

Safriani, Y. & Muhid, A. (2022). Psychological capital, academic buoyancy, academic major satisfaction, and academic adjustment during the pandemic. *Indigenous: Jurnal Ilmiah Psikologi*, 7(2). 159-175. doi: <http://doi.org/10.23917/indigenous.v7i1.19010>

Psychological Capital, Academic Buoyancy, Academic Major Satisfaction, and Academic Adjustment during The Pandemic

Yuniar Safriani¹, Abdul Muhid²

Universitas Islam Negeri Sunan Ampel Surabaya^{1,2}

Submitted: 8 July 2022

Accepted: 4 October 2022

Published: 31 October 2022

Abstract. *The COVID-19 pandemic has impacted on the educational aspects of various levels of education, and several countries have shut schools nationwide affecting two-third of students worldwide. This change challenges the students who usually involved in face-to-face learning to switch to distance learning (online), and thus it influences their life as students and individuals. This study aims to determine the effect of psychological capital, academic buoyancy, and academic major satisfaction on academic adjustment of senior high school students during the COVID-19 pandemic. The subjects in this study were 145 students, taken by random sampling technique from the total population. The method used in this study was quantitative methods by using Structural Equation Modeling (SEM) analysis. Data collection employed was four scales: the psychological capital scale, academic buoyancy, academic major satisfaction, and the academic adjustment. The results of this study indicate that the R-Square value of the endogenous latent variable is 0.463, which means that the psychological capital, academic buoyancy, and academic major satisfaction variables have an influence on the academic adjustment variable of 46.3%. Thus, the hypothesis proposed in this study is accepted. Therefore, there is a significant positive effect of psychological capital, academic buoyancy, and academic major satisfaction on the academic adjustment of senior high school students during the COVID-19 pandemic.*

Keywords: *psychological capital; academic buoyancy; academic major satisfaction; academic adjustment; senior high school students.*

INTRODUCTION

Coronavirus Disease (Covid-19) began to spread worldwide at the end of 2019. The restrictive measures implemented have changed human life on a daily basis (Nakayama et al., 2020). Around 144-150 countries worldwide have implemented nationwide school closures affecting two-thirds of students in pre-primary to tertiary education (Benner & Mistry, 2020; Sahu, 2020). Accordingly, the pandemic greatly affected young people in education aspect, especially students.

Several countries, such as the United States, Ireland, United Arab Emirates, and Pakistan, imposed restrictions on people from being in close contact with each other, maintaining a distance (two meters), and closed all schools and universities nationwide. Several countries, such as the United States, Ireland, United Arab Emirates, and Pakistan, imposed restrictions on people from

*Corresponding author: abdulmuhid@uinsby.ac.id

being in close contact with each other, maintaining a distance (two meters), and closed all schools and universities nationwide. Those conditions ignited a revived distance learning model (Adnan & Anwar, 2020; Garris, & Fleck, 2020; Lades et al., 2020; Mosanya, 2020). The pandemic created an unprecedented crisis in education, both for students and educators concerning educational services (Mahapatra, & Sharma, 2020).

Furthermore, in Indonesia, the government through the Ministry of Education and Culture, has issued a policy to conduct learning from home which in Circular Letter Number 15 of 2020 about the guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Covid-19 (Kumalasari & Akmal, 2020). The implementation of the policies has changed education, from a face-to-face (conventional) learning system to a distance learning system (online) (Benner & Mistry, 2020; Garris, & Fleck, 2020; Kumalasari & Akmal, 2020; Puspitasari & Noor, 2020). This change brings its challenges for students who were usually involved in face-to-face learning. However, now students have to experience a sudden transition to distance learning (online), which makes the change to the routine of their daily lives as students and individuals (Besser et al., 2020).

