The Influence of Self-Efficacy and Social Support on Adolescent Self-Adjustment in Islamic Boarding Schools

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KEYWORDS	ABSTRACT
self efficacy, social support, adjustment, islamic boarding school	This research aims to explain the impact of self-efficacy and social support on the adjustment of new female students at the Darul Qur'an Wal-Hadist Sekotong Islamic Boarding School. The method used was quantitative research with an ex-post facto approach, and the sample consisted of 100 new students from various levels of education (SMP, SMA, MA, and SMK) at the Darul Qur'an Wal-Hadist Sekotong Islamic Boarding School Foundation. Data collection was carried out using a questionnaire using three Likert scales, namely the self-efficacy scale, social support, and adjustment. Data analysis was carried out using simple linear regression techniques. The research results show the following findings: First, self-efficacy has a significant effect on the adjustment of new students and female students, as shown by a significance of 0.000. This shows that the level of self-confidence of students in overcoming the challenges and burdens of Islamic boarding schools has a positive impact on their ability to adapt. Second, social support also has a significant influence on adjustment, with a significance of 0.035. Support from the surrounding environment, both from fellow students and teachers, plays an important role in helping students adapt to the new Islamic boarding school environment. Third, there is a significant influence between self-efficacy and social support on the adjustment of new students and female students at the Darul Qur'an Wal-Hadist Sekotong Islamic Boarding School. These results indicate that internal (self-efficacy) and external (social support) factors together have a positive impact on the adjustment abilities of new students.

INTRODUCTION

Islamic boarding schools are traditional Islamic educational institutions in Indonesia that provide intensive Islamic religious education to their students. Where, as explained by Sa'idah dan Laksmiwati, (2017), Islamic boarding schools are institutions that can be said to be a manifestation of the development process of the national education system. This is by research conducted by Sa'adah, (2023) which states that Islamic boarding schools are educational institutions that focus on teaching religious aspects in their curriculum. Because it is a religious institution, students are usually called Santri. A santri is someone who follows and studies Islamic teachings at an Islamic boarding school.

Because a student is required to live in an Islamic boarding school or boarding school environment, this requires them to adapt to that environment, especially during their first year at the Islamic boarding school. These students experience meeting new friends, new places to live, and different situations. Many of them feel unsure or find it difficult to adapt to the Islamic boarding school environment. The obligation for students to live in Islamic boarding schools requires them to adapt to the activities, rules, social norms, and traditions that apply in the Islamic boarding school environment. Life in Islamic boarding schools is different from general school life, therefore, students must have strong adaptability to survive and complete their education successfully.

Santri are expected to cope with changes within themselves, which involves their ability to learn new actions or attitudes that conform to predetermined environmental expectations, as well as dealing with situations that may conflict with their character. This aims to achieve their educational goals, build good relationships with other people, and interact with the surrounding environment effectively. Students are faced with the challenge of adapting to the situation in which they are, or in other words, the crucial thing is the ability of each student to adapt themselves when participating in various activities at school during the learning process.

Individuals often face various types of problems when trying to adjust, and one example is the adjustment of students in the Islamic boarding school environment, which is also known as *school adjustment*. *School adjustment* is a process carried out by a student or santri at an Islamic boarding school to create a balanced relationship between students and their environment, with a focus on achieving the best learning outcomes. Santri who are not used to being separated from their parents and always depending on them will experience difficulties in adjusting to life in Islamic boarding schools.

Some of them face challenges in adapting to the environment of the Islamic boarding school, and they find it difficult to adjust to the conditions at the Islamic boarding school. Like the one at the Darul Qur'an Wal-Hadis Sekotong Islamic Boarding School. Several students at the Darul Qur'an Wal-hadist Sekotong Islamic Boarding School find it difficult to adjust to the environment of the Islamic boarding school. This happens because they find it difficult to socialize so it is difficult to get close to new friends at the Islamic boarding school. They feel hopeless and unsure of themselves that they can adjust well and socialize well in the Islamic boarding school environment. These obstacles usually arise from within oneself or perhaps from other people or outside oneself. As for children who can easily control themselves they can adapt well to the environment where they live or at the Islamic boarding school because on average they have a sense of confidence in themselves because things like this are normal and the influence of support. friends around and especially support from parents which will make them able to survive and with that they can adapt well or in other words they have quite high *self-efficacy.*

According to Bandura (Garaika & Margahana, 2019), *Self-efficacy* is an individual's belief that they can apply their abilities effectively to achieve desired results. This is in line with the opinion of (Wahyudhani et al., 2023) that self-efficacy has an important role in teenagers' lives because it can help them set goals and directions to be achieved, and maintain motivation to achieve them. According to (Graham, 2022) he suggests that self-efficacy is related to the extent to which people develop behavior that allows them to survive in situations that have the potential to cause stress. This will influence how a student can feel, think, and behave, including making the right decision, the effort he makes, and his determination when facing challenges. This will also make individuals/students feel they have the ability to control the social situation around them.

