

## Social Support, Social Skills, and Social Adjustment among New *Santriwati*

**Siti Ainul Ma'Rifah**

Department of Psychology, Faculty of Psychology and  
Educational Science, Muhammadiyah University of Sidoarjo  
Email: [ainulmarifah137@gmail.com](mailto:ainulmarifah137@gmail.com)

**Effy Wardati Maryam**

Department of Psychology, Faculty of Psychology and  
Educational Science, Muhammadiyah University of Sidoarjo  
Email: [effywardati@umsida.ac.id](mailto:effywardati@umsida.ac.id)

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**Abstract:** This study aims to examine the relationship between social support, social skills, and social adjustment among new *santriwati* at Pesantren Bidayatul Hidayah in Mojokerto. This study was a correlational quantitative research. The subjects of this study were new *santriwati* at Pesantren Bidayatul Hidayah Mojokerto with a total population of 123 *santriwati*. Data were collected using Social Support Scale, Social Skill Scale, and Social Adjustment Scale with the reliability of 0.798 each. Based on the results of multiple regression analysis of 123 subjects, it was found that there is a relationship between social support, social skills, and social adjustment among new *santriwati* with the Sig. F count of 35.541 with the level of Sig. F of 0.000. The F count value was greater than the F table of 3.07 and the Sig. F value was lower than 0.05. 35.541 the level of Sig. F of 0.000. The F count value was greater than the F table of 3.07 and the Sig. F value was lower than 0.05.

**Keywords:** social adjustment, social support, social skills

**Abstrak:** Penelitian ini bertujuan untuk mengetahui korelasi antara dukungan sosial terhadap keterampilan sosial dalam penyesuaian sosial pada santriwati baru di pondok pesantren Bidayatul Hidayah Mojokerto. Proses pengumpulan data menggunakan alat ukur berupa Skala Dukungan Sosial dengan reliabilitas sebesar 0.872, Skala Keterampilan Sosial dengan reliabilitas sebesar 0.798, dan Skala Penyesuaian Sosial dengan reliabilitas sebesar 0.798. Berdasarkan hasil analisis regresi berganda yang dilakukan oleh peneliti terhadap 123 subjek diperoleh hubungan antara dukungan sosial dan keterampilan sosial terhadap penyesuaian sosial santriwati baru dengan nilai Sig. F hitung 35.541 dengan tingkat Sig. F sebesar 0.000, nilai F hitung tersebut lebih besar dari F table sebesar 3.07 dan nilai Sig. F lebih kecil dari 0.05. 35.541 dengan tingkat Sig. F sebesar 0.000, nilai F hitung tersebut lebih besar dari F table sebesar 3.07 dan nilai Sig. F lebih kecil dari 0.05.

**Kata Kunci :** penyesuaian sosial, dukungan sosial, keterampilan sosial

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## INTRODUCTION

In Indonesia, there are numerous institutions for people to pursue education; one of which is Islamic educational institutions or more commonly called as *pesantren* (Islamic boarding schools). *Pesantren* can be found in many areas in Indonesia. Many choose *pesantren* to study religion more seriously. One of the *pesantren* in Indonesia is Bidayatul Hidayah. (Ramadhan, 2018)

Bidayatul Hidayah is one of the *pesantren* in Indonesia that strongly hold *salaf* elements (Ramadhan, 2018). *Pesantren* is attended by students called *santri*, both *santriwan* (male students) and *santriwati* (female students). *Santri* are usually adolescents who choose to study at *pesantren* either voluntarily on their own decisions or involuntarily on their parents' request. The first-year *santri* in *pesantren* are usually called new *santri*. (Rahayu, 2018)

Every new *santri* usually encounters an unfamiliar environment in *pesantren*. Thus, they mostly have to adapt and try to build good relationships with other *santri* who come from different cultural backgrounds and habits. On a regular basis, they also have to share things with other *santri* in terms of eating, sleeping, and bathing. Therefore, it is important for new *santri* to demonstrate adaptability in their new social environment. Adaptation is very necessary to accommodate interactions within social environments or better known as social adjustment (Novitasari, 2020).

New *santri* who do not know anyone in *pesantren* may feel lonely, nervous about doing activities in *pesantren*, and homesick. The social adjustment problem that commonly occurs is that new *santri* feel uncomfortable in their new environment, which then causes them to display undesirable behavior, such as violating the rules in *pesantren*. New *santri* who are still adolescent should be able to demonstrate good social adjustment in their environment (Estiane, 2015)

Panewaty & Indrawati (2018) argued that social adjustment is an individual's ability to respond to social relationships, situations and realities in order to meet social demands in an acceptable and satisfactory manner. Social adjustment is one of the developmental tasks of adolescence. Eva et al. (2019) stated that adolescents with good social adjustment have self-confidence manifested in a calm and

balanced manner when dealing with a difficult situation.

