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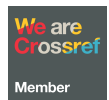
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Article

Adjustment of college students and high school students who like watching Korean dramas



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ABSTRACT

Most Korean drama fans are students. Watching Korean dramas also impacts students' attitudes and behavior, including their adjustment to campus life. This research aims to determine the adjustment of students who enjoy watching Korean dramas in terms of emotional maturity, intellectual maturity, social maturity, and responsibility. The study follows a quantitative descriptive research design and was conducted at the Faculty of Teacher Training and Education, Riau University. The sampling technique employed was the snowball sampling method, resulting in a sample size of 102 participants. Data for this research consist of interval data collected through respondents filling out the self-adjustment scale instrument. Descriptive analysis was used to analyze the data. The research findings reveal that students who enjoy watching Korean dramas exhibit medium-level adjustments in three aspects: emotional maturity, intellectual maturity, and responsibility. However, one aspect of adjustment falls into the low category—social maturity. Therefore, students classified in the low social maturity category may benefit from interventions to enhance their social relations maturity on campus.

Keywords:

Student adjustment,
Korean dramas

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Introduction

In the current era, the world film industry is developing rapidly. The film industry is even considered a very promising industry, so filmmakers and even the government are very concerned about the sustainability of this industry in their country. This matter because, the film industry is not only profitable for filmmaker only, but also possible to increase the growth economy of a country (Iswahyuningtyas & Hidayat, 2021). For example, in South Korea, the Korean Film Industry has a impact positive on tourism and products domestic of their country (Suryani, 2014).

One of the film industries that is currently in the spotlight is the Korean film industry. Korean dramas have become a favorite program part big Indonesian audience since first aired in 2002 (Can, 2023). At present moment the Korean film industry is growing rapidly. For example, Parasite won four Oscars in 2020. The same film also won the Academy Awards in the same year. Not long after Parasite, the Squid Game series also entered the world of cinema by setting a record as the most streamed series on Netflix. This film, directed by Hwang Dong-hyuk, also won dozens of awards in 2021 and 2022 (Suara.com, 2022).

Not only abroad, but even in Indonesia. Korean dramas are very popular (Herpina & Amri, 2017) and almost 70% of Korean drama viewers are teenagers (Perdana et al., 2021) so it is not surprising that Indonesia is the country with the largest number of drama fans. Korea (Ramlah et al., 2019). This

can be seen on Indonesian television screens which are now competing to broadcast information and entertainment related to Korea (Alimudin et al., 2019).

For the audience itself, most Korean drama fans are teenagers (T. S. Rahayu et al., 2021). This is because the genre promoted by Korean dramas is very suitable for teenagers, such as competition, high idealism towards fellow friends, plus touching romantic stories that make teenagers fall in love with Korean dramas (Agustina, 2013).

This research aims to determine the level of adjustment of students who like watching Korean dramas. Research has been conducted on teenagers' addiction to watching Korean dramas. Still, teenagers' adjustment to 4 aspects in the academic field has not yet been studied ie aspect maturity emotion, aspect maturity intellectual, aspect maturity social, and responsible answer.

Watching Korean dramas has a big positive and negative impact on teenagers' attitudes and behavior (Adita et al., 2018). Especially for students, watching Korean dramas impacts their daily lives (Herpina & Amri, 2017).

Watching Korean dramas has both significant positive and negative impacts on teenagers' attitudes and behavior (Adita et al., 2018). Particularly for students, the influence of Korean dramas extends to their daily lives (Herpina & Amri, 2017).

It not only affects students' daily activities but also leads to irresponsibility in their actions, such as adopting procrastination attitudes, completing assignments carelessly (Nurismawan & Winingsih, 2020), and displaying a lack of motivation for learning (Prasanti & Dewi, 2020). The lack of responsibility was evident in the instruments distributed to students addicted to watching Korean dramas, revealing that many students approached assignments without regard for campus and environmental regulations, sometimes even violating them.

The impact of watching Korean dramas also extends to students' emotional well-being. They often get carried away by the drama's atmosphere, experiencing a range of emotions such as sadness, excitement, anger, irritation, happiness, and even annoyance (Herpina & Amri, 2017). The emotional state of students was further highlighted in the instrument results, where students expressed discomfort with the environmental conditions of the city of Pekanbaru and a longing for the atmosphere of their hometown. Socially, the influence of Korean dramas leads students to socialize less with their families and the surrounding environment as they become engrossed in watching dramas or seeking out the latest films (Agustina, 2013).

