

Maladaptive Perfectionist of Excellent School Students

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ABSTRACT

This study aims to find out the perfectionist picture of adaptive malls of superior school students. This type of research is a type of qualitative research with a phenomenological method. The data collection methods used are interviews and observations. The data collection technique used is purposive sampling. Meanwhile, the analysis techniques used consist of preparing data, reading the entire data, coding data, applying data coding techniques into themes to be analyzed, presenting themes in a form of narrative, and interpreting data. The results showed that the four subjects, namely MAB, D, DA, and FA, experienced adaptive mall perfectionists. It is influenced by factors from the family and factors from the environment. The demands of being a perfectionist student make MAB, D, DA, and FA experience adaptive mall perfectionists.

Keywords: Adaptives Mall, Education, Perfectionist.

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I. INTRODUCTION

Perfectionists appeared in the 1960s as a dimension of clinical observation that tended to consider pathological perfectionists. Over the past two decades, the multidimensional view of perfectionists has developed and developed by Hamachek in 1978 as a normal and neurotic perfectionist. Hamachek describes normal perfectionists as the act of striving to get the job done perfectly, and success brings satisfaction. Neurotic perfectionist, on the other hand, is the act of trying hard to complete a task, but neurotic perfectionists always feel that the results achieved are not enough from the perspective of others, so I am not satisfied (Parhusip & Lubis, 2020). Perfectionists are based on a fairly high standard of individual achievement and are accompanied by a critical tendency to self-esteem. Perfectionists have high personal standards, do their best to achieve perfection, and have a high motivation to be perfect (Ratna & Widayat, 2013).

Apriani (2020) explains that one of the distinguishing traits of children is perfectionism. Learning success for students is easier to achieve if the individual completes each task meticulously and has a strong desire to complete the task well and perfectly. That way the perfectionist individual will do the avoidance by doing procrastination as a form of coping with all the demands and pressures they feel. A student who has perfectionist tendencies will always strive to work on

everything perfectly or according to their will. They do whatever is needed so that the tasks they do get the maximum score, although on the other hand, the decision to collect them will be used to do shorter tasks.

Therefore, students who have a perfectionist attitude will have their involvement with parental parenting. Based on Apriani's research (2020) it was found that there is a relationship between parental parenting and student learning outcomes. Where the more parents pay attention to students, understand students, provide responsible freedom and independence, students will be able to better understand in their development, one of which is learning and achieving. In addition to good parental care here there is also an authoritarian parenting where it can be described in this authoritarian parenting as a parent who expects his child's obedience to his power and does not allow any discussion between parents and children.

Parents who have authoritarian care no longer feel the need to explain why they behave this way, authoritarian parents also usually have a set of absolute standards in their minds that they use to shape, control, and assess the behavior of their children. Where with this authoritarian care, children are also expected to obey the requests of their parents. When the child refuses, usually the parent will give punishment to the child. Therefore, from this problem, there is often the emergence of adaptive mal behavior of students in schools caused by environmental factors that are not conducive so that they can

affect their social development. Therefore, in line with the research above adaptive mal perfectionists in students in general, it can be seen that the average student has behaviors with adaptive mal perfectionist tendencies, so that self-esteem is low, feelings of guilt, pessimism, inflexible, obsessive, compulsive behavior and depression. Sekartini and Karyanta (2013) mentioned that this was also seen by the existence of parental parenting patterns were based on categorization results which showed that 55% had a moderate parental authoritarian parenting pattern score, another 41.7% had a low parental authoritarian parenting style, and 2.9% had a high parental authoritarian parenting score.

Tubagus *et al.* (2020) describes that adapting in a behavioral environment will cause several kinds of problems, especially for individuals themselves. Many problems occur related to adolescent adaptive mal behavior, these behaviors can also occur and occur in educational institutions. Based on theories and findings in the field, it can be interpreted that students' adaptive mal behavior is caused by a person's difficult ability to adjust in the surrounding environment, which is caused by several factors that cause negative behavioral impacts. The behavior that often occurs in schools, skipping behavior is caused by learning that is watching so that it results in students being lazy to learn, the behavior of making noise in the classroom is caused by lack of attention from teachers and parents and other aggressive action behaviors.

