Adjusment of Students in Islamic Boarding Schools

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Abstract

This study aims to describe the student adjustment in the Islamic boarding school. This adjustment is divided into two aspects: personal and social adjustments. This study used a quantitative descriptive method. The research population was 2,695 students of class 1 in Musthafawiyah Islamic Boarding School Purbabaru. The sample chosen was 349 students selected by using the proportional random sampling technique. The data were collected by using instruments and analyzed by using the descriptive method. The results indicated that the student self-adjustment is in a good category. Thus, the students are able to adapt to themselves and socially so that they feel satisfied with themselves and their environment.

I. Introduction

Self-adjustment is a process carried out by individuals to achieve self-balance to fulfill their needs in accordance with environmental demands. It is also defined as the stage of development of a teenager in understanding, comprehending, and being able to live or socialize properly so that the harmony in oneself and the environment can be achieved (Yusra & Daharnis). Sitohang, Yusuf, & Daharnis (2013) explained that the more developmental tasks that can be passed well, the better the achievement of adolescent developmental tasks so that they can achieve physical and psychological maturity.

One of the abilities that must be developed by individuals so that they can be accepted by the environment and can develop properly is the ability to adapt to their environment (Sagita, Erlamsyah, & Syahniar, 2013). Adjustment will be one of the important provisions in helping students when they enter the wider community. Students in a boarding school are required to be able to make adjustments to the new social environment in which they are located (Maslihah, 2011). They must follow a routine schedule from morning to night every day. Meanwhile, their schedule at home is not as many as in Islamic boarding schools (Pritaningrum, 2013). The obligation to live in Islamic boarding schools requires the students to adapt to all activities, cultures, habits, and regulations existing in the boarding school environment, in order to create a harmonious and conducive environment. The board of the boarding school requires the students to obey all activities and regulations that apply in the boarding school. Fiana, Daharnis, & Ridha (2013) asserted that good students are the students who can obey all the rules and norms applying at school and outside school.

Ali and Asrori (as stated in Mariah, Neviyarni, & Jamna, 2016) explain that well-adjusted people are individuals who have learned to react to themselves and their environment in mature, efficient, satisfying and healthy ways and can overcome mental conflicts, frustrations, personal and social difficulties without interfering with social, religious and work. Students who are less successful in aligning themselves with

themselves and their environment often make wrong patterns of behavior called *maladjustment*. Inappropriate behavior is usually driven by the desire to find shortcuts in getting things done without thinking about the consequences. Students in a boarding school who are less able to adapt to the environment will feel pressured and face many problems in dealing with environmental demands (Zakiyah, Hidayati, & Setyawan, 2010).

Adaptations that need to be considered by students, namely: adjustment to the boarding school environment, regulations in that school, and teachers and friends. Sometimes there are students who can adjust positively so that they can learn effectively and vice versa there are those who cannot adjust to the new environment (Fitria, Marsidin, & Nirwana, 2014). Social adjustment is a way that individuals do in aligning internal needs with external needs which are reflected in the individual's ability to establish relationships with other people, participate in relationships, and show interest and satisfaction in activities (Khaira, Firman & Neviyarni, 2017)**.**

The main thing that students do when they are in the boarding school environment is to interact, gather and hang out with people who have never been known before so that they need to adjust to their environment. The students have different backgrounds, attitudes, and habits. In addition, Islamic boarding schools are a different environment from the environment when they lived with their families. The obvious difference is the customs and rules. For students who have just entered the Islamic boarding school environment, they are required to be able to adapt to the life in the Islamic boarding schools so that they can live their daily lives well.

In fact, the life in Islamic boarding schools is very different from other school life. This makes students have to be able to adjust well in order to be able to survive until completing their education at the Islamic boarding schools (Randi, 2014). The changes from the family environment, living with parents and relatives and then moving to the boarding school environment, will be felt by every student who has just entered the school. The individuals who have good adjustments, are easy to adapt to the people around them when in a new environment and do not find any obstacles in adjusting to new situations (Ghofiniyah & Setiowati, 2017).

