

The well-being of santri in relation to self-adjustment and parents' occupations

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Abstract: *This study aims to investigate santri's well-being in relation to their self-adjustment and their parents' occupations. This study was conducted using a quantitative correlational method. Data on well-being and self-adjustment were collected using the Indonesian Santri Well-Being Scale and the Psychological Adjustment Scale (PAS). Data on parents' occupations were gathered through the biodata section of the questionnaire sheet. Selected using purposive cluster random sampling, the study included 175 santri from the tenth and eleventh grades at Pesantren X, aged between 15 and 18 years. Data were analyzed using the ANCOVA test. The results revealed a positive correlation between self-adjustment and santri's well-being, with a contribution of 26.6% (η^2 0,266). Parents' occupations do not influence santri's well-being, as the pesantren provides equal facilities and treatment to all santri regardless of their social status. Seventy-five percent of santri at Pesantren X exhibited a moderate level of well-being. The results suggest implementing an orientation period to facilitate santri's transition from home to pesantren, enhancing their self-adjustment ability and consequently improving their well-being.*

Keywords: *occupations; parents; well-being; self-adjustment.*

Abstrak: Tujuan penelitian ini menguji kesejahteraan santri ditinjau dari penyesuaian diri dan jenis pekerjaan orang tua. Penelitian ini menggunakan metode kuantitatif korelasional. Data penelitian diungkap dengan 2 skala, yaitu skala Kesejahteraan Santri Indonesia dan Psychological Adjustment Scale (PAS). Informasi jenis pekerjaan orangtua diperoleh melalui isian biodata pada lembar kuesioner. Teknik purposive cluster random sampling digunakan untuk menjaring siswa dari kelas 10 dan 11, sehingga diperoleh 175 santri Pondok Pesantren X, berusia 15-18 tahun. Data penelitian dianalisis dengan uji ANCOVA. Hasil penelitian menunjukkan hubungan yang positif antara penyesuaian diri dan kesejahteraan santri, dengan kontribusi sebesar 26,6% (η^2 0,266). Pekerjaan orang tua tidak memengaruhi kesejahteraan santri, karena selama di pondok santri menerima fasilitas dan perlakuan yang sama dan tidak tergantung pada status sosial mereka. Sejumlah 75% santri Pondok Pesantren X memiliki kesejahteraan psikologis pada taraf sedang. Implikasi dari penelitian ini adalah perlunya masa orientasi sebagai fase transisi dari rumah menuju pondok agar kemampuan penyesuaian diri santri lebih tinggi sehingga santri lebih merasa sejahtera.

Kata kunci: jenis pekerjaan; orang tua; kesejahteraan; penyesuaian diri.

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INTRODUCTION

According to the Ministry of Religious Affairs, there were 26,975 units of pesantren and 2.65 million santri in 2022 (Bayu, 2022). This indicates a continued strong interest in Islamic education. One of the reasons parents ask their

children to study in pesantren is to prevent them from promiscuity (Anwar, 2020). However, some santri feel pressured and consequently commit violations due to differences in facilities between home and pesantren (Rahmatullah & Purnomo, 2020). The study by (Atqia &

Zuhriyah, 2021) found that pesantren generally provide limited facilities and enforce strict regulations in order to teach their santri discipline and modesty.

Based on the study by (Hernawan et al., 2017), 61.5% santri had poor well-being, while the studies by (Prasetyaningrum et al., 2021) and (Ianah & Suprayogi, 2022) found that 69% and 66.4% santri had moderate levels of well-being. Preliminary data showed that 36% of santri at Pesantren X found the pesantren uncomfortable and felt pressured by the rules, memorization targets, early rising for night prayers, and the long distance from their parents. When they saw the pesantren's discipline officers, santri felt afraid because they had been punished before. Santri were also consumed with guilt toward their parents due to the expensive admission fees, compelling them to remain at the pesantren despite the discomfort. Previous studies have found that efforts have been made to promote santri's optimal growth at pesantren and to improve their mental health, happiness, and well-being. Psychological interventions for mental health, such as social skills training (Hertinjung et al., 2024), emotional-spiritual quotient training (Jayanti et al., 2023), and psychoeducation with an affection approach (Kusumaningrum et al., 2021), have been proven to effectively improve understanding, self-awareness, and well-being among both santri and teenagers.

Well-being is one's ability to recognize and manage their emotions effectively (Angel et al., 2024) and to feel satisfied through the fulfillment of desires and the absence of oppression from others. (Ryff, 1989) defines well-being as the ability to accept circumstances, understand each progress, establish life goals, and make informed decisions. In short, well-being is one's ability to manage themselves, make better decisions, define clear objectives, and become happier.