The results of research on skipping behavior show that students who skip class due to a family problem and the lack of interest in the lessons delivered by the teacher so that students' enthusiasm for coming to school becomes lazy. As stated by Tubagus *et al.* (2020) that the act of skipping class can be interpreted as not coming to school for no reason. Tubagus *et al.* (2020) stated that there are four factors that influence the behavior of these students, including there are family factors in which the wrong actions committed by children, especially adolescents in general are spirituality, close neighbors coupled with parents, family, and desires and aggressions that are more primitive and have an uncontrollable effect on the emotions of immature and very unstable adolescents, in addition, there are also factors of a community environment in which the social environment in which students interact directly with society and are poorly cultured is a process that affects the child's adaptation process or where students develop skills and adapt to a good environment experiencing difficulties, and finally The educational environment is an environment in which good and bad students gather to carry out the learning process. Students who choose the wrong friends will be hampered by the process of self-adjustment of students to the rules that have been set on such an extent that the process of socialization of students at school is not very good.

The perfectionist who becomes an adaptive mal occurs because of his surroundings that demand perfection with high standards to achieve aspects, criticism, exaggeration towards the self, and feeling dissatisfied with something undesirable that makes him worthless Sekartini and Karyanta (2013). Lubis *et al.* (2020) suggest that a perfectionist will become an adaptive mal when influenced by academic achievement. Geovani and Aditya (2021) perceive that child will make their parents happy and proud of them so as to make the child fall

into an adaptive perfectionist.

This is supported by Daulay's research (2021) based on the results of descriptive tests in this study, students who have perfectionists with very high categories as many as 4 people with a percentage of 4.9%. Students who have perfectionists with high categories are 51 people with a percentage of 63%. Students who have a low category of perfectionists are 4 people with a percentage of 4.9%. Then there were no students who had very low perfectionists in this study. With so many students who have perfectionist tendencies in this study, it proves that the perfectionists possessed by students can affect student learning achievement at school.

These efforts continue to be carried out by the school in the hope that there will be continuity between personal education at school and in the family. Because without continuity, character education will not work. Character education is one of the creations of a school environment that helps students in developing ethics and responsibility through example and teaching good personality through the universal values of Maunah (2015). The values in this character should have been instilled in students so that they are able to apply in their lives both in their families, schools, communities, and countries so that they can make a positive contribution to their environment. In character education, it also has a purpose in the formation and development of potential, improvement and strengthening as well as a filter for the character and culture of other nations.

This success is inseparable from supporting factors, firstly infrastructure factors, secondly leadership factors that have attention to progress. The three exemplary factors so that the implementation in character education can be carried out properly. Fourth, the support of parents to support character education in providing strong support. Fifth, the support of the wider community who always monitors the character of the child. Therefore, a character education will not work when there are no such supporting factors (Maunah, 2015).

This is possible because SMA Negeri 1 is one of the leading schools in Surabaya. So, where parents give high demands and standards to their children in order to get good performance in school. Based on the above conditions, the researcher felt that this study needed data from the subjects, therefore the researcher conducted an interview to find out more about the Perfectionist of the Adaptive Mal of Superior School Students. Based on the results of an interview conducted by researchers with subjects with the initials MAB on March 23, 2022 through the application via Zoom Meeting, it was found that the subject showed an indication that if the subject thought about his life in the future, the subject was afraid and worried when he could not achieve his goals in the future, however, the subject also said that the subject had demands on himself where the subject must be able to exceed his mother who is an S2 graduate in the Netherlands.