Watching Korean dramas has numerous negative impacts, affecting responsibility, emotional well-being, intellectual aspects, and social interactions. These aspects collectively contribute to students' self-adjustment, and disruptions in these areas can hinder the learning process. Students' inability to adapt to these situations and demands may also adversely affect their mental health (Siswanto, 2007). Given the above explanation, a more comprehensive study is necessary to understand the adjustment of students addicted to watching Korean dramas.

Metode

This research is included in quantitative descriptive research. This research was conducted at FKIP Riau University and Riau University FKIP Partner High School. The population and sample are college students and high school students who like watching Korean dramas. The sampling technique in this research was the snowball sampling technique. So the sample size is large obtained for There are 102 students addicted to watching Korean dramas and 262 high school students . The instrument used is an adaptation instrument from the adjustment aspect proposed by Scheineiders; Desmita. Then the instrument was tested for validity and reliability and obtained a validity value of 0.791 and a reliability value of 0.755. The type of data in this research is interval data obtained from respondents by filling in the self-adjustment scale instrument. Data were analyzed using descriptive analysis (Sudjana, 2002).

$$P = \frac{f}{n} \times 100$$

Information :

P = Percentage response rate

f = Frequency of answers

n = Number of Samples

To find out Munawir the categorization of Personal Adjustment per aspect, you can see the results of the following formula calculations (Irianto, 2015),

$$Interval_K = \frac{\text{Highest score} - \text{Lowest score}}{\text{Number of Groups}}$$

$$Interval_K = \frac{335 - 67}{5} = 53.6 \text{ rounded } 54$$

Categorization of adjustment variables can be seen in Table 1.

Table 1. Category Adjustment Range Classification

Customization Category	Score Range	%
Very high	≥ 283	≥ 84
Very	229-282	68-83
At the moment	175-228	52-67
Low	121-174	36-51
Very low	≤ 129	≤ 35

Result and Discussion

Adjustment College Students Who Like Watching Korean Dramas

The adjustment of college students who like watching Korean dramas can be seen in table 2.

Table 2. Adjustment for college students who like watching Korean dramas.

Aspects	Item Total	Ideal	Max	Min	%	Categories
Emotional Maturity	12	60	45	13	57.39	Currently
Intellectual Maturity	18	90	72	18	57.65	Currently
Social Maturity	17	85	57	20	51.42	Low
Responsibilities	20	100	78	21	58.52	Currently

Table 3. Statement Items Problematic in each aspect Adjustment _

Item statement	
Emotional Maturity	1. Watching Korean dramas makes I easily harbor feelings of resentment toward friends 2. When I faced problems with my girlfriend, I resolved the problem after being inspired by the drama I watched 3. Watching Korean dramas , makes I tend in a hurry to do homework
Intellectual Maturity	Watching Korean dramas makes me always carefully look for alternative solutions to the problems I face
Social Maturity	Watching Korean dramas makes me feel like I'm skipping from organizational activities that are mandatory
Responsibilities	Watching Korean dramas makes me always do the homework given by the lecturer

Based on table 2, it can be seen that students who like watching Korean dramas have moderate self-adjustment. It can be seen that most aspects of self-adjustment, namely aspects of emotional

maturity, intellectual maturity and responsibility are in the medium category. However, the social maturity aspect shows that students who like watching Korean dramas are in the low category. For statement items each aspect is problematic can see in table 3.

Maturity Emotional

Emotional maturity is the most important component of normal personality (Negi et al., 2022). Emotional maturity in this research when related to self-adjustment consists of the stability of the emotional life atmosphere, the stability of the atmosphere of living together with other people, the ability to relax, feel happy, and express annoyance, as well as attitudes and feelings towards oneself. own abilities and reality.

This research found that students who like watching Korean dramas do not have emotional maturity. The item that received the lowest score was the statement item "Watching Korean dramas makes it easy for me to harbor feelings of resentment towards my friends." (Alimudin et al., 2019) revealed that one of the negative impacts of the habit of watching Korean dramas is that students will imitate Korean habits which cannot be applied in Indonesia. Korean dramas always show several conflicts where the main character always harbors feelings of irritation towards his co-star. Students tend to tell happiness to friends and lecturers and ways This is identification they from scenes in Korean dramas.

