Identification Of Student's Psychological Wellbeing On *Pondok Pesantren*

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ABSTRACT

The myriad of problems faced by freshmen, especially those related to psychological well-being, prompted this research. In Indonesia, each Islamic boarding school has different characteristics due to various regulations and curriculum models. For new students, this causes various inconveniences, learning challenges, adaptation challenges, and others. This study tries to determine the psychological well-being of students to assist in planning reinforcement and assist in solving problems presented by new students. The survey is a research methodology used in this study. The psychological well-being scale is the instrument used to collect data. According to research, 76% of first-year students struggle with mental health issues. New student concerns support these findings, including dissatisfaction with their student accommodations, their desire to return home, and their difficulty making friends. Some *pesantren* students show disobedient behavior towards the rules at the *pesantren*, frequently arrive late for several *pesantren* activities, and get frustrated quickly with their buddies.

Keywords: psychological well-being, Islamic boarding school.

1. INTRODUCTION

The educational institution *pesantren* stands out from other academic institutions due to one feature. The defining qualities in question are Islamic boarding school ideals that set the tone for *Kiai, ustadz,* and *santri's* social interactions [1]. Both the modernization and the globalization trends have made inroads into boarding schools. For *pesantren*, this poses a unique difficulty. Islamic boarding schools are required to uphold their *pesantren* traditions to be considered "original" or "indigenous" Indonesian institutions [2]. However, with everything they provide, *pesantren* cannot resist modernization and globalization. This difficulty indirectly brings forward significant alterations in *pesantren.* Several Islamic boarding institutions accept students from madrasas, schools, and even colleges for the first time. According to Lukens Bull (2001), the four primary components of the curriculum seen in contemporary *pesantren* are general education (schools), character development, occupational skill training, and religious instruction *(ngaji).*

Student demographics, age, gender, instructor skill, *pesantren* ideals, *pesantren* culture, student issues, diversity of student characteristics, as well as other factors are among the distinctive features of Islamic boarding schools [3], [4], [5], [6].

Researchers conducted interviews with the Miftahul Ulum Jabung Islamic boarding school administration and gathered information about the issues of new students feeling uncomfortable in their new environment, challenges with adjusting, and learning challenges that caused many students to think out of place; some were frequently observed crying alone. Psychologically, they struggle with feelings of rejection and discomfort in an unfamiliar environment.

The Miftahul Ulum Jabung Islamic Boarding School aspires to be a premier institution of higher learning in studying religion, science, technology, and the humanities. Sukolilo Jabung Malang is where the Salafiyah Islamic Boarding School Miftahul Ulum is located. In 1348 H/1963, KH. Ahmad Badri Rofi'i created it. Students already resided in mukim in 1963 but were still restricted to the Sukolilo village area.

Problems with students will impede their growth and interfere with their ability to study. In 1989, Ryff created the psychological well-being theory. The term "psychological well-being" refers to a person's sentiments about daily life and the many activities they engage in daily when encountering several challenges and issues that oppose their particular mental state.

Ryff describes psychological well-being as the desire to explore one's potential [8]. This tendency may lead a person to give in to circumstances that lower their psychological well-being or to strive to change their living circumstances to enhance their psychological well-being [7].

From these various definitions, psychological well-being is an urge to explore one's potential and have the capacity for self-acceptance, personal growth, purpose in life, a positive relationship with others, environmental mastery, and the ability to decide one's actions (autonomy). This research is expected to be able to see in detail the indicators of psychological well-being.

2. METHOD

One of the methods is Miftahul Ulum Islamic Boarding School in Jabung Malang. It is envisaged that a deeper understanding of students' issues would improve the caliber of the most notable Islamic boarding school pupils in the Jabung Malang sub-district. This Islamic boarding school transformed from a *salafiah* to a *kalaf* boarding school. The survey research approach uses a relatively small sample to gather data on a broad population. Broad sample sizes are needed because survey research addresses complex problems involving a large population [9]. From the earlier perspective, a questionnaire is used to gather data from respondents in survey research. The term "survey" is typically used to refer to a sample survey, which gathers data from a sample of the population to represent the total population.

The survey approach has three key characteristics:

2.1 To define many elements and attributes of a population, such as knowledge, attitudes, beliefs, and talents, information data are gathered from vast groups of individuals.
2.2 Information data is gathered from the population by asking (written or verbal) questions;
2.3 Information data is gathered from the sample, not the population.

Several stages or processes of survey research and these general stages can be taken in outline or core points which are then incorporated into the steps of implementing survey research, namely.

2.1 Formulate the research problem and determine the purpose of the survey

2.2 Determine concepts and hypotheses and explore the literature.
2.3 Population and sampling.
2.4 Preparation of questionnaires and instruments.
2.5 Field work, including selecting and training interviewers.
2.6 Data processing.
2.7 Analysis and reporting.