The social support they receive, especially from their parents, allows them to adapt more quickly and more easily. They have friends close by, which can help them feel less

homesick. This is the reason why researchers conducted research at the Darul Qur'an Walhadist Sekotong Islamic Boarding School, the focus was on self-efficacy, social support, and adjustment.

According to Terrazas-Carrillo et al., (2014) he stated that adjustment is a situation where someone moves to a new place and it can make us feel less attached to the old place and find it difficult to adapt to the new environment. According to Maslihah, (2018), life adjustment is very important. This helps maintain balance and avoid stress that can affect various aspects of our lives.

From several expert opinions that have been explained above, the researcher draws a conclusion which is by the research theme regarding the researcher's field, that self-adjustment is an important process in human life, which involves change and adaptation of individuals to their environment. In theories related to adjustment, it is found that individuals tend to seek balance and stability in various aspects of their lives and try to overcome stress and challenges that arise to function optimally in their social and physical environment.

Hasanah and Usman, (2020) Social support is support from other people or people closest to them, both verbally and non-verbally, which can make individuals feel comfortable and can reduce feelings of burden or pressure experienced. According to Marni & Yuniawati, (2015), Social support is an interpersonal relationship that involves the exchange of information, attention, emotional support, evaluation, and practical assistance. Likewise, as stated by (Bagci, 2018) perceived social support is defined as an individual's perception of other people as sources available for effective assistance when needed. And also the theory above is supported by research conducted by (Warshawski, 2022) adjustment. For new students, social support can be provided by their family, friends, and peers, and is the main external factor that influences them and their aspirations.

The forms of social support proposed by Melchert, (2020) are as follows: 1. Appreciative support, where this support refers to giving positive appreciation to other people, providing encouragement and approval of their ideas and feelings, providing encouragement, and expressing positive assessments of that individual. 2. Emotional support is a type of support related to emotional aspects, including maintaining emotional balance, affection, and expression of feelings. 3. Instrumental support is a form of support that includes providing concrete assistance or support in the form of goods or tools. 4. Information support is support for how we assist by providing solutions to certain problems. This can be done by providing information, providing direct advice, or providing feedback about the individual's situation and the actions they should take.

It is important to understand from the outset that Bandura developed his thinking about *self-efficacy* first in the context of phobia treatment, where sufferers, instead of being protected from the experiences they fear, are given 'guided mastery treatment, in which they confront the things they.

Self-efficacy is a personal element that functions as an intermediary or link in the relationship between individual behavior and environmental influences. Self-efficacy also has a significant impact on thinking, emotional responses, and decision-making. Apart from that, self-efficacy is considered the main predictive factor in the ability to achieve success in various types of achievements.

According to Bandura (2010), the aspects of self-efficacy are: 1. Cognitive aspect, namely a person's ability to generate various ideas and plan the steps to be taken to achieve the desired goals. 2. Motivation in self-efficacy is the ability to encourage oneself to take actions and decisions to achieve desired goals. 3. Affection in self-efficacy is the ability to overcome emotions to achieve goals by controlling anxiety and feelings of depression that interfere with thinking that supports goal achievement. (4) Selection is a person's ability to choose actions and environments that influence their personal development.

Based on the background explained above, the hypothesis in this research is as follows: There is an influence between *self-efficacy* and adjustment to new students at the Darul Qur'an Wal-Hadis Sekotong Islamic boarding school, there is an influence between social support and adjustment to students new at the Darul Qur'an Wal-Hadist Sekotong Islamic Boarding School, there is an influence between *self-efficacy* and social support on the adjustment of new students at the Darul Qur'an Wal-Hadist Sekotong Islamic Boarding School.