Furthermore, the findings of this research lead to their strong identification with the characters in Korean dramas in terms of dating behavior as revealed in the statement "When I face problems with my boyfriend, I solve the problem after being inspired by the drama I watch". The appearance interests of students who are addicted to Korean dramas mostly follow Korean cultural clothing styles or trends. Not only in clothing, their interest in food also tends to lead to typical Korean food. Findings This aligned with findings from (Ramadhan et al., 2022) found that watching Korean dramas influential style life students as much as 66%. Lifestyle consists of activities, interests, and opinions.

The statement "watching Korean dramas, making me tend in a hurry to do homework" got a score low, This is because respondents pour out time watching Korean dramas, so forget to do homework and finally, tasks done last minute.

Intellectual Maturity

The intellectual maturity aspect shows the medium category. Aspects consist of the ability to achieve self-insight, the ability to understand other people and their diversity, the ability to make decisions, and openness in getting to know the environment.

The statement item "Watching Korean dramas makes me always carefully look for alternative solutions to the problems I face" shows the lowest score. Korean dramas sometimes show several main characters faced with a problem and then the actors have to solve the problem. The scenes and drama shown show the main character's ability to solve problems effectively and efficiently.

This problem-solving method is applied by students in everyday life. This shows results study This leaves behind the results of research by (Prasanti & Dewi, 2020) which found that the positive impact of watching Korean dramas was the increase in new knowledge. Students gain new knowledge about how to solve problems effectively and efficiently from the scenes shown in the dramas they watch.

So, it concluded that There are findings from aspect maturity that by watching Korean dramas student gets knowledge in solving problem identification from existing characters _ in their Korean drama _ watch. Next, it can be seen from the ability students in management conflict, especially conflict with other people anywhere they report that in solution conflict with method win-win solutions.

Social Maturity

Social maturity is a part of the human personality that can behave and determine individual behavior in the social environment (Schneider, 1964). The results of this research show that students who like watching Korean dramas show low social maturity on campus. This can be seen from one of the items

that received the highest score who stated "Watching Korean dramas makes me feel like I'm skipping from organizational activities that are mandatory."

This is in line with research conducted by (Herpina & Amri, 2017) which found that students who like watching Korean dramas tend to abandon other activities to watch Korean dramas. After the drama they have watched is finished, they are busy looking for the latest drama so their time is only for things related to Korean dramas (Agustina, 2013). In the end, they ignore many useful campus activities, such as organizational activities. Students who are not active in organizations ultimately cannot learn to work together, become leaders, have tolerance, and get along with other students.

Similar findings were also expressed by (Prabowo et al., 2021) who stated that students' socialization behavior was lacking due to watching Korean dramas, thus making teenagers abandon real activities which made teenagers unable to take responsibility for themselves. If compared to students who are not addicted watching Korean dramas they have involvement social on campus like involvement full in organization student affairs like activity religious, scouts, students love nature, organization institutions, activities sports, arts, organizations entrepreneurship, activities enhancement soft skills, and so on.

Responsibility

According to (Desmita, 2014), responsibility regarding self-adjustment consists of a productive attitude in developing oneself, planning and implementing it flexibly, altruism, empathy, friendship in interpersonal relationships, awareness of ethics and living honestly, and seeing behavior in terms of its consequences. the basis of the system. values and the ability to act independently. The research results show that the responsibility aspect is in the medium category. The statement item "Watching Korean dramas makes me always do the homework given by the lecturer" is one of the statement items that is in the low category. It can be seen that watching Korean dramas makes students make homework given by lecturers, not their main priority. (Prasanti & Dewi, 2020) found that the negative impact of watching Korean dramas makes students lazy about studying, delaying work, reducing study and rest time, and not focusing on studying.

(T. S. Rahayu et al., 2021) in their research also found that watching Korean dramas affected students' interest in learning. Students who like watching Korean dramas spend more time watching Korean dramas and often postpone their obligations in studying and doing assignments from lecturers. Research by (Nurismawan & Winingsih, 2020) also stated in their research results that watching Korean dramas made participants less responsible for their obligations such as not doing assignments, doing assignments carelessly, and the emergence of academic procrastination behavior.

