

The Relationship between Peer Support and Adolescents' Adjustment at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School

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Abstract: Adolescents experience significant changes as a result of the shift from the family environment around their home to the Islamic boarding school environment. They are required to learn to adapt to these changes, so that teenagers can feel comfortable living in the dormitory area. **Method:** The research design used in this research is *Descriptive Correlation* using a *Cross-Sectional approach*. The population of this study were 45 students at the initial level or students of class 1 of junior high school, of which 18 were men and 27 were women. The results of the research show that peer support at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School is in the **good category**, namely 28 teenagers (62.2%) and the adolescent self-adjustment category is **sufficient**, namely 24 teenagers (53.3%). **Results: The results of the Spearman Rho** statistical test showed that the value $pValue = 0.000$ and the value $\alpha = 0.05$ ($pValue = 0.000 < 0.05$), which means that there is a relationship between peer support and adolescent adjustment and there is a **strong relationship** with the correlation coefficient $r = 0.554$. **Discussion:** The success of teenagers in adapting to the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School influences the adaptation process while at the Islamic boarding school. Future research is expected to develop research with other variables, such as examining factors that influence the adjustment of adolescent students, and examining other sources of support such as support from teachers or family.

Keywords: Peer support; Adjustment; Teenager

INTRODUCTION

The learning patterns in Islamic boarding schools are not very in line with the learning patterns in general schools. The primary objective of learning at Islamic boarding schools is to prepare individuals to deepen and master Islamic religious knowledge. The strength of Islamic boarding schools lies in their ability to exemplify universal living habits that are shared by all students equally, making them more independent and self-reliant towards other people and any social forum. The atmosphere in Islamic boarding schools cannot be the same as at home, because they are far from their parents, they are not allowed to use *cell phones*, they do everything independently and they live by various rules that must be obeyed.

The difficulty that teenagers face is adapting themselves to be able to survive until they complete their education at an Islamic boarding school, so it is considered a scary thing for some people. Apart from that, teenagers are required to comply with the rules contained in Islamic boarding schools, such as not being able to leave the Islamic boarding school except during holidays and when accompanying parents who visit the boarding school, not being allowed to meet people of the opposite sex, as well as other regulations. The obligations of teenagers in the boarding school require teenagers to live with activities, culture and habits at the boarding school that are different from those at home.

According to Hutabarat & Nurchayati (2021) said that *personal adjustment* is a psychological process that a person goes through in overcoming or managing expectations and difficulties in daily life, both for the natural environment, social environment and mental conditions. According to the results of mental health surveys conducted in various countries in 2018, from 5.8% to 42.7% of teenagers worldwide suffer from

anxiety and depression due to difficulties in adapting to new conditions (Bau, 2022) . According to previous research conducted by Safareka (2018), it showed that 95 (52.5%) students out of 180 students failed to adapt to the social environment of their school. Referring to research conducted by Ekanita & Putri (2019), 34% or 38 subjects experienced poor adaptation and 17% or 18 of the subjects experienced very low adaptation.

Based on the results of a preliminary study which was carried out on November 10 2022 through interviews with one of the teachers or what is often called an ustadz and with 10 students of the Bustanul Ulum Islamic Boarding School in Yosowilangun, Lumajang Regency, data was obtained that the students of the Islamic boarding school were experiencing problems with conditions they had never experienced before. previously. As many as 70% of the 10 students were indicated to have problems adjusting. One of the elements of the adjustment problem that they convey is the existence of a program that requires students to study religion using Arabic, follow rules that are not the same as in their previous homes, and they also have to form a high level of independence in each of them, which of course requires a relatively difficult and long adaptation.

Adolescents experience significant changes as a result of the shift from the family environment around their home to the Islamic boarding school environment. They are required to learn to adapt to these changes, so that teenagers can feel comfortable living in the dormitory area. Adolescents who cannot adapt will likely experience danger, for example underestimating and not taking responsibility for their lessons, not having confidence in themselves, being very rude, being depressed if they are not in a family environment, feeling insecure, and feeling like giving up, which causes them to become closed, have low self-esteem, like to avoid other individuals in the future, their self-confidence decreases, and they are embarrassed when they are around people they don't usually meet in their family environment (Irviana, 2021) .