The first step in the research process is to formulate the research topic, which is determined by conducting interviews and observing events at Islamic boarding schools. Investigations of earlier research support these findings. The researcher then chose the population and the number of samples used in the analysis. A total of 380 freshmen in junior high school were included in the study. Ryff's psychological well-being instrument is used [7]. Due to a large number of samples, data collection was done three times. Data cocollectionad was to be repeated once to ensure that the data were collected under the students' initial conditions. The data is then evaluated, and the percentage is determined using the instrument's indications

3. RESULT

The findings revealed a wide range in each hand's description of the Mambaul Ulum Islamic Boarding School students' proportion of psychological well-being markers. A desire to discover one's full potential as well as the capacity to accept oneself and the past (self-acceptance), grow personally (personal growth), have a purpose in life (purpose in life), and have positive relationships with others (positive relationships with others), be able to control their lives (environmental mastery), and be able to make decisions are all signs of psychological well-being (autonomy). The percentage of pupils who scored poorly on each indication is shown in the table below:

Table 1. Percentage data on each indicator

No.	Indicator	Precentage
1	Self-Acceptance	37
2	Personal Growth	45
3	Purpose In Life	58
4	Positive Relationship with Other	37
5	Environmental Mastery	68
6	Autonomy	56

According to study findings, 76% of students have issues with their psychological well-being. The outcomes of the provided instruments demonstrate this. New students' concerns support these findings,

including dissatisfaction with their *pesantren* accommodations, their wish to return home, and their difficulties making friends. Additionally, it appears from his conduct that he finds it challenging to engage in activities. He thus frequently arrives late for several *pesantren* activities, gets frustrated quickly with his buddies, and has little regard for others around him since they disobey the *pesantren* regulations.

4. DISCUSSION

The Darul Ulum Islamic Boarding School, which has the most severe difficulties with the state of social life, activity, and how to prepare for the future connected to the achievement of goals, is just one of the challenges in Islamic boarding schools that have been researched earlier [10]. In contrast, the Al Amanah Islamic boarding school has severe issues with study habits and how to stay healthy while living in *pesantren* [11]. The statistics of the Islamic boarding school in Aceh, Baitussahbri, illustrate several concerns, including how to enhance religious and moral awareness [12]. violations of the cottage rules and difficulties adjusting, particularly for new female students [13], [14]

This state is a sign of the student's psychological well-being, a concern in Islamic boarding schools. Age, gender, socioeconomic level, social support, religion, optimism, emotional control, attachment, warm connections, and the accomplishment of life objectives are other factors that affect a person's psychological well-being, according to Ryff [7].

Religiosity is a crucial component that impacts psychological well-being, according to Lewis & Cruise [13]. Religiosity and religion impact psychological well-being [15]. According to the research mentioned above, Rafiq et al [16] claim that there is a strong positive association between them because spiritual growth can result in psychological well-being.

Another factor was also revealed by Gomez et al [10], which explains the relationship between personality factors, life goals, and age in influencing well-being. Wells [17] article describes various factors that influence psychological well-being, including sociodemographic factors (such as age, gender, marital status, socioeconomic level, and social relations), health factors (such as public health, physical activity, illness, etc.), death) and personality factors.

In addition to the previous criteria, [11] shows a favorable relationship between psychological well-being, self-esteem, and religion. According to Carver & Scheier [8], optimism is another component that influences psychological well-being. According to Pinquart & Sörensen [15], social support is a component that impacts psychological well-being. Figure 4.1 depicts the above-mentioned psychological well-being elements.
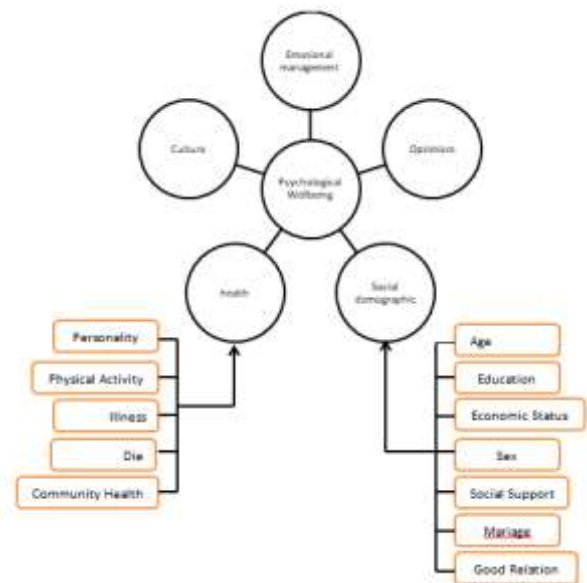

Figure 1. Factors that Affecting Psychological Well-Being

AUTHORS' CONTRIBUTIONS

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