



## Patience and Adjustment for New Students In Darussa'adah Teupin Raya Islamic Boarding School Aceh

**Safrilsyah**

Universitas Islam Negeri Ar-Raniry, Banda Aceh  
[safrilsyah@ar-raniry.ac.id](mailto:sufrilsyah@ar-raniry.ac.id)

**Nazila Ulfa**

Universitas Islam Negeri Ar-Raniry, Banda Aceh  
[nazilaulfa25@gmail.com](mailto:nazilaulfa25@gmail.com)

**Karjuniwati**

Universitas Islam Negeri Ar-Raniry, Banda Aceh  
[karjuniwati@ar-raniry.ac.id](mailto:karjuniwati@ar-raniry.ac.id)

**Barmawi**

Universitas Islam Negeri Ar-Raniry, Banda Aceh  
[barmawi.psi@ar-raniry.ac.id](mailto:barmawi.psi@ar-raniry.ac.id)

### Abstract

*The concept of patience can be categorized as one of the topics in positive psychology study, such as gratitude and forgiveness. Self-adjustment is one of the abilities that every individual must have. In daily life, individuals usually use certain ways that are acceptable to the environment and adjust it to able to meet and satisfy their needs. This study aims to determine the relationship between patience and adjustment to new students at the Darussa'adah Islamic Boarding School Teupin Raya. This study uses quantitative-correlation method. The sample consisted of 300 new students with a sampling technique based on the proportionate stratified random sampling technique. This study uses two scales, namely: the patience scale (32 items) which refers to the patience aspect of Subandi (2011) with a reliability coefficient value of  $r = 0.860$ , and the self-adjustment scale (40 items) which refers to the self-adjustment aspect of Sikun (Desmita, 2009) with a reliability coefficient value of  $r = 0.918$ . The results of this study indicate that the value of the correlation coefficient between patience and adjustment to new students at the Darussa'adah Islamic boarding school Teupin Raya is  $r = 0.970$  with  $p = 0.000$ . It means that there is a very significant relationship between patience and adjustment to new students at the Darussa'adah Islamic Boarding School Teupin Raya.*

**Keywords:** Adjustment, new santri, patience

### Abstrak

*Konsep sabar dapat dikategorisasikan sebagai salah satu topik kajian dalam psikologi positif, seperti halnya kebersyukuran dan pemaafan. Penyesuaian diri merupakan salah satu kemampuan yang harus dimiliki oleh setiap individu. Dalam kehidupan sehari-hari, biasanya individu menggunakan cara-cara tertentu yang dapat diterima oleh lingkungannya untuk menyesuaikan diri dengan tujuan dapat memenuhi dan memuaskan kebutuhannya. Penelitian ini bertujuan untuk mengetahui hubungan antara kesabaran dan penyesuaian diri pada santri baru di pondok pesantren Darussa'adah Teupin Raya. Penelitian ini menggunakan metode kuantitatif-korelasi. Sampel berjumlah 300 orang santri baru dengan tehnik Pengambilan sampel berdasarkan teknik propotionate stratified random sampling. Penelitian ini menggunakan dua buah skala, yaitu: skala kesabaran (32 aitem) yang mengacu pada aspek kesabaran dari Subandi (2011) dengan nilai koefisien reabilitas  $r = 0,860$ , dan skala penyesuaian diri (40 aitem) yang mengacu pada aspek penyesuaian diri dari Sikun (Desmita, 2009) dengan nilai koefesiaen reabilitas  $r = 0,918$ . Hasil penelitian ini menunjukkan bahwa nilai koefisien korelasi antara kesabaran dengan penyesuaian diri pada santri baru di pondok pesantren Darussa'adah Teupin Raya sebesar  $r = 0.970$  dengan  $p = 0.000$ . Artinya ada hubungan yang sangat signifikan antara kesabaran dan penyesuaian diri pada santri baru di pondok pesantren Darussa'adah Teupin Raya.*