One component that influences adolescent adaptation in Islamic boarding schools is the support of their peers. Teenagers who carry out their activities at Islamic boarding schools tend to interact more often with their friends at the dormitory. Peers are the most comfortable place to share opinions, talk about problems and ask for help to solve problems. Most teenagers often ask for opinions, suggestions, share their experiences, and share stories every day with their peers. Because these friends have similar emotional feelings to solve a problem considering that their peers are close in age to them (Widodo, 2021) .

Peer support is support that a person's peer group gives to him by providing comfort both psychologically and physically so that he feels appreciated, cared for and loved as part of the group. This situation will provide a sense of acceptance, affection and understanding, which can support someone to be better at solving problems. Even in Islamic boarding schools, teenagers will find it easier to solve various problems if they are supported by their peers.

Referring to the phenomena found in this preliminary study, research will then be carried out regarding the relationship between support from peers and adolescents' adjustment to Islamic boarding schools. This study differs from previous studies because it examines adjustment directly along with support from peers. Researchers wish to carry out this research because the psychological health of teenagers is increasingly developing, especially in Indonesia. It is necessary to pay attention to producing teenagers who can socialize openly and have mature emotions, especially for teenagers in Islamic boarding schools. So researchers here will examine "The Relationship between Peer Support and Adolescents' Adjustment at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School".

METHOD

Research design

A simple understanding of research design serves as an outline for achieving research objectives (Adiputra, 2021) . Researchers here apply a *Descriptive Correlation design* through a *Cross-Sectional approach*. *Cross-Sectional studies* investigate the relationship between risk factors or exposure (*independent*) and effects or consequences (*dependent*). Data collection between the two is carried out simultaneously at one time, which means that the measurement of both variables is carried out at the same time (Adiputra, 2021)

Population, Sample, Sampling

The population in this study was the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School, using as subjects teenagers at the initial level or class 1 of junior high school, totaling 45 teenagers or students at the initial level, of which 18 were male teenagers and 27 female teenagers. The samples used by

the researchers were all teenagers or early-level students from the Bustanul Ulum Yosowilangin Lumajang Islamic Boarding School, totaling 45 teenagers, of which 18 were boys and 27 were girls.

In this research, the total sample will be used, which is a way to determine a sample where the number of samples is equivalent to the population (Adiputra, 2021) . The researcher chose total sampling because the entire population was under 100, which made it possible to study all of them as a sample (Adiputra, 2021) .

Instrument

The variables used in this research are the Independent Variable and the Dependent Variable. For the Independent Variable that the author uses is "Peer Support" where peer support is in the form of information, motivation given to early level teenagers at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School. The parameters used are: 1) Informative Support; 2) Instrumental Support; 3) Emotional Support; 4) Group Support, then the measuring instrument used is *the Student Social Support Scale* (SSSC) with an ordinal scale.

Meanwhile, the Dependent Variable in this research is "Adolescent Self-Adjustment" which is a psychological process that individuals go through in overcoming or managing their desires in daily life, both in the natural environment, social environment, and even their mental conditions. The parameters used are: 1) Accurate perception of reality; 2) Good intrapersonal relationships; 3) Ability to express oneself; 4) Positive self-image; 5) Ability to deal with stress and anxiety, the measuring tool used is *the Psychological Adjustment Scale* (PAS) with an ordinal scale.

Table 1. *Blue Print* Peer Support Questionnaire

Variable	Indicator	Statement number		Amount
		Favourable	Unfavorable	
Social support friends of the same age	Emotional support	1, 2, 4, 5	3, 6	6
	Instrumental support	7, 8, 9, 10, 18	11	6
	Informative support	12, 13, 14	-	3
	Group support	15, 17	16	3
Amount		14	4	22

Table 2. *Blue Print* of the Self-Adjustment Questionnaire

Variable	Indicator	Statement number		Amount
		Favourable	Unfavorable	
Adjustment	Accurate perception of reality	1, 2	3	3
	Ability to deal with stress and anxiety	4, 5	6	3
	Positive self-image	7, 8	9, 10	4
	Ability to express yourself	11	12	2
	Good intrapersonal relationships	13, 14	15, 16	4
Amount		9	7	16

Ethics Approval

Ethical approval for this research has been carried out by the author and has gone through ethical approval from the Health Research Ethics Commission (KEPK). The results of the ethical approval given by the Health Research Ethics Commission (KEPK) of the Faculty of Health Sciences, Muhammadiyah University of Jember stated that they had approved the research protocol related to "The Relationship between Peer Support and Adolescents' Adjustment at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School" and a certificate of passing the ethical review had been issued. with number 0180/KEPK/FIKES/XII/2023.

