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Students' Self-Adjustment with Boarding School Environment in MAN Insan Cendekia Lubuk Alung

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Abstract: This research aims to describe and compare the self-adjustment of boarding school students with the school environment in terms of gender (comparative descriptive study of students at MAN Insan Cendekia Lubuk Alung, West Sumatra). This type of research is descriptive-comparative with a questionnaire instrument. The population of all students of class X, sampling with purposive random sampling technique in order to obtain a sample of 82 students. Data were analyzed by descriptive statistical analysis, and to test the differences used t test. The results showed that in general the self-adjustment of boarding school students with the school environment of MAN Insan Cendekia Lubuk Alung, West Sumatra was classified high and there was a significance difference from the self-adjustment of male and female students. Therefore, school counselors can provide various types of counseling and guidance services to students of MAN Insan Cendekia Lubuk Alung, West Sumatra so that they are able to overcome difficulties in their self-adjustment by fostering self-confidence and training students how to adapt to the new environment and atmosphere in accordance with the rules.

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Keywords: Boarding school; self-adjustment; school environment.

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INTRODUCTION

Every human being who is born into the world has different abilities, both talents, interests, creativity, and other abilities so that it requires development to become a real man (Nussbaum, 2011; Trevanthen, 2011). The effort of human development is to develop all the potential that exists in an individual human being with all of his dimensions as a result he becomes a man who is balanced between his individual and social life, his

physical and spiritual life as well as in the world and the hereafter (Orel, 2019; Stolarski et al., 2016).

To reach all these, education is needed because as we know that education is a conscious human effort in molding students into our human beings of knowledge and values. The educational process is not only used as a process of knowledge transformation but the inculcation of values is also carried out in students (Irby, 2014; Paralič et al., 2013; Wieser, 2016). This is so that

students can lead a good life and be accepted by the wider community after graduating from schools. Education that changes students' perspectives and viewpoints to create a sustainable future (Mitchell & Weber, 2013).

The objective of national education is "the development of the potential of students to become human beings who believe and have faith in God Almighty, having noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens" (SISDIKNAS Law, 2003). This educational goal can be achieved through formal, informal and non-formal education. These three educational paths complement and enrich each other. One of the formal educations in Indonesia is boarding school. According to Halik (2016), a boarding school is an educational institution where students not only learn, but they stay and live together inside the school. The boarding schools combine student residences in the institutions that are far away from their homes and families with being taught religion and learning several subjects (Alwi, 2013; Julhadi, 2019; Rahman, 2018). Therefore, students need to adapt to a new environment starting from new friends, new teachers and even the rules they have just obtained regarding the environment and extracurricular activities to support their academic achievement (Gómez-Ortiz et al., 2017; Mander & Lester, 2017; Ottu et al., 2020; Pfeiffer et al., 2016). Proper adaptation to the social environment will affect achievement motivation (Wang & Eccles, 2013). Achievement motivation during the study period is considered as one of the important motives in guiding students' behavior towards accepting challenges in situations that require excellence, and for making serious efforts in achieving success (Awan et al., 2011; Guo et al., 2015; Singh, 2011).

Self-adjustment is a process that includes mental and behavioral responses which are individual efforts to overcome and control their inner needs, tensions, frustrations, and conflicts so that there is harmony between the demands from within with the demands or expectations of the environmental residences (Maranata et al.,

2019; Noviandari & Mursidi, 2019; Rafikayati et al., 2018; Rusnila et al., 2021; R. O. Sari, 2020). Self-adjustment demands the ability of students to live and associate naturally with new environments so that students feel satisfied with themselves and their surroundings. Self-adjustment is a process of how individuals achieve self-balance to face their needs in accordance with environmental demands (da Costa et al., 2018; Hidayah, 2021; Li et al., 2017). In addition, self-adjustment can also be interpreted as a natural and dynamic process as well as a form of interaction based on acceptance and self-approach that aims to change individual behavior so that relationships are more appropriate to the environmental conditions (Japar, 2014; Nanson & Huang, 2017; Sari & Arsyad, 2021).

