having the desire to continue to process and develop. With this adaptation strategy, it is hoped that students can face the challenges of changes that occur from high school to college. Success in the adaptation process in the first year of college as a new student affects the success of students during the lecture period until graduation.

This research can be a reference for new students who feel unsuitable in the chosen major so that they can adapt or be taken into consideration by the study programme manager in determining the curriculum to be used in the learning process. Furthermore, this research can be used as a reference material for further research which is expected to be better than this research.

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