MHC Journal Of Mental Health Concern
ISSN 2964-5042 (Print)
ISSN 2964-5034 (Online)
DOI: 10.56922

Terakreditasi NOMOR 10/C/C3/DT.05.002025

ARTICLE INFORMATION
Received: October, 29, 2026
Revised: November, 16, 2026
Available online: November, 17, 2026
at: https://e-jurnal.iphorr.com/index.php/mhc

Emotional intelligence, self-efficacy, and adaptation among first-year medical students

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

Abstract

Background: The transition to medical education requires first-year students to adapt to new academic, social, and personal demands. Emotional intelligence and self-efficacy may be relevant personal resources associated with students' adaptation to university life.
Purpose: To examine the relationships between emotional intelligence, self-efficacy, and adaptation among first-year medical students.
Method: This study employed a quantitative analytical design with a cross-sectional approach. A total of 83 first-year medical students were recruited using total sampling. Data were collected using the Schutte Emotional Intelligence Scale (SEIS), General Self-Efficacy Scale (GSES), and Student Adaptation to College Questionnaire (SACQ). Data were analysed using Pearson's and Spearman's correlation tests according to the normality distribution of the variables.
Results: Most respondents demonstrated moderate emotional intelligence (81.9%), high self-efficacy (65.0%), and good adaptation (50.6%). Emotional intelligence was positively and significantly associated with adaptation ($r = 0.417$; $p < 0.001$). Similarly, self-efficacy was positively and significantly associated with adaptation ($\rho = 0.417$; $p < 0.001$). Both relationships indicated moderate positive correlations.
Conclusion: Emotional intelligence and self-efficacy were positively associated with adaptation among first-year medical students. These findings highlight the relevance of personal resources in supporting students' adjustment during the transition to medical education.

Keywords: Adaptation; Emotional Intelligence; First-Year Medical Students; Self-Efficacy; University Students.

INTRODUCTION

The transition from secondary education to university represents an important adjustment period for first-year students. During this period, students are required to adapt to new academic expectations, social environments, learning systems, and personal responsibilities. College adjustment involves several interconnected dimensions, including academic, social, personal-emotional, and institutional adjustment. Difficulties in these areas may affect students' ability to participate effectively in university activities and maintain their academic progress (Rahayu & Arianti, 2020; Rahmadani & Rahmawati, 2020). Previous studies have also highlighted the importance of understanding adjustment among first-year undergraduates because this transition requires students to develop new strategies for managing academic and social demands (Purnamasari et al., 2022). The Student Adaptation to College Questionnaire (SACQ) has been used to assess adjustment in higher education and provides a framework for examining students' adaptation to university life (Nyimas & Rulanggi, 2022).

The transition may be particularly challenging for medical students because medical education involves intensive academic activities, extensive learning materials, practical requirements, and increasing

DOI: https://doi.org/10.56922/mhc.v5i8.4563

expectations for independent learning. First-year medical students must adapt not only to a new educational environment but also to the demands and learning culture of medical education. Research involving first-year medical students has described adaptation as a process shaped by academic, social, and personal experiences during the transition to medical school (Wahid et al., 2025). Mental health concerns, including symptoms of depression and anxiety, have also been reported among Indonesian medical students and associated with coping strategies and resilience (Ramadianto et al., 2022). In addition, previous research among new students at the Faculty of Medicine, Universitas Malahayati, has examined independence and adjustment in relation to stress, indicating the relevance of adjustment-related factors in this educational context (Lestari et al., 2016).

Emotional intelligence is one of the personal characteristics that may be related to students' ability to navigate the transition to university. It refers broadly to the ability to recognize, understand, and manage emotions, as well as respond appropriately to the emotions of others. These abilities may help students manage interpersonal interactions, respond to academic challenges, and maintain constructive relationships within the university environment. Emotional intelligence has been associated with academic performance, suggesting that emotional competencies may contribute to students' functioning in educational settings (MacCann et al., 2020). Research has also identified a relationship between emotional intelligence and college adjustment, indicating that emotional competencies may be relevant to students' adaptation to university life (Krajniak et al., 2018). Among new university students, emotional intelligence has also been reported to be associated with self-adjustment (Silfia & Wilantika, 2023). Research involving medical student cohorts has further examined emotional intelligence as a resource associated with adaptation across different stages of medical education (Walkiewicz, 2026).

