Social skills, group cohesiveness, and social adjustment among *santri*

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Abstract:This study aims to examine the relationship between social skills, group cohesiveness, and social adjustment among santri at Burhanul Hidayah. The study used a quantitative correlational design. The data were collected using the social skill scale with the reliability value of 0.824, the group cohesiveness scale with the reliability value of 0.900, and the social adjustment scale with the reliability value of 0.850. Based on the results of the multiple regression analysis conducted on 203 subjects, there is a relationship between social skills, group cohesiveness, and social adjustment with the significance value of 0.000 < 0.05, indicating that there is a relationship between social skills, group cohesiveness, and social adjustment among santri.

Keywords: social skills; group cohesiveness; social adjustment; santri.

Abstrak: Penelitian yang dilakukan memiliki tujuan agar mengetahui hubungan antara keterampilan sosial dan kohesivitas kelompok terhadap penyesuaian sosial pada santri pondok pesantren Burhanul Hidayah. Tipe Penelitian ini adalah kuantatif korelasional, dengan pengumpulan data menggunakan alat ukur berupa skala keterampilan sosial dengan reliabilitas sebesar 0.824, skala kohesivitas kelompok yang mempunyai nilai reliabilitas sebesar 0.900 dan skala penyesuaian sosial yang mempunyai nilai reliabilitas sebesar 0.850. Menurut hasil analisis regresi berganda yang telah dilakukan oleh peneliti terhadap 203 subjek diketahui hasil bahwa adanya hubungan antara keterampilan sosial dan kohesivitas kelompok terhadap penyesuaian sosial dengan nilai signifikan 0.000 < 0.05, yang menunjukkan bahwa hipotesis mengatakan terdapat hubungan antara keterampilan sosial dan kohesivitas kelompok terhadap penyesuaian sosial santri.

Kata Kunci: keterampilan sosial; kohesivitas kelompok; penyesuaian sosial; santri.

INTRODUCTION

Pesantren or Islamic boarding school is an Islam-based educational institution that has an important role in the history of Islam in Indonesia, especially in Java and Madura. In some regions, it is called by different names. For example, it is called *rangkang* or *meunasah* in Aceh, while it is called *surau* in West Sumatra (Kariyanto n.d.). According to the Directorate of Early Education and Islamic Boarding Schools of the Ministry of Religious Affairs, there are currently 30,494 boarding schools in Indonesia; one of which is called Burhanul Hidayah Boarding School. Located in Sidoarjo of East Java, Burhanul Hidayah Boarding School was established in early 1997. It combines *salaf* and modern elements (Nufus, 2017). In addition to Islamic knowledge, education in today's *pesantren* is also focused on leadership, togetherness, independence, simplicity of life, perseverance, equality, honesty, and other virtuous characteristics (Sulistio et al. 2018).

Pesantren are inextricably linked to *santri*. *Santri* are adolescents who attend *pesantren* either voluntarily or forced by their parents (Susanto and Muzakki, 2017). *Santri* are categorized into two groups: *santri mukim* and *santri kalong*. *Santri mukim* are *santri* who come from a remote area and live in *pesantren* for a certain period of time to seek knowledge. *Santri kalong*, however, come from areas around *pesantren* and do not live in it; they return home after following lessons in *pesantren* (Huda, Nurul, Yani, 2015)

Among the various reasons for studying at *pesantren*, the most common reason is the desire of parents for their children to pursue education in *pesantren*. Many parents do not ask if their children wanted to study at *pesantren* and some force their children to attend one even though their children do not yet have an overview of *pesantren* life. Thus, children expected to experience good education in *pesantren* will find it difficult to adapt or adjust socially in the new environment (Mudiansyah et al. n.d.).

Panewaty, Fairuz, Indrawati (2018) stated that social adjustment is an individual's ability to respond to social relationships, situations and circumstances so as to meet social demands acceptably and satisfactorily. According ro Hurlock (in (Panewaty, Fairuz, Indrawati, 2018), adolescents with difficulty adjusting socially will usually exhibit negative behaviors, such as making trouble, missing lessons for no apparent reason, coming late to school, or not grasping the lessons. In contrast, adolescents who have good social adjustment will show positive behaviors, such as having many friends and performing well at school.

A study on social adjustment by Susanto and Muzakki (2017) that investigated the influence of emotional intelligence on social adjustment of he adolescents in *pesantren* found that there is a good or significant influence of emotional intelligence on social adjustment by 7.9%, indicating that the higher an individual's emotional intelligence is, the easier it is for them to make social adjustment. On the other hand, the lower the emotional intelligence, the harder the social adjustment.

A study (Chandra and Rozali n.d.) conducted on social adjustment in relation to adversity intelligence revealed that adversity intelligence has an influence on social adjustment among *santri* at Islamic Boarding Junior High School Daar el-Qolam 1 in Tangerang. The study also showed that the adversity intelligence climbers are more likely to make good social adjustment.