Several researches regarding self-adjustment of new students who live in the Islamic boarding schools can be concluded that there are changes experienced by students before living and after living in the boarding school, namely: 1) Different rules at home and at the boarding school. Students at home are not bound by rules that must be obeyed and they can feel free to do whatever they want. The busy schedule every day at the schools is different while at home. Every day in the school students must follow a routine schedule from getting up early until late night to sleep again, while at home the existing schedule is not as tight as in the schools and cannot be free as desired (Finn, 2012; Williams, 2011). 2) Independent. Students do not always do all their own duties at home. For example, cleaning the room, washing clothes, ironing, washing dishes after eating where are not always done by students themselves because there may be helpers but when in the boarding school all of these must be done by students (Beames et al., 2020; F. W. Santoso & Fahyuni, 2022; Stern, 2021). Therefore, students are required to be independent. Changes that occur in the boarding school environment can cause stress at the beginning of school.

Research by Yuniar et al. (2005) showed that every year between 5-10% of

new students at the Islamic Modern Islamic Boarding School (PPMI) Assalam Surakarta faced problems in the self-adjustment process, such as not being able to attend lessons, unable to live in dormitories because they cannot live separated from parents, so they can violate the rules of the school and so on. Conditions in the boarding school with different rules and conditions than at home can be a source of stress (stressor) that can cause stress. The bad result of stress is fatigue which can be decreased productivity in studying and personal activities (Khaer et al., 2021; Mahfar et al., 2019; Mukhlis et al., 2020; Muslimah et al., 2019; Wahab et al., 2013).

Madrasah Aliyah Negeri Insan Cendekia (MAN IC) West Sumatera is one of the educational institutions that uses the boarding school system. Students must live in a hostel that has been provided with different rules and conditions from schools in general. Students must face changes that occur in themselves, both from the social side, the learning system and the subjects that must be followed and the rules in the school hostel that require independence and away from parents. Based on the results of interviews with MAN Insan Cendekia West Sumatera's teachers in March 2018, it was revealed that the student activities at the boarding school were quite full, starting from 04.00 am to 22.00 WIB. All activities have a governing system so that no time is wasted. However, there are still many students who complain that the nighttime rest time is too fast, so they feel that they lack time to do assignments. To get maximum learning outcomes, students need a good self-adjustment (Martin et al., 2014).

If a student is successful in the self-adjustment process, then that student feels safe, happy, has a positive attitude and outlook. On the other hand, students who experience poor self-adjustment, have a psychological life characterized by emotional shock or anxiety that accompanies guilt, anxiety, feeling dissatisfied with what has been obtained, and complaints about what they have experienced, leading to wrong

behavior patterns or violates school discipline. This is a self-adjusting which is marked by attitudes and behavior that are awry, undirected, emotional, unrealistic, blind, and so on (Mander & Lester, 2019; Wahyuni & Barus, 2020).

METHOD

This research uses a comparative descriptive quantitative approach. The study will describe and compare students' self-adjustment in terms of gender, namely male and female. The population in this study were all students of MAN Insan Cendekia Lubuk Alung West Sumatra. The number of samples was 82 people who were selected by purposive random sampling technique. The instrument used was a questionnaire that revealed students' self-adjustment.

Data obtained from respondents were processed and categorized into 5 categories, namely very high, high, medium, low, and very low. Data were analyzed using descriptive statistics and for different tests used the *t-test* (Winarsunu, 2017). A database was set up and a coding for the data entry of the completed questionnaires was organised. The data from the questionnaires were entered into MS Excel software and the quantitative data was analyzed using IBM SPSS (version 20) with emphasis on frequency counts, percentage distribution, graphical display and measures of central tendency.

RESULTS AND DISCUSSIONS

Description of Self-adjustment of Boarding School Students with the School Environment of MAN Insan Cendekia Lubuk Alung, West Sumatra. The data obtained are arranged in a table that describes the respondents' data in predetermined categories and is then described in the percentage value (%) obtained. The description of the self-adjustment of the MAN Insan Cendekia boarding school students with the school environment in terms of gender can be seen in table 1 below.

Table 1. Distribution Score of Self-adjustment Regarding Gender

Gender	N	Mean	Sd	Level
Female	41	184,12	19,46	High
Male	41	177,81	13,18	High

Based on table 1 it can be seen that the self-adjustment of female students of boarding school MAN Insan Cendekia Lubuk Alung West Sumatera with the school environment is classified as high. This can be seen from the acquisition of a mean of 184.12 (with an ideal score of 245) and a standard deviation of 19.46. Meanwhile, the self-adjustment of male students of boarding school MAN Insan Cendekia Lubuk Alung West Sumatera with the school environment is also classified as high. This can be seen from the acquisition of a mean of 177.81 (with an ideal score of 245) and a standard deviation of 13.18.