**Kata kunci:** Kesabaran, penyesuaian diri, santri baru



## Introduction

Human as a social being needs education to develop. With education, human can have skills, knowledge and habits which transferred from generation to generation through training and teaching. One of the educational institutions that carry out and realize the development of the national education system is Islamic boarding school (Law RI, 2003). The purpose of Islamic boarding school education is to increase morale, enthusiasm, respect of human values and teach students to live simply with a clean heart. The *pesantren* (Islamic boarding school) education system is based on, driven and directed by the values of life that rooted from Islamic teachings (Syafe'i, 2017). Islamic boarding schools, in carrying out the education system, have differences with formal schools in general. Education run by Islamic boarding schools requires students, or better known as with the title *santri*, to live in the boarding school environment (Hariadi, 2015). The atmosphere and regulations of the Islamic boarding school which are much different from the home environment of the students require them to be able to adapt, especially for new students (Isnaini, 2017). Islamic boarding schools have a busier schedule than public schools, one of which is Darussa'adah Teupin Raya Islamic Boarding School Foundation, Aceh. This situation has indeed been arranged for the benefit of the *santri*, but it brings its own problems for new students. Differences in the environment and habits experienced by new students can cause problems so it is necessary to pay attention to the readiness of children to be in boarding schools (Rahmawati, 2015). The first year at school can be difficult for some

students. Seventh graders feel dissatisfied with their school. Seventh graders go through a transition period in which the situation moves from the top position (the condition of the oldest and most powerful student) to the lowest position (the condition of the youngest and weak student). This phenomenon is commonly referred to as the top-dog phenomenon (Lestari & Indrawati, 2017). So, a new student at the Islamic boarding school needs to have a high patience in order to adapt to the new atmosphere where they are studying (Hakim, 2019). The higher the patience level of a student with a new unpleasant atmosphere, the greater their ability to adapt to the surrounding environment (Rahmawati, Sugiharto, & Sunawan; 2020).

According to research by Lestari & Indrawati (2017), there are still many students who have problems in adjusting, especially the first year. Every year, there are always students who leave before graduation or stay on. They are usually in a condition of being forced to live in a boarding school and it leads students to behave in an undirected manner and their academic achievement decreases. The phenomenon of students running away often occurs in several Islamic boarding schools in Indonesia, such as what happened in Depok and Boyolali, new students of Islamic boarding schools run away because they feel uncomfortable with school life in boarding schools and are unable to adapt to the existing rules. Likewise, this condition also found in the Darussa'adah Islamic boarding school in Teupin Raya. According to the head of student care at the Darussa'adah Islamic Boarding School, almost every year there are new students dropped out from the



boarding school because they are impatient and unable to adapt to the new atmosphere in the Islamic boarding school. There are some of them who have asked permission to move schools not even fully study for one semester (Rahmat, 2021).

**Patience and Adjustment**

Education run by Islamic boarding schools requires students to live in Islamic boarding schools. The obligation to live in a boarding school environment is a challenge for students who have never lived far from their parents (Wulan & Negara, 2018; Zirizkana & Aviani, 2019). So it requires adjustment for students to be able to study and live in Islamic boarding schools properly (Judistira & Wijaya, 2017). According to Schneider (2008), self-adjustment is a process carried out by individuals related to mental responses and human behavior, to overcome impulses from within the individual in order to obtain conformity between individual demands and from the surrounding environment (Umroh & Maryam, 2021).

Student who are not used to being away from their parents and always relying on their parents will have problems while living in Islamic boarding schools. This condition is cause by the difference of the Islamic boarding school envirotnment and their previous life, such as new friends and different habits (Poerwanto & Murdiyani, 2021). This condition also occurs every year at the Darussa'adah Islamic boarding school, Teupin Raya, as shown in the following table that shows the data on students who dropped out every year at the Darussa'adah Islamic boarding school Teupin Raya, Aceh.

**Table 1**

Data of santri who come out every academic year.