RESULTS AND DISCUSSION

Research result

The results of this research present a frequency distribution table and its interpretation. Apart from that, this chapter also explains the analysis of the variables studied, namely peer support (X) and adjustment in adolescents (Y).

The research will be carried out at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School involving 45 respondents, who will then be analyzed using *computer statistics*. The demographic data obtained can be displayed in the following table:

Table 3. Distribution of Respondents Based on Gender at the Bustanul Ulum Islamic Boarding School Yosowilangun Lumajang with, n = 45

Gender	Amount	Percentage (%)
Woman	27	60.0%
Man	18	40.0%
Total	45	100.0%

Referring to Table 3, it is found that women are the most common gender, with a percentage of 60.0% or 27 teenagers.

Table 4. Distribution of Respondents Based on Age of Adolescents at the Bustanul Ulum Islamic Boarding School Yosowilangun Lumajang with, n = 45

Age	Amount	Percentage (%)
12 years old	19	42.2%
13 years old	15	33.3%
14 years	8	17.8%
15 years	3	6.7%
Total	45	100.0%

Referring to the existing results, it was found that the majority of respondents were 12 years old with a percentage of 42.2% or 19 teenagers.

Table 5. Distribution of Respondents Based on Ethnic Type at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School with, n = 45

Tribe Type	Amount	Percentage (%)
Java	32	71.1%
Madurese	13	28.9%
Total	45	100.0%

Referring to this data, it was found that the most numerous ethnic group was the Javanese with a percentage of 71.1% or 32 teenagers. After the demographic data is known, there is special data to show supporting data for the two variables that the researcher applied.

Table 6. Distribution of Number of Peer Support at PP Bustanul Ulum Yosowilangun Lumajang with, n = 45

Peer Support	Amount	Percentage (%)
Not enough	1	2.2%
Enough	16	35.6%
Good	28	62.2%
Total	45	100.0%

Referring to this data, the highest number of peer support was obtained, namely in the good category with a percentage of 62.2% or a total of 28 teenagers.

Table 7. Distribution of the number of adolescent self-adjustments at PP Bustanul Ulum Yosowilangun Lumjang with, n = 45

Adolescent Adjustment	Amount	Percentage (%)
Not enough	9	20.0%
Enough	24	53.3%
Good	12	26.7%
Total	45	100.0%

Referring to Table 7, it was found that the highest number of adolescents' self-adjustment was in the sufficient category with a percentage of 53.3% or a total of 24 adolescents.

Table 8. Relationship between Peer Support and Adolescents' Adjustment at PP Bustanul Ulum Yosowilangun Lumjang with, n = 45

Peer Support	Adolescent Adjustment			Total
	Good	Enough	Not enough	
Not enough	0 (0.0%)	0 (0.0%)	1 (2.2%)	1 (2.2%)
Enough	1 (2.2%)	8 (17.1%)	7 (15.5%)	16 (35.6%)
Good	11 (24.4%)	16 (35.5%)	1 (2.2%)	28 (62.2%)
Total	12 (26.7%)	24 (53.3%)	9 (20.0%)	45 (100.0%)

$$r = 0.554 \text{ pValue} = 0.000$$

These results showed that the total sampling was 45 respondents, the results of peer support in the poor category were 1 teenager (2.2%) with the self-adjustment of teenagers in the good category, no results were found for respondents, namely 0 teenagers (0.0%), peer support in the category sufficient, namely 16 adolescents (35.6%) with good category adolescent self-adjustment found as many as 1 adolescent (2.2%), and peer support in the good category namely 28 adolescents (62.2%) with good category adolescent self-adjustment found as many as 11 teenagers (24.4%).