Novitasari (2020) said that new *santri* with good social adjustment skills have a sense of responsibility, can work with others, can control themselves when handling problems, and can open themselves up to interact with people they have never met before. In contrast, new *santri* with poor social and emotional adjustment skills do not develop a sense of responsibility, cannot cooperate with others, cannot control themselves when faced with a problem, and cannot open up to new people (Ghofinayah and Setiowati 2018).

A study by Sandra (2020) revealed that social adjustment differs depending on gender. Her study indicates that women have lower social adjustment than men. New male *santri* can adapt better to their environment because boys tend to be adventurous by taking part in various activities in order to gain experience and socialize with their friends. New *santriwati*, however, take longer to adjust in their social environment because girls generally use feelings or emotions to choose people to make friends with.

A study on social adjustment conducted by Eva et al. (2019) investigated the effect of social support on social adjustment among Olympiad Program students at MTsN 1 Malang and found that Olympiad Program students lack participation in school activities and have lower sensitivity to the environment. The results of the study showed that 16 respondents (53%) had a low level of social adjustment.

A study on social adjustment was also conducted by Novitasari (2020) who examined the relationship between social support and social adjustment among new *santri* at *pesantren* and found that new *santri* at the age of 12 years tend to have poor social adjustment.

The results of preliminary interviews with new *santriwati* found that when making social adjustment, they had a real struggle to socialize, build interaction and establish good relationships with others at the *pesantren*. Also, new *santriwati* still found it difficult to comply with the regulations at the *pesantren* because they had not been accustomed to all the *pesantren* regulations. This is in line with the study by Novitasari (2020) that revealed that new *santri* have many demands, activities and routines to do that are different from the previous environment, making it necessary for them to adjust in *pesantren*.

Thus, it is important for new *santriwati* to have good social adjustment skill. However, not all *santri* are capable of making social adjustment and this skill cannot magically appear. This skill can be acquired from the family environment and previous experiences. This is in line with the study by Estiane (2015), which was conducted to examine the effect of friends' social support on new students' adjustment in universities and found that individuals' ability to adjust in the environment varies due to several factors.

A study by Kau & Idris (2018) found that the factors affecting social adjustment vary, including physical condition, development, maturity, experience, learning, determination, conflict, and also external factors such as household and family situations, parent-child relationships, sibling relationships, and society. Meanwhile, a study conducted by (Eva et al. 2019) revealed that social support indirectly influences social adjustment; it is evident that one of the supports provided by the family, environment and school can promote individuals' social adjustment.

Social support is an interpersonal effort shown by providing assistance to other individuals towards the target in question (Gunarta, 2015). Social support is crucial for human development. For example, people who have good relationships with others are more likely to have good mental and physical health. The amount of social support can affect how *santri* adjust socially in their new environment. This is evident based on the research conducted by Eva et al. (2019), which revealed that parents, teachers, peers, friends, and people at school can facilitate students' social adjustment. Also, the results of a study by Estiane (2015) showed that social support has a positive effect on social adjustment.

In addition to social support, social skills also play an important role in the social adjustment process among new *santriwati*. The study by Riowati & Muls (2016) on the implementation of peer-guided social skills training in order to improve students' social adjustment found that social skills training can boost students' social adjustment. An individual can acquire social skills by understanding behavior patterns that serve as a basis for habit transformation so that the intended behavior is appropriate to the group or environment to which the individual belongs.

According to Mappiare (Ghofiniyah & Setiowati, 2017), social skills are characters inherent in individuals to engage in social interactions with other individuals in the surrounding environment to meet their needs, feel accepted by society, and feel content and valuable. Social skills must be developed from a young age to facilitate the individual in fulfilling developmental tasks so that they can develop optimally and keep physically and mentally healthy. *Santriwati* as social beings must be capable of adapting to their social environment so that interactions can run harmoniously, especially in *pesantren*. This is aligned with the study by Bakhtiar (2015) which revealed that individuals with strong social skills tend to be socially accepted, shown by having the feelings of pleasure, happiness and peace.

Based on the explanation above, the researchers were interested in conducting a study under the title "Social Support, Social Skills and Social Adjustment among New *Santriwati*". This study aims to examine the relationship between social support, social skills and social adjustment among new *santriwati*. More specifically, it was conducted to find out if there is a relationship between social support and social adjustment among new *santriwati* and if there is a relationship between social skills and social adjustment among new *santriwati*.

