

Self-Adjustment and Psychological Well-being of Santri at the Asshiddiqiyah 2 Islamic Boarding School, Tangerang, Banten

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Abstract

Adapting to a new situation is a challenging thing to do, especially if the situation you face is very different from the previous situation. This study aimed to determine the relationship between self-adjustment and the psychological well-being of students at Asshiddiqiyah 2 Islamic Boarding School, Tangerang, Banten. Data were collected in May 2022 using a correlational approach. The population in this study was students aged 13-16 years, with a total sample of 130 male and female respondents. The sample in this study was determined using proportional stratified random sampling with data collection techniques using a questionnaire (questionnaire) adjustment and psychological well-being. Spearman's rank correlation coefficient was used to test the data hypothesis. The analysis results show that the correlation coefficient between self-adjustment and psychological well-being is 0.989, with t count $7.078 > t$ table 1.960 . It can be concluded that there is a significant relationship between self-adjustment and the psychological well-being of students at Asshiddiqiyah 2 Islamic Boarding School, Tangerang Banten. The theoretical implication of this study is that self-adjustment and psychological well-being have a positive relationship. Based on the analysis results, the relationship between self-adjustment and psychological well-being was solid and significant.

Keywords: islamic boarding school, psychological, relationship, santri, self-adjustment, well-being

Abstrak

Menyesuaikan diri dalam menghadapi situasi baru bukan hal yang mudah untuk dilakukan, terlebih jika situasi yang dihadapi sangat berbeda dengan keadaan sebelumnya. Penelitian ini bertujuan untuk mengetahui hubungan penyesuaian diri dengan kesejahteraan psikologis santri di Pondok Pesantren Asshiddiqiyah 2 Tangerang Banten. Pengumpulan data pada bulan Mei 2022 dengan metode survei menggunakan pendekatan korelasional. Populasi dalam penelitian ini adalah siswa usia 13-16 tahun dengan jumlah sampel sebanyak 130 orang yang terdiri dari laki-laki dan perempuan. Penentuan sampel dalam penelitian ini menggunakan proporsional stratified random sampling dengan teknik pengumpulan data menggunakan kuesioner (kuesioner) penyesuaian dan kesejahteraan psikologis. Uji hipotesis data yang digunakan adalah koefisien korelasi rank Spearman. Hasil analisis menunjukkan koefisien korelasi antara penyesuaian diri dengan kesejahteraan psikologis sebesar 0,989 dengan $t_{hitung} 7,078 > t_{tabel} 1,960$. Dapat disimpulkan bahwa terdapat hubungan yang signifikan antara penyesuaian diri dengan kesejahteraan psikologis santri di Pondok Pesantren Asshiddiqiyah 2 Tangerang Banten. Implikasi teoritis dari penelitian ini adalah membuktikan bahwa penyesuaian diri dan kesejahteraan psikologis mempunyai hubungan yang positif. Berdasarkan hasil analisis yang dilakukan, hubungan antara penyesuaian diri dengan kesejahteraan psikologis adalah kuat dan signifikan

Kata kunci: hubungan, penyesuaian diri, kesejahteraan psikologis, pondok pesantren, santri

Introduction

Indonesia has various kinds of education in which a person can choose which educational institution is appropriate. One educational institution in Indonesia is the Islamic institution called a boarding school. As the country with the largest Muslim population in the world, the existence of Islamic boarding schools in Indonesia is the leading choice of people who want to deepen their knowledge of religion, especially Islam. Islamic boarding schools in Indonesia, namely those that are still traditional or semi-modern with the teaching of the salaf (teaching the entire Qur'an) and modern Islamic boarding schools that combine religious teaching with general knowledge and use a modern teaching system (Pritaningrum & Hendriani, 2013).

Handono and Bashori (2013) stated that Santri is registered at Islamic boarding schools and is about to start participating in activities that will be held at Islamic boarding schools. Santri lives in Islamic boarding schools in a typical community with kyai, ustadz, students, and pesantren administrators. Santri and students come not only from the area where the Islamic boarding school is located but also from various cities, and some even come from outside the province. Therefore, habits will certainly differ from each other. Adjusting to new situations is not an easy task, particularly if the situation is very different from the previous situation. Life outside the pesantren, students feel that they do not have special rules like the pesantren, whereas in the pesantren every day, students have a schedule of activities that have been arranged, from waking up to going back to sleep, in such a way that no time is wasted. The inability of students to adjust themselves was found by researchers at Asshiddiqiyah Islamic Boarding School 2 Tangerang in students who had studied at the pesantren for three years. This was done to determine the conditions of students in Islamic boarding schools. The results showed that six people (8%) felt afraid that they would first enter the Islamic boarding school. Ten people (13%) were forced by their parents, and 13 (18%).