Table 8 shows the results of peer support in the poor category, namely 1 teenager (2.2%) with the self-adjustment of teenagers in the sufficient category, no results were found for respondents, namely 0 teenagers (0.0%), peer support in the sufficient category, namely 16 teenagers (35, 6%) with adequate adolescent self-adjustment found as many as 8 adolescents (17.1%), and peer support in the good category, namely 28 adolescents (62.2%) with adequate adolescent self-adjustment found as many as 16 adolescents (35.5%).

In Table 8, the results obtained from peer support in the poor category, namely 1 teenager (2.2%) with self-adjustment in the poor category, were found in 1 teenager (2.2%), peer support in the sufficient category, namely 16 teenagers (35.6%) with poor category adolescent self-adjustment found as many as 7 adolescents (15.5%), and peer support in the good category, namely 28 adolescents (62.2%) with poor self-adjustment category found as many as 1 adolescent (2.2%).

Based on the research results obtained according to the *Spearman Rho test*, it was found that $pValue = 0.000 < 0.05$ so that H_0 the researcher would reject while H_1 could be accepted, which indicates that there is a significant (meaningful) relationship between peer support and adjustment in adolescents. With $r = 0.554$, the level of correlation strength (relationship) between peer support and self-adjustment is 0.554, which has a strong positive correlation value, namely 0.554. So, the influence of the two variables is considered to be one way, then it can be stated that if peer support becomes more optimal so that self-adjustment will also increase.

Research Discussion

Referring to the analysis in Table 6, it was found that the number of peer support for students at the initial level at the Bustanul Ulum Islamic Boarding School Yosowilangun Lumajang mostly had peer support in the good category, namely 28 teenagers with a percentage of 62.2%, then peer support in the sufficient

category was 16 teenagers with a percentage of 35.6%, while there is 1 teenager with less peer support with a percentage of 2.2%. In line with these results, Cowie (2020) stated that the support provided by peers will provide benefits as well as help a lot for teenagers who have family and social problems, can provide assistance in dealing with the school climate, and also provide training in social skills.

Brooks in Damayanti (2021) adds that teenagers who have peers who are responsive, sensitive, accepting, warm, and attentive to the rhythm of their individuality and behavior, they are likely to form a shared understanding that develops through support for their peers. Peer support for teenagers has a big influence on their development, support shown by friends to individuals who need it can make the individual consider himself lucky because he gets support from those closest to him (Oktariani et al., 2020) . These results show that the majority of teenagers at the initial level of the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School aged 12 - 15 years have peer support in the good category. Teenagers with positive personalities tend to be more easily accepted and liked by their peers. Then when the teenager gains acceptance, it will make him feel happy.

On the contrary, teenagers who do not receive acceptance, especially in terms of support from their peers, are likely to cause problems. Problems often arise in Islamic boarding schools which are always considered to be places with a good environment. Apart from that, in Islamic boarding schools there are also bad deviations from the influence of the external environment, which students generally bring from outside due to their diverse culture. So it is no longer surprising if in the boarding school you find students who deviate, either from deviations obtained from where they come from or from the environment within the boarding school itself. Based on this theory , researchers can argue that teenagers' ability to get support from their peers is to behave positively, then have a feeling of shared destiny which forms a relationship of mutual empathy , mutual understanding, with each other, in addition to the willingness to listen to the complaints of their peers. This shows that peer support influences changes in an individual's emotional character, because the individual will feel that he is cared for and accepted by the surrounding environment.

Based on the results of the research carried out in Table 7 of 45 adolescent respondents aged 12–15 years at the Bustanul Ulum Islamic Boarding School Yosowilangun Lumajang, it is known that the majority of adolescents have sufficient self-adjustment, namely 24 adolescents with a percentage of 53.3%, then self-adjustment among adolescents with In the good category there were 12 teenagers with a percentage of 26.7%, and a percentage of 20.0% or 9 teenagers with adjustment in the poor category. This shows that teenage students at the Bustanul Ulum Islamic Boarding School Yosowilangun Lumajang can carry out the adjustment process well, but there are also teenagers who have not been able to carry out the adjustment process.

