

RELATIONSHIP BETWEEN SELF EFFICACY WITH SELF ADAPTATION ON SANTRIS OF DARUSSALAM TAMBAK MADU SURABAYA ISLAMIC BOARDING SCHOOL

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ABSTRAK

Living and dwelling in a new neighborhood makes *santri* to do some adaptation in moslem boarding school environment. There are some *santri* who have barriers in adjusting and there are also students who easily make adjustments. The purpose of the study is to analyze the relationship between self efficacy with *santri*' adaptation in Darussalam moslem boarding house Tambak Madu Surabaya.

Research design was cross sectional approach analysis. The population of the study was 35 *santri*. The sample population was 33 respondents taken by Simple Random Sampling technique. Independent variable was self efficacy of *santri* and dependent variable was adaptation. Instruments was questionnaires. Data were analyzed by Chi Square test with $\alpha = 0,05$.

The result of this research was almost (78,8%) from 33 respondents have good self efficacy and most (69,7%) *santri* overcome positive adaptation. Data analyzed with Chi Square test showed $p = 0,000$ and $\alpha = 0,05$. $P < \alpha$ which means H_0 rejected, these means there was relationship between Self Efficacy with *santri*'s adaptation at Darussalam Tambak Madu Surabaya Islamic boarding school. Good Self Efficacy can influence *santri*' adaptation to be better or positively. Hence, it was expected boarding school to be able to keep control of *santri*' self efficacy Santri keep on well or positively.

Keywords: self efficacy, adaptation

INTRODUCTION

In public perspective, Islamic boarding school is well known as educational institution with moral development. In the Islamic boarding school there are either new and old students both male and female gathering together. They must also be able to adapt with the new and the old *santri*. New *santri* are needed to adapt, dwell independently and live separately to parents and family. Living and dwelling in a new neighborhood, new *santris* necessitate to adapt at the Islamic boarding school environment. The *santri* must be able to adapt with both the surrounding environment or friends. There was some students who had barriers or difficulty to adapt and there are also *santri* who easily to adapt. Students who are difficult to adapt, estimated because they may forced to register the Islamic boarding school, do

not have self-confidence or their self-efficacy subdided, and there are also *santri* who indeed needs a long time to adapt to environment. According to Irfani (2004) in Rahmawati, (2015) new *santri* takes a long time to adapt to new environment and new habit in Islamic boarding school environment. Adaptation is necessary in order to harmonize between needs and demands, whether derived from both individual or social environment. In order to conduct good adaptation, certainly it takes self efficacy of their ability in doing activities well. Self efficacy is necessary in any case because without any confidence self efficacy people cannot do anything. So do *santris* must have self efficacy to be able to adapt well. There are two classifications of self efficacy, those are high self-efficacy and low self efficacy.

Santris who have high self efficacy is expected to help the new *santris* to adapt

in the moslem boarding school environment well. *Santris* who has low self efficacy experiences difficulties to adapt in the environment. It is seen with many deviant behavior conducted by santri, such as fighting and infraction of rules at boarding school. Conditions of environment which is faraway from family and tight schedule at Islamic boarding school that should be experienced by themselves trigger the occurrence of stress until the depression, It is marked as often staying at bedroom, never associating others, prefer to be alone, often day dreaming and sometimes crying, often not eating, being taciturn, indifferent to other people, whether teachers or friends, not attending class lessons or not paying attention to teacher explanations, lacking interests, not participating in groups, feeling very homesick and family, not doing their responsibilities, these will appear when students can not adapt to their surroundings And there are still many facts in the society that show more they lose their self efficacy in adapting to the social environment and the rapid development over the time, more often they are under the stress.