RESEARCH METHOD

Participants in this research involved all first-year students at the Darul Qur'an wal-Hadist Sekotong Islamic Boarding School, which was comparable to class VII SMP students, class VII MTS students, class X SMK students, and class X MA students. The total number of participants consisted of 120 students. Researchers chose to take adolescent subjects aged between 11 and 16 years and still in first grade at various levels of education, such as SMP, MTS, SMK, and MA. This is because the first year at the Islamic boarding school is a transition period for the students, where they are adapting from life with their parents to independent life with friends at the Islamic boarding school. This research focuses on the age group 11-16 years, which is the early period of adolescence, where feelings of loneliness, doubt, emotional instability, dissatisfaction, and disappointment often appear.

The main aim of this research is to reveal facts based on symptoms or events that have been experienced by respondents in field situations. Ex-post facto research is a method used to analyze or trace back the factors or causes of the event being researched, where the event has passed or has been experienced by the respondent.

In this research, the measurement tool used is *the* General Self-Efficacy Scale, which has been translated into Indonesian by Novrianto & Marettih (2019). To measure the level of *self-efficacy,* Novrianto & Marettih (2019) explained that the General Self-Efficacy Scale is a unidimensional instrument, that only measures one factor, namely *general self-efficacy*. The overall reliability test results show a reliability coefficient of 0.860.

In this research, researchers will adapt the *Multidimensional Perceived Social Support* (MPSS) instrument developed by Zimet and colleagues in 1988, which had previously been adapted by Siswadi et al., (2022) and consists of 12 items. This instrument measures three types of social support, namely support from family, friends, and people who are important in a person's life. This instrument has gone through a reliability trial which produced a reliability value of 0.91, indicating a very high level of reliability, and the reliability of respondents in answering it was 0.90, indicating a high level of reliability.

This research will adopt the self-adjustment scale instrument developed by (Haber & Runyon, 1984) which was previously modified by (Puspasari 2017) and consists of 26 items. This instrument has gone through reliability trials which produced a reliability value of 0.882, which shows a very high level of reliability.

Researchers choose research methods and look for measurement instruments that match the research title. Next, the researchers adapted the instrument which had been adapted to Indonesia and no longer needed to be translated into Indonesian.

Data was collected by distributing questionnaires to members of the research sample, which in this case were students in class VII SMP, VII MTS, X MA, and class X SMK who lived at the Darul Qur'an Wal-Hadist Sekotong Islamic Boarding School. Before the process of filling out the questionnaire begins, the researcher will provide participants with an explanation regarding the research procedures, request for informed consent, request for participants' consent to become respondents in the research, the benefits of the research, and guarantee the confidentiality of their data. This aims to make participants feel comfortable and confident that their identity and answers will be protected from access by other parties. Apart

from filling out the questionnaire, participants were also asked to provide demographic data such as age, religion, and gender.

After participants complete the informed consent process and provide demographic data, they will begin completing the questionnaire. The initial stage will involve an adjustment scale consisting of 20 items to measure the level of adjustment in initial students. Just like the General Self-Efficacy Scale, participants will also be asked to provide answers on a scale of 1-5 (with 1 indicating strongly disagree and 5 indicating strongly agree) based on their most appropriate views. Next, participants will be asked to fill in *the Multidimensional of Perceived Social Support The scale* consists of 12 items to evaluate the level of social support they receive, with the same rating scale.

RESULTS AND DISCUSSION

In this research, researchers have obtained research data through *self-efficacy*, social support, and adjustment questionnaires. The next step is scoring, which is then processed. Apart from conducting hypothesis tests and assumption tests, researchers also carry out descriptive statistical tests to describe and analyze the data in detail. This process includes calculating the average value (mean), standard deviation, minimum value, and maximum value from the collected dataset. Through this descriptive statistical analysis, researchers can gain a deeper understanding of the distribution and overall characteristics of research data, helping to detail and describe the variability and trends contained in the dataset.

Table 1. Descriptive statistical test

	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	100	27.00	50.00	39,1000	4.22475
Social Support	100	29.00	60.00	46.7600	5.32788
Adjustment	100	72.00	130.00	90,5000	10.696445
Total	100				

Based on the results of the descriptive tests that have been carried out, the distribution of data obtained by the researcher can be described as follows: The data shows that there is variation or distribution of values in the sample, which is reflected in the distribution seen in the descriptive analysis. In other words, there are certain values or patterns in the data that reflect the characteristics of the observed sample. This distribution can range from the lowest value to the highest value, providing a comprehensive picture of the observed data variations. A deep understanding of the distribution of this data can help researchers identify trends, anomalies, or other important patterns that may emerge in further analysis. The variable in *Self Efficacy* from the data presented above can be described as having a minimum value of 27.00 a maximum value of 50.00 and an average value of 39.1000. The standard deviation is 4.22475. In the social support variable, from the data presented above, it can be described that the minimum value is 29.00, the maximum value is 60.00 and the average value is 46.7600. The standard deviation is 5.32788. and for the self-adjustment variable, the minimum value is 72.00, while the maximum value is 130.00 and the average value is 90.5000. For the standard deviation, it is 10.696445.