No	Year	Total
1.	2019	35
2.	2020	45
3.	2021	50

The data above explains that there are students who leave for various reasons, including the process of adjusting to new rules and life, interacting with new friends and homesickness. Patience to unpleasant conditions, such as bedrooms, bathrooms, dining rooms, roommates and being away from parents, lack of patience is one of the most common reasons why Darussa'adah students do not want to stay in the boarding school. Furthermore, low patience will cause them to have low ability to adjust to the new atmosphere in the Islamic boarding school (Rahmat, 2021).

The problem of adapting to new students is a challenge in every Islamic boarding school institution. There is a case that happened in one of the Islamic boarding schools in Kab. Bungo, Jambi Province, is that where three students run away from the Islamic boarding school because they failed to adjust to the Islamic boarding school environment (Maghfur, 2018).

Self-adjustment is one of the abilities that every individual must have (Choirudin, 2015). In daily life, individuals usually use various ways to be accepted by their environment. They make adjustments with the aim of being able to meet and satisfy their needs. If the satisfaction of their needs have not been achieved, they will use other methods that are not in accordance with their wishes but are not



rejected by the public. So that, the formation of different patterns of activity and attitudes must be carried out in accordance with the development of the new environment experienced (Sobur, 2003).

Hurlock (1999) said that one of the difficulties in developmental tasks of adolescents is adjustment. Adolescence is considered an unstable period, where individuals try to find their identity and easily receive information from outside themselves without thinking carefully (Winarno, 2012). Adolescents who are trying to find their own identity are faced with situations that require them to be able to adapt not only to themselves but also to their environment, in this way they can hold a balanced interaction between themselves and their surrounding (Aristya & Rahayu, 2018). Self-adjustment demands the ability of adolescents to live and socialize properly with their environment, so that adolescents feel satisfied with themselves and their environment (Darsitawati & Budisetyani, 2015).

According to Primanita & Lestari (2018), there are three forms of self-adjustment, namely, adjustment in the family, adjustment in school and adjustment in society. When an individual develops into a teenager, the individual must be able to adapt because they will enter a new environment (Nurul & Effy, 2021). The self-adjustment ability possessed by adolescents will make it easier for them to live and socialize properly in the environment where they live. The environment includes the family environment, school environment and community environment (Choirudin, 2015).

According to Schneider (2008), one of the factors that influence self-adjustment is religion and culture. Education in Islamic boarding schools emphasizes religious education. Students are taught religion to practice the values of Islamic teachings in their daily lives. One of these teachings is patience (Umroh & Maryam, 2021). According to Subandi (2011) one of the concepts that often discussed in the context of religion is patience. The concept of patience can be categorized as one of the topics in positive psychology study, such as gratitude and forgiveness. Patience is a matter that occupies a high position in religion. Patience is a very noble part of worship that occupies the recesses of the heart, verbal gestures, and bodily actions (Miskahuddin, 2020).

Safitri explains patience as one of the teachings in Islam that can influence a person to always take good action or behavior in solving a problem. The values contained in patience will be able to prevent a person from stress and problems in life (Safitri, 2018). Students who are patient will try to find a way out of their problems calmly, so that they can determine the right solution to their problems (Shafira & Ari K., 2021).

According to Sa'adah (2019), patience is undergoing suffering when facing various events that are difficult to avoid. Patience is steadfast in the face of calamity with a good attitude, not distinguishing between pleasure and pain. The concept of patience is generally studied in the context of morality and religiosity. For example, a person must be patient in facing trials, must be patient in obedience to religious orders and stay away from all prohibitions in religion

(Subandi, 2011). Indonesian use the concept of patience a lot, both in the context of religion and culture. In daily life, the concept of patience is often used when dealing with various psychological problems, for example when facing stressful situations, facing life problems, disasters and when in a state of anger (Nuralim, 2013). For a student, patience and adjustment to a new condition are important things to have. If a student does not have the ability to adapt to the life of the boarding school, it will affect their feelings. Students will feel stressed, anxious and do not have good relationships with friends (Hafiar, et. al., 2018). Students will not be enthusiastic in learning, their achievement decreased and often get sick. If this condition is not get noticed immediately, it can make student desperate and cannot study properly (Hakim, 2019).

