



Students' Adaptive Behavior in Adjusting to Academic and Social Demands

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Abstract

Students' adaptive behavior refers to their ability to respond appropriately to academic and social demands in school. This ability supports academic success and character development. In the Sambas Malay context, adaptive behavior reflects local wisdom values such as politeness, responsibility, rule obedience, and respectful social interaction. These values provide an important foundation for shaping students' attitudes at school. This study aimed to analyze students' adaptive behavior at SMA Negeri 1 Paloh as a basis for planning guidance and counseling services. The study used a survey design with an analytical approach. Participants were grade X students with less optimal adaptive behavior tendencies. Data were collected through questionnaires, supported by observations and interviews with guidance and counseling teachers and homeroom teachers. Descriptive analysis showed that students' adaptive behavior was in the low category. These findings indicate the need for structured, continuous support through mindfulness-based guidance and counseling integrated with Sambas Malay local wisdom. This approach is expected to strengthen self-awareness, emotional regulation, responsibility, and sustainable adjustment in school life for all students.

Keyword: *Academic, Adaptive Behavior, Social Adjustment*

Abstrak

Perilaku adaptif siswa mengacu pada kemampuan mereka untuk merespons secara tepat terhadap tuntutan akademik dan sosial di sekolah. Kemampuan ini mendukung keberhasilan akademik dan pengembangan karakter. Dalam konteks Melayu Sambas, perilaku adaptif mencerminkan nilai-nilai kearifan lokal seperti kesopanan, tanggung jawab, kepatuhan terhadap aturan, dan

interaksi sosial yang penuh hormat. Nilai-nilai ini memberikan landasan penting untuk membentuk sikap siswa di sekolah. Studi ini bertujuan untuk menganalisis perilaku adaptif siswa di SMA Negeri 1 Paloh sebagai dasar perencanaan layanan bimbingan dan konseling. Studi ini menggunakan desain survei dengan pendekatan analitis. Partisipan adalah siswa kelas X dengan kecenderungan perilaku adaptif yang kurang optimal. Data dikumpulkan melalui kuesioner, didukung oleh observasi dan wawancara dengan guru bimbingan dan konseling serta guru wali kelas. Analisis deskriptif menunjukkan bahwa perilaku adaptif siswa berada dalam kategori rendah. Temuan ini menunjukkan perlunya dukungan terstruktur dan berkelanjutan melalui bimbingan dan konseling berbasis kesadaran yang terintegrasi dengan kearifan lokal Melayu Sambas. Pendekatan ini diharapkan dapat memperkuat kesadaran diri, pengaturan emosi, tanggung jawab, dan penyesuaian berkelanjutan dalam kehidupan sekolah bagi semua siswa.

Kata kunci: Prestasi Akademik, Perilaku Adaptif, Penyesuaian Sosial

A. INTRODUCTION

Education demands not only academic success, but also the ability of students to adapt to the academic and social demands of the school environment. This ability to adapt is reflected in students' adaptive behavior in managing learning obligations, complying with school rules, and responding appropriately to the dynamics of social interaction. Adaptive behavior is a crucial aspect because it has a direct effect on the effectiveness of the learning process and the quality of students' social relationships at school (Damanik et al., 2024). Adaptive behavior is inseparable from students' social interactions in school, where students' ability to communicate, cooperate, and respect peers is an important foundation in adjusting to various academic and social demands. Positive social interaction can improve social skills which in turn also affects students' adaptation to academic and social norms in learning (Mufidah et al., 2024). Adaptive behavior is an important indicator that reflects a student's ability to manage learning responsibilities, adhere to school rules, and build positive social interactions. Effective social interaction plays a role in shaping students' social skills, which further strengthens the ability to adapt to academic and social norms in the learning process.

The ability to carry out academic responsibilities is also a form of students' adaptive behavior in the context of learning. Students who demonstrate a high level of responsibility tend to have better learning engagement and are able to complete assignments consistently, which reflects the student's ability to adjust to the school's academic demands. The relationship between attitudes of responsibility and the achievement of students' academic competence has been discussed in research that shows an important relationship between the two (Bayu, 2020). In addition, the study also found that teacher-student relationships

and teacher social support have an impact on students' adaptability in school contexts, where strong social support can strengthen students' readiness to adjust to academic tasks and future career planning (Irdiatika Damar Intani & Sawitri, 2023). Students' adaptive behavior is reflected in the ability to carry out academic responsibilities consistently and sustainably.

A high level of academic responsibility encourages more optimal learning engagement, perseverance in completing assignments, and the achievement of better academic competence as a form of self-adjustment to school demands. On the other hand, the quality of teacher-student relationships and the social support provided by teachers play a role as a strengthening factor in shaping students' readiness to adapt, both in facing current academic demands and in planning the direction of academic and career development in the future.

