

# The relationship of religiosity and social support with students adaptation in the islamic boarding school



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## ABSTRACT

**Introduction:** The new daily activities undertaken by students at the Islamic boarding school are a time of change, in terms of individual religiosity and social interaction. This is because not all new students have the experience of living in boarding schools. The purpose of this study was to analyze the relationship between religiosity and social support with student adaptation in Islamic boarding schools.

**Method:** The design of this study was cross-sectional. The sample was 102 new students who were living in a boarding school for less than a year which were taken by simple random sampling. The independent variables were religiosity and social support, the dependent variable was student adaptation. The research instrument used a questionnaire. Data were analyzed using the Chi-Square test and Binary Logistic Regression test.

**Results:** The results of the Chi-Square test analysis showed that  $p\text{-value} = 0.042$  and  $p\text{-value} = 0.021$ , which means that there is a significant relationship between the two variables. Meanwhile, the results of the binary logistic regression analysis showed that  $p\text{-value} = 0.220$ , which means that 22% of the student adaptation variable can be explained by the variable of religiosity and social support.

**Conclusions:** The higher the level of religiosity and social support, the higher and easier the students will adapt. It is hoped that the Islamic boarding school caretakers will be able to carry out mentoring activities for new students so that it can make it easier for students to adapt.

**Keywords:** adaptation, Islamic boarding school, spirituality, social support, students.

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## INTRODUCTION

Islamic boarding school education currently gets special consideration for parents in choosing a place of teaching for their children. This happened because of the strength of the Islamic boarding school education system in shaping the personality of the students and prioritizing spiritual intelligence so that it makes the students easily accepted and useful in society.<sup>1</sup>

All demands or pressures that are very different from daily life before living in the Islamic boarding school cause problems in adapting to new students at the Islamic boarding school. The new activities experienced by the students at the Islamic boarding school are a time of change in both individual religiosity and social interaction. This is because not all new students have the experience of living or settling in a boarding school so it may

cause changes in the religiosity and social interaction of individuals either gradually or directly. If the individual's coping mechanism is not good, it may cause problems such as deviations in terms of attitudes, perceptions, or ways of thinking, and one's behavior in social relations and relationships with God.<sup>1,2</sup>

Students are required to participate in all activities that have been determined by the boarding school, starting from waking up to bedtime at night. Activities that are so different will make new students experience changes and adaptations to the surrounding environment they settled in. The problems faced by new students at the Roudlotul Mutaallimin Wal Mutaallimat Islamic boarding school in Sidoarjo are starting from the physical, and social, practice of worship to rules and habits that are so different from the environment before living in the boarding school dormitory. As a result that new

students will feel a situation or condition that is unfamiliar with the surrounding environment such as feeling that they have no friends, lack of confidence in starting to socialize with friends, and lack of social support which may cause physical and psychological discomfort and trigger the intention for new students to return home or leave the boarding school.<sup>1</sup>

It is recorded in the Ministry of Religious Affairs' Data Base that the number of Islamic boarding schools in 34 Provinces throughout Indonesia in 2018 was 27,230, 28,984 Islamic boarding schools with a total of 4,29,626 students. Based on data from the East Java provincial health agency in 2019 there were 3965 Islamic boarding schools.<sup>2</sup> Based on the results of interviews with the management of the Roudlotul Mutaallimin Wal Mutaallimat Islamic Boarding School in Sidoarjo, it was obtained from the population of students living in the dormitory, there were about

5 students who decided to return or leave the boarding school. This occurs due to a discomfort condition triggered by various factors such as health problems, frequent victims of bullying, no support from family, and the inability to attend lessons. Meanwhile, from the results of interviews and observations with 3 students at the Roudlotul Mutaallimin Wal Mutaallimin Wal Mutaallimat Islamic Boarding School in Sidoarjo in 2019, it was found that 1 new student said he/she did not feel at home indicated by having the intention to go home immediately because they had difficulty in socializing, difficulty in following the new rules, difficulty in adapting the habit of getting up early before dawn with the obligation to follow the activities in the dorms, and in adapting to the rules not allowing the use of gadgets or cellphones. This is because the initial reason for entering the boarding school was the demands of the parents, so it took a long time to adjust. The results of the interviews with 2 other students stated that the initial reason for entering the boarding school was not because of the demands of the parents but because of their desire, at first they also could not adjust to the environment in the boarding school but after living and participating in all the activities at the boarding school they were able to adapt to a fairly short time.