Based on the theoretical review above, the authors propose a hypothesis in this study: there is a positive relationship between the patience and the adjustment to new students at the Darussa'adah Islamic Boarding School Teupin Raya. This positive relationship means that the higher the level of patience, the higher the adjustment of the new students in the Darussa'adah Teupin Raya Islamic Boarding School. On the other hand the lower the level of patience, the lower the adjustment of the new students in the Darussa'adah Teupin Raya Islamic Boarding School. The hypothesis of this research is shown in the picture of the research framework below:

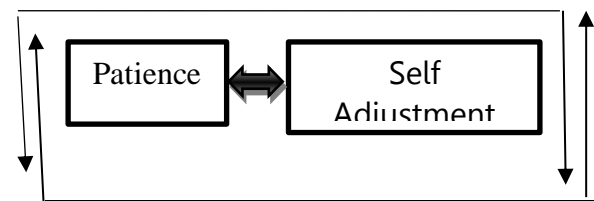


Figure 1. *Research Framework*

## Methods

This research used quantitative research with correlational research methods. The populations of this study were new students at the Darussa'adah Islamic boarding school, Teupin Raya, with the total of 300 students, consisting of natural science classes and social science classes. The sampling technique in this study used the proportional stratified random sampling technique, with a population of 300 students.

The measuring instruments used in this research are the scale of patience and adjustment. The answers on this scale are stated in four categories, namely, Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The patience and adjustment scale was prepared using a Likert scale. The patience scale is based on the aspects proposed by Subandi (2011) which consists of five aspects, namely: Self-control: Individuals are said to be patient if they can hold their emotions and desires, can think long, can forgive mistakes, and have tolerance for delays; Fortitude: A person is said to be patient if he can endure difficult situations without complaining; Persistence: Patient individuals have the characteristics of being tenacious, and work hard in achieving goals and seeking solutions to problems. Accept the harsh reality with sincerity and gratitude; and Calm attitude:

Someone who is patient should be able to accept fate and circumstances sincerely and be able to think positively about all circumstances. Calm attitude, not in a hurry: Patient individuals describe a calm demeanor physically and mentally and are not in a hurry and have a calm expression.

The self-adjustment scale was compiled by the research team based on the aspects proposed by Sikun (in Desmita 2009), which consists of four aspects, namely: Emotional maturity includes aspects: Stability of emotional life atmosphere, Stability of living togetherness with others, Ability to relax, happy and express annoyance, attitudes and feelings towards one's own abilities and reality; Intellectual maturity includes the following aspects: The ability to achieve self-awareness, the ability to understand other people and their diversity, the ability to make decisions, openness in knowing the environment; Social maturity includes the following aspects: Involvement in social participation, Willingness to cooperate, Leadership ability, Attitude of tolerance, Familiarity in association; Responsibilities include the following aspects: Productive attitude in self-development, Planning and implementing it flexibly, Attitude of altruism, empathy, friendship in interpersonal relationships, Awareness of ethics and honest living, Ability to act independently. The research data analysis technique was carried out using the Pearson product moment correlation method.

## Result and Discussion

This research was conducted on 300 new students at the Darussa'adah Islamic Boarding School Teupin Raya. The

demographic data of the samples obtained from this study were based on gender, namely the largest number of samples were 144 males (48%) and 156 females (52%). Furthermore, if based on age, the most dominant is 15 years old as many as 201 people (67%), and 16 years old as many as 99 people (33%). The following are the results of the categorization of research subjects based on the scale of patience and adjustment.