Santri are unable to interact when they meet people they do not know or know. The problems experienced by the santri are an example of adjustment problems in dealing with new situations and easy things to do, especially if the situation is very different from the previous one, which is the learning process of an individual in understanding, understanding, and trying to do what he wants. Environment, so that individuals can adjust to the changes that occur in their environment, both in the family, school, and the surrounding environment (Handono & Bashori, 2013). According to Widiastono (2001), the changes that occur in the Islamic boarding school environment can cause stress in the early school years, while according to Rumianni (2010), the situation at Islamic boarding schools with different rules and conditions at home can be a source of pressure. Based on these three opinions, it can be concluded that self-adjustment is important for all students to be able to adapt themselves to the pesantren, and some rules and regulations must be obeyed by all students, but if the students are unable to carry out the rules made by the pesantren, it will become a source of pressure for the students.

In addition to self-adjustment, students also require psychological well-being. According to Prabowo (2016), psychological well-being is an individual condition that can accept itself as it is, form positive relationships with others, be independent of social pressure, control the external environment, have meaning in life, and realize its potential continuously. Ryff and Keyes (1995) explain that psychological well-being is the full achievement of an individual's psychological potential and the individual's state of being able to accept one's strengths and weaknesses as they are, having a life purpose,

developing positive relationships, becoming an independent person, being able to control the environment, and continuing to grow personally. Ryff (2013) explained that psychological well-being consists of several dimensions, namely the extent to which individuals feel that their lives are meaningful and have purpose and direction, whether individuals see themselves as living in accordance with their own personal beliefs, the extent to which individuals use their personal talents and potential, how well the individual manages his or her life situation, the depth of connection the individual has in his relationships with significant others, as well as the knowledge and acceptance he has, including awareness and personal limitations.

Meanwhile, in terms of the psychological well-being of students in pesantren is reflected in the polite attitude they show to parents and *kyai/ustadz & ustadzah* (Lisnawati & AI Rahmah, 2018). The condition of psychological well-being of students in Islamic boarding schools is reflected in the polite attitude they show to parents and *ta'dzim* to *kyai*. Santri in Islamic boarding schools always make efforts to be more than before, such as living a simple life and managing all their activities. However, in the process, conditions of psychological well-being are, of course, formed from the results of a long process, so there are still some students in Islamic boarding schools who have not been able to develop good psychological well-being.

The researcher conducted interviews as research supporting data, based on the results of interviews conducted by researchers with one of the teaching boards at the Islamic boarding school, the resource person said that out of all the students, there were some students in the class he supervised who ran away from the Islamic boarding school because they did not feel comfortable living at the Islamic boarding school. Who cries asking to go home, and prefers to be alone in a crowd when hanging out with his friends. This shows that the condition of psychological well-being in students is currently not well developed. This can be caused by several factors that affect the psychological well-being of students. Psychological well-being factors, according to Amawidyati (2007), namely: 1) Cultural background; 2) Socio-economic class; 3) Level of education and employment; 4) Personality; 5) Age; 6) Gender; and 7) Spirituality and religiosity.

From the description above, it can be seen that psychological adjustment and well-being in Islamic boarding schools are important things in the life of students. One of the efforts to be able to make adjustments and good psychological well-being with self-disclosure is very different from previous research. This research wants to find out how all students are studying at Islamic boarding schools without any relatives, especially new students who must be able to adapt themselves to its newest environment to be able to achieve the goals of studying at Islamic boarding schools well.

Methods

Participants

This research was conducted at the Asshiddiqiyah 2 Islamic Boarding School, Tangerang, Banten, because researchers found problems with adjustment and psychological well-being in students. This researcher uses a type of quantitative research that emphasizes its analysis of numerical data (numbers), which are processed using statistical methods (Sugiyono, 2016).

The method used in this study is a survey with a correlational approach. Sugiyono (2016) states that survey research is research conducted on large and small populations,

but the data studied is data from samples taken from that population. At the same time, the correlational approach is to determine the relationship between variables. The reason for using this correlational survey method is so that it can be determined which variables are correlated, to find whether there is a link between self-adjustment and psychological well-being in students, and to find out how close the relationship between these variables is.

The population is an object that has characteristics that have been determined by the researcher, which will then be studied and then taken to serve as the final result. Sugiyono (2016) says that the population is a generalization area consisting of objects/subjects that have a certain quantity or characteristic determined by the researcher to be studied, and then conclusions can be drawn. So, the population is not only people but also objects and other objects. The population is also not just the amount that exists in the object/subject being studied but includes the characteristics possessed by the object/subject under study. The population in this study were young students at the Asshiddiqiyah 2 Islamic Boarding School, Tangerang, Banten, who were aged 12-16 years. The total population is 130 people.