In this study, well-being refers to the personal well-being of santri, based on the concept of psychological well-being proposed by (Ryff, 1989). Santri are students who follow teachers with the aim of studying (Muhakamurrohmah, 2014) or students who learn religious science at pesantren (Geertz & Abangan, 1981). Well-being for santri is defined by their efforts to gain comfort and happiness at pesantren through accepting circumstances, setting life goals, and making decisions independently.

(Ryff, 1989) There are six dimensions of well-being: (1) Autonomy, meaning one's belief in the ability to live independently. (2) Establishment of positive relationships with other people. (3) Adaptation to the environment. (4) Self-growth, meaning how one develops to be more open-minded, gain new experiences, and learn valuable life lessons (Ryff, 1989). (5) Life goals. (6) Self-acceptance On the other hand, (Seligman, 2002) argues that there are five dimensions of well-being: (1) positive relationships with others; (2) contributions to career, hobbies, and family; (3) finding meaning in life; (4) realistic optimism, which entails thinking realistically and staying optimistic when encountering problems; and (5) resilience in facing problems, characterized by positive responses and confidence that every problem has a solution. Overall, santri's well-being is the satisfaction they feel in their relationships with themselves and others, as well as their effectiveness in studying at pesantren.

Several factors are known to influence well-being; those are age, education levels, gender, socioeconomic status, social support, self-adjustment ability, and religiosity (Ryff & Keyes, 1995).

Previous studies have reported that self-adjustment has a positive effect on psychological well-being (Dayyana, 2021; Linnataqiyah, 2018). Those with effective self-adjustment have better abilities to control their emotions and think rationally (Ryff & Keyes, 1995; Schneiders, 1955; Winefield et al., (2012).

Self-adjustment is defined as one's way of achieving balance and satisfaction in meeting their needs (Harber & Runyon, 1984), embracing mental and behavioral conflicts from the outer world (Schneiders, 1955), compromising with oneself when dealing with environmental demands, and controlling one's thoughts and behaviors in relation to the surrounding environment (Davidoff, 1991). Overall, well-being is the process of making compromises between oneself and external demands to ensure the resolution to conflicts and the creation of harmony in life.

Self adjustment is characterized by the ability to perceive reality accurately, cope with pressure or stress, build a positive self-image, express emotions, and form healthy interpersonal relationships (Harber & Runyon, 1984). Also, self-adjustment is defined as the ability to regulate emotions, minimize defense mechanisms, reduce frustration, think rationally

and direct oneself, to learn from the past, and take realistic and objective actions (Schneiders, 1955).

(Hurlock, 1997) argues that self-adjustment is influenced by several factors: (1) peers; (2) heartwarming and affectionate teachers; and (3) school rules made based on the notions of good and bad, approval or disapproval, and right and wrong.

An individual with a good career, education, and salary has a high level of socioeconomic status (Ryff & Keyes, 1995). (Navarro-Carrillo et al., 2020) argue that individuals with decent jobs tend to have stable emotions, resulting in better well-being. Individuals hold a high position in society in terms of income generation (Abdulsyani, 1994), and to achieve this success, they must work (Harsanti & Verasari, 2013). Individuals' socioeconomic status is influenced by how they fulfill their own and family's needs using the income they earn from work.

An occupation is an act that an individual undertakes to earn income for their family, or that parents (husband/wife) engage in to support their children (Moeherson & Si, 2012; Pajak, 2015). (Harsanti & Verasari, 2013) Occupations can indicate individuals' social groups: Social classes in society can be classified into: (1) Upper Class, individuals with an above average income. (2) Middle Class, individuals with stable economy and income ranging from 1 to 7.5 million rupiahs. (3) Lower Class, individuals who earn a below average income and live below the poverty line (Harsanti & Verasari, 2013).

International Standart Clasification of Occupations (ISCO) is compiled by the international group of economic and social classifications used by the United Nations (UN) that serve as references for the classification of national positions. Types of occupations are divided into three classes: (1) Upper Class (professional experts and state administration), (2) Middle Class (sellers of goods and services), and (3) Lower Class (unemployed/casual workers).

The following are examples of occupations categorized into three classes: (1) Upper Class: doctors, midwives, nurses, psychologists/psychiatrists, physiotherapists, nutritionists, public health workers, accountants, notaries, architects, designers, lawyers, actuaries, tax consultants, state officials, regional/provincial/city officials, civil servants ,

soldiers, police officers, notary/administrative staff, employees of state-owned enterprises, lawyers, members of parliament, as well as village officials and heads; (2) Middle Class: entrepreneurs, self-employed, teachers, school principals, lecturers, and employees; and (3) Lower Class: farmers, fishermen, craftsmen, conveyance or workshop operators, laborers, casual workers/non-permanent jobs, and those who are unemployed.

This study was conducted to examine the relationship among santri's well-being, their self-adjustment, and their parents' occupations. The present study adds to the growing body of research about the psychological well-being among santri. Pesantren X may take the factors that can improve their santri's well-being into account to optimize their potential.