Based on the initial interviews that researchers have conducted, it can be known that it is the student who has this adaptive mal perfectionist who tends to worry about himself when he fails in getting what he wants, therefore the student who has this adaptive mal perfectionist attitude wants to obtain good performance in school, if the student is not able to manage the perfectionist attitude of this adaptive mal the student will experience what is called depression, pressure

from his parents and he will feel that he has failed in achieving this achievement. In accordance with these results researchers have the hope that this is able to be the initial picture that students who have adaptive mall perfectionist attitudes can continue to achieve their achievements well without any hindrance or pressure.

Based on previous research on adaptive mall perfectionists of superior school students, it is known to have differences with the research that researchers will conduct. Researchers conducted by Sekartini and Karyanta (2013) use quantitative methods, while the research that researchers want to research is carried out using qualitative methods. The difference also lies in the subject of the study in which the subject of this study has students at excellent schools. Meanwhile, the research conducted by Lubis *et al.* (2020) has similarities, namely using qualitative methods. But the difference lies in the subject of the study where the subject in the study has characteristics, that is, students at excellent schools.

Based on the above elaboration it is known that adaptive mall perfectionists give can in superior school students. Adaptive mall perfectionists demand that students be more able to do assignments more on time. Researchers are therefore interested in further researching the “Perfectionist of adaptive malls of School of Excellence Students.”

II. RESEARCH METHODS

A. Research Focus

Research is required to focus on the problem first so that it can run in sync with the goal and not the occurrence of major problems. then what is meant is that the focus of the problem on qualitative research is used to focus on the core of the research to be carried out. Qualitative research is used as the main research because qualitative research has unique peculiarities, that principle is useful as a guide so that the focus of research is on accordance with information on events in the field (Gumilang, 2016). The focus in this study is on the perfectionists of adaptive mall students at excellent schools.

B. Types of Research

The approach used in research is a qualitative approach. Qualitative research methods are research methods used to examine the state of natural objects, where the main instrument is the researcher himself, the data collection technique carried out is triangulation (mixture), inductive data analysis, and what will happen is that the research emphasizes meaning more than generalization (Sugiyono, 2013). Qualitative research means scientific research that is objectivistic and oriented in reflexive methods. The objectives of qualitative research are data exploration, data painting, and data exploration (Gumilang, 2016).

Sidiq and Choiri (2019) qualitative research means research that emphasizes the quality and meaning behind an event, reality, and social symptoms so that it can be used as learning for the development of theoretical concepts. Creswell (2015) explained that there are five approaches that can be applied in qualitative methods, namely descriptive approaches, phenomenology, grounded theory, ethnography, and case studies. In this study, researchers used a phenomena logic approach. Phenomenology is a variety of the origin of

qualitative research that focuses on the subjective aspects of the origin of people's behavior, understanding the meaning of events and their relation to people who are in the situation (Gumilang, 2016). Hardani *et al.* (2020) stated that phenomenology traces its research on the decipherment and understanding of the social aspects it observes.

Based on the description above, it can be concluded that a qualitative approach is an approach that emphasizes its analysis on the process of collecting data on the dynamics of relationships between phenomena observed with scientific logic. As for the phenomenological method, it focuses on problems with the social aspects that are observed by considering the uniqueness of the phenomenon. This study used qualitative with phenomenological methods to examine “Perfectionist adaptive mall Shiva School of Excellence”.

C. Research Subjects

The sampling technique used in this study is a purposive sampling technique in which researchers ensure citations through methods with special characteristics that are suitable in the research objectives because of which they are expected to be able to respond to problems (Lenaini, 2021). The purposive sampling technique aims to obtain as much data as possible from various origins, emphasize more on uniqueness and specificity than the existing disparities, and collect information to be used as the basis for the origin of the design and the theory to be studied.