Determining the number of samples in this study using a survey method with a correlational approach. The sample was selected using the Proportional Stratified Random Sampling technique. Research using this technique shows that some members/elements are not homogeneous and proportionally stratified. According to Ali and Asrori (2011), adolescent development is being able to accept their situation, developing independence, developing personal and social responsibility, internalizing moral values, and planning for the future. The number of samples in this study amounted to 130 people.

Measurement

Data collection techniques were used in this study using a questionnaire (questionnaire). The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique if researchers know with certainty the variables to be measured and know what cannot be expected from respondents (Sugiyono, 2016). The questionnaire is divided into three forms, namely open, semi-open, and closed. The questionnaire used in measuring variables is closed. Closed questionnaires are questionnaires that are presented in such a way that the respondent only has to put a tick (✓) in the appropriate column or place (Arikunto, 2010). This study uses primary data sources obtained through instruments in the form of questionnaires, namely a list of questions or statements that must be answered in writing by respondents. This technique is used to collect data directly from respondents about religiosity and prosocial behavior. The data obtained is used to determine the relationship between the independent variable, religiosity and the dependent variable prosocial behavior.

Analysis

Data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis include grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test hypotheses (Sugiyono, 2016). The data analysis technique used in this study is to use a quantitative descriptive analysis technique. This technique

aims to describe data from aspects of adjustment and psychological well-being in Islamic boarding schools.

Findings

Characteristics of Respondents

Respondents in this study were students aged 12-16 years who were students at the Asshiddiqiyah 2 Islamic Boarding School, Tangerang, Banten, totaling 130 people. 58 men. The gender chosen According to Ramadhan (2012), there are factors why there are more female students than male students because women are more cared for and cared for by their parents so as not to misbehave, so the sex in Islamic boarding schools is mostly female students. The distribution regarding gender can be seen in the following figure:

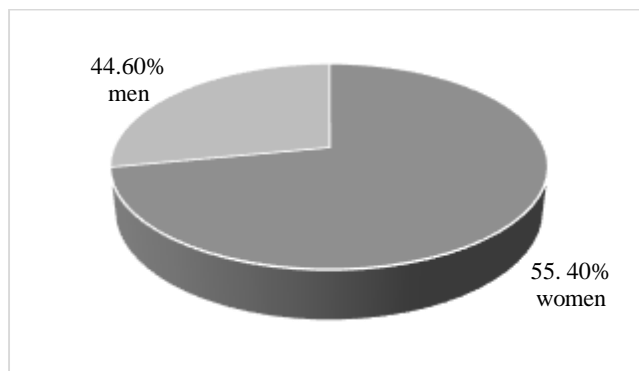


Figure 1. Diagram of the gender of the respondents

Respondents in this study were aged 12-16 years and were students at Asshiddiqiyah Islamic Boarding School 2 Tangerang Banten. From the available data, most of the respondents were 13 years old, and the lowest respondent data was 14 years old; the distribution regarding age can be seen in the following figure:

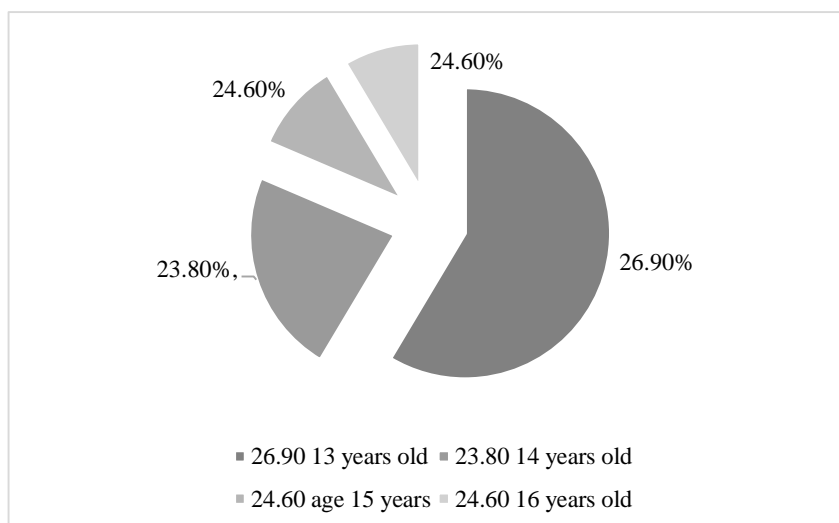


Figure 2. Age diagram of the respondents

The results showed that more than half of the respondents were 13 years old, 26.90 percent (35 respondents), while 14 years old 23.80 percent (31 respondents). The results showed that more than half of the respondents were 13 years old, with a total of 35 respondents, while there were 31 respondents aged 14 years.