Garris & Fleck (2020) stated that the rapid transition to online learning during the Covid-19 pandemic has no time to plan efficient distance learning, mainly in developing countries, i.e., Indonesia. Several challenges must be encountered, such as limited facilities and the readiness of human resources, both teachers and students (Issa, & Jaaron, 2017). In addition to the pandemic conditions, a major shift to online learning is also difficult for students living in places with inadequate facility. Students will also have to overcome the sense of isolation and loneliness that arise from efforts to comply with health protocols. As a result, the conditions of their learning and academic performance become less conducive (Besser et al., 2020). Rusdiana (2021) also mentions that students can bring up negative emotions such as anxiety, anger, shame, and boredom during online learning. A new phenomenon that has not previously existed is the online learning phenomenon, which occur almost worldwide simultaneously .

Teachers and students felt a sudden depressing transition. Guessoum (2020) finds that 37% of children and adolescents cannot manage study time, 30% have difficulty understanding lessons, and 21% do not understand teacher's instructions. Similarly, Watchorn (2021) states that 41% of students had a wrong opinion of their institution since the pandemic. As many as 63% reported being less satisfied because online learning instructions had gotten worse since the learning transition (Garris & Fleck, 2020).

Meanwhile, the results of the UNICEF survey on 18-29 May 2020 and 5-8 June 2020 also stated that 66% of 60 million students from various levels of education in 34 provinces admitted that they were not comfortable studying at home during the pandemic, while 87% of students wanted to return to school immediately. Furthermore, 38% of the respondents said that the lack of guidance from the teacher was the main obstacle, and 35% stated that poor internet access was the reason for the inconvenience of studying at home. In other words, there are many difficulties in adjusting to online learning.

The distance learning problem was also found in senior high school students in Nganjuk Regency. To be precise, in Kertosono and Nganjuk sub-districts, two public high schools have been piloted several times in implementing the distance learning process during the pandemic in Nganjuk Regency. The two schools are the 1st Public Senior high school of Kertosono and 2nd Public Senior High School of Nganjuk. According to the results of a survey conducted by researchers through online interviews with some senior high school students, there are some problems during this distance learning period encountered by students. As an example, due to the students' lack of understanding of the assignments, the students cannot complete the assignments, and thus they

cannot collect them on time.

Similarly, extra-curricular activities were not going well. The students felt isolated because they could not go anywhere. Some students were also absent during online classes, felt less enthusiastic and interested in school, and were dissatisfied with the online learning system.

The pandemic situation drives students to adapt to distance learning situations. In normal conditions, senior high school students do face-to-face learning, discuss directly with fellow students, listen to teachers' explanations, solve academic problems directly in classrooms, and do laboratory work. However in distance learning, all of those learning activities are diminished. These conditions are not conducive to their learning and academic performance. In addition, students cannot complete the online assignment on time.

These phenomena, especially for senior high school students, can hinder their participation in academic learning activities. As a result, online learning inhibits the students' development in improving their academic and non-academic abilities. In addition, online learning causes confusion, anxiety, and maladaptive. Thus, online learning must be considered, otherwise it will jeopardize the continuity of their education, and will have an impact on academic achievement (Abdullah et al., 2009; Hart, 2012).

In this phase, senior high school students enter adolescence phase as a critical period. It is a period of transition from child to adult. According to Papalia and Olds, adolescence is a developmental transition period between childhood and adulthood that generally begins at the age of 12 to 13 and ends in the late teens or early twenties (Jahja, 2011). Adolescents also face psychosocial changes which are divided into three stages: early adolescence, middle adolescence, and late adolescence (Batubara, 2010). The students face not only a phase of psychosocial change, but also the demands to overcome problems regarding the difficulties in the online learning transition period. Capacity and ability to adapt are the keywords that students should emphasize to overcome this challenge (Kumalasari & Akmal, 2020).

Adjustment is a psychological process to adapt, face, and manage problems, challenges and demands (Bibi et al., 2018). This ability will help students to survive in new situations (Aini, 2020). The changes that occur raise new demands for students to adjust to their current academic life. Adjustment in the academic field is called an academic adjustment. According to Anderson, adjustment is a process in which a person faces social, psychological, and academic challenges associated with entering higher education (Alfikalia, 2020; Anderson et al., 2016). In general, students will face new demands when they enroll at a new higher education level. Students who can make academic adjustments will be able to feel psychologically relaxed and emotionally calm with all academic aspects that allow students to give relatively appropriate responses (Yohanna, 2019).

