OVERVIEW OF THE BASIC PERSONALITY, ACADEMIC ADJUSTMENT, AND MENTAL HEALTH OF THE STUDENTS IN THE MAGELANG NURSING STUDY PROGRAM OF HEALTH POLYTECHNIC OF THE MINISTRY OF SEMARANG

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ABSTRACT

Introduction: The process of online, and offline learning, and a mixture of online and offline learning is a stressor for students. Adaptation to learning is needed so that the learning process can continue to run well. There are several things to note related to mental health. Measurable mental health variables include the basic personality, academic adjustment, and mental health.

Methods: This study used an analytical survey method with research respondents using the consecutive sampling method. It was held in April- October 2022 at Magelang Nursing Study Program Ministry of Health Polytechnic Semarang with a total sample of 222 students. Data analysis using descriptive analytics.

Results: The results showed that the majority of basic personality types of students, when viewed from 1 basic personality type that is dominant is melancholy and when viewed from 2 basic personality types that are dominant are phlegmatic-melancholic. The majority of students have an academic motivation that is more dominant than other academic adjustment components. The majority of students have a higher level of psychological well-being than other mental health components and the majority of college students have a flourishing level of mental health.

Conclusion: it is hoped that the relevant agencies can make policies in academic implementation by considering personality types, academic adjustments, and student mental health to support the academic process better.

Keyword : basic personality; academic adjustment; and mental health.
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Introduction.

The online and offline learning process, as well as a mixture of online and offline learning process are a stressor for students. Adaptation to learning is needed so that the learning process can continue to run well. There are several things to note related to mental health.Measurable mental health variables include basi personality, academic adjustment, and mental health.

According to (Bahraen, 2018) there are 4 basic personality types in humans. The basic personality is the sanguine type that is "Popular" because it is good at persuasiveness and wants to be famous, the choleric type that is "Strong" because it is often dominant and competitive, the melancholy type that is "Perfect" because it is perfectionist and all- orderly, the phlegmatic type that is "Peaceful" because of its loyalty and avoids conflict.

Academic Adjustment is an individual's process of adjusting to face a social, psychological, and academic challenge, after entering higher education (Andersom, Guan, & Koc, 2016). According to Keyes (2002), mental health is a syndrome that contains a collection of subjective well-being (SWB) symptoms.

Keyes (2002) further explained that SWB is an individual's perception and evaluation of his life in aspects of affective level (emotional well- being), psychological functioning and his social functioning (psychological well-being and social well-being).

Based on the background above, it encourages researchers to conduct research on basic personality images, academic adjustments, and mental health of students of the Health Polytechnic of the Ministry of Health Semarang Magelang Nursing Study Program.This study aims to find out the basic personality picture, academic adjustment, and mental health of students of the Health Polytechnic of the Ministry of Health Semarang Magelang Nursing Study Program.

Methods.

This research uses an analytical survey method that uses a quantitative approach. This research was carried out at the Magelang Nursing Study Program, Poltekkes, Ministry of Health, Semarang, in April- October 2022. The population in this study is all active students of the

Semarang Ministry of Health Poltekkes who took lectures in the odd semester of 2022. The minimum sample size required was calculated based on the Slovin formula with a margin of error of 5% so that a minimum sample of 222 students was obtained. The selection of research samples was carried out using consecutive sampling techniques. The variables in this study are basic personality, academic adjustment, and mental health in active students of the Semarang Ministry of Health Poltekkes who take lectures in the odd semester of 2022. Univariate analysis is performed to describe the frequency distribution of each of the variables presented in the tables and figures of the frequency distribution.

Results and Discussion.

Personality is any characteristic and foreseeable pattern of behavior and trait in a person, which is used to react and adjust to stimuli, so that his behavior pattern is a functional unit peculiar to the individual (Wardani, 2017) According to Bahraen (2018) there are 4 basic types of personality in humans namely Sanguinis who is "Popular" because he is persuasive and wants to be famous, Koleris who is "Strong" because he is often dominant and competitive, Melancholy who is "Perfect" because of his perfectionist and all-order, Phlegmatic who is "Peaceful" because of his loyalty and avoidance of conflict.