Adjustment

Adaptation in the original language is known as adjustment or personal adjustment, so there are 3 points of view of adjustment, namely: 1. Adaptation as adaptation, 2. Adjustment as a form of conformity, and 3. Adaptation as mastery. The first dimension is adaptation. This dimension has two indicators, namely the complexity of individual personality and personality relationships individuals with the environment become neglected. The data in Table 1 shows that the highest percentage of respondents' responses to answers to the statement I feel inferior when I can't, such as respondents answered strongly agree (86.2%) on the indicator of individual personality complexity. The second dimension is conformity. The highest percentage of respondents' responses are answers to my statement often bothered Friend I moment lesson in class, respondents answered strongly agree at 83.8 percent. The indicators imply that these individuals will be under strong pressure, and the third dimension is mastery, which shows that the highest percentage of respondents' responses to statements of being patient with insinuations given by other people, respondents answered strongly agreed 79.2 percent. On indicators of drives, emotions, and habits, be controlled and directed.

Table 1. Respondent's response to the adjustment variable

No	Indicator	Question	Respondents' Responses				Total
			1	2	3	4	
Dimension Adaptation							
1	individual personality complexities	I feel inferior when I can't be like other people	5.4	4.6	3.8	86.2	100
		I do know when there is a Friend or classmate I currently need help/ experience distress	3.8	7.7	6.2	82.3	100
2	personality relationship individuals with environment become neglected	I No Want to gather with friends or classmate moment Rest	4.6	4.6	7.7	83.1	100
		I feel my own Lots lack, so I a m inferior in getting along with friendsclassmate	4.6	3.8	7.7	83.3	100

Table 1. Respondent's response to the adjustment variable (continue)

No	Indicator	Question	Respondents' Responses				Total
			1	2	3	4	
Dimension Adaptation							
2	personality relationship individual with environment become neglected	I often invite friends to skip classes school	1.5	10.0	4.6	83.8	100
		I do want to gather with classmates and friends moment. Rest	3.8	8.5	3.1	84.6	100
Dimensions of conformity							
1	Adjustment as a conformity effort	I will be indifferent to friends in my class	5.4	9.2	3.1	82.3	100
		I can work on tasks together in groups	6.2	9.2	3.1	81.5	100
2	Implying that there the individual seems to be under strong pressure	I dress No polite polite school when to school	6.2	5.4	6.2	82.3	100
		I often bother Friend I moment lesson in the classroom	6.2	6.2	3.8	83.8	100
3	To always be able to avoid behavioral deviations both morally, socially and emotionally	speaking harsh words to older people	9.2	4.6	3.8	82.3	100
		actively participating in events that are always held by the school, such as the Birthday of the Prophet	6.9	6.2	4.6	82.3	100
		I behave friendly with all Friendsmy in class. I	8.5	6.2	3.8	81.5	100
Dimensions of Mastery							
1	mastery ability in self-development	I c a n ' t accept when grades/achievements I defeated by a person other	7.7	21.5	19.2	51.5	100
		always think negatively about everything	3.8	3.8	18.5	73.8	100
2	drives, emotions, and habits be controlled and directed	be patient with the insinuation of others	3.8	2.3	14.6	79.2	100
		I hush just when Friend classmate I Currently, cry	19.2	16.2	15.4	49.2	100

Based on the results of the research on the adjustment variable, the highest dimension is the adaptation dimension, and the lowest dimension is the mastery dimension (Figure 3). The highest dimension is in the first place with a percentage of 86.2 percent in the adaptation dimension, meaning that this adaptation dimension has a relationship with self-adjustment. If his adjustment is good, it can have a positive impact on his psychological well-being. This is to the opinion of Hardono and Bashori (2013) that self-adjustment is a process of individual learning in understanding and trying to do what the environment wants so that individuals can adjust to the changes that occur in their environment both in the family environment, school environment, as well as the surrounding environment.

The related mastery dimension is in the last order or the lowest dimension, with a percentage of 79.2 percent, meaning that this related mastery dimension has a relationship with self-adjustment. If he adjusts well, then his relationship with the surrounding environment will also be good; conversely, if he does not have a good adjustment relationship with the environment, then he will allow himself to relate to an environment that is less pleasant within him.