The critical role of academic adjustment skills has shown that it helps students to adjust to the transition of academic changes, influence academic success and achievement, play an essential role in predicting academic achievement, and focus on completing the study (Bailey & Phillips, 2016; Páramo et al., 2020; van Rooij et al., 2018). The results of a study conducted by Alfikalia (2020) show that academic adjustment is related to students' mental health during the pandemic. Furthermore, it shows a significant positive relationship between academic adjustment and mental health on emotional well-being aspect. In a pandemic situation that requires individuals to do distance learning, the more individuals adapt academically, the more they generate positive emotions and feel satisfied with their lives, especially in the academic aspect.

Similarly, Besser et al. (2020) showed the challenges of students in adapting to the sudden transition to online learning during the Covid-19 pandemic. A high degree of adaptation to the Covid-19 pandemic is associated with a constructive learning experience. These two studies

concluded that students who can adjust academically well to online learning during the Covid-19 pandemic would positively impact on their learning experience and academic life satisfaction.

Psychological capital is an individual's positive capacity to develop themselves which has four dimensions (Desiavi & Siswati, 2020). Previous studies have revealed that psychological capital predicts student academic acclimatization and performance (Hazan-Liran, B. & Miller, 2019; Ortega-Maldonado & Salanova, 2018). Meanwhile, academic buoyancy is the student's ability to successfully overcome everyday obstacles and problems that occur in academic life (Hiunata & Linda, 2019). Every student on several occasions must have challenges and pressures while attending school. The ability to recover from these difficulties determines how positively and persistently students react in their academic situations (Hirvonen et al., 2020). Then, academic major satisfaction, which is satisfaction with the major program, is also another factor that is deemed pivotal for academic adjustment. That the students are not satisfied with their study program is likely to be the main reason for dropping out. On the other hand, some said that academic achievement can be achieved because of satisfaction (Nauta, 2007; Raza, Qazi, & Yousufi, 2020).

Based on the above-mentioned description, this study reveals how the academic adjustment was made for senior high school students during the Covid-19 pandemic. The critical role of academic adjustment is highly needed by the students in online learning transition situations. Along with the academic adjustment, students can keep up with the changes and live well in learning by gaining academic demands and challenges in the current educational crisis. Based on the previous studies conducted by Hazan-Liran & Miller (2019), Martin et al. (2017), and van Rooij et al. (2018), the psychological capital, academic buoyancy, and academic major satisfaction variables have been studied separately with academic adjustment. Meanwhile, this study uses psychological capital, academic buoyancy, and academic major satisfaction to predict academic adjustment. In previous studies, academic adjustment was also widely studied during the academic transition of students entering the first year of lectures. Accordingly, this study aims to continue the theory of the previous research variables by conducting the research on senior high school students experiencing a transition from conventional to online learning during the Covid-19 pandemic.

Due to the limited study on academic adjustment, this study observed the academic adjustment of senior high school students during the Covid-19 pandemic by using psychological capital, academic buoyancy, and academic major satisfaction as essential factors following their roles in student academic adjustment. Furthermore, the senior high school students were chosen because it was motivated by the demands that students had to experience changes and challenges in the teaching and learning system never coming into existence before the pandemic. Thus, the hypothesis proposed in this study is that psychological capital, academic buoyancy, and academic major satisfaction influence senior high school students during the Covid-19 pandemic.