The results of the study in table 1 showed that the frequency of the basic melancholy personality type was more than the frequency of other basic personality types when viewed from 1 dominant basic personality type, namely 84 students (37.8%) compared to the basic personality type sanguinis only 41 students (18.5%), only choleric 18 students (37.8%) and phlegmatic only 79 students (35.6%). The data also obtained according to research done by Hasmila & Shabir (2016) shows the most peripheral levels are melancholic, followed by phlegmatic, sanguinistic, and finally koleris.

Table 1. Distribution about The Basic Personality Types on 1 Dominant Basic Personality

Basic Personality Types	Frequency	Percentage (%)
Sanguinis	41	18,5
Choleric	18	8,1
Melancholy	84	37,8
Phlegmatis	79	35,6

Table 2. Distribution about The Basic Personality Types on 2 Dominant Basic Personality

Basic Personality Types	Frequency	Percentage (%)
Sanguinis-Choleric	19	8,5
Sanguinis-Phlegmatic	30	13,5
Phlegmatic-Melancholy	85	38,3
Melancholy-Choleric	35	15,8
Phlegmatic-Choleric	13	5,9
Melancholy-Sanguinis	40	18,0

Based on table 2, it can be seen that the frequency of phlegmatic- melancholic basic personality types is more than the frequency of other basic personality types when viewed from the 2 dominant basic personality types, namely 85 college students (38.3%) compared to the sanguinis-choleric basic personality type only 19 students (8.5%), sanguinis-plegmatis only 30 students (13.5%), melancholy-choleric only 35 college students (15.8%), phlegmatic-choleric only 13 students (5.9%) and melancholy-sanguinis only 40 college students (18.0%).

The data also obtained according to research done by Hasmila & Shabir (2016) shows the most peripheral levels are melancholic, followed by plegmatic, sanguinistic, and finally koleris.

Academic adjustment is a process so that the demands and needs of academic life can be met adequately, adequately, and satisfactorily (Schneider, 1964). According to Yuniar (2021), academic adjustment is the ability of students to adjust and respond appropriately to new educational conditions in order to achieve academic goals and meet academic demands.

Table 3. Distribution about The Academic Lifestyle

Category	Frequency	Percentage (%)
Very Low	1	0,5
Low	6	2,7
Enough	138	62,2
High	71	32,0
Very High	6	2,7

The results of the study in table 3 showed that the frequency of academic lifestyle in students was more in the sufficient category

than the frequency of academic lifestyle in other categories, namely 138 students (62.2%) compared to the very low category of 1 student (0.5%), the low category of 6 students (2.7%), the high category of 71 students (32.0%), and the very high category of 6 students (2.7%).

Table 4. Distribution about The Academic Achievement

Category	Frequency	Percentage (%)
Very Low	12	5,4
Low	61	27,5
Enough	104	46,8
High	41	18,5
Very High	4	1,8

The results of the study in table 4 showed that the frequency of academic achievement in students was more in the sufficient category than the frequency of academic academic achievement in other categories, namely 104 students (46.8%) compared to the very low category of 12 students (5.4%), the low category of 61 students (27.5%), the high category of 41 students (18.5%), and the very high category of 4 students (1.8%).

Table 5. Distribution about The Academic Motivation

Category	Frequency	Percentage (%)
Very Low	0	0,0
Low	5	2,3
Enough	33	14,9
High	70	31,5
Very High	114	51,4

The results of the study in table 5 showed that the frequency of academic motivation in students was more in the very high category than the frequency of academic motivation in other categories, namely 114 students (51.4%) compared to the low category of 5 students (2.3%), the sufficient category of 33 students (14.9%), and the high category of 70 students (31.5%).

Table 6. Distribution about Total Score Academic Adjustment

Category	Frequency	Percentage (%)
Very Low	0	0,0
Low	2	0,9
Enough	78	35,1
High	138	62,2
Very High	4	1,8

The results of the study in table 6 showed that the frequency of total academic adjustment scores in students was more in the high category than the frequency of total academic adjustment scores in other categories, namely 138 students (62.2%) compared to the low category of 2 students (0.9%), the sufficient category of 78 students (35.1%), and the very high category of 4 students (1.8%).

Just as studies already done by Syahid and Yuli (2021) show that the students who responded to their research show an increased level of adjustment at 56% higher than a 44% low and the dominant dimension isa feat.