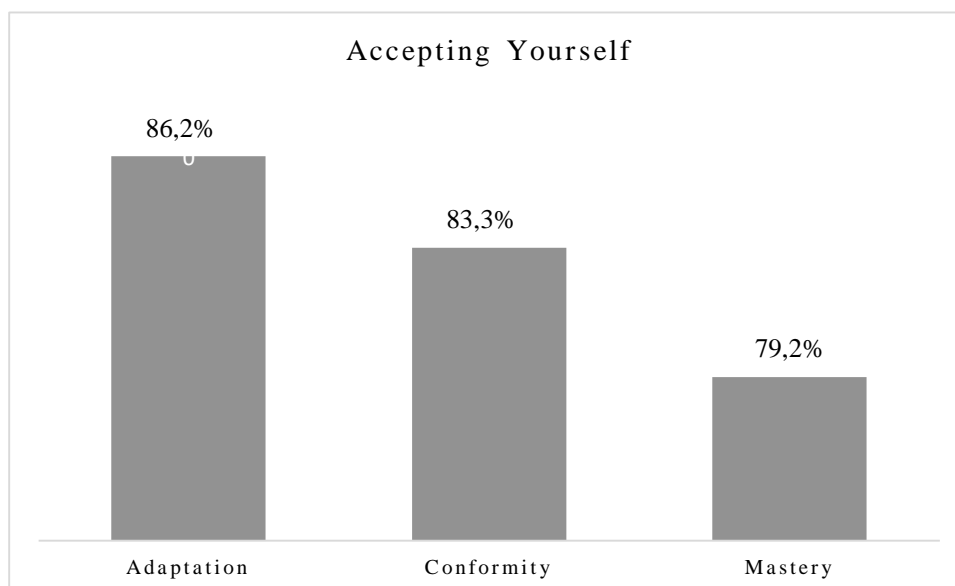


Figure 3. A diagram of the self-adjustment variable for each dimension

Psychological Well-being

Psychological well-being is someone who can accept himself as he is without coercion, but from the process, a person's psychological well-being forms good relations with the surrounding community and can control himself in social pressures that make him so influenced (Prabowo, 2016). The first dimension of self-acceptance has three indicators, namely a positive attitude towards oneself, good or bad self-quality, and the ability to feel positive about past life.

Table 2. Respondent's response to the psychological well-being dimension

No	Indicator	Question	Respondents' Responses				Total
			1	2	3	4	
Dimensions of Self-Acceptance							
1	positive attitude towards yourself	I feel jealous if my boarding school friends can easily memorize the letters in the Al-Quran	17.7	19.2	7.7	55.4	100
		I find it difficult to interact with people I just met	12.3	20.8	6.2	60.8	100
2	Good or bad qualities	In many ways, I often feel disappointed	10.0	11.5	10.8	67.7	100
		I feel like the people I know are doing better in life than I am	1.31	11.5	8.5	66.9	100
3	The ability to feel positive about past lives	I am still shackled with my past	27.7	13.8	6.9	51.5	100
		Incidents bad Which I face only make I'm getting down.	17.7	26.2	5.4	50.8	100
Dimensions of Positive Relations with Others							
1	Warm attitude	Maintaining close relationships with friends is very difficult and makes me frustrated	12.3	6.9	7.7	73.1	100
		I don't have many warm, trusting relationships with other people	10.8	7.7	8.5	73.1	100
2	Satisfaction and mutual trust with others	I have a hard time managing my life in a way that satisfies me	8.5	3.8	14.6	73.1	100
		I often feel lonely because I only have a few close friends to share my complaints with	9.2	1.5	16.2	73.1	100
3	Care about the welfare of others	.I care about the welfare of others, regardless of myself	10.8	8	16.2	72.3	100
		.I find it difficult to voice my opinion on things that are contrary to controversial facts	10.0	8	16.2	73.1	100
4	Understand relationships with others by giving and taking	I find it difficult and frustrating to maintain close relationships	9.2	2.3	16.2	72.3	100
		People would describe me as a person who likes to give and share time with others	10.0	1.5	16.2	72.3	100

Table 2. Respondent's response to the psychological well-being dimension (continue)

No	Indicator	Question	Respondents' Responses				Total
			1	2	3	4	
Dimensions of Positive Relations with Others							
5	able to display strong empathy, affection, and intimacy	I do not like to show my empathy to friends	8.5	3.1	15.4	73.1	100
		Most people see me as full of love and affection	16.9	3.1	6.2	73.8	100
Dimensions of Autonomy							
1	ability to make decisions	I'm not sure about the decision I've made	24.6	17.7	10.0	47.7	100
		I believe in my opinion, even though my opinion differs from others	5.4	6.2	8	87.7	100
2	The ability to regulate one's behavior	I can regulate myself, to patterns of behavior in my daily activities	11.5	6.2	7.7	74.6	100
		I give up easily when making changes in my life	10.0	7.7	5.4	76.9	100
Environmental Mastery							
1	have a feeling of mastery	I was in a hurry to do an activity	22.3	5.4	2.3	70.0	100
		I can't mingle with other people and the community around me	15.4	15.4		69.2	100
2	able to manage the environment	My daily activities often seem trivial and unimportant to me	20.0	2.3	8.5	69.2	100
		I am good at managing many responsibilities in daily life	17.7	7.7	3.1	71.5	100
3	Controlling external activities	I am too lazy to follow the existing extracurricular activities at the boarding school	18.5	8.5	8	72.3	100
4	Make the most of opportunities in the environment effectively	The daily demands of regulatory activities in Islamic boarding schools often weigh on me	13.8	3.8	7.7	74.6	100
5	Being able to choose or create contexts that suit personal needs and values	I don't care about other people's judgments about myself for me. Improving my self-worth is more important than judging other people's personalities	8	8		98.5	100