According to Vincent Cornelli, in Mustamir Pedak, (2007). Stress is a disorder of the body and mind caused by the changes and demands of life. While idealism assumes stress is purely a phenomenon of the soul. This makes it hard to explain why if the stress is just a phenomenon of the soul but it gives an impact on the physical of a person like a thumping chest, perspiring, and so on. According to Leatz and Stolar in Purbandini, (2012), says that stressful condition occurs over long periods of time with high intensity, which are characterized by physical, emotional and mental fatigue. When an individual experiences stress most likely because self-efficacy decreases. Therefore, the benefits of this research for the nursing profession can indirectly know the importance of the role of self efficacy in adaptation and also

in doing tasks if there are difficulties or obstacles. The benefits for direct nursing professions are: to overcome and provide solutions directly if the individual self-efficacy decreases.

The number of Islamic boarding schools in Indonesia based on the Ministry of Religious Affairs report in 2001 reached 12,321 schools. In 2009 in East Java, there were 6017 Islamic boarding school with the number of male *santris* were 511.149 and female santri were 455,807 students (MoRA, 2009). From the results of interviews at the boarding school to 6 students found that there were 4 new *santris* said that they felt difficult in adapting to the surrounding environment because initially they went to the boarding school made by of their parents not their own desire. It takes a long time to adapt, the students also have difficulty sometimes they gets stress during the learning process at the boarding school, their parents are worried about the condition of their children so that their parents brings to *Kyai* (Islamic teacher) to make convenience and feel at home in boarding school. There was also a santri who said 'I was originally lodged on the advice of my parents, but after being a santri for several months I have my own wishes, sometimes I feel depressed and often cry because of the tight schedules and too many punishments if breaking the rules and I often miss my parents too. While 2 santri said that they had been able to adapt to the surrounding environment in a short time.

According to Schneiders 1964 in Rahmawati, (2015) adaptation is influenced by several factors, namely: physical condition, built and maturity, psychological, condition of environment, religiosity and culture. Schneiders' (1964) in Wijaya (2007) says psychology is one of the factors that influence the adaptation. Psychological conditions include the healthiness of mental condition of a individual. Individuals who have a healthy mental able to make arrangements on himself in his behavior effectively.

According Bandura (1994) in Wijaya, (2007). To regulate behavior will be established or not, individuals not only consider the information and beliefs about the advantages and disadvantages

According to Pamardi and Widayat (2014) in Rahmawati, (2015). States the role of Self Efficacy can affect the way an individual views to a burden, demands, and obligations that must be executed by individuals. If one of the santri self-efficacy decreased then the santri will get difficulty to do adaptation. As a result many *santri* experiences barriers in adaptation and takes a long time during the process to adapt.

The Effort which made by the *santri* to overcome the problem of the new environment adaptation is *santri* must have confidence that he is able to do adaptation, the process for adaptation also takes a long time to know more deeply about the new environment. The implications of this research for the field of nursing are more focused on *santris* who live in Islamic boarding schools that join of *psychological nursing* in the community. The nurse, who are responsible with, as the *puskesmas* (community health center) workers should be able to perform the role of a service provider in order to solve the problem of the santri in the Islamic boarding school community. The provision of these services by coordination with the Islamic boarding school and also empower the role of santri in increasing knowledge, willingness and ability to maintain their mental health. The existence of Islamic boarding house health post (POSKESTREN) can be one of the media for santri to maintain their health, not only physical health but also mental health.

RESEARCH METHODS

The research design is cross sectional approach correlational analytics. The population in this study were all male and female students of class VII in Darussalam Tambak Madu Surabaya Islamic Boarding School. The sample of 33 respondents was

taken by Simple Random Sampling technique. Independent variable is *santri's* self efficacy and dependent variable is self adjustment. Instruments using questionnaires. Data were analyzed by Chi Square Test with $\alpha = 0,05$.