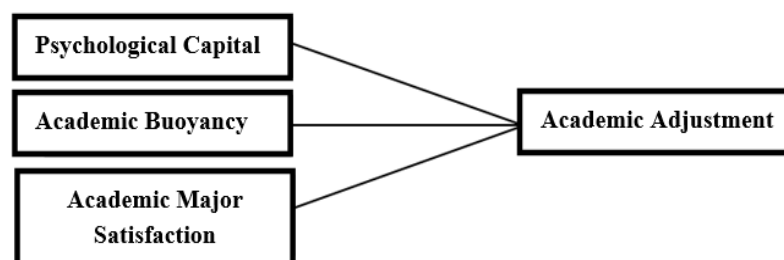


Figure 1.
Theoretical Framework of Academic Adjustment

METHOD

Research Design, Data Collection, Data Analysis

This quantitative research employed the path analysis method with the Structural Equation Modeling (SEM) technique and the results with the Smart-PLS v application 3.3.3. This method was used to determine whether or not there is an effect between two or more variables. Data analysis used the SEM technique to determine the effect of psychological capital, academic buoyancy, and academic major satisfaction on academic adjustment of senior high school students during the Covid-19 pandemic. Data collection in this study was carried out using Google forms which were distributed via WhatsApp.

Population and Sample

This research was conducted at the Public Senior high school of Kertosono 1 and the Public Senior High School of Nganjuk 2, Nganjuk, East Java. The location was selected based on the findings of the problems encountered by students in the sudden transition to online learning. The focus on high school students, especially students in grades X and XI, was chosen due to a transition from the previous educational level, a sudden transition to online learning, and demands that must be met by students as students who experience changes and are in charge of the unprecedented pattern of the teaching and learning system during the Covid-19 pandemic. The population of the two schools is 1443 students. Sampling in this study used a random sampling technique, based on an error tolerance level of 10%, and 145 students were found from the total population. The demographic characteristics of those 145 senior high school students as subjects are as follows.

Table 1.
Subject demographic data

Subject Characteristics	Frequency	Percentage
Ages		
15 -18 Years old	145	100%
Gender		
Girl	101	69.7%
Boy	44	30.3%
School		
1 st Public Senior high school of Kertosono	89	61.4%
2 nd Public Senior high school of Nganjuk	56	38.6%
Class		
X (Ten)	100	69%
XI (Eleven)	45	31%
Major		
Sciences Program	107	73.8%
Social Program	38	26.2%
Total	145	100%

Table 1 above shows that the demographic data of the respondents are in the age range of 15 - 18 years. Then, the number of female students was 69.7%, and male students were 30.3%. Moreover, the students from the Public Senior High School of Kertosono 1 were 61.4%, while

from the Public Senior High School of Nganjuk 2 were 38.6%. Respondents from class X (ten) were 69%, and from class XI (eleven) were 31%. Of those, students from the science program were 73.8%, and from the social program were 26.2%.

Data Collection Tools

The measuring tools used in this study were psychological capital scale, academic buoyancy, academic major satisfaction, and academic adjustment.

The aspects of the psychological capital scale are self-efficacy, optimism, hope, and resilience (Luthans et al., 2007). This scale consists of 16 items with a high-reliability value ($\alpha = 0.812$). The examples of statements from this scale are "When I find that my score is decreasing, I will try to improve it" ($r = 0.535$) and "I can find several ways to improve my score" ($r = 0.609$).

The aspects of the academic buoyancy scale are self-efficacy, planning, persistence, low anxiety, and control (Martin & Marsh, 2008). This scale consists of 16 items with a high-reliability value ($\alpha = 0.853$). The examples of statements from this scale are "I know what I need to do to achieve my goals" ($r = 0.336$) and "I often get discouraged, when I face difficulties when doing schoolwork" ($r = 0.588$).

The academic major satisfaction scale refers to a uni-dimensional variable. Positive emotions and persistence are the clues in this variable (Nauta, 2007). This scale consists of 6 items with a high reliability value ($\alpha = 0.825$). The examples of statements from this scale are "I feel happy with the major I chose" ($r = 0.666$), "I feel relieved to be included in this major" ($r = 0.709$).

The aspects of the academic adjustment scale are academic lifestyle, academic achievement, and academic motivation (Anderson et al., 2016). This scale consists of 9 items with sufficient reliability value ($\alpha = 0.649$). The examples of statements from this scale are "I feel relieved to get a satisfactory score last semester" ($r = 0.424$) and "I am satisfied with my report card score last semester" ($r = 0.344$).