Table 2. Respondent's response to the psychological well-being dimension (continue)

No	Indicator	Question	Respondents' Responses				Total
			1	2	3	4	
Dimensions of Life Purpose							
1	positive attitude towards yourself	I feel jealous if my boarding school friends can easily memorize the letters in the Al-Quran	16.2	23.8	11.5	48.5	100
2	Good or bad qualities	In many ways, I often feel disappointed	2.3	6.2	3.1		100
3	The ability to feel positive about past lives	I am still shackled with my past	4.6	4.6	8.5	82.3	100
Dimensions of Personal Growth							
1	There is a feeling of continuous development	I like to be alone rather than mingling with crowds	13.1	10.8	6.2	70.0	100
2	See yourself as a growing self	I consider that my life fate can not changed	18.5	10.8	2.3	68.5	100
3	Open to new experiences	I'm willing to tell a bad experience that I experienced to my friends	19.2	6.9	5.4	68.5	100
4	have self-awareness	I have difficulty managing my life	20.0	7.7	3.8	68.5	100
5	see improvement within	I gave up trying to make major improvements to my life a long time ago	54	1.5	3.1	90.0	100
6	behavior over time, and being able to change to reflect more self-knowledge and effectiveness	I just want to be friends with people who have a lot in common with myself	3.8	8	1.5	93.8	100

Based on the data in Table 2, it shows that the highest percentage of respondents' responses to answers to the statement "In many ways, I often feel disappointed", respondents answered strongly agree 67.7 percent. The second dimension is positive relationships with others. This dimension has 5 indicators, namely a warm attitude, satisfying and trusting others, caring about the welfare of others, understanding relationships with others by giving and receiving and being able to display empathy, affection, and intimacy. the strong one. Based on The data in Table 2, shows that the highest percentage of respondents responded to answered the statement that most people see me full of love and affection, and respondents answered strongly agree at 73.8 percent. The indicators can display strong empathy, affection, and intimacy.

The third dimension in the psychological well-being variable, namely the Autonomy Dimension, has 2 indicators, namely the ability to make decisions and the ability to regulate one's behavior. The data in Table 2, it shows that the highest percentage

of respondents' responses to answers to statements I believe in my opinion, even though my opinion differs from other people's, respondents answered strongly agree at 87.7 percent. On indicators of the ability to regulate one's behavior.

The fourth dimension in the psychological well-being variable is environmental mastery. This dimension has five indicators, namely having a feeling of mastery, being able to manage the environment, controlling external activities, making the most of opportunities in the environment effectively, and being able to choose or create contexts that suit personal needs and values. The data in Table 2, it shows that the highest percentage of respondents' responses to answers to my statements do not care about judgments based on other people's opinions about myself, improving the value of myself is more important than judging other people's personalities, the respondents answered strongly agree by 98.5 percent. The indicators can choose or create contexts that suit personal needs and values.

The fifth dimension in the psychological well-being variable is life goals. This dimension has 3 indicators, namely a positive attitude towards oneself, good or bad self-quality, and the ability to feel positive about past life. The data in Table 8, it shows that the highest percentage of respondents' responses to answers to my statement are still shackled to my past, respondents answered strongly agree at 82.3 percent, on indicators of the ability to feel positive about life in the past.

The sixth dimension in the psychological well-being variable is personal growth. This dimension has six indicators, namely a feeling of continuous development, seeing oneself as a developing self, being open to new experiences, having an awareness of one's potential, seeing improvements in one's behavior over time, and being able to change in reflecting more self-knowledge and effectiveness. The data shows that the highest percentage of respondents' responses to the answer to statement I only want to be friends with people who have a lot in common with me, the respondents answered strongly agree at 93.8%, behavioral indicators over time, and being able to change to reflect more self-knowledge and effectiveness.