Other personal resources may also be relevant to the adjustment process, including spiritual intelligence and caring-related values. Although spiritual intelligence is conceptually different from emotional intelligence, both constructs may be considered within a broader discussion of personal resources that contribute to students' development and interpersonal orientation. A study of nursing professional students examined the relationship between spiritual intelligence and Islamic caring attitudes, providing a related perspective on personal values and professional orientation in health education (Nurhayati, 2025). However, spiritual intelligence and caring attitudes are not the variables examined in the present study and should not be interpreted as equivalent to emotional intelligence or college adjustment. Self-efficacy is another factor that may be associated with students' adjustment to university. Self-efficacy refers to an individual's belief in their ability to organize and carry out actions required to manage particular situations or achieve expected goals. Students with stronger self-efficacy may be more confident in facing academic challenges, completing learning tasks, and adapting to unfamiliar environments. The Indonesian version of the General Self-Efficacy Scale has been examined for its construct validity and may be used to assess general beliefs about personal capability (Novrianto et al., 2019). Studies among university students have reported associations between self-efficacy and academic achievement, as well as between self-efficacy and adjustment among first-year students (Nurcahyani et al., 2024; Wibisono & Nugroho, 2024). Research involving first-year students living away from home has also examined self-efficacy in relation to self-adjustment, while studies of first-year students from outside their home regions have investigated its relationship with college adjustment (Setiawan & Khoirunnisa, 2026; Syifa et al., 2024). Academic self-efficacy has additionally been discussed as a factor associated with adjustment among first-year university students (Utomo & Andayani, 2023).

Although previous studies have examined emotional intelligence, self-efficacy, and college adjustment, further investigation is needed to understand how these factors are associated among first-year medical students in a specific institutional context. The demands of medical education and the transition to university may create adjustment challenges that differ from those experienced by students in other academic disciplines. Therefore, this study aimed to examine the relationships between emotional intelligence, self-efficacy, and adaptation among first-year medical students at Universitas Malahayati. The findings are expected to provide

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563

information that may support the development of student guidance and educational support strategies during the transition to medical education.

RESEARCH METHOD

This study employed an analytical quantitative design with a cross-sectional approach. It was conducted at the Faculty of Medicine, Universitas Malahayati, Bandar Lampung, in March 2026. The study population comprised all active students from the 2025 cohort of the Medical Education Study Program, Faculty of Medicine, Universitas Malahayati. Total sampling was applied, involving all eligible students, resulting in a total of 83 respondents. Data were collected using three questionnaires to measure emotional intelligence, self-efficacy, and student adaptation. Emotional intelligence was assessed using the Schutte Emotional Intelligence Scale (SEIS), which consists of 33 items rated on a five-point Likert scale. The instrument has a reported Cronbach's alpha of 0.935. Self-efficacy was measured using the General Self-Efficacy Scale (GSES), comprising 10 items rated on a four-point Likert scale, with reported Cronbach's alpha values ranging from 0.75 to 0.91 (Novrianto et al., 2019). Student adaptation was assessed using the Student Adaptation to College Questionnaire (SACQ), consisting of 40 items rated on a four-point Likert scale, with a reported Cronbach's alpha of 0.873 (Nyimas & Rulanggi, 2022).

Data were collected through Google Forms after the researcher explained the study objectives and procedures to the prospective respondents. Participation was voluntary, and informed consent was obtained before respondents completed the questionnaires. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Univariate analysis was conducted to describe respondents' characteristics and the distribution of each study variable. Bivariate analysis was performed to examine the relationships of emotional intelligence and self-efficacy with student adaptation. The normality of the data was assessed using the Kolmogorov–Smirnov test. Emotional intelligence and student adaptation scores were normally distributed ($p = 0.200$), whereas self-efficacy scores were not normally distributed ($p = 0.009$). Accordingly, Pearson's correlation test was used to examine the relationship between emotional intelligence and student adaptation, while Spearman's rank correlation test was used to assess the relationship between self-efficacy and student adaptation. This study received ethical approval from the Health Research Ethics Committee of Universitas Malahayati, under approval number 5391/EC/KEP-UNMAL/V/2026.