Empirical findings show that students' adaptive behavior problems are not only related to cognitive aspects, but are also closely related to the ability to self-awareness and emotion regulation in dealing with academic demands and social dynamics in the school environment (Putri et al., 2024). Therefore, the mindfulness approach is recommended as a supportive plan in guidance and counseling services because it emphasizes increasing self-awareness, managing emotions, and accepting learning experiences constructively (Ipango & Puspitasari, 2025).

In the context of the Sambas Malay community, students' adaptive behavior is in line with the values of local wisdom that uphold good manners, responsibility, rule compliance, and politeness in social interaction. The value of "adat" in the Malay Sambas culture emphasizes the importance of knowing how to position oneself, respect others, and maintain the harmony of social relationships as part of the formation of individual character. These values are the moral foundation that guides students in carrying out their academic responsibilities and building positive social interactions in the school environment (Hemafitria, 2019).

B. Literature Review

Adaptive behavior refers to the ability of students to adapt effectively to the academic and social demands of the school environment. This behavior is reflected in students' ability to manage learning responsibilities, adhere to school rules, and build positive social interactions with peers and teachers. Previous research has shown that adaptive behavior plays an important role in improving students' social skills and learning engagement. (Damanik et al., 2024) explains that adaptive behavior significantly affects students' social competence, while (Mufidah et al., 2024) Found that positive social interactions strengthen students' ability to adjust to academic and social norms in school. In the academic context, adaptive behavior is closely related to students' responsibilities in completing tasks and maintaining learning consistency. (Bayu, 2020) stated that responsibility contributes to the achievement of academic competence, while Irdiatika (Irdiatika Damar Intani & Sawitri, 2023) Emphasized

that teacher support strengthens students' adaptability in facing academic demands. In addition, adaptive behavior is also associated with self-awareness and emotional regulation. (Meryna Putri Utami, 2024) found that mindfulness-based approaches can improve students' emotional well-being, academic achievement, and social skills, while (Ipango & Puspitasari, 2025) Highlight mindfulness as an effective strategy to improve concentration and self-regulation. In the context of the Sambas Malay culture, adaptive behavior is closely related to local wisdom values such as politeness, responsibility, obedience to rules, and respect for others, which play an important role in shaping students' character (Hemafitria, 2019). However, previous research has generally examined adaptive behavior, academic responsibility, social interaction, mindfulness, and local wisdom separately. Limited studies have specifically explored students' adaptive behaviors in response to academic and social demands in the context of local Sambas Malay wisdom. Therefore, this study aims to fill this gap by analyzing the adaptive behavior of students at SMA Negeri 1 Paloh.

C. Method

This study uses a qualitative descriptive approach to explore students' adaptive behavior in responding to academic and social demands at SMA Negeri 1 Paloh. The qualitative approach was chosen because this study aims to understand student behavioral tendencies based on real conditions that occur in the school environment, not to measure variables statistically. The subjects of this study are class X students who are in the early stages of self-adjustment in the high school environment. The research informants were selected deliberately, including guidance and counseling teachers, homeroom teachers, and some students who showed difficulties in academic and social adjustment.

Data collection techniques are carried out through observation, semi-structured interviews, and documentation. Observations were made to see student behavior related to academic responsibilities such as punctuality of school attendance, assignment completion, participation in learning, and compliance with school rules. Observations are also directed at students' social interactions with peers and teachers. Semi-structured interviews are conducted with guidance and counseling teachers, homeroom teachers, and students to gain more in-depth information about the causes of maladaptive behavior, students' emotional experiences, and obstacles in adjusting to school demands. Documentation in the form of student attendance data, code violation records, and academic reports was used to strengthen the research findings. Data analysis is carried out using thematic analysis, through the stages of data reduction, data categorization, interpretation, and conclusion drawn. The findings of the research were analyzed using the perspective of the local wisdom values of Sambas Malay such as manners, responsibility, obedience to rules, and respect for others. Based on these results, mindfulness-based guidance and counseling services are recommended as a preventive effort to strengthen students' adaptive behavior.

D. Findings and Discussion

Initial Findings of Students' Adaptive Behavior at SMA Negeri 1 Paloh

Based on the results of an interview with guidance and counseling teachers on Monday, April 6, 2026 at SMA Negeri 1 Paloh, information was obtained that the school has provided group guidance services as part of guidance and counseling services for students. This service is more often provided to grade X students because students are in a transition period from junior high school to high school so they need assistance in adjusting to the new school environment. The implementation of services aims to help students develop optimally, both in personal and social aspects through group dynamics.