TABLE I: TOTAL NUMBER OF RESEARCH SUBJECTS¹

No.	Research Subjects	Sum
1.	Mab subjects	1
2.	Subject D	1
3.	Da subject	1
4.	Fa subjects	1
5.	Informant YES (MAB Subject)	1
6.	JSA Informant (Subject D)	1
7.	Informant HN (DA Subject)	1
8.	JSA Informant (FA Subject)	1
	TOTAL	8

Source: Data Processing Results.

Specifically, the subjects who will be involved in this study have the characteristics that experience adaptive mall perfectionists in the superior schools of perfectionists who become adaptive malls due to their surrounding circumstances that demand perfection with high standards to achieve aspects, criticism, exaggeration of the self, and feeling dissatisfied with something undesirable that makes itself worthless (Sekartini & Karyanta, 2013). Lubis *et al.* (2020) suggest that a perfectionist would be an adaptive mall when influenced by academic achievement. The number of research subjects can be seen in Table I and the demographics of research subjects can be seen in Table II.

D. Data Collection Methods

Data collection techniques are a key stage of a study, because the main expectation of conducting a study means to get data. This type of research is qualitative research. Qualitative research is not only about proving the truth but rather focuses on how the research subject views and understanding the surrounding environment (Sugiyono, 2013).

The main data collection techniques used in qualitative research are observation, interviews, and informants.

TABLE II: DEMOGRAPHIC OVERVIEW OF THE RESEARCH SUBJECT2

Subjects/students who are experiencing adaptive mall perfectionists				
Name/initials	MAB	D	Da	Fa
Age	17 Year	17 Year	17 years old	17 Year
Gender	Man	Woman	Woman	Woman
The Child-	Two	Five	Three	First
School	High School 1	SMK 8	High School 3	SMA 4
Class	12	10	11	12
Informant				
Name/Initials	Yes	JSA	HN	JSA
Relationship with the Subject	Friend	Friend	Friend	Friend
Age	18 Years	18 Years	19 Year	18 Years

Source: Data Processing Results.

TABLE III: RESULTS OF DATA ANALYSIS OF ADAPTIVE MALL PERFECTIONIST STUDENT PICTURE

Maladaptive Perfectionist Background of Superior School Students	General (Forms of the Four Subjects) Subjects MAB, D, DA, FA	Special (Maladaptive Perfectionist Overview of Each Subject)			
		Subjects MAB	Subjects D	Subjects DA	Subjects FA
Worry	All four subjects had an evaluation of the concerns of life as adaptive mall perfectionist students	The subject was a little worried about his future, where the subject demanded that he could exceed his miss who graduated from S2 In the Netherlands. The subject worries when his wishes are not achieved or in accordance with his expectations	The subject does not care much about it so that there is very little worry that the subject feels about himself, the subject enjoys without having to care about his education	The subject is not worried and does not care if the score is low, the subject will also accept it if he is scolded by his parents if he can't become a top student in his school.	For the subject of worry in him when he gets an ugly grade.

III. RESEARCH RESULTS

This research raises the title on Perfectionists of adaptive malls of Superior School Students. In it explains what are the things that are related and influence the perfectionist of the adaptive mall. It can be known that there is a link between the impact of being a superior school student and the emergence of adaptive mall perfectionists, where the influencing factors consist of factors of Family, Community Environment, Environment. The results obtained with the four subjects, namely the subjects MAB, D, DA, FA regarding adaptive mall perfectionists during their time as students of excellent schools are as follows:

A. Worry

The subject recounted the efforts made in overcoming the difficulties he felt in terms of adapting in the excellent school environment to completing other tasks and work. In addition, the subject has a slight worry in himself when he can't keep up with it in the future. This can be seen from the subject's statement as follows:

The way maybe I'm richer often get together with my friends and from gathering with my friends I can finally also absorb the knowledge from them even though the knowledge that my friends provide may be something I can implement or not, but I think it's just a later affair. (W1, MAB, 180-189).

If that's the case, you don't have any worries, brother, it's not really. It didn't even cross my mind ka. (Worry, W1, DA, B76-79)

Here's Table III (above)-Results of adaptive mall Perfectionist Student Picture Data Analysis.