Havighurst (as stated in Suryani, Syahniar, & Zikra, 2013) explains that mastering the ability to build new, more mature relationships with peers of the same or different sex is one of the developmental tasks that should be achieved in the adolescent period. The individual's failure to adjust positively can result in the individual making the wrong adjustment. Wrong adjustment is characterized by wrong attitudes and behavior because they do actions that violate the rules that exist in society. Individuals who are able to realize positive self-adjustment can be interpreted that they have a good adjustment (well-adjusted person). Individuals who have good self-adjustment are easy to adapt to the people around them when in a new environment and do not find any obstacles in adjusting to new situations (Ghofiniyah & Setiowati, 2017)

Fatimah (2010) divided self-adjustment into two aspects: *personal adjustment and social adjustment*. (1) *Personal adjustment* is the individual's ability to accept himself in order to achieve a harmonious relationship between himself and his surrounding environment. The individual says who he really is, what his strengths and weaknesses are and is able to act objectively according to his conditions and potential. The success of personal adjustment is marked by the absence of hatred, not running from reality, and being confident in his potential. On the other hand, the failure of personal adjustment is characterized by the presence of shock and emotion, anxiety, dissatisfaction, and complaints about his fate, as a result of the gap between the individual's abilities and the demands expected by his environment. This is the source of problems for individuals. (2)

Social adjustment occurs in social relationships where individuals live and interact with other people. Social relationships include relationships with family, school, peers or the wider community in general. The process that must be carried out by individuals in social adjustment is the ability to comply with different social values and norms in society.

Desmita (2012) explains four factors of self-adjustment: *emotional maturity, intellectual maturity, social maturity,* and *responsibility*. (1) *Emotional maturity* includes aspects, (a) the maturity of the individual's emotional life atmosphere, (b) a stable atmosphere of life together with others, (c) the ability to relax, be happy and express irritation, (d) attitudes and feelings towards one's abilities and reality. (2) *Intellectual maturity* includes aspects, (a) the ability to achieve insight into oneself, (b) the ability to understand other people and their diversity, (c) the ability to make decisions and (d) openness in knowing the environment. (3) *Social maturity* includes aspects, (a) involved in social participation, (b) willingness to cooperate, (c) ability to lead, (d) tolerance and (e) familiarity with others association. (4) *Responsibility* includes aspects, (a) productive attitude in self-development, (b) planning and implementing it flexibly, (c) altruism, empathy, friendly in interpersonal relationships, (d) awareness of ethics and honest living, (e) seeing behavior in terms of consequences based on the value system.

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020).

Fatimah (2010) asserted that efforts can be made to facilitate the process of the student adjustment in schools, namely, creating a school situation that can make them feel at home, creating a pleasant teaching and learning atmosphere for students, trying to understand students thoroughly and deeply including learning achievement, social, and personal aspects, using teaching methods and tools that encourage the spirit of learning, evaluation, creating classrooms that meet health requirements, making school rules clear and understood by students, exemplary from teachers in all aspects of education, cooperation and mutual understanding of teachers in carrying out educational activities. The family and the boarding school must work together in improving the student adjustment. Therefore, a study is needed to be conducted regarding student adjustment at the Musthafawiyah Islamic Boarding School Purbabaru.

Putra, Daharnis, & Syahniar (2013) explained that counseling / BK teachers have a very important role in developing the potentials possessed by students so that students are able to empower all the potential that exists in themselves to become useful individuals. In addition, the educators also have an obligation to help students when experiencing problems in developing their abilities. Moreover, educators also have an obligation to help the students when having problems in developing their abilities.

II. Research Method

This study used a quantitative method with a descriptive type of research. This study aims to describe the adjustment of students in Islamic boarding schools. The sample in this study were 349 students of class I in Islamic Boarding School Musthafawiyah Purbabaru. The instrument used was a student adjustment questionnaire. The data were processed through a statistical technique using the percentage technique.

III. Results and Discussion

Self-adjustment is the individual's ability to adapt to himself and his environment so that the individual feels satisfied with himself and his environment as well as the changes experienced by the individual to achieve a good relationship with other people and the surrounding environment.

Fatimah (2008) divided self-adjustment into two aspects: *personal adjustment* and *social adjustment*.

a. Personal adjustment

Personal adjustment is the ability of individuals to accept themselves in order to achieve a harmonious relationship between themselves and the surrounding environment. The individual knows who he really is, what his strengths and weaknesses are and is able to act objectively according to his conditions and potential. The success of personal adjustment is marked by the absence of hatred, not running from reality, and being confident in his potential. On the other hand, the failure of personal adjustment is characterized by the presence of shock and emotion, anxiety, dissatisfaction, and complaints about his fate, as a result of the gap between the individual's abilities and the demands expected by his environment. This is the source of the problem in the individual.

b. Social adjustment

Social adjustment occurs in social relationships in which individuals live and interact with other people. Social relationships include relationships with family, school, peers or the wider community in general. What individuals learn in the process of interacting with the environment is still not enough to perfect social adjustments that allow individuals to achieve good personal and social adjustments. The process that must be carried out by individuals in social adjustment is the ability to comply with different social values and norms in society. The ability of adolescents to fulfill the tasks of social development will lead a person to be able to adjust to the social environment. Social adjustment is a way that individuals do in aligning internal needs with external needs which are reflected in the individual's ability to establish relationships with other people, participate in relationships, show interest, and show satisfaction in activities (Khaira, Firman, & Neviyarni, 2017).