Adaptation is influenced by several factors that are physical conditions, development and maturity, psychological conditions, environmental conditions and levels of religiosity, and culture.<sup>3</sup> Environmental conditions and religiosity are important factors that may influence adaptation. The condition of the surrounding environment is a form of support for individuals in adjustment. Some factors affecting social support include physical needs such as clothing, food, and shelter; social needs such as self-actualization needs; and psychological needs such as a sense of security. The support and motivation of those closest to them such as family, friends, *kyai* (religious seniors), or boarding school caregivers will allow the students to adjust to the boarding school environment. Whereas religiosity is a picture of an individual understanding and believing in the religion he adheres to and will influence all attitudes or behavior

of individuals in facing their life. The factors that influence a person's level of religiosity include education or teaching, experience, and intellectuality. With such factors, it is expected that individual attitudes or behavior in undergoing and dealing with various pressures such as adaptation to new things will be easier. With various factors that influence the adaptation, then if the individual finds an obstacle that is not immediately overcome it may cause a person to have difficulty socializing, have a feeling of inferiority or lack of confidence and make individual characteristics more closed than before. Adaptation shall be considered successful if a person has a realistic life, has good social relationships, has a stable emotional level, and has a strong self-concept in his life.<sup>4</sup>

Efforts to prevent problems or obstacles to conformity to students by conducting orientation such as participating in *Pesantren Kilat* (Islamic course held for a brief period in schools) during Ramadan. Another effort that may be made to overcome obstacles in adaptation is to involve the role of the boarding school community by providing assistance or understanding that living in the boarding school is indeed a lot of obstacles and problems that are felt, such as complaints of discomfort with the conditions of the boarding school, social interactions, various rules or activities, all of which have been arranged and stipulated by the boarding school management so that the students who live in the boarding school may adapt to their environment so that the students may adapt to the boarding school environment easily.<sup>4</sup>

The objective of this study was to determine the relationship between religiosity and social support with the adaptation of students at the Roudlotul Mutaallimin Wal Mutaallimat Islamic Boarding School, Sidoarjo.

## METHOD

### Study Design

The design of this study was cross-sectional. The sample was 153 new students who are living in a boarding school for less than a year which were taken by simple random sampling.

### Data Collection

The independent variables were religiosity and social support, the dependent variable was student adaptation. The study instrument used a questionnaire.

### Data Analysis

Data were analyzed using the Chi-Square test and Binary Logistic Regression test, with  $p < 0.05$  considered significant.

## RESULT

Table 1 shows that most of the 102 students, mainly (60%) were aged 14 to 16 years, most (51%) were female, and for the most part (59%) had a duration of stay <12 months.

Table 2 shows that of the 102 students, it was found that most (59%) had high religiosity, most (57%) had good social support. And mainly (59%) have a positive adaptation.

Table 3 shows that of the 102 students, 42 students who had moderate religiosity, almost all of them (76.2%) had positive adaptation and a small proportion (23.8%) had negative adaptation. And of the 60 students who had high religiosity, it was found that most of them (53.3%) had negative adaptation and almost half (46.7%) had positive adaptation. Whereas from the 44 students who had fair social support, almost all of them (79.6%) had positive adaptation and a small proportion (20.4%) had negative adaptation. And of the 58 students who had good social support, it was found that most (56.9%) had negative adaptation and a half (43.1%) had positive adaptation. The results of the bivariate analysis with the Chi-Square test obtained each value of  $p = 0.042$  and  $p = 0.021$ , which means there is a significant relationship between the two variables. Whereas in the binary logistic regression test results obtained religiosity OR = 0.0339,  $p = 0.105$  and social support OR = 0.282,  $p = 0.056$ . The results of the coefficient determination of the Nagelkerke R Square value of 22%, the adaptation variable shall be explained by the religiosity and social support variables.