RESEARCH RESULTS

Table 1. Characteristics of Respondents (N= 83)

Variable	Results
Age (n/%)(Mean±SD)(Range)(Year)	**(19.10±2.14)(17-36)**
17	2/2.4
18	28/33.7
19	37/44.6
20	11/13.3
21	2/2.4
23	2/2.4
36	1/1.2
Gender (n/%)	
Female	60/72.3
Male	23/27.7
Place of Origin (n/%)	
Bandar Lampung	27/32.5

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563

Outside Bandar Lampung	15/18.1
Outside Lampung Province	41/49.4
Emotional Intelligence (n/%)	
High	15/18.1
Moderate	68/81.9
Low	0/0.0
Self-Efficacy (n/%)	
High	54/65.0
Moderate	29/35.0
Low	0/0.0
Adaptation (n/%)	
Good	42/50.6
Poor	41/49.4

Table 1 presents the demographic characteristics and distribution of respondents according to age, gender, place of origin, emotional intelligence, self-efficacy, and adaptation. A total of 83 respondents participated in the study. Most respondents were 19 years old (37; 44.6%), female (60; 72.3%), and originated from outside Lampung Province (41; 49.4%). Regarding the study variables, most respondents had moderate emotional intelligence (68; 81.9%) and high self-efficacy (54; 65.0%). In terms of adaptation, 42 respondents (50.6%) demonstrated good adaptation, while 41 respondents (49.4%) demonstrated poor adaptation.

Table 2. Kolmogorov–Smirnov Normality Test

Variable	P-Value	Interpretation
Emotional Intelligence	0.200	Normally Distributed
Self-Efficacy	0.009	Not Normally Distributed
Adaptation	0.200	Normally Distributed

Table 2 presents the results of the Kolmogorov–Smirnov normality test. Emotional intelligence and adaptation scores were normally distributed ($p = 0.200$), whereas self-efficacy scores were not normally distributed ($p = 0.009$). Based on these results, Pearson's correlation test was used to examine the relationship between emotional intelligence and adaptation, while Spearman's rank correlation test was used to examine the relationship between self-efficacy and adaptation.

Table 3. Relationships of Emotional Intelligence and Self-Efficacy with Adaptation

Relationship between variables	Statistical test	p-value	Correlation coefficient
Emotional intelligence and adaptation	Pearson	< 0.001	0.417
Self-efficacy and adaptation	Spearman	< 0.001	0.417

Table 3 shows that emotional intelligence and self-efficacy were each positively and significantly associated with adaptation ($p < 0.001$). Both relationships had a correlation coefficient of 0.417, indicating moderate positive correlations. These findings suggest that higher emotional intelligence and self-efficacy scores tended to be associated with better adaptation among first-year medical students.

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563

DISCUSSION

This study examined the relationships between emotional intelligence, self-efficacy, and adaptation among first-year medical students. The findings showed that most participants had moderate emotional intelligence, high self-efficacy, and good adaptation. However, the proportion of students with poor adaptation was also substantial, indicating that adjustment to the university environment remained a challenge for some participants. These findings highlight the importance of considering personal resources when examining the adaptation experiences of students entering medical education. Most participants demonstrated moderate emotional intelligence, while the remaining participants were categorized as having high emotional intelligence. No participants were classified as having low emotional intelligence. This distribution suggests that most students had a moderate level of emotional competencies, although there may still be room for further development. Emotional intelligence is relevant to educational environments because recognizing and managing emotions may help students respond to academic demands and interpersonal situations. Previous research has examined the relationship between emotional intelligence and self-directed learning readiness among medical students, supporting the relevance of emotional competencies in the learning process (Nurismail et al., 2021). Emotional intelligence has also been associated with college adjustment, suggesting that emotional competencies may be relevant to students' ability to adapt to university life (Krajniak et al., 2018).