According to Keyes (2002), individuals can function positively not only in how individuals evaluate themselves in the personal sphere but also in how individuals see themselves in the public sphere and socially.From this thought, Keyes defines mental health as a set of syndromes that combine symptoms of emotional well-being, with symptoms of social well-being and psychological well-being.

The results of the study in table 7 showed that the frequency of emotional well-being in students was more in the high category than the frequency of emotional well-being in the other categories, namely 104 students (46.8%) compared to the very low category of 7 students (3.2%), the low category of 14 students (6.3%), the sufficient category of 50 students (22.5%), and the very high category of 47 students (21.2%).

Table 7. Distribution about The Emotional Wellbeing

Category	Frequency	Percentage (%)
Very Low	7	3,2
Low	14	6,3
Enough	50	22,5
High	104	46,8

Very High	47	21,2

Table 8. Distribution about Social Wellbeing

Category	Frequency	Percentage (%)
Very Low	31	14,0
Low	143	64,4
Enough	48	21,6
High	0	0
Very High	0	0

The results of the study in table 8 showed that the frequency of social welfare in students was more in the low category than the frequency of social welfare in other categories, namely 143 students (64.4%) compared to the very low category of students 31 (14.0%), and the sufficient category of 50 students (22.5%)

Table 9. Distribution about The Psychological Wellbeing

Category	Frequency	Percentage (%)
Very Low	3	1,4
Low	9	4,1
Enough	47	21,2
High	98	44,1
Very High	65	29,3

The results of the study in table 9 showed that the frequency of social welfare in students was more in the high category than the frequency of social welfare in other categories, namely 98 students (44.1%) compared to the very low category of 3 students (1.4%), the low category of 9 students (4.1%), the sufficient category of 47 students (21.2%), and the very high category of 65 students (29.3%).

Table 10. Distribution about Total Score Mental Health

Category	Frequency	Percentage (%)
Very Low	0	0,0
Low	9	4,1
Enough	61	27,5
High	116	52,3
Very High	36	16,2

The results of the study in table 10 showed that the frequency of total mental health scores in students was more in

the high category than the frequency of total mental health scores in other categories, namely 116 students (52.3%) compared to the low category of 9 students (4.1%), the sufficient category of 61 students (27.5%), and the very high category of 36 students (16.2%).

These results are also similar to the research that has been carried out by Sriwiyanti et al (2022) regarding the level of mental health in students which is also measured using the MHC-SF research instrument.The results of research by Sriwiyanti et al (2022) showed results that the majority of respondents' mental health 81.7% were in the high category, while the rest were in the medium and low categories.

Table 11. Distribution about The Mental Health Level

The Mental Health Level	Frequency	Percentage (%)
Flourishing	108	48,6
Languishing	9	4,1
Mentally healthy enough	105	47,3

The results of the study in table 11 showed that the frequency of mental health levels in students was more at the rapidly developing/flourishing level than the frequency of mental health levels at other levels, namely 108 students (48.6%) compared to the weak/languishing level of 9 students (4.1%), and the level of mental health105 students (47.3%).

Conclusion

1. The overview of the basic personality type of students, the majority of students have a basic melancholy personality type, judging from 1 dominant basic personality type, namely 84 students (37.8%) and the majority have a basic phlegmatic-melancholic personality type in terms of 2 dominant basic personality types, namely 85 students (38.3%).
2. The overview of student academic adjustment is seen from each component, the majority of students have an academic lifestyle in the sufficient category, namely 138 students (62.2%), the majority ofstudents have academic achievement in the sufficient category, namely
104 students (46.8%), the majority of students have academic motivation in the high category, namely 114 students

(51.4%).The majority of students have a total academic adjustment score in the high category, which is 138 students (62.2%).

3. The overview of student mental health is seen from each component, the majority of students have emotional well-being in the high category, namely 104 students (46.8%), the majority of students have social welfare in the low category, namely 143 students (64.4%), the majority of students have psychological well-being in the high category, namely 98 students (44.1%).The majority of students have a total mental health score in the high category of 116 students (52.3%) and the majority of students' mental health levels at the rapidly developing/flourishing level are 108 students (48.6%).

Suggestions.

1. Relevant agencies are expected to consider the results of this researchin making policies related to the academic process.

2. Further research is expected to conduct research on basic personalityimages, academic adjustments, and more specific mental health.

Acknowledgements

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