The researcher himself compiled the entire measuring instrument applied in this study through the following stages: 1) defining the concept; 2) creating an operational definition of behavior; 3) summarizing the behavioral aspects; 4) compiling indicators; 5) compiling blueprints; 6) compiling items that were tested by expert judgment, a psychometrician, then presenting to ten students and two teachers as readers; 8) validating the test to an expert, students and teachers participating for item revision; 9) testing the items on 90 students; 10) selecting the item based on validity and reliability tests and the results show a range of validity for the psychological capital scale of $r = 0.224 - 0.615$; academic buoyancy scale of $r = 0.116 - 0.616$; academic major statistic scale of $r = 0.493 - 0.747$; and academic adjustment scale of $r = 0.188 - 0.430$; 11) presenting the items ready to be used as research instruments.

RESULTS AND DISCUSSION

Table 2 presents the analysis of convergent validity results that were tested through Cronbach's alpha, composite reliability, and Average Variance Extracted (AVE) values. Construct reliability verification used Cronbach's alpha value. According to the criteria proposed by Tabachnick & Fidell (2019), the acceptable value of Cronbach's alpha must be greater than 0.55 or 0.7. The reliability value on the PSYCAP, AB, and AMS constructs has met the satisfaction level of Cronbach's alpha, which is greater than 0.55 or 0.7. This value shows that the questionnaire is reliable. At the same time, the reliability value on the AA constructs was <0.7 , so it is less reliable. Then the composite reliability and AVE values were also used to test construct reliability. The composite reliability

value should be > 0.70 (Raza, Qazi, & Yousufi, 2020). The analysis of this study indicates that the composite reliability value on the PSYCAP, AB and AMS constructs has reached > 0.7 , with an intermediate range of $0.8 - 0.9$. Meanwhile, the value of composite reliability on the AA construct was <0.7 . However, in exploratory research, $0.60 - 0.70$ is considered acceptable (Hair et al., 2011). Subsequently, the AVE acceptance criteria by Hair et al. (2011) recommended that it must be greater than 0.5 on PSYCAP, AB and AMS and they met the acceptable AVE criteria, because all AVE values were above 0.5 . This acceptance criteria shows that the construct is valid and reliable. In contrast, the AVE value on the AA construct was <0.5 . So, the construct is not categorized as valid and reliable. The research data obtained have been analyzed by the SEM-PLS test as follows.

Table 2.
Measurement model

Construct	Items	Loading Factors	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
AA	AA1	0.476	0.237	0.641	0.390
	AA2	0.501			
	AA3	0.831			
PSYCAP	B1	0.784	0.781	0.859	0.605
	B2	0.803			
	B3	0.839			
	B4	0.677			
AB	C1	0.831	0.843	0.886	0.610
	C2	0.817			
	C3	0.804			
	C4	0.681			
	C5	0.763			
AMS	D1	0.910	0.781	0.901	0.821
	D2	0.901			

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Table 3.
 Discriminant Validity

Construct	AA	PSYCAP	AB	AMS
AA	<i>0.624</i>			
PSYCAP	0.622	<i>0.778</i>		
AB	0.617	0.778	<i>0.781</i>	
AMS	0.519	0.529	0.543	<i>0.906</i>

After conducting a convergent validity analysis, the researcher then analyzed discriminant validity. This test aims to know whether the extent of the latent construct is different from other constructs performed through cross-loading and AVE values. Presented in Table 3, the first value in each construct is italicized. The diagonal value indicates the square root of "AVE" and is declared valid if the value is greater than the correlation with other variables. Table 3 shows that construct discriminant validity has been reached because all the italicized diagonal values are greater than the values in other rows and columns.