The present study also identified a statistically significant positive relationship between emotional intelligence and adaptation ($r = 0.417$; $p < 0.001$). The correlation coefficient indicates a moderate positive relationship. This means that higher emotional intelligence scores tended to occur alongside better adaptation scores among the participants. However, because this study used a cross-sectional design, the findings do not establish that emotional intelligence causes better adaptation. This finding is consistent with previous research reporting an association between emotional intelligence and self-adjustment among new university students (Silfia & Wilantika, 2023). Emotional intelligence may be relevant to adaptation because students who can recognize and regulate their emotions may be better able to respond to unfamiliar academic situations, manage interpersonal interactions, and deal with everyday challenges during the transition to university. Research involving medical students has also examined emotional intelligence as a resource associated with adaptation across different student cohorts (Walkiewicz, 2026). These findings provide a broader context for understanding the relationship identified in the present study. A related perspective can be obtained from research on spiritual intelligence and caring attitudes among nursing professional students. Although spiritual intelligence is a different construct from emotional intelligence, the findings provide a broader illustration of how personal resources and values may be relevant to students' interpersonal and professional orientation in health education (Nurhayati, 2025). This reference should be interpreted as supporting context rather than direct evidence of the relationship between emotional intelligence and adaptation, because the constructs and student population differ from those examined in the present study.

Most participants demonstrated high self-efficacy, while the remaining participants had moderate self-efficacy. No participants were classified as having low self-efficacy. This finding indicates that most participants reported relatively strong beliefs in their ability to manage tasks and challenges. Self-efficacy may be relevant to the transition to university because students are expected to manage learning activities, complete assignments, and respond to new academic demands with increasing independence. Previous research has examined self-efficacy among nursing students in Indonesia, providing context for understanding this personal resource in health education (Harefa et al., 2023). The Indonesian version of the General Self-Efficacy Scale has also undergone construct validity testing, supporting its use in assessing general self-efficacy (Novrianto et al., 2019). The analysis identified a statistically significant positive relationship between self-efficacy and adaptation ($r = 0.417$; $p < 0.001$). The correlation coefficient indicates a moderate positive relationship, suggesting that students with higher self-efficacy scores tended to report better adaptation. This finding is consistent with previous research identifying a relationship between self-efficacy and adjustment

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563

among first-year university students (Wibisono & Nugroho, 2024). Similar research has examined self-efficacy and self-adjustment among first-year students living away from home, highlighting the relevance of confidence in personal capabilities during the transition to university (Setiawan & Khoirunnisa, 2026). Self-efficacy has also been associated with college adjustment among first-year students who have moved away from their home regions (Syifa et al., 2024).

The relationship identified in this study may be understood in the context of the demands faced by first-year medical students. Students who believe they can manage academic tasks may be more willing to engage with unfamiliar learning activities, seek solutions to difficulties, and organize their responsibilities. Academic self-efficacy has also been examined alongside school well-being as a factor associated with adjustment among first-year university students (Utomo & Andayani, 2023). Research involving first-year medical students has further reported a relationship between self-efficacy and cumulative academic achievement, providing additional context for the relevance of self-efficacy in medical education (Nurcahyani et al., 2024). Nevertheless, the present findings should be interpreted as evidence of an association rather than a causal relationship.

Approximately half of the participants demonstrated good adaptation, while nearly half were categorized as having poor adaptation. This distribution indicates that adaptation was not uniform among the students, despite most participants having moderate emotional intelligence and high self-efficacy. The findings suggest that personal resources alone may not fully explain students' adaptation experiences. Adjustment to university is also influenced by academic expectations, social relationships, personal circumstances, and the institutional environment. Previous research has described first-year student adjustment as a multidimensional process involving academic, social, personal, and institutional aspects (Rahmadani & Rahmawati, 2020). A systematic review of college adjustment among first-year undergraduates has likewise emphasized the multidimensional nature of the transition to higher education (Purnamasari et al., 2022).