RESULTS

The results of the study on the characteristics of age divided by Hurlock (2004) model. The age classification of adolescents divided into three, namely: Early Youth (12-15 years), Middle Youth (16-18 years), and Youth End (19-21 years), from 33 respondents (100%) aged 12-15 years (early adolescence). While gender based on 33 respondents obtained most (51,5%) of responden are female.

a. Frequency distribution of Santri's Self Efficacy

Tabel 1 Frequency distribution of Self Efficacy Respondents at Darussalam Tambak Madu Surabaya Islamic Boarding School year 2016

No	Self Efficacy	Frequency	Presentation (%)
1.	Good	26	78,8
2.	Poor	7	21,2
Total		33	100

b. Frequency distribution of Santri's Self Efficacy

Tabel 1 Frequency distribution of Adaptation at Darussalam Tambak Madu Surabaya Islamic Boarding School year 2016

No	Adaptation	Frequency	Presentation(%)
1.	Positive	23	69,7
2.	Negative	10	30,3
Total		33	100

c. Relation Between Self Efficacy with Adaptation

Tabel 3. Cross relation between Self Efficacy with Adaptation on *Santri* at Darussalam Tambak Madu Surabaya Islamic Boarding House Year 2016

No	Self Efficacy	Adaptation				Total	
		Positive		Negative			
		Σ	%	Σ	%	%	
1.	Good	23	88,5	3	11,5	26	100
2.	Poor	0	0,0	7	100	7	100
	Total		69,7	10		33	100
		23			30,3		
		<i>Chi Square</i>		p = 0,000			

DISCUSSION

Self efficacy in *santri* which is found in table 5.3 shows that almost all (78.8 %) the 26 *santri* having a good *self efficacy*, where a good *self efficacy* can have a positive impact on *santri*. Based on the recapitulation result of the questionnaire about the level of the individual which has a high confidence; tends to choose the task levels based on its difficulties in accordance with their ability, obtained almost all (81,6 %) the 33 respondents said agree which means respondents be on a good level. Individual at an easy task, he will be simply on doing that, or also on complicated tasks he will need a high competence.

On the *generality* questionnaire, this dimension is related to individual mastery to the field or a work assignment been gained the majority (64,3 %), which is 30 respondents said agree, means sweep (*generality*) good. Individuals will be able to control in the field at once to accomplish a task.

On questioner about the power (*strength*) this third dimensions is more emphasis on degree of strength or steadiness of an individual toward their confidence there almost all (68.5 %) said agree. Means that respondents have a good strength. Individual were sure that the act will give the results in accordance with the expectation and become the foundation for himself conducts a big effort, even when meet obstacles.

According to Bandura (1986) in Hatmanti, (2013) explained that the factors influence *self efficacy* is success experience, another individual experience,

verbal persuasion and the psychological condition. From the factors affecting *self efficacy* can be seen in terms of dimensions *self efficacy* that includes: level, wideness and good strength that able to solve all the tasks well, motivate self and his friend. According to bandura (2006) in Faizah (2015) *self efficacy* consisting 3 dimensions namely: the levels, wideness and strength. In the extent of (level), wideness and strength have been quite influential on an individual especially on *self efficacy* or self belief of these individuals.

In dimension level, individual with a high self confidence will analyze the levels of the difficulties the task attempted, avoid the the task outside his ability and do the tasks inside ability. In dimension of wideness related to individual mastery toward the field or the task which believed to be able to do. Individual which has high confidence will be able to control some field as well as to finish a task. Individual which has low confidence just can control a little field of which are requisite to complete a task. In dimension power more focused on degree of strength or steadiness of an individual toward their confidence. Confidence that the results of the act will be the foundation of himself conducts the effort, even when meet obstacles.

An individual which has a high self efficacy will consider that his failure based on a lack of effort so that individuals are going to continue to try. The individual who has a low *self efficacy* will reduce their effort because they believe his failure based on lack of ability that he had. Individual which has a high self efficacy will have a better mood, as the low level of anxiety or depression when do their tasks.

The results of research conducted in Darussalam Islamic Boarding School Tambak Madu Surabaya can be stated that from 33 respondents the majority (69,7 %) of respondents have a positive self adjustment with 23 respondents. This is further strengthened by a good health physical either from the questionnaire

positive self adjustment on Darussalam Islamic Boarding School Tambak Madu Surabaya.