Based on the preliminary interviews with the *santri*, the social-adjustment problems they faced included an inability to interact well with new people, an individualistic nature, and failure to follow the rules in the *pesantren*.

Social adjustment is a skill that every person needs to possess. This is supported by the study of Kau and Idris (2020), which revealed that a person who is adaptable can make friends, build healthy relationships with other people, play an active role in a social activity, and respect the rules that exist in society. Thus, with good social adjustment, *santri* are expected to be able to socialize well and comply with all the rules in *pesantren*.

According to Goleman, there are other factors that can influence a person's social adjustment, such as self-control, motivation, self-awareness, and social skills, and empathy. This is aligned with the study by (Riowati, Muis, 2016) on the implementation of peer-guided social skills training in order to improve students' social adjustment, which found that social skills training can boost students' social adjustment. An individual acquires a new skill by performing a new behavior that causes their behavior to change and be accepted by the society.

According to Goleman (Katoro and Hertinjung, 2020), social skills are skills to manage emotions when dealing with other people,

observe the situations and social networks carefully, making interactions easily, and utilizing these skills to guide, influence, advice, find solutions in a conflict, and work in a team. In other words, social skills are the abilities to communicate and interact with other people.

Social skills need to be practiced from an early age and honed continuously. A person who fails to acquire social skills will find it difficult to make social adjustment, resulting in the person being excluded from society, being withdrawn, feeling inferior, and becoming unsociable. *Santri* who can adjust socially and keep up with their obligations can complete all assignments, follow the rules, participate in various activities as well as have good communication and collaborate closely with other *santri* (Ghofiniyah and Setiowati, 2017).

In addition to social skills, group cohesiveness can support the social adjustment process. The members of a cohesive group will give affirmative or positive responses to the other members. Theoretically, a cohesive group usually initiates to follow the rules of the group and respond to the other members positively (Asroi and Jannah, 2019).

Group cohesiveness is affected by the attraction in the group and among group members, social interactions, and the extent to which the group can fulfill the members' needs and purposes. In general, a group with high cohesiveness is created by individuals who are motivated to build togetherness, perform effective group activities, bond with intimate and cooperative people, and respect each other to achieve success (Purwaningtyastuti, Savitri, 2020). Group cohesiveness begins with an attachment between the group members, followed by social interactions and personal goals that lead to dependency (Widyastuti, 2014). The study by (Pinem and Siswati, 2015) revealed that group cohesiveness can foster students' adaptation process in their environment.

Based on the above explanation, the researchers were interested in conducting a study entitled "Social Skills, Group Cohesiveness, and Social Adjustment among *Santri*". The research problems that the researchers aimed to answer are if there is a relationship between social skills, group cohesiveness, and social adjustment among *santri*; if there is a relationship between social skills and social adjustment among *santri*; and if there is a relationship between group cohesiveness and social adjustment among *santri*.

METHOD

The study was conducted using a quantitative correlational method. The total population of *santri* at Islamic Junior High Boarding School Burhanul Hidayah in Sidoarjo was 300. To obtain the subject of the study, sampling was done using the random sampling technique, which is the technique of taking the sample randomly from a population without regard to strata and similarities within the population (Creswell, 2012).

As a result, a total of 203 *santri* with the significance level of 1% became the subject of the study. There were 3 (three) data measurement scales used in this study, namely the social skills scale consisting of 24 items with $\alpha = 0.824$, the group cohesiveness scale consisting of 28 items with $\alpha = 0.900$, and the social adjustment scale consisting of 23 items with $\alpha = 0.850$.

Data analysis method used to test the hypothesis was multiple regression analysis with the SPSS software for Windows 22.0.

RESULTS AND DISCUSSION

Table 1. Regression Test Results

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3115.710	2	1557.855	26.819	.000[b]
Residual	11733.539	202	58.087		
Total	14849.249	204			
a. Dependent Variable: Social Adjustment					
b. Predictors: (Constant), Group Cohesiveness, Social Skills					

Table 2. Linearity Test Results

			Sum of Squares	Df	Mean Square	F	Sig.
			ANOVA Table				
Social Adjustment Social Skills	Between * Groups	(Combined)	5102.018	37	137.892	2.363	.000
		Linearity	2915.468	1	2915.468	49.951	.000
		Deviation from Linearity	2186.550	36	60.738	1.041	.417
	Within Groups		9747.230	167	58.367		
	Total		14849.249	204			

			Sum of Squares	Df	Mean Square	F	Sig.
			ANOVA Table				
Social Adjustment Group Cohesiveness	Between * Groups	(Combined)	3285.330	39	84.239	1.202	.214
		Linearity	573.215	1	573.215	8.179	.005
		Deviation from Linearity	2712.115	38	71.371	1.018	.450
	Within Groups		11563.919	165	70.084		
	Total		14849.249	204			

Table 3. R Square Results

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.458[a]	.210	.202	7.621

a. Predictors: (Constant), Group Cohesiveness, Social Skills

Based on Table 1, the first hypothesis that stated "There is a relationship between social skills, group cohesiveness, and social adjustment among *santri*" with the significance value <0.05 was accepted.