Table 4.
 Cross-Loading

Construct	AA	PSYCAP	AB	AMS
A1	0.476	0.289	0.234	0.211
A2	0.501	0.275	0.237	0.332
A3	0.831	0.541	0.581	0.410
B1	0.468	0.784	0.541	0.388
B2	0.559	0.803	0.714	0.529
B3	0.480	0.839	0.712	0.430
B4	0.413	0.677	0.413	0.263
C1	0.567	0.649	0.831	0.446
C2	0.531	0.621	0.817	0.531
C3	0.515	0.638	0.804	0.403
C4	0.258	0.517	0.681	0.335
C5	0.444	0.600	0.763	0.378
D1	0.480	0.446	0.420	0.910
D2	0.459	0.513	0.568	0.901

Table 4 above shows the value of cross-loading in which all values of the loading factor on the construct were > cross-loading. Table 4 presents that all loading factors on constructs have a higher value than their respective latent variables and all constructs have strong relevance to the appropriate latent variables. For instance, in the AA construct, the loading value of all indicators is more significant than all of the cross-loadings to other constructs. In the PSYCAP construct, all indicators loading value is also more significant than all of the cross-loadings to other constructs. Likewise, with AB and AMS constructs, the loading value of all indicators is more significant than all cross loadings to other constructs. The construct loading value of all indicators was > cross-loading, this model has met the requirements of discriminant validity.

Table 5.
 Path Coefficient

Hypothesis	Regression path	Type of Influence	Value	Significance
H1	Psychological Capital (X1) -> Academic Adjustment (Y)	Positive	0.004	Yes
H2	Academic Buoyancy (X2) -> Academic Adjustment (Y)	Positive	0.007	Yes
H3	Academic Major Satisfaction (X3) -> Academic Adjustment (Y)	Positive	0.020	Yes

Structural models and hypotheses were tested with path coefficients or SEM-PLS path coefficients to highlight the direct effect of the independent variable on the dependent variable. The p-value is the path coefficient criteria. If it is smaller than 0.05 or 0.01 or 0.10, the relationship between variables will be significant (Raza, Qazi, & Yousufi, 2020). Therefore, this study will refer to the p-value < 0.05 (Ghozali & Latan, 2015). Table 5 shows that psychological capital (0.004 < 0.05) positively and significantly affects academic adjustment. Then, academic buoyancy (0.007 < 0.05) significantly and positively affects academic adjustment. Another finding from this study reveals that academic major satisfaction (0.020 < 0.05) significantly and positively affects academic adjustment.

Table 6.
 R-Square

Hypothesis	Items	R-Square Value	Percentage	Indication
H4	Academic Adjustment (Y)	0.463	46.3%	Moderate

Table 6 shows the R-Square value is used to see the effect of the independent variable on the dependent variable. According to Table 6, the R-Square value in the academic adjustment construct is 0.463. The values show that the psychological capital influenced academic adjustments, academic buoyancy is 46.3%, and the remaining 53.7% is influenced by other factors excluded in the model. As well as considering the R-square value, the Q-square predictive relevance can also evaluate the model. The calculation of the q-square value are:

$$Q^2 = 1 - (1 - (R\text{-square}))^2$$

$$Q^2_{AA} = 1 - (1 - 0.463^2) = 0.785$$

Based on the results of calculations, the Q-square value is 0.785, the latent variable used in the model is a latent variable that has an excellent predictive relevance, which is 78.5%.

This study's results align with the results of research conducted by Hazan-Liran & Miller (2019) that psychological capital and academic adjustment have a strong positive relationship. The findings also uncover that psychological capital explains 74% of the variance in academic adjustment. As a positive core construct, psychological capital can explain a large part of academic adjustment. Another study from Raza et al (2020) also mentioned that psychological capital consisting of several psychological components, such as self-efficacy, hope, optimism, and resilience can significantly improve student academic adjustment. Positive constructs in psychological capital can encourage individuals to have a more positive attitude. As a result, individuals can achieve their goals even though they face problems in their work (Desiavi, B. A. & Siswati, 2020; Ortega-

Maldonado & Salanova, 2018).

The current academic condition requires students to be able to adapt to changes in the learning system from conventional learning to distance learning during the Covid-19 pandemic. Online learning can be complex for students living in places with less optimal facilities. Students must also overcome the isolation and loneliness that arise while adhering to health protocols, which may not be conducive to their learning and academic performance (Besser et al., 2020). These isolation and loneliness raise new challenges for students in the teaching and learning.