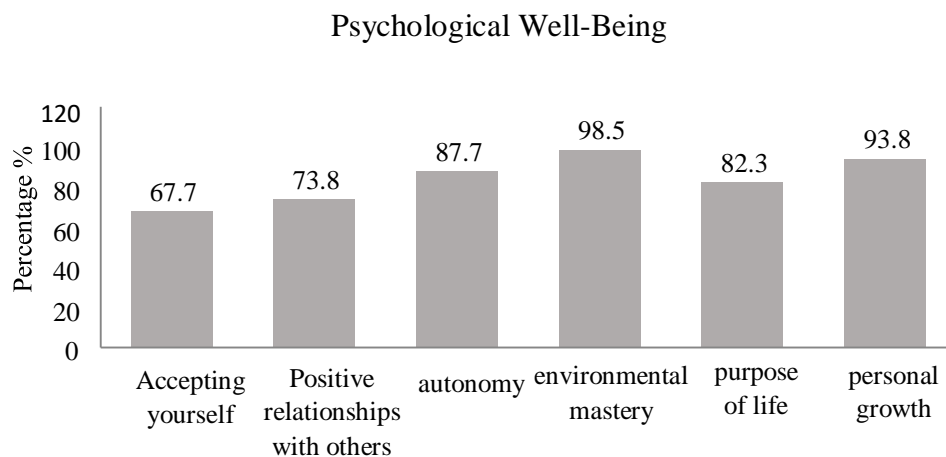


Figure 4. Draw a diagram of the psychological well-being variables in each

Based on the results of the research on the psychological well-being variable, there is the highest dimension, namely the dimension of environmental mastery, and the lowest, the dimension of self-acceptance (Figure 4). The highest dimension is in the first place,

with a percentage of 98.5 percent in the dimension of environmental mastery, meaning that this dimension of environmental mastery has a relationship to psychological well-being. If the psychological well-being is good, it can have a positive impact on self-adjustment. According to Prabowo (2016), psychological well-being is someone who can accept himself as he is without coercion, but from the process, a person's psychological well-being forms good relations with the surrounding community and can control himself in social pressures that make him so influenced.

Normality Test

The normality test is used to determine whether the residual values can be said to be normally distributed or not. In this study, normality testing using *Rank Spearman* non-parametric normality calculations was carried out to test whether the variable Y over X was normally distributed or not. The normality test in this study uses non-parametric statistics because the data source for the two variables does not have to form a normal distribution (Sugiyono, 2016). not normal, and otherwise, it is normally distributed.

Table 3. Data normality test results

Variable	L _{count}	L _{Table}	Conclusion	Decision
Adjustment	0.220	0.078	L _{count} > L _{count}	is not normal
The psychological well-being	0.169	0.078	L _{count} > L _{count}	is not normal

Table 3 shows that the results of the normality test for the adjustment variable show that the value of L_{count} is greater than L_{table} (0.220 > 0.078). Thus the self-adjustment data is not normally distributed. The psychological well-being variable shows that the value of L_{count} is greater than L_{table} (0.169 > 0.078). Thus the psychological well-being data is not normally distributed. One of the reasons why the data is not normal is the presence of outliers. Outliers are data that have extreme scores, both extremely high and extremely low. The existence of outliers can make the score distribution skewed to the left or right.

Analysis of Relationships between Variables

Spearman correlation coefficient is 0.989, which shows a strong close relationship. The conclusion of the correlation test with the Spearman rank formula in this study is that there is a positive correlation. This relationship states that the higher the adjustment variable, the higher the psychological well-being. The value of 0.989 means the level of relationship between the two variables is in the high category. The t-test was conducted to find out whether variable X (adjustment) has a significant relationship with variable Y (psychological well-being). Based on the results of the table above, it can be seen that the t_{count} is 7.078 and the t_{table} is 1.960 with a significance value obtained of 0.00 < 0.01 meaning that there is a significant relationship between self-adjustment and psychological well-being.

The coefficient of determination of the value of $r^2 \times 100 = 0.9892 \times 100 = 97.8$ percent. Based on these results, it means that as much as 97.8 percent of the variance of the adjustment variable can be explained by the variance of the psychological well-being variable, and the remaining 2.2 percent can be explained by the variance of other variables not examined in this study.