There are two hypotheses tested in this study. Hypothesis 1: "There is a positive relationship between self-adjustment and well-being among santri." Hypothesis 2: "There are differences in santri's well-being levels based on their parents' occupational class."

METHOD

This study was conducted using a quantitative correlational method. The population was 380 students from the tenth and eleventh grades at Pesantren X. The purposive cluster random sampling technique is commonly used to determine the sample based on widely-spread areas or clusters (Priadana & Sunarsi, 2021). Using this sampling technique, 175 santri between the age of 15 and 18 years were selected.

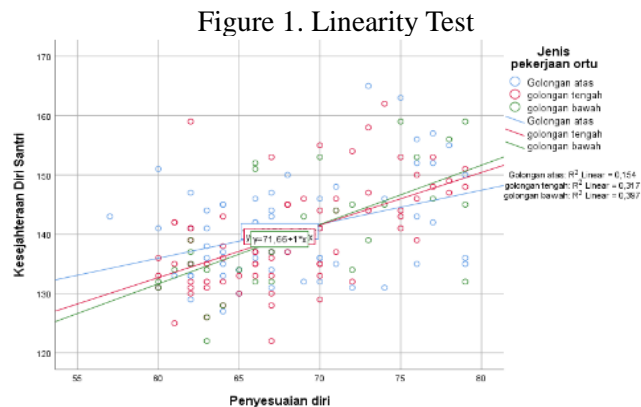
Data were collected in the following steps: 1) respondents read and signed an informed consent form to indicate their agreement to participate in the study and to guarantee confidentiality; 2) respondents filled in the biodata section; and 3) two paper-based scales were distributed directly to the santri.

The scales used in this study were (1) the Indonesian Santri Well-Being Scale, adopted from the study by (Prasetyaningrum et al., 2021). Content validity testing, using the Aiken formula, showed a validity coefficient value ranging from 0.67 to 1.00 and Cronbach's Alpha reliability of 0.895; and (2) the Psychological Adjustment Scale (PAS), initially developed by Harber & Runyon (1984), then adopted by (Afifah & Saloom, 2018), and tested with the CFA analysis, showing a Chi-Square value =

222.54, $df = 191$, $P\text{-Value} = 0.05866$, $RMSEA = 0.022$, and Cronbach's alpha value of 0.95.

Assumption testing was performed before hypothesis testing. Results of assumption testing showed normally distributed data with $p = 0.200$ and $KS = 0.061$. The data exhibits a positive linear relationship, as shown by the scatter plot in Figure 1, which forms an upward-sloping straight line. The homogeneity of variance test

indicates that the variance among the three groups of parental occupations is homogeneous, with a p -value of 0.266 and an F -value of 1.355. The regression coefficient homogeneity test results, with a p -value of 0.271 and an F -value of 1.544, further confirm that the data is homogeneous based on the regression coefficient.



The hypotheses were tested using the ANCOVA test along with the IBM SPSS Statistics 26 application. ANCOVA is a statistical test that combines ANOVA and regression (Pituch & Stevens, 2016). Its aim is to investigate the effect of the independent variable on the dependent variable while controlling one or more covariate variables (Budiastuti & Bandur, 2018). Covariate variables are controlled to ensure that independent variables significantly influence dependent variables (Budiastuti & Bandur, 2018).

RESULTS AND DISCUSSION

This study set out to test two hypotheses. Hypothesis I states that there is a positive relationship between self-adjustment and santri's well-being. Hypothesis II states that parents' occupations influence the different levels of well-being among santri. This study involved 175 respondents, consisting of 32% male santri and 68% female santri from Pesantren X. The majority of the respondents were 17 years old (40%), followed by 16 years old (38.2%), 15 years old (16%), and 18 years old (5.8%). Regarding the occupations of the santri's

parents, 29% were self-employed, 16% civil servants, 7% employees of state-owned enterprises, 6% police officers and entrepreneurs, 5% lecturers and office workers, 4% doctors, 3.5% soldiers, and 0.5% teachers, nurses, farm workers, therapists, housewives, midwives, and fishermen.

Santri's parents' occupations can be categorized into three: (1) 64 parents (37%) were upper class, comprising police officers, soldiers, civil servants, doctors, nurses, therapists, employees at state-owned enterprises, and midwives; (2) 80 parents (45%) were middle class, including self-employment, lecturers, teachers, entrepreneurs, and office workers; and (3) 31 parents (18%) were lower class, consisting of farm workers, housewives, fishermen, and non-permanent workers.