## METHOD

This study was a correlational quantitative research. The subjects of this study were new *santriwati* at Pesantren Bidayatul Hidayah Mojokerto with a total population of 123 *santriwati*. Sampling was performed using the saturated sampling technique. This technique is done by choosing all members of the population as a sample (Sugiyono, 2017). Data were collected using three scales as the measuring tools, which were: 1) the Social Support Scale consisting of 23 items with the reliability value of  $\alpha=0.872$ , 2) the Social Skills Scale consisting of 12 items with the reliability value of  $\alpha=0.798$ , and 3) the Social Adjustment Scale consisting of 17 items with the reliability value of  $\alpha=0.798$ .

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

## RESULTS AND DISCUSSION

The results of multiple regression analysis are presented in the table below.

Table 1. The Anova of the Results of Multiple Regression Analysis

Anova <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3592.236	2	1796.118	35.541	.000 <sup>a</sup>
	Residual	6064.463	120	50.537		
	Total	9656.699	122			

a. Predictors: (Constant) Social Skills, Social Support

b. Dependent Variable: Social Adjustment

Table 2. The Coefficients of the Results of Multiple Regression Analysis

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.165	6.227		6.129	.000
	Social Support	.209	.078	.234	2.681	.008
	Social Skills	.447	.087	.448	5.134	.000

a. Dependent Variable: Social Adjustment

Table 3.  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610 <sup>a</sup>	.372	.362	7,109

a. Predictors: (Constant) Social Skills, Social Support

It can be seen from Table 1 that the first hypothesis, which was “There is a relationship between social support, social skills, and social adjustment among new *santriwati*”, had a significant F count value of 35.541 at the Sig level. F of 0.000. The F count value was greater than the F table of 3.07 and the Sig. F was lower than 0.05. These results showed that the hypothesis was accepted and indicate that social support and social skills simultaneously influence social adjustment.

It can be seen from Table 2 that the second hypothesis, which was “There is a relationship between social support and social adjustment among new *santriwati*”, had the significance value of  $0.008 < 0.05$  with the t value of  $2.681 > 1.980$ . These results showed that the second hypothesis was also accepted, and indicate that there is a significant effect of social support on social adjustment among new *santriwati*.

These results are similar with the results of the study by Birgandi et al., (2015) who found

that there is a significant positive relationship between social support and social adjustment. Individuals who receive positive social support will have ease in making social adjustment. However, if they lack social support, they will be more likely to find it difficult to make social adjustment.

A study by Guilaran et al. (2020) revealed that receiving social support directly affects social adjustment. Similarly, the current study found that social support has a contribution to social adjustment among new *santriwati* at Pesantren Bidayatul Hidayah Mojokerto. Social support received by *santriwati* from the surroundings can help them adjust in the new environment in *pesantren*. Social support can be obtained from friends, parents, caregivers or administrators of the *pesantren* who can create a comfortable and safe atmosphere so that new *santriwati* can feel accepted in their new environment. This is aligned with the study by Yusnina & Rinaldi (2021) that showed that

teenagers with a high level of social support are teenagers who can receive comfort and advice from other people.

Based on the results of the research by Sarafino (dalam Anton 2016), the dimensions of social support include emotional support, friendship support, instrumental support, and informational support. Emotional support given to new *santriwati* should include care, empathy, and positive attention. A high level of emotional support can help *santriwati* make social adjustment more easily. In addition to emotional support, instrumental support should also be given as it can provide direct support that new *santriwati* can benefit from in certain circumstances.

Meanwhile, informational support includes advice, instructions or positive suggestions. New *santriwati* who receive informational support from their closest friends or from *pesantren* administrators and caregivers will feel cared for by the surrounding environment, thus encouraging them to be able to make social adjustment in their new environment. Lastly, friendship support received by new *santriwati* can help them build interactions with their environment more easily. This is evident from an interview with one of the subjects who revealed that the more friends she had at the *pesantren*, the easier it was for her to do activities and feel comfortable at the *pesantren*. Similarly, a study by Tionardi (2018) found that peer social support has a positive correlation with social adjustment. The presence of good friends and support for the students can help them adapt socially to the new environment.

Social support for new *santriwati* can be given in the form of assistance and attention by the environment or those closest to them to facilitate their social adjustments. Assistance from the environment indirectly teaches individuals to feel content and pleased when they receive help from the people around them. This then enables new *santriwati* to make good social adjustments to their environment quickly. This is in parallel with the results of the study conducted by Afifah et al. (2020) that suggest that social support is an external factor affecting social adjustment. Individuals who have a low level of social support are more likely to feel less confident, incapable of doing the things they like, and inferior. On the other hand, individuals with a high level of social support

tend to feel calm, cared for, confident, and competent.