The results of this study also show that psychological capital contributes more than academic buoyancy. Previous studies stated that, psychological capital was a predictor of student academic acclimatization and academic performance (Hazan-Liran, & Miller, 2019; Ortega-Maldonado & Salanova, 2018). Having the ability for students to recruit positive resources from within themselves, including self-efficacy, optimism, hope, and resilience, will help them meet the demands, encounter academic challenges, and lead to better academic adjustments. In a nutshell, the higher students' psychological capital, the higher their academic adjustment.

Research by Azarian et al. (2020) is also in line with this study, which states that academic buoyancy is effective in increasing students' academic adjustment ($p < 0/001$). In addition, Chahardeh's research (2020) also shows that academic buoyancy can improve student adjustment in school. In the same way, Martin et al. (2017) also support the results of this study, that academic buoyancy has a significant positive relationship with student adjustment. Likewise, the research conducted by Yu et al. (2019) concluded that academic buoyancy was positively and significantly related to student adjustment based on student involvement in academic activities.

Students encounter new challenges to participate in academic activities in the distance learning situation that occurred during the Covid-19 pandemic, for instance, adjusting to the distance learning system, online assignments, online exams, etc. With a high academic buoyancy, students will have problem-solving and planning skills, show more enthusiasm and interest in academic activities, and strive harder to achieve academic goals (Chahardeh, 2020). The results of this study indicate that academic buoyancy provides a more reasonably high contribution value in influencing academic adjustment in senior high school students during the Covid-19 pandemic than other predictor variables.

Martin and Marsh (2008) explained that academic buoyancy could predict student absence from academic activities (skipping), task completion, and positive academic intentions. In addition, student will also have confidence that they can successfully manage and overcome academic challenges and difficulties, so that they have more confidence, motivation, positive, and optimistic outlook on themselves and their academic activities (Chahardeh, 2020; Yu et al. 2019). To sum up, the higher the students' academic buoyancy, the higher their academic adjustment.

In addition, van Rooij et al. (2018) research show that study program satisfaction has a significant correlation with academic adjustment. Similarly, Raza et al. (2020) find a positive relationship between satisfaction with academic majors and academic adjustment. In the same way, Abdullah & Muhid (2021) shows that the higher the academic satisfaction, the lower the tendency to drop out, and vice versa. Students who are satisfied with their chosen study program can easily adjust well, such as coping with the demands of the academic and learning environment. To sum up, the higher the student satisfaction in the study program, the higher the academic adjustment.

Furthermore, according to Raza et al. (2020), academic adjustment can be influenced by ability, psychology, and satisfaction with the study program. These three features are internal factors proven to influence students' academic adjustment during academic activities. Students who can make academic adjustments will be able to feel psychologically relaxed and emotionally calm with

all their academic aspects allowing them to give relatively appropriate responses (Yohanna, 2019). Psychological capital is an element that influences students' academic performance. Luthans et al. (2007) stated that psychological capital is a set of positive psychological resources that contains four lower-level variables. Students can use their psychological capital to complete assignments or achieve academic goals. In today's challenging learning situation, direct effort to complete tasks requires a high self-efficacy. Therefore, optimism helps students to make positive attributions for success. Furthermore, when problems and difficulties arise in implementing of learning, hope and resilience become essential sources to achieving academic goals (Raza, Qazi, & Yousufi, 2020). In their research, Heiman and Kariv (2004) also mention that the construction of psychological capital influences students' adjustment to the academic environment. Hazan-Liran and Miller (2019) also concluded that the role of psychological capital in academic adjustment among students is that their psychological capital is positive and plays a central role in student academic adjustment. Chemers et al. (2001) also conclude that psychological factors play a central role in students' academic adjustment.