Table 1. Results of the ANCOVA Test

	Source	df	F	Sig. (p)	Partial Eta Square	Description
Santri's Well Being	Self-Adjustmen	1	61.985	0.000	0.266	Significant
	Occupations	2	0.274	0.782	0.003	Not Significant

Error	171	54.254	-	-	-
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Table 1 displays the results of the ANCOVA test. The self-adjustment variable showed a significant p-value of 0.00, with $F_{table} < F_{calculated}$ ($F(1,171) = 3.869 < 61.985$), and an effect size of $\eta^2 = 0.266$. These results indicate that self-adjustment had a significant positive influence on santri's well-being by 26.6%. Thus, Hypothesis I was accepted, indicating that there was a positive relationship between better self-adjustment and higher well-being, and vice versa. This is in line with the study by (Ningsih & Hazim, 2024) who found that there was a positive correlation between self-adjustment and well-being of the teenagers at the orphanage. Similarly, the study by Diandini (2023) found that self-adjustment had a positive contribution (20%) to new santri's well-being. These results further support the idea of self-adjustment by (Ryff & Keyes, 1995) that individuals with better self-adjustment tend to be happier, and happiness is closely related to well-being (Dewi, 2024). These results are consistent with data obtained by (Dayyana, 2021) in her study, which found a positive significant correlation between self-adjustment and well-being.

The analysis of the parent's occupational class variable yielded a non-significant p-value of 0.782, with $F_{table} > F_{calculated}$ ($F(2,171) = 3.049 > 0.247$), and an effect size of $\eta^2 = 0.003$. These results showed that there was no significant influence of parents' occupations on santri's well-being. Parents' occupations contributed only 0.3% of influence on santri's

well-being. Thus, Hypothesis II was rejected, indicating that parents' occupations do not affect santri's well-being during their education at pesantren.

These results are in agreement with those obtained by Rahman et al. (2022), which found that santri are not treated differently at pesantren; equal treatment is given to all santri in terms of education, worshiping, facilities, and expressing opinions.

However, the results of the present study do not support the previous research by (Navarro-Carrillo et al., 2020) who found that the higher an individual's job, the higher their level of well-being. This is because the facilities at santri's home are significantly different from those at pesantren. During their education at pesantren, santri are expected to live independently, build good friendships, accept circumstances, and set life goals (Ryff, 1989).

Santri at pesantren are educated in a disciplined and firm manner and are trained to live a more modest life. This aims to ensure that in the future, santri will exhibit positive values, behaviors, and characters that reflect Islamic principles when integrating into society (Atqia & Zuhriyah, 2021). According to (Syafe'i, 2017), this aim can be realized if santri are fully aware of the importance of obeying the predefined rules, surrendering and getting closer to Allah SWT, and abandoning worldly things, such as wealth, position, and popularity.

Table 2. Santri's Well-Being Levels

Level	Category		Empirical	
	Hypothesis		Freq	%
Low	Freq	%	Freq	%
	0	15	9	%
Moderate	148	132	75	%
High	27	28	16	%

Table 2 below shows the empirical mean of the santri's well-being variable. Out of 175, 28 santri (16%) had a high level of well-being. Meanwhile, 132 santri (75%) and 15 santri (9%) had a moderate and low level of well-being

respectively. These results suggest that the majority of santri (75%) have not achieved the dimensions of psychological well-being stated by the experts.

Table 3. Santri's Self-Adjustment Levels

Level	Category		Empirical
	Hypothesis		

	Freq	%	Freq	%
Low	0	%	15	10%
Moderate	106	60	124	70%
High	69	40	36	20%

Regarding self-adjustment, Table 3 shows that 36 santri (20%) had a high level of self-adjustment, 124 santri (70%) had a moderate level of self-adjustment, and 15 santri (10%) had a low level of self-adjustment.

The empirical mean suggests that most santri had a moderate level of self-adjustment. Based on these results, improving santri's self-adjustment during their education at pesantren is considered necessary. This is in line with the studies by Dayyana (2021) and Linnataqiyyah (2018) that found that the higher the self-adjustment, the higher the santri's well-being.

Motivation, both internal and external, can help an individual increase their self-adjustment ability (Schneiders, 1960).

CONCLUSIONS AND SUGGESTIONS

Self-adjustment correlates positively with well-being. Parents' occupations do not significantly affect santri's well-being despite the suppressed or controlled self-adjustment variable.

The most common level of well-being among santri at Pesantren X was moderate; thus, some improvement is needed. The most common level of self-adjustment was also moderate.

These results indicate that santri need to improve their self-adjustment to enhance their well-being. As a result, according to Schneiders (1960), santri will find it easier to socialize and interact with their fellow santri, motivate each other, and participate in the pesantren activities that can sharpen their soft skills. Pesantren should create programs that encourage santri to interact more closely with others and teach them about collaboration, problem solving, and creativity. To Santri's orientation period should be extended to assist in their adaptation and self-adjustment gradually.

A limitation of this study is the lack of demographic data, which can enrich the discussion. It is recommended that further research in the same area minimizes the current weakness undertaken.

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