B. Perfectionists

The subject mentions that he is one of the people who in doing something things must be perfect, and with that perception the subject admits it, but not with the treatment of the subject when he is famous for people who always do tasks or other jobs with a very tight time so that the subject must feel a sense of steadfastness in doing the work. So sometimes the subject gets a reprimand by his friends, because the subject often underestimates these tasks and does them at a tight time. This can be seen from the subject's statement as follows:

Sometimes it's miss, but with that too I feel not satisfied with what I have done anyway miss, because what ya miss ya because I am a student who is a deadliner hahahahaha even though I want to do the task perfectly but what is the power ya miss time to do it can no longer be done as perfectly as possible. (W1, MAB, 91-107)

It doesn't have to be, because why are I really lazy when I reach the perfection of the task, so there is a task that I don't really understand at most, it's just normal, it's not too perfect, I'm done doing it, collect it, yes, I just forget it. (Perfectionist, W1, DA, B163-169)

C. A Sense of Failure or Self-Confidence

The subject has a feeling of failure in living his life as a student, why this subject has a feeling of failure, because the subject realizes that the subject has already done things where his behavior is no longer describing the real student, therefore

the subject is eager to try to correct it by having high confidence to change everything. With attitudes that deviate from the subject he always tries to always motivate himself by following English lessons or getting closer to the friends around him, to be able to have more of an attitude of responsibility with what he has done without having to procrastinate the work. This can be seen from the subject's statement as follows:

Ouchhhh how ya miss, usually I think if at home it's dreamier so miss when I'm rich thinking about heavy things like that, after I daydream a not long time I try to sleep when I wake up from sleep it finally, I feel fresher and come back to be confident again anyway miss, and I am also sure that although I do not have advantages like them but I have advantages in other areas so. (W1, MAB, 153-165).

Yes, it's okay, I also stupid once so the important thing is that I have tried, even if the mother is angry or the father is angry, yes, it's okay, I just accept it. (Confident, W1, DA, B179-183)

Below are Table IV and Table V Results of adaptive mall Perfectionist Student Picture Data Analysis.

IV. DISCUSSION

This study discusses the Perfectionist of adaptive malls of Superior School Students (Fig. 1). The subjects in this study were four students who experienced adaptive mall perfectionists. According to the Four subjects namely MAB, D, DA, FA has their own reasons when he can be a student who has an adaptive mall perfectionist attitude. The subject

of MAB has a reason why he can become like this, because there are demands from within himself to be able to exceed his mother and he is also like this because of the lack of attention to time so that the subject of MAB is determined in carrying out his work as a school student. just like the subject of D, DA, FA why the subject can have this adaptive mall perfectionist attitude is due to the encouragement or demands of his family environment, namely both parents, where the parents of these three subjects want their child just like the other child who has advantages and advantages that can make both parents proud and happy, if it has such a child.

This is in line with the opinion of Apriani (2020), it was found that there is a relationship between parental parenting and student learning outcomes. The more parents pay attention to students, understand the needs of students, provide responsible freedom and independence, the more mature students will be in their development and understand what tasks to do in their teenage years, one of which is learning and achieving. Subject D also stated that one of the factors for the emergence of the perfectionist attitude of the mall is adaptive because it is true that there are the greatest demands from his parents. As the subject D. The subject of the DA argues has a cause why he came to have this adaptive mall perfectionist trait on himself, since this subject was once so disappointed with both his parents that the subject felt that his presence had no influence in the life of his parents, so that the subject was aware and the subject began to second it was already indifferent to the attitude given by both his parents, so that the subject dares to do things that are not in accordance with the existing regulations. This is also in line with Apriani