## DISCUSSION

The results indicated that of the 102 students, it was found that most (59%)

had high religiosity, most (57%) had good social support and a great portion of them (59%) had a positive adaptation. Palupi and Edy Purwanto (2013) argues that religion is the most important element in a person. If religious belief has become an integral part of a person's personality, then that belief will oversee all his actions, words, and even feelings. Religiosity is more related to norms and behavior so that it is associated with better health behaviors, spirituality is more related to

one's personal experience, therefore it is more closely related to physical variables (e.g. cardiac reactivity and blood pressure), so that spiritual youth can have fewer health complaints.<sup>6</sup> Based on the results of the student religiosity questionnaire, it was found that most of the students stated that they always adhered to the book of Allah (Al-Qur'an) and the Sunnah of His Prophet (Muhammad SAW) so that their lives did not get lost. This indicates that students have good religiosity according

to the guidelines of Islamic teachings. Adolescents who have a high level of religiosity will show behavior that reflects it in everyday life. Meanwhile, youths who have a low level of religiosity will have the potential to show deviant behavior towards their religious teachings.<sup>7</sup>

The majority (57%) of the students also had good social support. Social support is a concern, affection, assistance, and a sense of security that is given by a person or group so that it makes the students feel meaningful and recognized in their surroundings. Peer social support is one form of support needed by students. Rahmat Syaibani dan Nefi Darmayanti's (2019) study states that the existence of peers is very important for youth life, for that youths shall get good acceptance and support from their peers. An acceptance or other form of good support from peers is something that may help in the adaptation process of the students. Based on the results of the social support questionnaire that half of the students stated that their friends often spend time with them. This shows that students have a strong source of social support that comes from friends or comrades at the boarding school. So with this support, it is expected that students will feel physical and psychological comfort in carrying out all activities at the boarding school. Peer Group Support may change students' perceptions and increase students' confidence in their abilities in carrying out the life of students in Islamic boarding schools.<sup>8</sup>

Positive adaptation also occurred in the majority (59%) of the students. This indicates that the students at the Roudlotul Muta'allimin Wal Muta'allimat Islamic boarding school in Sidoarjo are quite capable of adapting themselves well. Students may overcome any need, conflict, or tension because they are in the positive adaptation category. Interacting is very important for an individual who is experiencing adaptation. Someone who can interact then the individual has good social acceptance, in contrast to someone who is not able to interact then the failure of the individual experience interacting or social acceptance.<sup>8</sup> According to the results of the adaptation questionnaire, half of them stated that the students had close friends at the boarding school. This

**Table 1. Demographic data on the characteristics of students at the Roudlotul Muta'allimin Wal Muta'allimat Islamic Boarding School, 2020 (n = 102).**

Characteristics	n	%
Age		
10-13 Years old	41	40
14-16 Years old	61	60
Gender		
Female	52	51
Male	50	49
Long stay at the boarding school		
< 9 months	42	41
< 12 months	60	59

**Table 2. Distribution of respondents based on religiosity, social support, and adaptation of students at the Roudlotul Muta'allimin Wal Muta'allimat Islamic Boarding School, 2020 (n = 102).**

Characteristics	n	%
Religiosity		
Low	0	0
Moderate	42	41
High	60	59
Social Support		
Poor	0	0
Fair	44	43
Good	58	57
Adaptation		
Negative	42	41
Positive	60	59

**Table 3. Distribution of religiosity and social support with and self-adjustment of students at the Roudlotul Muta'allimin Wal Muta'allimat Islamic boarding school, 2020 (n = 102).**

Characteristic	Adaptation				Total	%
	Negative		Positive			
	F	%	F	%		
Religiosity						
Low	0	0	0	0	0	100
Moderate	10	23.8	32	76.2	42	100
High	32	53.3	28	46.7	60	100
Social Support						
Poor	0	0	0	0	0	100
Fair	9	20.4	35	79.6	44	100
Good	33	56.9	25	43.1	58	100

shows that the students can interact or are well accepted.