Table 2. Gender descriptive analysis

	Frequency	Percent	Valid percent	Cumulative percent
Man	53	53.0	53.0	53.0
Woman	47	47.0	47.0	100.0
Total	100	100.0	100.0	

Based on the output results of the sample data table in this study, it shows a balanced distribution of participants based on gender. Of the total 100 respondents, 53% were male participants, while 47% were female participants. These findings reflect uniform proportions between the two gender groups in this study, indicating that each research subject had an equal

opportunity to contribute to this investigation. With an even distribution like this, the research results can be considered to represent the views and experiences of both men and women, strengthening the validity and generality of the research findings.

Table 3. Categorization of variables

Variabel	category	F	P	V P	C P
X1	Curently	23	23.0	23.0	23.0
	Tall	77	77.0	77.0	100.0
	Total	100	100.0	100.0	
X2	Curently	21	21.0	21.0	21.0
	Tall	79	79.0	79.0	100.0
	Total	100	100.0	100.0	
Y	Curently	68	68.0	68.0	68.0
	Tall	32.0	32.0	32.0	100.0
	Total	100	100.0	100.0	

From the Self Efficacy data table for 100 respondents, it can be seen that 77 santri and female students showed a high level of self-efficacy, covering around 77% of the total research participants. Meanwhile, 23 santri and female students showed a moderate level of self-efficacy, covering around 23%. None of the santri and female students were classified as low or very low self-efficacy categories. In conclusion, the majority of study participants showed high levels of self-confidence, while none showed low levels of self-confidence.

From data on the social support variable involving 100 respondents, it appears that as many as 79 santri and female students showed a high level of social support, covering around 79% of the total research participants. On the other hand, as many as 21 santri and female students showed a moderate level of social support, covering around 21%. None of the Santri and female students were categorized as having low or very low social support. In other words, it can be concluded that the majority of research participants showed high levels of social support, and none showed low levels of social support. This indicates that in this study, the majority of respondents felt good social support from their surrounding environment.

In the self-adjustment variable involving 100 respondents, it can be seen that 32 Santri and female students showed a high level of self-adjustment, covering around 32% of the total research participants. In contrast, as many as 68 santri and female students showed a moderate level of adjustment, covering around 68%. None of the santri and female students were considered to have low or very low self-adjustment. In other words, the conclusion is that only a few research participants showed a high level of adjustment, and none showed a low level of adjustment. This indicates that the majority of study participants had a moderate level of adjustment, without showing significant adjustment difficulties.

The majority of respondents showed high self-efficacy (77%), reflecting strong self-confidence. The majority of social support is also high (79%), indicating that the social environment provides positive support. The majority of research participants' adjustment was good (68%), indicating the ability to adapt without significant difficulties. Overall, the research results show a positive picture of self-efficacy, social support, and adjustment for the majority of respondents
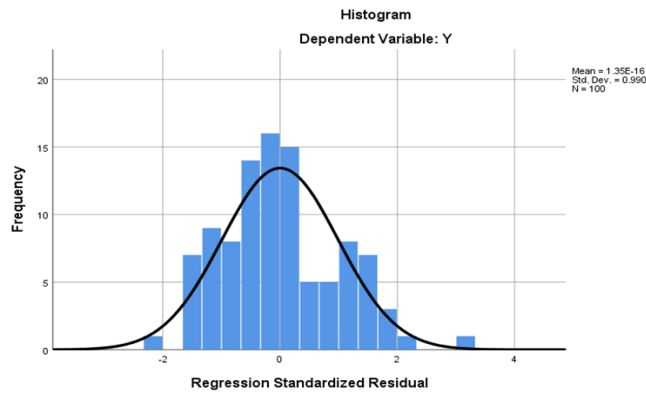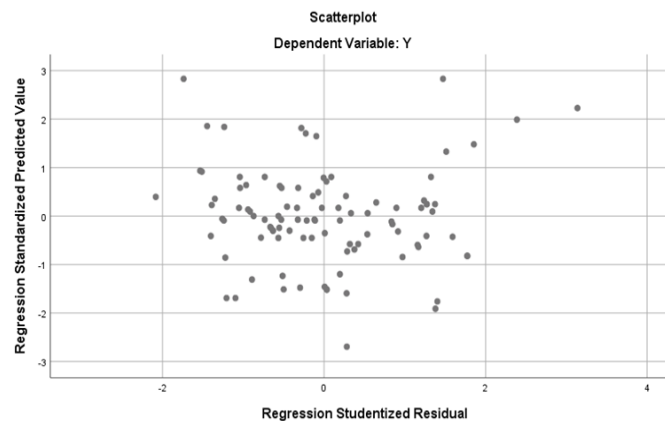
Figure 1. Normality