Table 4. Analysis of relationships between variables

Correlations			
Control Variables		Adjustment	Psychological Well-being
Adjustment	Correlation Coefficient	1.000	0.989 **
	Sig. (2-tailed)	.	0.000
	N	130	130
Psychological Well-being	Correlation Coefficient	0.989 **	1.000
	Sig. (2-tailed)	0.000	.
	N	130	130

*Note: Correlation is significant ** at the 0.01 level (2-tailed)

Discussion

The results showed that there was a significant positive relationship between self-adjustment and psychological well-being at the age of 13-16 years at the Asshiddiqiyah 2 Islamic Boarding School, Tangerang, Banten. Interpretation of the correlation using the Spearman rank formula shows that there is a significant positive relationship between self-adjustment and psychological well-being of students. The positive correlation means that the higher the self-adjustment and the psychological well-being of students, the more positive the relationship between self-adjustment and psychological well-being of students is. This result is supported by (Hardono & Bashori, 2013) Self-adjustment is a process of individual learning in understanding, understanding and trying to do what the environment wants so that individuals can adjust to the changes that occur in their environment, both in the family, school and surrounding environment. These results can be interpreted that there is a significant correlation between self-adjustment and psychological well-being. This means that there is a strong and significant relationship between adjustment and psychological well-being. This result is supported by Prabowo (2016), psychological well-being is a person who can accept himself as he is without coercion, but from the process a person's psychological well-being forms good relations with the surrounding community and can control himself in social pressure so that he can be influenced.

The results of the relationship analysis in this study also show that self-adjustment is very closely related to psychological well-being, and is categorized as very high. this is in line with Kumalasari and Ahyani (2012) than self-adjustment must be based on the absence of a sense of openness to the surrounding environment, must often adapt outside the surrounding environment, and must often be motivated to awaken the spirit and mental cowardice. because if it is difficult for someone to solve it, it will be difficult to create a strong soul and mentality within him resulting in that person preferring to be alone in the problems he is facing and showing his dislike for life in his new environment, causing hostility towards the surrounding community.

The adjustment variable is the adaptation dimension with the highest percentage of respondent responses. Aspects of self, both good and bad self-quality as well as positive feelings towards past lives in individuals who cannot accept themselves, namely individuals who are dissatisfied with themselves, disappointed with what happened in the past and feel guilty (Kumalasari & Ahyani, 2012) In the dimension conformity shows the highest percentage, followed by the mastery dimension. According to Hardono and Bashori (2013), self-adjustment is an individual learning process in understanding,

understanding and trying to do what the environment wants so that individuals can adapt to changes that occur in their environment, both the family environment, the school environment and the surrounding environment. The psychological well-being variable is found in the dimension of self-acceptance, with the highest percentage of respondents' responses, in the dimension of positive relationships with other people, with the highest percentage of respondents' responses, in the autonomy dimension with the highest percentage. According to Ryff and Singer (2008), autonomy is an individual who can be independent and direct himself able to deal with social pressure by thinking and behaving in some ways that can regulate behavior from within and evaluate himself from personal values. In the dimension of environmental mastery, with the highest percentage of respondents' responses; in the dimension of life goals, with the highest percentage of respondents' responses

Ryff (2013) explains that psychological well-being consists of several dimensions, namely the extent to which individuals feel their lives are meaningful and have goals and directions, do individuals see themselves as living according to their own beliefs, the extent to which individuals use their talents and potential, how well individuals manage their life situations, the depth of connections individuals have in relationships with significant others, and knowledge and acceptance, including awareness of personal limitations and limitations. On the dimension of personal growth, the highest percentage of respondents. According to Putri and Rustika (2017), Psychological well-being is an important aspect that determines the quality of an individual's life. The level of psychological well-being can be determined by internal and external factors. Two of the internal factors are self-efficacy and prosocial behavior, while one of the external factors is authoritative parenting.

Conclusion and Recommendation

Conclusion

These findings suggest that self-adjustment and psychological well-being show that the level of self-adjustment in students at the Asshiddiqiyah Islamic Boarding School 2 Tangerang Banten is low in psychological well-being. The low self-adjustment is caused because the students have not been able to adjust to their peers, then the students with the environment at the Islamic boarding school, the rules at the Islamic boarding school and the activities that exist at the Islamic boarding school. Based on the research results, it shows that there is a relationship between self-adjustment and Psychological Welfare. This means that the better a person's self-adjustment, the better his psychological well-being.

On the adjustment variable, the results of this study also show that respondents tend to be higher on the adaptation and conformity dimensions. Meanwhile, the psychological well-being variable shows that the dimensions of environmental mastery and personal growth of respondents also tend to be high. This shows that, overall, respondents have good self-adjustment and psychological well-being as seen from their ability to adapt to new environmental conditions.

Recommendation

Further research can be carried out with a broader subject and not only limited to adjustment and psychological well-being in adolescents. It is hoped that future researchers can conduct research on adjustment to other variables, apart from fulfilling

psychological well-being, research shows that there are still other variables related to adjustment. It is hoped that future researchers can collect data with several additional techniques, such as interviews, to complete the data needed from filling out the questionnaire, so it is hoped that this will result in a more in-depth data analysis.

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