Table 3 shows that of the 42 students who had moderate religiosity, almost all of them (76.2%) had positive adaptation and a small proportion of them (23.8%) had negative adaptation. And of the 60 students who had high religiosity, it was found that most (53.3%) had negative adaptation and almost half (46.7%) had positive adaptation. The results of the chi-square test of religiosity and adaptation obtained  $p = 0.027$ , which means that there is a relationship between religiosity with adaptation and social support. The theory of Scheinaders in Nadzir and Warsi (2013) states that religiosity is a factor of adaptation that may provide a psychological atmosphere in relieving conflict, frustration, and other psychological tensions. Religiosity also provides value and confidence in students so that it has meaning and purpose as well as life stability that is used in dealing with pressures and changes that occur in their lives. If a student has high religiosity, the individual will have a better understanding of the meaning of living in the boarding school and enjoy undergoing every activity of the boarding school so that it is hoped that it can form the character, mental, and mindset of the individual to be easier in dealing with changes that occur such as adapting to the Islamic boarding school. The negative adaptation may be influenced by age and education factors. Students aged 14-16 years old are included in the category of early adolescence, at these ages students still do not fully have high self-confidence in interacting and mingling with the community or the surrounding environment, this can result in a lack of experience gained by students through social interaction in society.<sup>10</sup>

Of the 44 students who had fair social support, almost all of them (79.6%) had positive adaptation and a small proportion of them (20.4%) had negative adaptation. And of the 58 students who had good social support, it was found that most (56.9%) had negative adaptation and half of them (43.1%) had positive adaptation. The results of the chi-square test of social support with adaptation  $p = 0.014$ , mean that there is a relationship between social support and adaptation. Yuliani (2017)

states that students who get social support will feel that they are cared for, given love, and given motivation, and with social support, students will feel comfortable and composed in adapting.<sup>11</sup> Conversely, if students do not get social support from teachers and friends, then they feel less cared for, less affectionate, and less motivated to adopt. Lack of social support will have an impact on students' negative adaptation. If students have good social support, it will be easier to get along with the surrounding environment, since with the support of the closest people or the environment will be able to change the atmosphere to be more conducive and pleasant. A conducive environment will affect the level of involvement and participation of students in the learning process or learning motivation so that it will have an impact on the academic and non-academic achievements of the students later. Meanwhile, students who lack social support will have the potential to experience obstacles such as insecurity, and the existence of bullying which may cause a person to become traumatized and closed off. Such obstacles may make the students uncomfortable so it creates an intention to immediately return home or leave their education in the boarding school.<sup>12</sup>

## CONCLUSION

Religiosity and social support are related to students' adaptation, but the two variables partially have no significant relationship with adaptation. Also, further research with different study designs and larger samples needs to be done to identify the factors that influence the relationship between religiosity and social support with student adaptation in Islamic boarding schools.

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## AUTHOR CONTRIBUTION

All authors contributed to this study's conception and design, data analysis and interpretation, article drafting, critical

revision of the article, final approval of the article, and data collection.

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## CONFLICT OF INTEREST

There is no conflict of interest for this manuscript.

## ETHICAL CONSIDERATION

This study has been declared ethical by the Ethical Commission for Health Research of Universitas Nahdlatul Ulama Surabaya Number 077/EC/KEPK/UNUSA/2020.

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