Weiten and Lloyd in Hutabarat (2021) provide an explanation of self-adjustment or *personal adjustment* is a psychological process that a person goes through to be able to overcome or manage challenges and desires in everyday life, both in the natural environment, social environment, and even his mental condition. Meanwhile, according to Semiun in Aristya & Rahayu (2018), self-adjustment is the fulfillment of desires, intelligence when facing problems and emotional peace. Self-adjustment requires that teenagers be able to adapt to their lives and relationships so that they can feel calm within themselves. Adaptation to oneself is a dynamic process in the form of changing conditions to achieve harmony in the relationship between the environment and oneself. This happens when teenagers who move to an Islamic boarding school environment from their previous home environment adjust themselves so that they and their surrounding environment can create harmony. To achieve adjustment by a teenager, the teenager must change his behavior to suit his environment. Meanwhile, Calhoun and Acocella in Ahmad (2017) provides an explanation that adjustment is a person's continuous interaction with a new environment, other people, and with himself .

Positive self-adjustment can bring satisfaction to a person's life and can also facilitate various psychological effectiveness functions , including determining life goals, learning, or dealing with problems. This is in line with Schneiders' explanation in Permatasari & Savira (2018) which states that physical adjustment is closely related to emotional health. Referring to a number of these theories , researchers can argue that adolescent adjustment in Islamic boarding schools is something that needs to be done because of factors that are crucial in life in the Islamic boarding school environment. Good adaptability can make adaptation easier for teenagers and help them face difficult conditions. Factors that support adolescents' adjustment include positive situations within the Islamic boarding school environment. However,

self-adjustment is not an easy problem because basically it must be supported by one's own willingness to adapt, various efforts to fulfill demands and needs, as well as influences that help shape self-adjustment in order to achieve the life goals that will be achieved at the Islamic boarding school.

Referring to data from the *Spearman Rho* statistical test, it was found that $pValue = 0.000 < 0.05$, therefore it could be stated that H1 was accepted and H0 was rejected and that a significant relationship was found between the variables of peer support and adjustment in adolescents. With an r of 0.554, the level of correlation between these variables is 0.554 with a strong positive correlation of 0.554. So, this type of relationship is unidirectional, then it can be interpreted that if peer support is more optimal so that self-adjustment will also increase.

Adjustment can be said to be a complex and broad psychological variable. Apart from that, it also involves all of a person's responses to existing demands, both from themselves personally and from the external environment. These adjustments are divided into bad and good adjustments. Desmita, in Tunnoor (2021) provides an explanation that someone who can balance himself with the demands that exist in the environment in a way that is acceptable to his environment, is called good *adjustment*. Permatasari & Savira (2018) added that people with *good adjustment* are people who have limitations within themselves, and have learned to react to their environment in a mature, satisfying, efficient, useful manner, and can resolve various difficulties, frustrations or social conflicts. and personal without any behavioral disorders.

On the contrary, if the reaction is unsatisfactory and inefficient, it is called *bad adjustment* or poor adjustment. In fact, there is a phenomenon where individuals are not all able to successfully adapt to the demands and conditions in their environment. This condition can be seen from the presence of phenomena in individuals who fail to adapt or experience *maladjustment*, such as psychosomatic disorders, depression, melancholy and excessive anxiety which can make individuals hampered in their activities. In line with Schneider's opinion in Permatasari & Savira (2018) which explains that other actions are also seen in individuals who fail to overcome their problems, therefore they will form uncontrolled emotional situations, unsatisfactory conditions, and form ineffective reactions and responses.

In this case, peer support for teenagers has a big influence on the series of personal adjustments and development. The support shown by friends to individuals who need it can make the individual consider himself lucky because he received support from those closest to him (Oktariani et al., 2020). Referring to a number of previous theories, researchers can argue that the cause of adjustment is because there is a person's ability and desire to try to establish good relationships and blend in with their environment. Positive relationships with peers can help teenagers adjust better, especially in their new environment.

CONCLUSION

Based on the implementation of this research, a number of conclusions can then be formed, including

- 1). Peer support at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School is known to be the largest in number, namely peer support in the good category, namely 28 teenagers with a percentage of 62.2%
- 2) The highest number of adolescents at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School is known to be the largest number, namely the adequate adolescent self-adjustment category, namely 24 adolescents with a percentage of 53.3% ;
- 3) Peer support has a significant relationship with adolescent adjustment at the Bustanul Ulum Yosowilangun Lumajang Islamic Boarding School, it was found that $pValue = 0.000 < 0.05$ with a correlation coefficient with a positive value, namely $r = 0.554$.

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