In addition, Albert and Emmons (as stated in Kumalasari, 2012) divided four aspects of self-adjustment:

1. *Self-knowledge and self-insight*. It is the ability to recognize and understand one's strengths and weaknesses. This ability must be demonstrated with emotional insight, namely the individual is aware of his weaknesses and then supported by a healthy attitude towards these weaknesses.

2. *Self-objectivity and self-acceptance*. If the individual already knows himself, he is realistic and then leads to *self-acceptance*.

3. *Self-development and self-control*. Self-control means self-direction, regulation of impulses, thoughts, habits, emotions, attitudes and appropriate behavior. Self-control can develop personality towards maturity so that failure can be handled properly.

4. *Satisfaction*. There is the feeling of satisfaction with something that has been done, considers everything as an individual experience and if his desires are fulfilled then he will feel satisfaction in himself.

Moreover, Desmita (2012) explains that the four factors of self-adjustment:

a) Emotional maturity

The emotional maturity includes (a) the maturity of the individual's emotional life atmosphere, (b) a stable atmosphere of life together with others, (c) the ability to relax, be happy and express irritation, (d) attitudes and feelings towards one's abilities and self-reality.

b) Intellectual Maturity

Intellectual maturity includes (a) the ability to achieve insight into oneself, (b) ability to understand other people and their diversity, (c) the ability to make decisions and (d) openness in knowing the environment.

c) Social maturity

Social maturity includes (a) being involved in social participation, (b) willingness to cooperate, (c) ability to lead, (d) having tolerance and (e) familiarity in the association.

d) Responsibility

Responsibility includes (a) productive attitude in self-development, (b) planning and implementing it flexibly, (c) altruism, empathy, friendship in interpersonal relationships, (d) awareness of ethics and honest living, (e) sees behavior in terms of consequences on the basis of a value system.

Furthermore, Marimbun, Syahniar, and Ahmad (2017) grouped the factors that influence self-adjustment:

1) *Physical condition*

a) Innate and physical structure Influence

The tendency of *maladjustment* can be inherited genetically, especially through the medium of temperament. The primary component in personality, temperament determines the characteristics associated with adjustment. Indirectly innate is a condition that affects a person's adjustment. Roeckelein (2013) explains that the humanistic view views personality as optimistic with the argument that individuals have the potential for healthy and creative growth if they accept responsibility for their own lives so that they can adapt well.

b) Health and physical condition

Good adjustment qualities can be obtained and maintained in a healthy physical health condition. Individuals who have physical illness may feel lack of self-confidence, low self-esteem, dependence, and feelings of getting attention and recognition from others. However, it should be noted that not all individuals who have physical illness cannot adapt well.

2) *Development and maturity*

Development and maturity have a close relationship with the adjustment process. The adjustment process depends a lot on the level of development and maturity achieved. During the development process, the child's response develops from an instinctive one to a response that is obtained through the child's learning and experience. Individuals who get older will mature to respond, this process determines patterns of adjustment.

3) *Psychological condition*

Psychological factors that influence self-adjustment are experience, conflict, frustration, psychological climate, and so on. The learning process is a fundamental basis in self-adjustment so that response patterns develop that will shape personality.

4) *Environmental condition*

a) Home and family influence

Family is the first environment for individuals. Individuals learn to understand themselves and the basics of social patterns in the family. The rules that exist in the family reflect the hopes and desires of family relationships to fulfill the children's needs (Maharani, 2003). The most important influence of the family environment on children development comes from the atmosphere in the home. Whether the home atmosphere is supportive and loving or there is conflict-driven (Papalia, Olds & Feldman, 2009).