Based on Table 2, the first hypothesis that stated "There is a relationship between social skills and social adjustment among *santri*" with the significance value >0.05 was accepted, indicating that there is a linear relationship between social skills and social adjustment.

In Table 2, the second hypothesis that stated "There is a relationship between group cohesiveness and social adjustment among *santri*" with the significance value >0.05 was accepted, meaning that there is a linear relationship between group cohesiveness and social adjustment.

In Table 3, the third hypothesis that stated "There is a relationship between group cohesiveness and social skills" with the significance value >0.05 was accepted.

Similar results were also found in the study conducted by Damra (2021) that it is important for a person to have social skills because good social skills can help them perform activities in social settings better. For example, communication skill is highly necessary in all activities. Students with good communication skill will find it easy to perform daily activities and make social adjustment.

The study by Taghinezhad et al. (2017) found that social skills training conducted properly can help to improve social adjustment. Social skills, either directly or indirectly, can help individuals socially adapt to their environment in accordance with applicable regulations and help individuals survive in different conditions and situations.

The study by Ghofiniyah and Setiowati (2017) found that an individual's failure to master social skills can result in their difficulty adapting to their social environment, which can cause the individual to feel inferior or insecure, become alienated from society, avoid socialization, confine themselves, and even develop a normative behavior such as antisocial.

Riowati, Muis (2016) in their study suggested that social skills training through peer guidance can help students improve their social adjustment. A person with strong social skills can apply them in their social lives, perform all their tasks properly in their environment, and establish relationships easily with other people in their surrounding, such as school and home. *Santri*'s social skills serve the functions of both reinforcing the ongoing interpersonal relationships and rejecting uncomfortable situations (Broekhuizen, Mokrova, Margaret. Burchinal, 2016).

The study by (Purwaningtyastuti, Savitri 2020) revealed that group cohesiveness is correlated with the conformity of the group members to the group norms and the ability of the group members to focus on the similarities among themselves in order to support other members in interacting and communicating within the group.

Another study conducted by (Pinem and Siswati, 2015) also showed that peer group cohesiveness is closely associated with social adaptation. This suggests that *santri* who can adjust in a social group are more likely to have a positive social adjustment and be able to build a social relationship in a larger environment. Santri with positive social adjustment are characterized by their satisfaction in building relationships with others (Guilaran, Terte, Kaniasty, 2020).

Based on Table 3, social skills and group cohesiveness simultaneously affect social adjustment by 21%. The rest, however, is affected by other factors. This could be due to the dimensions of social skills and group cohesiveness as well as other factors that affect social adjustment that were not examined in this study. According to Sari and Fauziah (2019), factors that affect social adjustment include the individual's experiences, habits, frustrations, study, conflicts, self-determination, school environment, family and home environment, culture, religion, heredity, physical constitution, nervous system, glands, and muscles, as well as social, moral, emotional, and intellectual maturity.

Azizah and Hidayati (2015) stated that good social adjustment is marked by the ability to collaborate with other people, the compassion for the suffering of others and the willingness to help, as well as the compliance to the values and norms that exist in society. *Santri* with a high level of social adjustment have a sensitivity to their surroundings so that they are always ready to help people in need and to participate in any activity that involves cooperation. *Santri* need social skills and group cohesiveness to enhance their social adjustment.

Thus, it can be assumed that social skills and group cohesiveness can influence social adjustment. *Santri* with strong social skills and good group cohesiveness will be able to make social adjustment easily in *pesantren*. *Santri*'s ability to make social adjustment plays an important role in reinforcing the process of building social interactions.

CONCLUSION AND SUGGESTIONS

This study aims to examine the relationship between social skills, group cohesiveness, and social adjustment among *santri* at Islamic Junior High Boarding School Burhanul Hidayah.in Sidoarjo. Based on the results of the study, it can be concluded that social skills and group cohesiveness simultaneously affect social adjustment.

To improve social skills, *santri* need to engage in extracurricular activities in *pesantren*, such as *Muhadloroh*, *Albanjari*, or Writing. Extracurricular activities provide many opportunities for self-expression. Eventually, *santri* can communicate well with their peers, increase their courage to communicate, show any feelings or problems they face, and at the same time find adaptive solutions. *Santri* can also improve group cohesiveness by being actively involved in organizations, such as student council. Participating in a student organization can build interactions with peers and familiarize *santri* with creating common goals in an organization.

Pesantren need to improve *santri*'s social skills by organizing programmed events, such as *Muhadloroh* activities, outing class, and public speaking. *Pesantren* also need to contribute to the improvement of group cohesiveness by encouraging *santri* to be involved in an organization, such as student council, that already exists in *pesantren*. Also, *pesantren* can also create more internal organizations to optimize *santri*'s group cohesiveness.

Future researchers should conduct research more deeply, especially on the aspects or factors that can affect social adjustment. They

should also incorporate other variables to complement research about social adjustment among *santri*.

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