Figure 2. Scatterplot image

Table 4. Anova test

	Sum of squares	df	Mean square	f	Sig
Regrassion	4014.474	2	2007.237	21,214	000 [b]
Residual	18639.526	197	94,617		
Total	22654,000	199			

Based on the results of the linear regression analysis in the table, it was found that the calculated F value was 0.000, which is smaller than the significance level of 0.05. Therefore, it can be concluded that the linear regression model as a whole makes a significant contribution to explaining the influence of self-efficacy and social support on self-adjustment. The next step is to carry out a regression coefficient test or t-test on each independent variable to assess whether they have a significant influence on the dependent variable, namely self-adjustment.

The decision-making process is based on a comparison of the calculated t probability value with an error rate set at 0.05. If the calculated t value is lower than the error rate (0.05), this indicates that the independent variables, both Self-efficacy and social support, have a significant effect on the dependent variable, namely self-adjustment. Conversely, if the calculated t value is higher than the error rate (t calculated > 0.05), it can be concluded that the independent variable does not have a significant influence on the dependent variable. To get the calculated t value, pay attention to the significance value (sig.) in the Coefficient table. If the sig value. less than 0.05, then this variable is considered to make a significant contribution to self-adjustment. This evaluation helps to understand the extent to which each independent variable plays a role in predicting the dependent variable in the context of the linear regression model that has been built.

Tabel 5. Test coefficients

	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig
	B	Std. Error			
(Constant)	45,041	12,795		7,871	,000
X1	,757	,202	,169	3,746	,000
X2	,339	,160	,299	2,118	,035

a. Dependent Variable: Y

Based on Table 4, namely the Coefficient table of T-test results between Self Efficacy and self-adjustment, it can be seen that the calculated t-value of the independent variable Self Efficacy is 0.000. This value is smaller than 0.05 (0.000 < 0.05), therefore it can be concluded that Self-efficacy has a significant effect on the self-adjustment variable. This value is smaller than 0.05 (0.000 < 0.05), therefore, it can be concluded that Self-efficacy has a significant influence on the self-adjustment variable. As for the results of the t-test between social support and self-adjustment, it can be seen that the calculated t-value of the independent variable social support is 0.035, which means this value is smaller than 0.05, it can be concluded that social support has a significant effect on self-adjustment.

Table 6. Determination Test

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.421 [a]	,177	,169	9,727

a,. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Table 6 provides a Model Summary which is useful for measuring the extent to which the independent variable influences the dependent variable. The coefficient of determination, represented by the R-squared value, indicates how much variation in adjustment can be explained by the combination of self-efficacy and social support. In this case, the correlation value (R) of 0.421 indicates a positive relationship between these variables. The coefficient of determination (R Square) of 0.177 indicates that self-efficacy and social support together contribute around 17.7% to the variation in self-adjustment. The remaining 82.3% can be attributed to other factors not covered by this model. This confirms that there remains variability in adjustment that cannot be explained by self-efficacy and social support and that there may be additional factors that influence adjustment outcomes.

CONCLUSION

This research on the relationship between social support and self-efficacy with self-adjustment among first-level students at the Darul Quran Walhadis Sekotong Islamic Boarding School concluded that both factors significantly contribute to student adjustment. The findings revealed that self-efficacy has a direct and positive impact on students' ability to adapt, with a significance value of 0.000, while social support also showed a significant relationship with self-adjustment, with a significance of 0.035. Moreover, the combined effect of social support and self-efficacy was found to enhance the students' overall adjustment, particularly for those coming from distant regions, who face unique challenges. The study suggests that enhancing self-efficacy through supportive programs and maintaining strong social support can improve student adaptation in the Islamic boarding school environment, benefiting their academic, social, and spiritual growth. However, the research acknowledges some limitations, recommending future studies to explore additional factors such as language barriers, using expert reviews for further improvements.

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