Adjustment High School Students Who Like Watching Korean Dramas

High school students who like watching Korean dramas can be see in table 4.

Table 4. Adjustment for high school students who like watching Korean dramas.

Aspect	%	Category
Emotional Maturity	34.84	Very low
Intellectual Maturity	30.39	Very low
Social Maturity	32.26	Very low
Responsibility	37.48	Low

Based on Table 3, it can be seen that high school students who like watching Korean dramas have very low self-adjustment as seen in most aspects of self-adjustment, namely aspects of emotional maturity, intellectual maturity and social maturity. For maturity of responsibility, high school students are in the low category. For statement items each aspect is problematic can see in table 5.

In Table 5, for the Aspect of Maturity emotional seen the statement problematic is the statement "Watching Korean dramas makes I No understand and accept the condition of my physical _ experience ". Korean drama shows the body cast ideal main like a beautiful face, white, tall, slim, glowing which results make student insecure with form his body. Bullying in the environment of

school to students who have body not ideal. Teenagers who feel their bodies have no hope they will feel No satisfied with their body and appearance. As a result, they will not accept the condition physique and create an image of bad self _ as well as No accept self (Dianningrum & Satwika, 2021).

Table 5. Statement Items Problematic in each aspect Adjustment _

Item statement	
Emotional	By watching Korean dramas make I No understand and accept condition my
Maturity	physical _ experience
Intellectual	Watching Korean Dramas makes me less appreciate teachers who teach at school.
Maturity	Watching Korean dramas makes me usually do task I with full attention And useall
Social	power I
Maturity	Watching Korean dramas makes me only own Friend culture the same and the
Responsibilit	same interests .
ies	Watching Korean dramas makes me always do the homework given by the
	teacher

Problematic items other aspects _ maturity emotional is the statement " By watching Korean dramas I am lacking appreciation for teachers who teach _ at school ". Based on the results study from (Imawati et al., 2021) form behavior like students who do not respect the teacher during the learning process such as talking to themselves and not listening to what the teacher says, not focusing on learning, not being able to differentiate how and language the child speaks with the teacher and friends nearby, lack of manners and when the teacher explains the child lack of attention, such as children not respecting teachers, joking and chatting alone with their friends, and using cellphones during learning activities.

Meanwhile, the results of research on high school students show that all aspects of self-adjustment in students who like watching Korean dramas are in the very low category. The results of research on adolescent adjustment in 2020 stated that adolescent adjustment was in a good category (Mataputun & Saud, 2020). Findings result study This convincing writer that adolescents who are in the formative period of identity self always explore contemporary things _ like Korean dramas. The ability to control the desire to stop watching Korean dramas was identified as low. Because it is a strong desire to watch Korean dramas influential to low involvement in the environment family, school, and society.

However, the results of research on students who like watching Korean dramas are inversely proportional to the results of adjustments for students who are not fans of Korean dramas. The results of other research regarding the emotional maturity aspects of male and female students show that female emotional maturity is lower than male students (Ulfa, 2017). This convinces researchers that Korean drama fans are female students. This matter revealed that teenage daughters tend to watch Korean dramas in the room silently rather than help their parents. This matters because of the time _ spent watching Korean dramas for around 4-5 hours (Topan & Ernungtyas, 2020). It's better for teenagers in accordance the is the time For use up time together his friends (Ifdil et al., 2017).

Conclusion

The research results show that the average self-adjustment of college students and high school students who like watching Korean dramas is in the medium-very low category, so there is no one in the high category. Therefore, it is hoped that from the results of this research, a guidance and counseling service treatment program can be created for students so that 4 aspects of adjustment can be improved, especially for high school students. Not only shaped services in general, considering the era of globalization, online counseling is also possible reference remember online counseling is sufficiently effective in overcoming problem counselee.

To the guidance and counseling Teacher so that you can give service alleviation to participant students who are addicted to focused Korean dramas to maturity emotional, maturity intellectual, maturity social, and responsible answers through various service guidance and counseling especially

service counseling groups and guidance groups. To researcher Next, to do it study related to looking for a service model of effective guidance and counseling to overcome addiction to watching Korean dramas among participants as well as increase positive self - adjustment in matter maturity emotional, maturity intellectual, maturity social, and responsible answer. For students to research more carry on about Coping mechanisms used by addicted students watching Korean dramas while experiencing stress.

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