Based on the questionnaire with a statement "Respondent able to fit to dishes in Islamic Boarding School" obtained the majority (74,2 %) of respondents said agree. Means these respondents able to adjust dishes that is in Islamic Boarding School. Dishess also very important the way of santri adapt, when *santri* was not able to adjust dishess that is in Islamic Boarding School, thus the physically health on the *santri* will be threatened. According to Lazarus (1961) in Wijaya, (2007) health good physical means individual free from an impairment of health as: headache, indigestion and problems of an appetite.

Based on the questionnaire with a statement "Respondent is able to interact with friends in Islamic Boarding School" obtained almost all (77,2 %) of respondents said agree. It means respondents are able to interact with friends in Islamic Boarding School. Interact also very important for an individual which were having adapt themselves. Someone who is able to interact, having a good social acceptance, in contrast someone who is unable to interact with others, thus individuals are experiencing the failure of an interaction or social acceptance. According to Lazarus (1961) in Wijaya, (2007) social acceptance happens when individual received and able to interact with another.

According to Schneiders, (1964) in Wijaya (2007) factors affecting self adjustment such as physical state, development and maturity (intellectuality, social and moral), the psychological condition (knowledge, experience, learning, training and education), the state of the environment, the level of religiousness and culture. Education serves to gain broader knowledge that provides principles attitude values that contribute to a healthy life in forming the act of one. Religiousness also serves to reduce

frustration and also provide value and belief that individual having meaning and the purpose of life.

Results from the *Chi Square* test that uses SPSS methods version 21 *for windows* was obtained the results of $p = 0,000$ which means H_0 rejected. This results prove that there is the relation between *self efficacy* with self adjustments on *santri* grade VII.

Self efficacy is one factor that affects adaptations. This is further strengthened from table 5.5 above can be seen from 26 respondents with good *self efficacy* almost entirely (88.5%) of respondents experienced positive adaptations and some small (11.5 %) of respondents experienced negative adaptations. From 7 of respondents who have less *self efficacy* either wholly (100 %) of respondents experienced negative adaptations. In this case means *self efficacy* required *santri* face the change and the demands on an Islamic Boarding School.

According to Schneiders, (1964) in Wijaya (2007) factors affecting self adjustment such as physical condition, the maturity (intellectual, social and moral), the psychological condition (knowledge, experience, learning, training and education), the condition of the environment, the religiousness and culture. The psychological condition of is a well and fine mental condition. A well and fine mental condition will encourage individuals to have a good respond. Variable included in the psychological condition such as experience, education, self concept and confidence (*self efficacy*).

Self efficacy is a confidence or self belief of a person toward a capability and carrying out an action to achieve a goal. Soul adjustment influenced by one of the psychological factors that is *self efficacy*. It was because the higher someone *self efficacy*, the higher the soul adjustment. On the other hand the lower *self efficacy*, also the low self adjustment. High perceived *Self efficacy* will be able to give motivation

in new *santri*'s cognitive to act more directed and can control the environment; so that it can be showing certain behavior in accordance expected such as able to do activities in boarding well and comfortable.

On new *santri* of Darussalam Islamic Boarding School has an obligation to participate in various forms of activity set by the Islamic Boarding School, especially in this research at *santri* of Islamic Boarding School. Changes in social environment as: full activities within 24 hours in Islamic Boarding School neighborhood, the curriculum using Arabic, and the different cultures from *santri*'s region with a culture in boarding, demanding *santri* to adapt themselves.

Self Adjustment according to Semiun (2006) is a process that involving mental response and behaviors that causes the individuals trying to reduce needs, frustrating, and inner conflicts experienced. For a new *santri* lives in this environment of Islamic Boarding School, the personal ability is very important to adapt, one of them is *self efficacy* or confidence in the ability of self in control behavior and environment so that can do their adaptation to environment Islamic Boarding School pesantren well. *Self efficacy* efforts to to meet potential or ability and the deficiency inside, accepts himself they are by not compare themselves by the belongs to someone else, performs an action that helpful to others.

CONCLUSION AND SUGGESTION

A good *Self efficacy* can affect *santri* adjustment to be good or positive. For that, Islamic Boarding School pesantren is expected to provide an assistance through a kind of guidance to *santri* during the introduction period.

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