The proportion of students with poor adaptation also deserves attention in the context of medical education. First-year medical students may encounter unfamiliar learning systems, demanding academic schedules, and new social expectations. Previous research has described adaptation among first-year medical students as a process shaped by experiences during the transition to medical school (Wahid et al., 2025). The use of a structured instrument such as the SACQ may help assess students' adjustment across different dimensions of university life (Nyimas & Rulanggi, 2022). In addition, research among students at the Faculty of Medicine, Universitas Malahayati, has examined independence and adjustment in relation to stress, suggesting that adjustment-related experiences are relevant within this institutional context (Lestari et al., 2016). The findings of this study should also be considered alongside research on the psychological experiences of medical students. Depression and anxiety symptoms have been reported among Indonesian medical students and examined in relation to coping strategies and resilience (Ramadianto et al., 2022). However, the present study did not measure depression, anxiety, stress, or other mental health outcomes. Therefore, the adaptation findings should not be interpreted as evidence of the participants' mental health status. Instead, they describe the reported level of adaptation and its statistical relationships with emotional intelligence and self-efficacy.

Several limitations should be considered when interpreting these findings. First, the cross-sectional design does not allow conclusions about causal relationships or changes in students' adaptation over time. Second, the study was conducted among first-year medical students at one university, which may limit the generalizability of the findings to students in other institutions or academic programs. Third, the analysis focused on emotional intelligence, self-efficacy, and adaptation; other factors that may influence adaptation, such as social support, academic workload, financial circumstances, and institutional support, were not examined. Despite these limitations, the findings indicate that emotional intelligence and self-efficacy are positively associated with adaptation among first-year medical students.

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563

Universities may consider providing academic orientation, student mentoring, and support activities that encourage emotional management, confidence in learning, and adjustment to the university environment. Further studies using longitudinal designs and broader samples are recommended to examine how these relationships develop over time and to include additional academic, social, and institutional factors.

CONCLUSION

Most first-year medical students demonstrated moderate emotional intelligence and high self-efficacy, while the proportions of students with good and poor adaptation were nearly equal. Emotional intelligence and self-efficacy were each positively and significantly associated with student adaptation ($p < 0.001$; $r = 0.417$). These findings suggest that emotional management and confidence in personal abilities are relevant personal resources associated with students' adjustment during the transition to medical education.

REFERENCES

Harefa, E. Y., Simamora, E., Trimay, G., Juniarta, J., & Silitonga, E. (2023). Gambaran efikasi diri mahasiswa keperawatan di Indonesia. *Jurnal Keperawatan Cikini, 4*(1), 6–14. https://doi.org/10.55644/jkc.v4i1.98

Krajniak, M. I., Pievsky, M., Eisen, A. R., & McGrath, R. E. (2018). The relationship between personality disorder traits, emotional intelligence, and college adjustment. *Journal of Clinical Psychology, 74*(7), 1160–1173. https://doi.org/10.1002/jclp.22572

Lestari, S. M. P., Oktia, D., & Sudiadnyani, N. P. (2016). Hubungan antara kemandirian dan penyesuaian diri dengan stres pada mahasiswa/i baru angkatan 2015 Fakultas Kedokteran Umum Universitas Malahayati yang merantau di Bandar Lampung. *Jurnal Medika Malahayati, 3*(2), 65–70.

MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150–186. https://doi.org/10.1037/bul0000219

Novrianto, R., Marettih, A. K. E., & Wahyudi, H. (2019). Validitas konstruk instrumen General Self-Efficacy Scale versi Indonesia. *Jurnal Psikologi, 15*(1), 1–9. https://doi.org/10.24014/jp.v15i1.6943

Nurcahyani, N. K. W., Ningrum, R. K., & Astini, D. A. A. A. S. (2024). Hubungan antara efikasi diri dengan indeks prestasi kumulatif mahasiswa tahun pertama di Fakultas Kedokteran dan Ilmu Kesehatan Universitas Warmadewa. *Aesculapius Medical Journal, 4*(3), 329–336. https://doi.org/10.22225/amj.4.3.2024.329-336

Nurismail, E. N., Kareri, D. G. R., Manafe, D. R. T., & Artawan, I. M. (2021). The relationship between emotional intelligence and self-directed learning readiness among students in the faculty of medicine. *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling, 7*(1), 28–33. https://doi.org/10.26858/jppk.v7i1.19050

Nurhayati, S. U. (2025). *Hubungan tingkat kecerdasan spiritual dengan sikap caring Islami pada mahasiswa Program Profesi Ners Angkatan XII UNISA Bandung* [Disertasi doktoral, Universitas 'Aisyiyah Bandung].