Children who are raised in a harmonious family environment with love, care, respect, tolerance, security, and warmth can make healthy and good adjustments. A sense of closeness to family is one of the basic needs for the children's mental development. The encouragement and competition between family members carried out in a healthy manner have an influence on the children's psychological development (Fatimah, 2008). An important challenge for young people is to maintain positive relationships with families, especially parents. To achieve their goals of self-development is to separate themselves and stay away from their families. This is not an easy thing to achieve (Gerdard & Gerdard, 2010).

b) Society influence

The society environment is a place where individuals hang out and carry out social roles so that individuals are more or less affected by the surrounding environment. The influence of society is the conditions that determine the process and patterns of a person's adjustment. Unhealthy associations affect behavior and can affect a person's adjustment patterns.

c) School influence

Schools have tasks that are not only limited to issues of knowledge and information, but also include broad and complex moral and social responsibilities. Same as teachers, their duties are not only to teach, but also as educators, mentors and coaches for their students. Modern education requires teachers to observe the development of their students' adjustment and be able to develop an education system that is in accordance with these developments. The educational process is an adjustment between individuals and the values required or demanded by the environment according to the interests of individual development. The success of this process is very dependent on the methods and ways of working carried out by the teacher in the adjustment process (Fatimah, 2008).

5) *Culture and religion*

a) Cultural influence

The factor of culture has an influence on the formation of individual behavior obtained through educational media in families, schools, and societies. A healthy culture will have a good influence on society, otherwise an unhealthy culture will affect the behavior of members in the society.

b) Religion influence

Religion is a belief, a source of values, and a pattern of behavior that will give meaning, purpose, direction, and stability to human life. Religion provides a calm and peaceful atmosphere to certain psychological conditions in reducing conflict, stress, frustration and other tensions.

This study used a quantitative method with a descriptive type of research. This study aims to describe student adjustment in the Islamic boarding school. The sample in this study was 349 students of class I in Musthafawiyah Boarding School Purbabaru. The instrument used was a student adjustment questionnaire. The data were processed

through a statistical technique using the percentage technique. The overall picture of student' self-adjustment can be seen in Table 1.

Table 1. Description of Student Adjustment

No	Indicators	Mean	%	Category
1	Able to accept himself	3.58	71.69	Good
2	Able to act objectively according to the conditions and potential	3.87	77.51	Good
3	Self-confident	3.65	73.07	Good
4	Interact with other people	3.60	72.18	Good
5	Obey social values and norms	4.01	80.25	Good
6	Build relationships with other people	3.91	78.32	Good
7	Participate in social interaction	4.14	82.84	Good
	Total	**3.82**	**76.55**	Good

Based on Table 1, it can be concluded that the mean score of the student self-adjustment is 3.82 or 76.55% of the ideal score. Therefore, it is in the good category. It can be concluded that the students are able to adapt themselves well, namely personal and social adjustments. This shows that they are able to accept themselves, act objectively according to their conditions and potential, have confidence, interact with others, adhere to social values and norms, establish relationships with others, and participate in association.

1) Able to accept himself

Based on the results of the research above, the student self-adjustment in terms of self-acceptance was 71.69%. This means that students are able to adjust themselves in terms of self-acceptance and they are in the good category. The boarding school students are comfortable with themselves and accept their shortcomings. They are also aware that they have needs, expectations and demands that must be harmonized with the demands of the environment. If students are able to harmonize these two things, then students are said to be able to adapt. Albert & Emmons (Kumalasari, 2012) explains that when an individual knows himself, he is realistic and then leads to self-acceptance.

Self-adjustment demands the ability of students to live and get along properly with their environment so that they feel satisfied with themselves and their environment (Willis, 2012). Self-adjustment is one of the important requirements for the creation of mental and mental health in individuals (Kumalasari, 2012). Therefore, students are required to be able to make adjustments to the new social environment in which they are located (Maslihah, 2011). Individuals accept themselves to achieve a harmonious relationship between themselves and their environment. Therefore, individuals must fully understand and accept themselves.

The students who fully accept themselves will be able to adapt themselves and their surroundings. The failure of students to make positive adjustments can result in individuals making the wrong adjustments. Wrong adjustment is characterized by attitudes and behavior that are awry, emotional, unrealistic, undirected, blind, and so on. Individuals accept themselves in order to achieve a harmonious relationship between themselves and their environment. Individuals interact with others to build social relationships. Therefore, individuals in adjustment must understand themselves and accept themselves.

2) Able to act objectively in accordance with the conditions and potential.

Based on the results of the research above, the students self-adjustment in terms of acting objectively according to their conditions and potential was 77.51%. This means that the students have been able to adjust themselves in terms of acting objectively according to their conditions and potential in the good category. They are able to develop their potential through activities held by the boarding school and are able to find solutions to the shortcomings of the students. Albert and Emmons (as stated in Kumalasari, 2012) explain that the ability to recognize and understand one's strengths and weaknesses is that individuals who are aware of their weaknesses are then supported by a healthy attitude towards these weaknesses.