Academic buoyancy refers to students' ability to overcome the everyday challenges they face in an academic context. In addition, academic buoyancy positively contributes to students' beliefs and behavior in learning situations (Hirvonen et al., 2020). Moreover, academic buoyancy is associated with high self-efficacy, persistence, and planning (Martin et al., 2010), school involvement with high emotions and behaviors (Collie et al. 2017; Datu & Yuen, 2018; Martin, 2014), effective learning strategies (Collie et al., 2017), and low self-handicapping (Martin et al., 2013).

Similarly, Hirvonen et al. (2020) showed that academic buoyancy supports positive expectations and adaptive behavior in learning situations through emotion regulation. In addition to experiencing cognitive and psychological changes and the developmental transition between childhood and adulthood, students at this age face changes at school as a result of the school transition. They move from conventional learning systems to distance learning and the extra-curricular activities are not going well. Students also faced isolated situations because they cannot go anywhere. They also experience significant changes in their daily routines and workloads when they are assigned with piles of schoolwork, extracurricular, and practicum activities, as well as long hours of learning in front of a screen. As a result, student motivation and effort may decrease and negative attitudes toward school increase during the learning transition. Therefore, to help students cope with the transitional demands they face, it is crucial to understand how academic buoyancy can contribute to student academic adjustment.

Satisfaction with majors is associated with student academic achievement (Raza, Qazi, & Yousufi, 2020). Suhre et al. (2007) in a study found that the more satisfied with the major, the better grades the students get. Wach et al. (2016) conducted a study on student satisfaction with their academic studies and found that academic achievement is related to satisfaction with academic program conditions. When students are satisfied with their academic degree program and their achievement is high, students are more likely to be able to adapt themselves to learning situations during a pandemic and not to drop out of school. Thus, students who are satisfied with their chosen study program can quickly adapt to the environment of an academic institution.

Based on aforementioned analysis and description, the R-Square value in the academic adjustment variable is 0.463. It shows that psychological capital, academic buoyancy, and academic major satisfaction are predicted to moderately affect the academic adjustment variable by 46.3%. Thus, in this study, academic adjustment for senior high school students who underwent distance learning during the Covid-19 pandemic was influenced by psychological capital, academic buoyancy, and academic major satisfaction variables by 46.3%.

The study's result highlights the critical role of psychological capital, academic buoyancy, and academic major satisfaction in predicting student academic adjustment. Psychological capital, academic buoyancy, and academic major satisfaction significantly affect student academic adjudication. These results allow all teachers and related schools to improve the development of intervention programs for students who still have difficulty adjusting new learning environment. Students who have confidence in their skills in dealing with academic requirements, ability to recruit psychological capital, academic buoyancy and belief in the chosen major can increase the chances of success in academic adjustment. Their well-defined goals lead them to a positive attitude even when they encounter significant difficulties. It is imperative to be able to make academic adjustments properly. Academic buoyancy is found to have a more significant effect on academic adjustment. Such efforts show that there is more potential than academic buoyancy in increasing student academic adjustment during the transition period and adjustment of distance learning during the Covid-19 pandemic.

CONCLUSION

Based on the results and discussion above, there is a significant positive influence of psychological capital, academic buoyancy, and academic major satisfaction on the academic adjustment of high school students during the Covid-19 pandemic. Academic buoyancy is the most influential predictor of academic adjustment of the other two predictors. Psychological capital is the second most influential predictor of academic adjustment. Furthermore, academic major satisfaction is the third predictor that affects the academic adjustment of high school students in the online learning transition during the Covid-19 pandemic.

Through the results of this study, students can continue to make academic adjustments by meeting all the requirements of academic challenges and demands, despite the sudden change in the learning system during the Covid-19 pandemic. Students can use their abilities and capacities to take advantage of their major in the transition to online learning. This becomes the basis for students to make academic adjustments, attain achievements, and reduce anxiety in the online learning transition during the Covid-19 pandemic. Students also have the opportunity to continue to develop their capacities despite changes in the learning system during the Covid-19 pandemic. This article is far from perfect. There are weaknesses in the writing of this research. This research was conducted during a pandemic that has limitations in processing data collection, in expert judgment that cannot be done offline, and in population variation. Thus, this research only covers a certain scope.

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