TABLE IV: RESULTS OF DATA ANALYSIS OF ADAPTIVE MALL PERFECTIONIST STUDENT PICTURE

Maladaptive Perfectionist Background of Superior School Students	General (Forms of the Four Subjects)	Special (Maladaptive Perfectionist Overview of Each Subject)			
	Subjects MAB, D, DA, FA	Subjects MAB	Subject D	Subjects MAB, D, DA, FA	Subjects MAB
Perfectionists	All four subjects had an evaluation of the perfectionist of life as a perfectionist student of the adaptive mall	The subject experiences pressure on himself due to this perfectionist attitude so that the subject is difficult to be able to manage this time	The subject also experiences pressure in him due to the demands of his parents who want his child to be like any other child who has good excellence or achievements. Thus, making the subject burdened	The subject explains that he is very concerned with the task he is doing, the subject does not care if the task the subject is doing is not perfect, he will accept if the value he obtains is low.	When working on a task the subject does not care much about perfection in doing the task, the subject says that the most important thing is done and sometimes also feels sad if the score does not match

TABLE V: RESULTS OF DATA ANALYSIS OF ADAPTIVE MALL PERFECTIONIST STUDENT PICTURE

Maladaptive Perfectionist Background of Superior School Students	General (Forms of the Four Subjects)	Special (Maladaptive Perfectionist Overview of Each Subject)			
	Subjects MAB, D, DA, FA	Subjects MAB	Subject D	Subjects MAB, D, DA, FA	Subjects MAB
A Sense of Failure or Self-Confidence	All four subjects had an evaluation of the failure and confidence of life as an adaptive mall perfectionist student	In the presence of an adaptive mal perfectionist attitude in the subject, the subject becomes useless or fails in pursuing education. The subject also becomes disorganized so that there is a lot of motivational loss in himself	The subject does not feel at all a failure, because the subject always thinks with great confidence that he will be able to achieve his life goals without having to compare himself with others.	The subject of the DA is never afraid of failure and is always confident, the subject says that he is always calm in doing things, as when the subject of the exam the subject does not care about the grades he obtains.	The subject says that if his friend is superior and smarter than he is not papa, the important thing is that the subject excels in the field of non-academics