The Differences between the Self-Adjustment of both Male and Female Students with the School Environment in MAN Insan Cendekia Lubuk Alung West Sumatera

The differences of students' self-adjustment of both male and female students with the school environment in MAN Insan Cendekia Lubuk Alung, West Sumatera can be seen as following table II.

Table 2. The Differences of Students' Self-adjustment Regarding Gender

Self-adjustment	F	Sig	t	Df	Sig (2-tailed)
Equal variance assumed	12.018	.001	2.038	78	0.045
Equal variance not assumed			2.038	68.55	0.045

ed

The F obtained from the research data is 12.018 with a significance of 0.001 (less than 0.05), then the t used is Equal variance not assumed of 2.038 with a probability of 0.045 (smaller than 0.05). This means that there are differences between the two variants. In more detail, the results of data analysis by looking at the t , the t is 2.038, degrees of freedom (df) 68.55 with a significance of 0.045 (smaller than 0.05). Because the t obtained is 2.038 while the t table value is 1.990, the result of t is greater than the t table at a significant level. Thus, there is a significant difference. Therefore, it can be concluded that there is a significant difference between the self-adjustment of male and female students of MAN Insan Cendekia Lubuk Alung, West Sumatera.

Based on the results of the research that has been done, it can be seen that the self-adjustment of the students of MAN Insan Cendekia Lubuk Alung, West Sumatera in terms of gender can be categorized as high. To live and get along naturally in the new school environment, students will try to adjust to the environment well. The relationship between individuals and the environment is a basic relationship that is important for adolescent development (Lerner, 2017; Lerner et al., 2011, 2015; Ruch et al., 2014).

Peer relationships for teenagers are very important. One of the reasons is that adolescents have a strong need to be preferred and accepted as peers or groups (Santrock, 2008; Hurlock, 1997). They will feel happy when accepted then will feel very depressed

and anxious when being expelled by the group. In addition, establishing a harmonious relationship with peers will help adolescents understand themselves and be able to live in a boarding school (Pfeiffer et al., 2016). This means that the better the relationship with peers, the self-adjustment process will be better. This will greatly affect the academic achievement that will be obtained by students (Bailey & Phillips, 2016; Rienties et al., 2012).

Every individual who are well-adjusted are able to: (1) perceive reality appropriately, (2) make use of experiences and make further plans, (3) gain job satisfaction, (4) have intimate social relationships, (5) feel and express life emotion, (6) able to see himself objectively (Watson & Tharp, 2013). They also agree that self-adjustment is essentially as a social concept which related to the individual environment. The self-adjustment problems faced by students are thought to be influenced by several factors, both internal and external. The factors that influence students' self-adjustment are "1) Physical conditions and determinants, including heredity, physical construction, the nervous, glandular, and muscular system, health, illness, and fortune, 2) Development and maturation, particularly intellectual, social, moral, and emotional maturation, 3) Psychological determinants, including experiences, learning, conditioning, self-determination, frustration, and conflict, 4) Environmental conditions, particularly the home, family, and school, 5) Cultural determinants, including religion (Haktanir et al., 2021; Jones et al., 2012; Rodrigues et al., 2019; Wouters et al., 2011).

One of the factors that influences individual self-adjustment is the level of religiosity and culture. National culture influences individual perceptions, behaviors and beliefs (Cantwell & Verbeke, 2017; Hoff & Bashir, 2015; Schwartz, 2013; Swidler, 2013). Culture in a society is a factor that shapes the character and behavior of individuals to adapt well. Cultural assumptions and values describe the nature of the relationship between humans and the environment and between humans and

themselves (Smircich, 2017). The social and cultural environment that underlies different individuals causes differences in the self-adjustment process.

School is a place where formal education takes place which aims to develop students' abilities and potential, especially the development of intelligence and personality. Schools must be able to foster good self-adjustment and be constructive in nature so that discipline can be realized with school regulations, recognition of teacher authority, interest in subjects in schools and sufficient situations and facilities as a result school goals can be achieved (Hanurawan, 2012). "The school is universally recognized as a powerful medium for influencing the intellectual, social, and moral lives of students. It is the primary agent of education". Schools not only provide education for individuals in intellectual terms, but also in social and moral aspects in daily life, education from schools is also needed. Schools also influence the formation of interests, beliefs, attitudes and values that are the basis for good self-adjustment (Hamid, 2017; Putri et al., 2015; M. B. Santoso, 2016).