The BK teacher explained that the techniques used in the group guidance service include group discussions, brainstorming, role playing, lectures, questions and answers, and group discussions. In addition, mindfulness techniques have also been applied to help students improve self-awareness and control emotions in dealing with various situations. However, the implementation of services still faces several obstacles such as low student participation, limited-service time, large number of students, and inadequate facilities and infrastructure. Furthermore, the results of the interviews show that there are still students in class X who have not been able to adjust healthily and positively in the school environment. This can be seen from students' difficulties in adapting to the classroom environment, low academic responsibility, and suboptimal social interaction skills. This condition has an impact on declining learning outcomes, the emergence of less disciplined behavior in the classroom, and the low ability of students to build positive social relationships.

The BK teacher also explained that the efforts that the school has made to help students include group guidance services, classical guidance, and individual counseling according to student needs. However, students still need more targeted and contextual interventions to be able to adjust healthily and positively in the school environment. These findings show that strengthening students' adaptive behavior is still an important need at SMA Negeri 1 Paloh, especially in the aspects of responsibility, behavioral ethics, and social interaction. Therefore, the integration of mindfulness-based group guidance services with the values of the Malay Sambas philosophy is a relevant alternative to help students increase self-awareness, control behavior, and adapt positively in the school environment.

Students' Adaptive Behavior in Carrying Out Academic Responsibilities

The interview findings revealed that some students still had difficulty meeting academic responsibilities. Teachers report that some students often submit assignments late, show low class participation, and show inconsistent learning motivation. Observational findings also show that some students have difficulty maintaining focus during classroom learning activities. This condition reflects that students' adaptive behavior in academic responsibility still needs to be improved.

This pattern shows that Students With a good level of adaptation, they tend to be able to maintain a focus on learning and show a more stable academic commitment, so that it has a direct impact on the achievement of academic competence. These findings are in line with the results of the study (Wole et al., 2025) which affirms that adaptive behavior and social skills contribute significantly to academic engagement, particularly through communication skills, active participation in the classroom, and collaboration in learning activities as part of a student's learning strategy. In addition, (Idris et al., 2023) This shows that the quality of students' teacher relationships and interpersonal motivation play a supporting role as a supporting factor that strengthens students' adaptability to academic demands, while creating a conducive and supportive learning climate.

This discussion broadens the understanding that students' adaptive behaviors not only impact the regularity of the learning process and academic achievement, but are also closely related to social-emotional competencies that impact overall academic outcomes. Research on social-emotional learning shows that strengthening students' social and emotional skills can increase motivation, discipline, and participation in the learning process, which in turn contributes to increased academic achievement as well as their social success in school (Aziz & Makhtuna, 2024). In line with these findings, literature studies that facilitate the interaction between social-emotional behavior and academic outcomes show that systematic social-emotional programs are able to improve emotional management skills and relationships between students, which in turn promotes higher academic achievement (Zhao, 2025).

Students' Adaptive Behavior in Establishing Social Interaction in the School Environment

The results of the study show that students' adaptive behavior plays a direct role in determining the quality of social interaction in the school environment. Observational and interview findings show that students with good levels of adaptation are able to build effective interpersonal communication, demonstrate empathy in relationships with peers, and actively and constructively participate in study group cooperation. These findings are in line with research (Jannah & Suryani, 2025) which shows that the application of social interaction based on Islamic morals in the school environment strengthens relationships between students, forms a social character that respects each other, and creates a harmonious social environment that is conducive to the development of students' adaptive behavior.

The discussion of the results confirms that students' ability to establish social relationships is determined by the level of adaptation of their behavior to social dynamics in the school environment. These findings are in line with research (Meryna Putri Utami, 2024) which shows that the social interaction of students in socializing schools effectively develops social concern through verbal, nonverbal communication, and involvement in collaborative activities. Effective social interaction serves as a medium for actualizing students' adaptive behavior

in the face of the complexity of social situations in schools, which is reflected in responsiveness to the social needs of peers, role flexibility in group work, and consistency of social engagement. This pattern suggests that social adaptation directly reinforces prosocial behavior and relationship function between students, in line with the findings (Hakim & Ainil, 2025) which confirms that social adjustment skills contribute significantly to the quality of students' social interactions in the school environment.

The adaptive pattern of social interaction reflects students' openness to diversity and their capacity to manage interpersonal conflicts, such as differences of opinion and social background. Students with a good level of social adaptation are able to overcome communication barriers and maintain harmony in interpersonal relationships, thus supporting the creation of an inclusive school environment that is responsive to the diverse social needs of students (Mufidah et al., 2024).