The students know and understand who they really are, what are their strengths and weaknesses, and are able to act objectively according to their conditions and potential. The success of personal adjustment is marked by the absence of hatred, not running from reality, and being confident in his potential. On the other hand, the failure of personal adjustment is characterized by the presence of shock and emotion, anxiety, dissatisfaction, and complaints about his fate, as a result of the gap between the individual's abilities and the demands expected by his environment. This is the source of problems for individuals (Fatimah, 2008). The ability to recognize and understand the strengths and weaknesses of self is individuals who are aware of their weaknesses and then supported by a healthy attitude towards these weaknesses.

3) Self-Confident

Based on the results of the research above, the students self-adjustment in terms of self-confidence was 73.07%. They have been able to adjust themselves in terms of confidence in being in the good category. This means that the students are confident in themselves and their potential. Good adjustment is closely related to a healthy personality. Healthy adjustment refers to the concept of a healthy personal life, both in relation to oneself, others, and the environment. This self-adjustment system is a condition for optimal self-development (Desmita, 2012).

4) Interact with other people

Based on the results of the research above, the student self-adjustment in terms of interacting with other people was 72.18%. This means that the students are able to adjust themselves in terms of interacting with other people in the good category. In other words, they are able to interact, get along and adapt to the environment, and can adapt to new people.

Social adjustment occurs in social relationships in which individuals live and interact with other people. Social relationships include relationships with family, school, peers or the wider community in general. What individuals learn in the process of interacting with the environment is still not enough to perfect social adjustments that allow individuals to achieve good personal and social adjustments (Desmita, 2012). Individuals who interact with other people aim to build social relationships. Johnson and Johnson (Handono & Bashori, 2013) state that social support is the meaning of the presence of other people who can be relied upon for help, encouragement, and acceptance if the individual concerned has difficulty interacting with the environment.

5) Obey social values and norms

Based on the results of the research above, the student self-adjustment in terms of obeying social values and norms was 80.25%. This means that the students have been able to adjust themselves by complying with social values and norms in the good category. This means that students are able to comply with the values and social norms existing in Islamic boarding schools such as obeying the rules, maintaining the facilities

and cleanliness of the boarding school and receiving punishment when violating the rules.

Purwaningsih (2013) explains that students who have problems such as not being able to follow lessons and dormitory rules, cannot live independently, cannot be separated from their parents, often violate dormitory regulations and so on so they are forced to change schools or fail to continue their education because students cannot adapt. yourself well. Fiana, Daharnis, & Ridha (2013) explained that good students are students who can obey all the rules and norms that apply at school and outside school.

6) Build relationships with other people

Based on the results of the research above, the student self-adjustment in terms of establishing relationships with other people was 78.32%. This means that the students have been able to adjust themselves in terms of establishing relationships with other people who are in the good category. In other words, they can establish relationships with other people, new situations and new environments.

The students who do not adjust well tend to be low self-esteem, introverted, unable to accept themselves and the weaknesses of others, and feel embarrassed if they are in the presence of new people or unfamiliar situations. Adaptation to these demands and changes is needed by the students as an effective mechanism to deal with stress and avoid psychological crises. This is because the adolescent transition period causes many difficulties in adjusting to himself and the environment (Rahma, 2011).

7) Participate in social interaction

Based on the results of the research above, the student self-adjustment in terms of participating in social interactions was 82.84%. This means that students have been able to adjust themselves in terms of participating in the association which is in the good category. The students' ability to fulfill the tasks of social development will lead students to be able to adjust to the social environment. Social adjustment is a way that individuals do in aligning internal needs with external needs which are reflected in the individual's ability to establish relationships with other people, participate in relationships, show interest, and show satisfaction in activities (Khaira, Firman, & Neviyarni, 2017).

IV. Conclusion

Based on the research findings, the student self-adjustment at the Musthafawiyah Islamic Boarding School Purbabaru is generally good, this self-adjustment includes two aspects: *personal adjustment and social adjustment.* 1) *Personal adjustment* means being able to accept oneself, act objectively according to conditions and self-potential, and be confident, Meanwhile, 2) *social adjustment* means interacting with other people, obeying social values and norms, establishing relationships with others, and participating in social interactions. The results of this study should also be a concern for the leadership of the boarding school, head of the dormitory, guardian of the room, students' parents, and siblings in improving their adjustment by giving attention, care and motivation to the students.

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