Students' self-adjustment in the school environment consists of "adjusting to peers, with teachers, adjusting to parent-teacher-student relationships, adjusting to academic demands and with the physical and social environment of the school" (Al-Mighwar, 2011; Wang & Eccles, 2012; Willis, 2012). This will provide different opportunities for student growth and development.

The self-adjustment of male and female students at MAN Insan Cendekia Lubuk Alung, West Sumatera is different. When we see from the average of all the existing sub-variables, it describes that female students have more abilities and skills in adapting to the environment compared to male students (Surna & Pandeirot, 2014). This is because female students are more competent in communicating and have a close character with peers.

Students of MAN Insan Cendekia Lubuk Alung, West Sumatera are generally in

the age range of 15-16 years. When we see from a psychological aspect, this age is a period of adolescence. Entering this period, individuals face many situations and new developmental tasks, namely between independence and dependence on parents. In this change, individuals are required to be able to adjust to both male and female. It is predicted that gender difference will also influence the success of students' self-adjustment. This difference in self-adjustment is due to the fact that female have feelings that are more sensitive compared to men so that they are easier to appreciate the feelings of others and tend to have closer social relationships than male. This differences in self-adjustment occurs because of differences in the treatment of male and female in society. Males are more active, freer and tend to be looser in opposing the rules and norms of society while females are more accustomed to following norms, so it will be easier to adjust themselves in the social environment.

Gender and self-worth that an individual has can affect his self-adjustment to others. The influence of gender on self-disclosure stems from differences in the treatment of parents to children due to differences in gender. Differences in biological categories between male and female also produce cultural practices in the form of parenting patterns, roles, gender differences, and sex role ideologies that lead to acts of separation between male and female.

The different parenting patterns, for example, are in the form of differences in the way adults talk to boys and girls. Parents, siblings, peers, teachers and other adults talk to boys and girls in different ways because they have different expectations and role criteria for both. The roles imposed on male and female can ultimately be a gender differences, namely a belief about a set of meanings associated with both male and female. This meaning relates to appearance, appropriate body shape, ways of behaving, ways of earning a living, and appropriate ways of speaking. The different ways of communicating between male and female are also different. Male have more control over

verbal skills, such as telling stories, joking and lecturing on information, while female tend with private conversations. Gender differences for male and female that have been formed and developed in society become a reference for individuals to behave. Gender differences expect each individual to be able to accept the fact that they must adjust to the agreed differences in gender roles if they want to get good social acceptance (Hurlock, 1997).

One of the factors that influence self-adjustment is emotional development. A person's emotional development affects self-adjustment, both in male and in female. Female tend to be better at processing their emotions than male. Female also look more mature than male). One manifestation of this factor is that female maintain a relationship with conversation and verbal skills. On the other hand, male socialize is more active by playing with sports, computer games and playing on the field and prefer to make noise in class. This pattern of behavior is then affirmed by the teacher in the class. Moreover, male noise by paying more attention to them and the behavior of men who prefer to make noise is one aspect that teachers pay attention to and this behavior causes teachers to have lower expectations than female in terms of learning.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research on the self-adjustment of the boarding school students of MAN Insan Cendekia Lubuk Alung West Sumatera with the school environment in terms of gender, the following conclusions can be drawn: (1) the self-adjustment of boarding school students of MAN Insan Cendekia Lubuk Alung West Sumatera with a relatively high school environment. (2) There is a difference between the self-adjustment of male and female students with the school environment in MAN Insan Cendekia Lubuk Alung, West Sumatra. Female students have the ability and skills to interact socially with the environment higher than male students.

Therefore, recommendations are put forward in the form of suggestions to (1) students of MAN Insan Cendekia Lubuk Alung West Sumatera in order to be able to maintain and improve their ability to adapt themselves to the new environment, both in adjusting to the department occupied, in following the learning system well, in fostering good interpersonal relationships, in using and utilizing learning facilities and infrastructure, participating in extra activities and adjusting to comply with applicable rules in the learning process. (2) the supervisor can provide various types of counseling services and guidance to students of MAN Insan Cendekia Lubuk Alung, West Sumatera so that they are able to overcome their difficulties by fostering self-confidence and training students how to adapt to new environments and new situations both from the rules at school and the rules in the dormitory. (3) further research should be re conducted and follow up this research result with wider population so that the result of the study can be combined and become as a reference for whole academic needs.

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