**Table 2.**

Description of the Patience Scale

Variable	Empirical Data			
	Xmaks	Xmin	M	SD
Patience	76	39	60,3	5,7

Based on table 2 above from the results of research statistical trials, the descriptive analysis hypothetically patience shows that the minimum answer is 19 and the maximum answer is 76 with an average value of 47.5 and a standard deviation of 9.5. While empirically patience shows that the minimum answer is 39 and the maximum answer is 76 with an average value of 60.4 and a standard deviation of 5.8. The description of the research data is used as a limitation in the categorization of the research sample which consists of three categories, namely low, moderate, and high using the ordinal categorization method.

**Table 3.**

Description of Patience

Categorization	Interval	Total	Percentage
Low	$X < 54,2$	15	5.0
Moderate	$54,2 \leq X < 65,8$	213	71.0
High	$65,8 \leq X$	72	24.0
<b>Total</b>		300	100.0

Based on Table 3 above, the results of the categorization of the respondents in this study empirically showed that 15 people (5%) had low patience, 213 people (71%) had moderate patience and 72 people (24%) had high patience. That can be concluded that in the categorization of patience the highest percentage is in the moderate category.

**Table 4.**

Description of Self-adjustment Data

Variable	Empiric Data			
	Xmaks	Xmin	M	SD
Self-adjustment	146	93	119.2	10.4

Based on table 4, above from the results of the research statistical test, the descriptive analysis hypothetically shows that the minimum answer is 37 and the maximum answer is 148, with an average value of 92.5 and 18.5 standard deviation values. Meanwhile, empirically self-adjustment shows that the minimum answer is 93 and the maximum answer is 146, with an average value of 119.3 and 10.5 standard deviation values. The description of the research data is used as a limitation in the categorization of the research sample which consists of three categories, namely low, moderate and high using the ordinal categorization method.

**Table 5.**

Categorization of Self-adjustment

Categorization	Interval	Total	Percentage
Low	$X < 108,8$	24	8.0
Moderate	$108,8 \leq X < 129,6$	231	77.0
High	$129,6 \leq X$	45	15.0
<b>Total</b>		300	100.0

Based on table 5 above, the results of the categorization of the respondents in

this study empirically showed that 24 people (8%) had low self-adjustment, 231 (77%) had moderate adjustment and 45 (15%) had high adjustment. It can be concluded that the highest percentage of self-adjustment categorization is in the moderate.

After categorizing research subjects, the next step that must be taken to analyze research data is by means of prerequisite tests. The prerequisite tests carried out in this study are the distribution normality test and the relationship linearity test. The results of the distribution normality test of the two variables (patience and adjustment). The distribution normality test obtained a significance value of Patience, namely = 1.342 with  $p = 0.055$  ( $p > 0.05$ ), then the residual value was normally distributed. While the significance value of self-adjustment is = 0.831 with  $p = 0.495$  ( $p > 0.05$ ). Then, the residual value is normally distributed. However, because the two research variables have normal data distribution, the results of this study can be generalized to the population of this study. While the results of the linearity test of the relationship between the two variables obtained F Deviation From Linearity of the two variables above, namely  $F = 0.308$  with  $p = 0.997$ . This means that both scales have a linear nature and do not deviate from a straight line, so it can be concluded that there is a linear relationship between patience and adjustment. This means that the data can be used to test the hypothesis.

After fulfilling the prerequisite tests, the next step is to test the hypothesis using Pearson correlation analysis because the two research variables are normally or linearly distributed. This method is used to



analyze the relationship between the patience and the adjustment of new students at the Darussa'adah Islamic Boarding School Teupin Raya. The results of the hypothesis test show that the correlation coefficient is  $(r) = 0.645$  with a significance level of 0.000, this indicates that there is a very significant positive relationship between the patience and the adjustment of new students, which means that the proposed hypothesis is accepted. The higher the adjustment of the new students in the Darussa'adah Islamic Boarding School Teupin Raya, the higher patience they are. However, the lower their patience also results to the lower the adjustment of the new students in the Darussa'adah Teupin Raya Islamic Boarding School. The results of the analysis show the value of R square  $r^2 = 0.416$ , which means that there is 41.6% of patience for the adjustment of new students at the Darussa'adah Teupin Raya Islamic boarding school, while 59.4% is influenced by other factors. That is, patience is not the only factor that affects adjustment, but there are other factors, such as: factors of physical condition, development, peers and others.