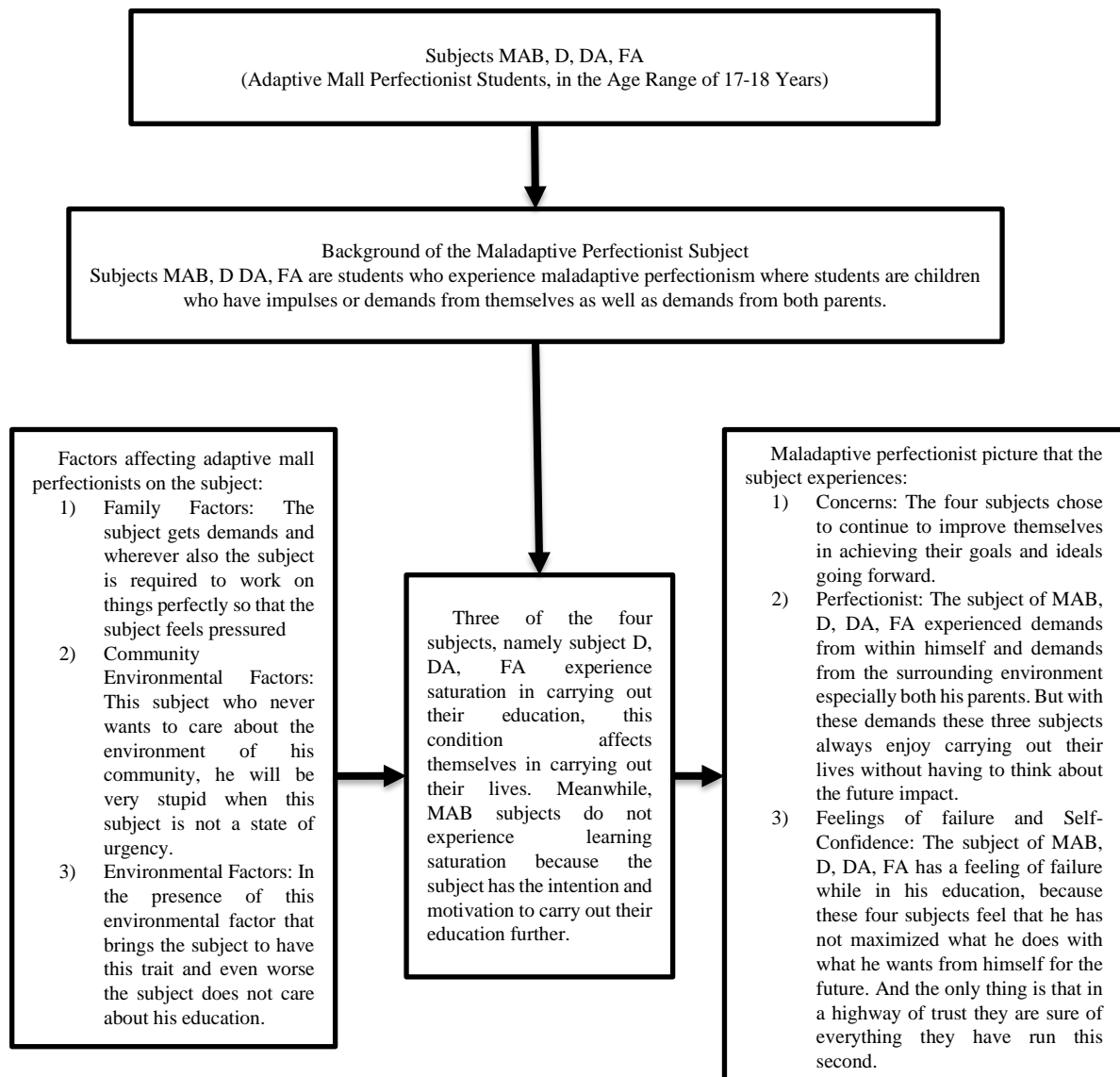


Fig. 1. Scheme of Research Results of the four subjects.

(2020) who mentioned that the relational social needs factor is also a factor that affects students at work. This need consists of the need to socialize in order to further develop a mindset through exchanging ideas with others.

The subject MAB recounts his life as long as he has this adaptive mal perfectionist attitude, the subject feels uneasy because of the presence of thoughts that arise which these thoughts instead impose on the subject, but with the existence of these thoughts sometimes the subject also makes this as his motivation in achieving his goals or goals in life in the future, sometimes the subject is also proud of what he does because with these shortcomings it makes the subject more able to rehone his thoughts to achieve a brighter purpose in life. This is in line with research conducted by Ratna and Widayat (2013) which revealed that the perfectionist aspects among them are having high personal standards, doing the best efforts to achieve perfection, there is a sense of pride in what he has strived for, and having a high motivation to do things perfectly. This is one of the reasons for students to be able to do their schoolwork well, so that they get good performance in school.

As the subject of MAB points out although the presence of deficiencies in him is not a barrier for the subject of MAB to achieve his ideals and goals in life, the subject of D, DA, FA

also has the same perception. Subject D does include children who are completely ignorant of their environment but sometimes also the subject feels that he wants to be like his peers, therefore the subject already has a good effort to be able to be the same as his peers, namely by studying harder, and doing tasks with time that is not close to the collection time. The DA's subject is also the same, he said that he is just like other friends who always try his best to be able to get rid of attitudes that he does not want more quickly. As for the subject of the FA now he is in the process of learning from the mistakes he made during his time as an adaptive mal perfectionist student, where he realized we can never force ourselves when indeed our ability is only up to that point, because by forcing ourselves to be able to become others it is one of the attitudes that can burden ourselves more. This makes individuals experience loneliness so that individuals can experience saturation in learning something.