Nyimas, H. A. S., & Rulanggi, R. (2022). Analisis Student Adaptation to College Questionnaire (SACQ) sebagai instrumen pengukuran penyesuaian di perguruan tinggi pada mahasiswa baru. *Buletin Poltanesa, 23*(1), 112–117. https://doi.org/10.51967/tanesa.v23i1.1247

Purnamasari, H., Kurniawati, F., & Rifameutia, T. (2022). Systematic review: A study of college adjustment among first-year undergraduates. *Buletin Psikologi, 30*(2), 187–209. https://doi.org/10.22146/buletinpsikologi.71892

Rahayu, M. N. M., & Arianti, R. (2020). Penyesuaian mahasiswa tahun pertama di perguruan tinggi: Studi pada mahasiswa Fakultas Psikologi UKSW. *Journal of Psychological Science and Profession, 4*(2), 73–84. https://doi.org/10.24198/jpsp.v4i2.26681

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563

Rahmadani, A., & Rahmawati, Y. M. (2020). Adaptasi akademik, sosial, personal, dan institusional: Studi college adjustment terhadap mahasiswa tingkat pertama. *Jurnal Konseling dan Pendidikan, 8*(3), 159–167. https://doi.org/10.29210/145700

Ramadianto, A. S., Kusumadewi, I., Agiananda, F., & Raharjanti, N. W. (2022). Symptoms of depression and anxiety in Indonesian medical students: Association with coping strategy and resilience. *BMC Psychiatry, 22*(1), Article 92. https://doi.org/10.1186/s12888-022-03745-1

Setiawan, R. F. W., & Khoirunnisa, R. N. (2026). Self-efficacy and self-adjustment of first-year students living away from home: Implications for educational management. *Journal of Educational Management Research, 5*(1), 356–368. https://doi.org/10.61987/jemr.v5i1.1660

Silfia, V. D., & Wilantika, R. (2023). Hubungan antara kecerdasan emosi dan penyesuaian diri pada mahasiswa baru di Universitas Aisyah Pringsewu tahun 2023. *Jurnal Psikologi, 1*(1), 1–12. https://doi.org/10.47134/pjp.v1i1.1954

Syifa, S. A. M., Sartika, D., & Saefudin, M. A. (2024). Pengaruh self-efficacy terhadap college adjustment pada mahasiswa baru rantau di Kota Bandung. *Bandung Conference Series: Psychology Science, 4*(2), 1061–1067. https://doi.org/10.29313/bcsps.v4i2.12962

Utomo, R. C., & Andayani, B. (2023). The role of academic self-efficacy and school well-being on adjustment of first-year university student. *Psychological Research and Intervention, 6*(1), 18–25. https://doi.org/10.21831/pri.v6i1.61908

Wahid, M., Triastari, S. K., Amirah, S., & Zhuhra, R. T. (2025). Exploring the adaptation processes of first-year medical students: A mixed-method study. *Education in Medicine Journal, 17*(1), 129–148. https://doi.org/10.21315/eimj2025.17.1.10

Walkiewicz, M. (2026). Different resources for different times: Sense of coherence and emotional intelligence as correlates of adaptation in six cohorts of medical students. *Frontiers in Medicine, 13*, Article 1860440. https://doi.org/10.3389/fmed.2026.1860440

Wibisono, D. B., & Nugroho, Y. J. D. (2024). Peran self-efficacy terhadap penyesuaian diri pada mahasiswa tahun pertama di Universitas Setia Budi. *Journal of Psychosociopreneur, 3*(2), 112–119. https://doi.org/10.37729/jpsp.v3i2.5186

Ghina Zahira Syifa, Sri Maria Puji Lestari*, Rakhmi Rafie, Elitha Martharina Utari

Fakultas Kedokteran, Universitas Malahayati
Corresponding author: *E-mail: srimaria13@malahayati.ac.id

DOI: https://doi.org/10.56922/mhc.v5i8.4563