### **Discussion**

Based on the data hypothesis analysis, the correlation coefficient was 0.645 with  $p = 0.000$ , which indicates that there is a very significant positive relationship between the patience and the adjustment of new students at the Darussa'adah Islamic Boarding School Teupin Raya (Hypothesis Accepted). This indicates that the higher the student's patience, the higher the level of adjustment of the new students in the Darussa'adah Teupin Raya Islamic Boarding School. Also in the other hand,

the lower the patience level, the lower the level of adjustment of the new students in the Darussa'adah Teupin Raya Islamic Boarding School. The results of this study are supported by previous research at the Manba'ul Hikam Islamic Boarding School Sidoarjo (Umroh and Maryam, 2021). The relationship between the patience variable and self-adjustment is seen from patience which is one of the factors that influence self-adjustment; people who gain patience have self-adjustment good for their new environment.

In this study, the results of the categorization of the patience scale show that the patience of the new students of the Darussa'adah Teupin Raya Islamic Boarding School in the category shows that 15 people (5%) have low patience, 213 people (71%) have moderate patience and 72 people (24%) who have high patience. So it can be concluded that on the patience scale for the new students of the Darussa'adah Islamic Boarding School Teupin Raya the average is in the moderate category, amounting to 213 people (71%). This indicates that there is good patience in the new students of the Darussa'adah Teupin Raya Islamic Boarding School. The patience owned by the student is influenced by the educational environment of the boarding school which is more focused on religious education than general education. The values of religious teachings that are understood by new students and implemented in their daily lives have formed a better patient attitude than before. One concept that is often discussed in the context of religion is patience. Patience is an important matter and occupies a noble position in religion. Patience is a very noble part of worship





that occupies the recesses of the heart, verbal gestures and actions of the limbs (Subandi, 2011; Miskahuddin, 2020; Umrah & Maryam, 2021). Patience is one of the teachings in Islam that can influence a person's positive behavior. The values contained in the nature of patience will be able to prevent a person from pressure and problems in his life (Safitri, 2018; Shafira & Ari K., 2021).

Students who have patience in their life will always try to control themselves in facing obstacles as long as they are new students. Most of the new students are required to be able to adjust to the environment of the Islamic boarding school. Patience will produce justice and balance of life for students in Islamic boarding schools. The existence of this patience will make students more ready and able to adjust themselves. The tight schedule of activities for students every day makes some students complain because they are not used to it. Patience will produce justice and balance in life. It takes patience so that new students can slowly adjust to the environment of the Islamic boarding school. Patience is always trying from a better situation than before. Patience comes through knowledge regarding the causes and effects of situations that can occur, and the efforts or steps that must be taken to resolve the problem.

In addition, the results of descriptive data analysis showed that the adjustment of the new students of the Darussa'adah Teupin Raya Islamic Boarding School in the low category amounted to 24 people (8%) had low adjustment, 231 people (77%) had moderate adjustment and 45 people (15%) have high self-adjustment. Based on the