The findings of this study show the need for interventions oriented towards strengthening students' self-awareness and emotion regulation, so mindfulness is recommended as a mentoring plan in guidance and counseling services to support the development of students' adaptive behaviors. The mindfulness approach is projected to be able to strengthen students' emotional regulation and focus on learning which has an impact on consistency in carrying out academic responsibilities and adaptive social interaction management in schools, as shown by research showing the effectiveness of mindfulness in improving self-regulation and students' focus on learning in the context of learning (Bleg & Amseke, 2024).

Integration of Academic Responsibility and Social Interaction in the Perspective of Malay Sambas Values

The results of interviews and observations at SMA Negeri 1 Paloh show serious problems in students' adaptive behavior, especially low academic and social responsibility. Interviews with BK teachers (April 2026) revealed patterns of tardiness, skipping school, incomplete assignments, non-compliance with rules, and weakening of manners and politeness in interactions due to environmental influences. This condition emphasizes the need for structured and sustainable guidance and counseling interventions by strengthening the values of the Sambas ethnic Malay philosophy of life as the basis for the formation of student self-awareness and behavior. These values serve as an ethical framework that simultaneously directs academic discipline and the quality of social relations. Students, as affirmed by (Januardi et al., 2024) that the local wisdom of Malay Sambas plays a strategic role in shaping students' adaptive behavior and responsibility in the context of formal education. These findings show that the integration of Sambas Malay cultural values through the expression of local language and symbols needs to be positioned as a strategic part of the policy of strengthening character education and guidance and counseling services in schools, as it has been proven to support the

internalization of academic responsibility attitudes while improving the quality of students' social interaction in a sustainable manner (Putra et al., 2021).

These findings are supported by empirical evidence that integrating the value of local wisdom into character education contributes significantly to the formation of students' adaptive behaviors, including behaviors of responsibility, cooperation, and positive social interactions. Quantitative research shows that character education based on local wisdom significantly improves students' social behaviors, such as responsibility, cooperation, and mutual respect, which are important capital in navigating academic demands and social interactions in schools (Asriati, 2012). Other studies emphasize that local wisdom serves as a guideline and control of social values internalized by students, thus reinforcing their tendency to adhere to school norms and establish harmonious relationships between peers (Azmi et al., 2025).

The implementation of learning that integrates local cultural values has been proven to increase the internalization of cooperative attitudes and appreciation for students' cultural diversity in the context of integrated learning (Nurmaya et al., 2024). This approach facilitates the simultaneous formation of students' academic and social character through learning experiences that are relevant to their local culture, thereby strengthening students' readiness to face the social dynamics and academic demands of the school on an ongoing basis (Mundzir, 2024). The application of character education based on local wisdom in schools emphasizes that a contextual approach that integrates cultural values through the curriculum and school culture enhances students' understanding of social norms and collective responsibility (Anita Yelinda Astuti Landena, 2026). (Helda & Rose, 2025) affirms that the integration of local cultural values in learning activities strengthens students' character, increases tolerance, cooperation, and respect for differences, which are important indicators in building adaptive social relationships and academic responsibility.

The Sambas Malay community expects Generation Z to be able to display behavior that is in line with local wisdom values, such as manners, politeness, responsibility, and compliance with social norms, as well as being able to adapt to social dynamics and modern academic demands (Lisa Ranti Mardiyanti, 2023). Generation Z is expected to carry out academic obligations in a disciplined manner, establish harmonious and adaptive social interactions, and show an attitude of cooperation and respect for differences. This hope confirms that the sustainability of Malay Sambas values depends on the ability of Generation Z to internalize local character while remaining responsive to social and academic changes, thus forming intact adaptive behaviors in the context of formal education (Setyaningsih, 2026).

E. Conclusion

The findings of the study imply that the adaptive behavior of grade X students at SMA Negeri 1 Paloh is still not optimally developed, especially in the aspects of academic responsibility and social interaction. This condition can be

seen from low learning engagement, inconsistency in completing assignments, and the application of manners and politeness in a school environment that is not optimal. Adaptive behavior plays a strategic role in integrating academic responsibility with students' social competence, where students who have good adaptability tend to show a more stable focus on learning, consistent academic engagement, and a more positive quality of social interaction. Based on the context of the Sambas Malay community, adaptive behavior is in line with the values of manners, responsibility, obedience to rules, and social politeness as the foundation for the formation of students' character.

It is recommended for future researchers to examine the reinforcement of students' adaptive behavior through a mindfulness approach by involving more diverse variables, subject characteristics, and cultural contexts, so that more in-depth findings are obtained and have more generalization power.

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