Tresnani and Casmini (2021) explain that failure is a necessity that can happen to everyone. Although the best efforts are always made, it is possible for someone to encounter failure. Failure experienced after trying their best in achieving every goal will certainly cause disappointment, this is naturally experienced by everyone. The differences of each person in the face of failure have a lasting effect on the

person specially to get back on their feet after failure. People's responses in the face of failure are that some are so painful that they continue to cause mental disorders, there are also those who can accept failure with chest airiness. Something similar happened to the DA subject that the subject had previously been ranked in the top 10, but his parents were not satisfied with it, whose parents wanted the DA subject to have to get a better ranking than that, so the subject felt very depressed about it.

Adaptive behavior is defined as the capacity of a person's ability to meet the developmental and social demands of his immediate environment as well as of the person himself Nurussakinah (2021), as happened in the subject of FA and DA, when viewed from the subject of fa he demands himself to be superior to his friend, it arises because the subject of FA feels upset if the value, he obtains is lower than that of his friend. While the subject of the DA gets demands from his parents, the subject is required to be a superior student in his school and is required to participate in the organizational activities that exist in the school from this subject of the DA.

The difficulties experienced by researchers when the study took place were determining the time to conduct interviews and observations, other obstacles were schedules that collided between the researcher and the subject, unstable networks, subjects who slow responses and sometimes the subject lost news so we often delayed the time for the interview. Had wanted to do a face-to-face interview but due to conflicting schedules and other obstacles so we conducted an interview online. From the DA subject, the subject often does time delays because the subject follows several organizations in his school so that the subject only has free time at night, while from the FA subject is always constrained by the network because he at the time of the interview is returning home in the beard flower, so there is rarely any other network and obstacle, the obstacle of the other two subjects is due to the two subjects MAB and D which are sometimes slow response.

V. CONCLUSION

Based on the results of interviews and observations that have been carried out, data are obtained regarding the perfectionist picture of adaptive malls of superior school students, each of the four subjects of the study can be concluded as follows:

- 1) The MAB subject was a 17-year-old male, a student who was an adaptive mall perfectionist. The subject of MAB became an adaptive mal perfectionist because he had received an assignment with a short deadline and the subject was the one who worked on the task in time so that when the task was collected the subject could not do the task which made the subject punished by the teacher, until then the subject began to not care about his education and always blamed himself. The subject has demands on himself which he must exceed his mother who is an S2 graduate in the Netherlands. As for the factors that influence adaptive mall perfectionists in MAB subjects, namely family factors, community environmental factors, and environmental factors.
- 2) Subject D was a 17-year-old woman, a student who was an adaptive mall perfectionist. Subject D became an adaptive mal perfectionist due to the parental drive to do something perfectly, but the subject felt very stupid and did not care about the reason at hand. The subject is also someone who does not care about his education, therefore does not feel guilty when the subject does something deviant. The demands of the subject as a perfectionist student make the subject experience adaptive mall perfectionists. As for the factors that influence adaptive mall perfectionists in MAB subjects, namely family factors, community environmental factors, and environmental factors.
- 3) The AD subject was a 17-year-old woman and a student who was an adaptive mall perfectionist. Subjects with the initials AD become perfectionists because of the constant demands of parents, making the subject very stupid with the tasks assigned to the teacher. The demands subjected the subject to adaptive mal perfectionism. As for the factors that influence adaptive mall perfectionists in MAB subjects, namely family factors, community environmental factors, and environmental factors.
- 4) The FA subject was a 17-year-old woman and a student who was an adaptive mall perfectionist. Subjects with the initials AF become adaptive mal perfectionists because of the existence of inappropriate tasks makes the subject sad, but the subject says it is lived, besides that the subject is also sometimes lazy to do something. The demands subjected the subject to adaptive mal perfectionism. As for the factors that influence adaptive mall perfectionists in MAB subjects, namely family factors, community environmental factors, and environmental factors.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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