results of the descriptive analysis, it can be concluded that the adjustment scale for the new students of the Darussa'adah Islamic Boarding School Teupin Raya is mostly in the moderate category, amounting to 231 people (77%). This indicates that there is a good adjustment in the new students of the Darussa'adah Teupin Raya Islamic Boarding School. Students who have self-adjustment will always try to adjust to the new life in the boarding school. Most of the new students are required to be able to adjust to the environment of the Islamic boarding school. Based on the researcher's observations, it was found that this ability to adapt was also due to the fact that the students received greater support from the teachers and people involved. This is due to the policy that has taken root in various Islamic boarding schools to guide the adjustment of the students in boarding school. Keeping in mind that there are also many students come from public schools, so that the basic things related to religious knowledge are still very minimal. This is also can be the focus of teachers and administrators to guide and provide direction so that new students can follow the learning process with equal abilities and avoid withdrawing from the group because they feel they are not as smart as other students. In addition to support from teachers, other studies have shown that debriefing is no less important factor in helping new students adjust well. This briefing is in the form of advice given by parents to their children regarding the differences in rules between boarding schools and homes, in addition to messages to be able to grow independence in various aspects, as well as how to do coping when experiencing



homesickness. This kind of debriefing at least gives an idea of what will be faced by students in their new environment. So, when they are in a real situation, new students can adjust themselves more quickly and easily (Desmita, 2017). This study is in accordance with the results of research by Maghfiroh (2011), showing that general students view Islamic boarding school in a positive view, that boarding school is a pleasant environment, full of a sense of kinship, and able to educate students to be independent. This condition is also found in the Darussa'adah Islamic Boarding School Teupin Raya, where the new students can adjust well to the new environment they live in and seek religious knowledge.

Students who are usually depend on their parents at home is requires to be independent after they lives in a boarding school. One aspect of the patience of Darussa'adah Islamic Boarding School Teupin Raya, has a firm attitude, where the new students who have firmness in their stance in studying, and have a realistic assessment of the limitations in themselves and the environment around them, will find it easier to adapt themselves to be able to adapt to their environment. If the student has a firm stance in taking education, then he will try to manage the existing obstacles, and make student more ready and able to adapt. Furthermore, the steadfast aspect of the patience of new students at the Darussa'adah Islamic Boarding School Teupin Raya has been able to set goals and be strong in facing trials and challenges while studying at the Islamic boarding school. However, there are still some students who claim that they are still not

comfortable living in Islamic boarding schools. New students who have high fighting spirit in achieving what they aspire to will be able to manage their stress levels and will gradually be able to adapt to their environment. Another aspect of the patience of the Darussa'adah Islamic Boarding School Teupin Raya is perseverance. Diligent students will have plans that must be done to achieve their goals. So they will try to manage the obstacles they face, especially as long as they are new students and are able to adapt to the cottage environment.

The results of the correlation coefficient of this study showed a value of  $r = 0.147$  with a significance value of  $0.040 < 0.05$ . It can be concluded that there is a positive relationship between patience and adjustment. This means that the higher the patience level, the higher the adjustment of the new students in the Darussa'adah Islamic Boarding School Teupin Raya, Aceh. On the other hand, the lower the patience level, the lower the adjustment of the new students in the the Darussa'adah Islamic boarding school Teupin Raya, Aceh.

## **Conclusion**

The results of this study can be concluded that there is a positive and significant relationship between patience and adjustment. In other words, the higher the patience level, the higher the adjustment of the new students in the Darussa'adah Islamic Boarding School Teupin Raya, Aceh. Likewise, the results of the interval analysis of the research variables (patience and adjustment) were found that the most intervals were in the moderate category, where patience would affect the adjustment for the new students



at the Darussa'adah Islamic Boarding School Teupin Raya. Thus, it can be said that students who have good patience will have a tendency to adapt better.

This research suggests new students to increase their patience in facing new situations. Patience will breed steadfastness. A person who has firmness in his stance in studying will find it easier to control themselves to be able to adapt to a new environment. Students who have a firm stance will try to manage the obstacles or obstacles they face and eventually become more prepared and able to adapt to the new educational environment in the Islamic boarding school. For parents and Islamic boarding schools to always advise new students. The guidance and advice given by parents and teachers will be a guide for new students to be able to follow the learning process and discipline in the Islamic boarding school. It is a coping strategy for new students when experiencing homesickness. With patience, guidance and advice, new students will more quickly and easily adjust to living in Islamic Boarding School.

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