The testing results of the third hypothesis, which was "There is a relationship between social skills and social adjustment among new *santriwati*", can be seen in Table 2. The results of the analysis of coefficients showed the significance value of  $0.000 < 0.05$  with the t-count value of  $5.134 > 1.980$ . These results showed that the second hypothesis was accepted, indicating that there is a significant influence of social skills on social adjustment.

These results are supported by the results of the study by Taghinezhad et al., (2017) that suggest that social skills training is effective in increasing social adjustment among the elderly. Likewise, a study by Sari (2015) revealed that social skills training can effectively improve social adjustment. Individuals who have a high level of social adjustment can practice all the social skills taught, complete assignments and homework correctly, and make new friends at home and at school.

Similarly, the results of the current study also showed that the social skills variable contributed to the social adjustment of new *santriwati*. New *santriwati* tend to encounter differences between their life in *pesantren* and their life in the previous environment. To be able to overcome these differences, social skills are needed to allow new *santriwati* to make social adjustments with ease. Based on the study conducted by Damra (2021), social skills training effectively improves students' social adjustment. The training was given by distributing materials related to attitudes towards oneself, others and the environment, such as how to control behavior at school, to be assertive, to respect teachers, to cooperate, and to have empathy for other people.

The social skills needed by new *santriwati* to make social adjustments include the skill to build relationships or socialize with peers, to control oneself to follow the rules applied in an environment, to complete tasks independently, to establish close relationships with people around them, and to be open or friendly towards others. Possessing all of these social skills will enable new *santriwati* to make good social adjustment in their environment. This is supported by Ghofiniyah & Setiowati (2017) who stated that failure to acquire social skills can make it difficult for individuals to adapt to the social environment, causing them to have low self-esteem, to feel alienated from their

environment, to hate socializing, and to withdraw themselves from the society. If this failure occurs among new *santriwati*, they will be more likely to feel uncomfortable and unable to endure the life in *pesantren*.

This is in line with the study by Behamin & Kouroshnia (2018) that revealed that social skills contribute to individuals' social adjustment process. Individuals who have social skills are generally emphatic, meaning that they can understand what other people feel. Having empathy can help them build social relationships with others. As stated by Wahyu et al. (2018), teenagers who have empathy are better at establishing good interactions with other teenagers so that social adjustment can be made.

As seen from Table 3, the output *r* square results showed that the *r* square value was 0.372. This means that social support and social skills simultaneously affect social adjustment by 37.2%, while the rest are influenced by other factors. This could be due to the dimensions of social support and social skills as well as other factors that were not examined in this study that affect social adjustment. Meanwhile Sulfianti et al. (2022) stated that the factors that can affect social adjustment include physical conditions, development and maturity, psychological states, and environmental conditions. These factors, however, need to be further investigated to determine their contribution to the ability of social adjustment among new *santriwati*.

The study conducted by Marsha, Dahlan, & Widiastuti (2019) found that students who have good social adjustment can socialize easily, work on positive things with the peers, and accept responsibility. New *santriwati* with good social adjustment behave nicely when having interactions with other people and can participate actively in social environments. Thus, to achieve all of this, new *santriwati* are in need of social support and social skills, which can improve their social adjustment skill as well.

Based on the results of the study, it can thus be suggested that social support and social skills can simultaneously affect social adjustment. New *santriwati* with good social support and social skills can easily make social adjustment in *pesantren*. Social adjustment plays an important role in helping new *santriwati* develop good relationships with the people in *pesantren*. Nevertheless, new *santriwati* who

cannot make social adjustment can decide to still study in *pesantren*.

## CONCLUSION AND SUGGESTIONS

### Conclusion

This study was conducted to examine the relationship between social support, social skills, and social adjustment among new *santriwati* at Pesantren Bidayatul Hidayah in Mojokerto. The results of the study suggest that social support and social skills affect social adjustment among new *santriwati*.

The results also indicate that there is a relationship between social support and social adjustment. Social support and social skills affect social adjustment by 37.2%, while the rest are other factors affecting social adjustment among new *santriwati* at Pesantren Bidayatul Hidayah.

### Suggestions

#### 1. For *Pesantren*

*Pesantren* are recommended using the results of the study as a reference as to the provision of social support to the new *santriwati* in the process of adjusting themselves in their new environment. *Pesantren* should also encourage new *santriwati* to develop social skills, which are necessary for in building interpersonal relationships.

#### 2. For Further Research

Further research is needed to examine other independent variables besides social support and social skills. This is because there are other factors that can affect social adjustment.

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