

## ***Exploration Of Student Welfare At Islamic Boarding School Student In The Era Of Globalization***

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### **Abstract:**

*Islamic boarding schools as educational institutions cannot be separated from the purpose of establishing Islamic boarding schools themselves, namely to educate the nation's life and innovate so that students are empowered to face modernization, industrialization and globalization. Unfortunately, since the establishment of the Islamic boarding school until now, there have been many problems faced by the students. The problems experienced by students in this era of globalization take various forms, namely; Curriculum problems, educational time management that is too busy, finances that are often lacking, and parents of students who want to give their children a day off. Santri tend to form low self-evaluations when facing current problems which affect their happiness and life satisfaction. As a result, students are vulnerable to experiencing serious social problems and experience personal disadvantage in Islamic boarding schools and can cause problems with behavioral disorders, therefore students must receive well-being while at Islamic boarding schools. Well being is how the social-emotional state can be balanced as well as cognitive and physical well-being. This research aims to describe the sources of Student Well Being in Islamic boarding school students. This research uses quantitative methods. The expected benefits of this research are providing an overview of student well-being so that students' understanding develops optimally, contributing thoughts and considerations in dealing with student problems in Islamic boarding schools.*

**Keywords:** *Exploration, Student Well Being, Santri, Era of Globalization*

## **1. Introduction**

Islamic boarding schools as a form of Islamic education are expected to continue to play a role in creating superior human resources (HR) amidst the rapid flow of globalization. Because times can change quickly and be full of surprises. If it is not addressed immediately, it is likely that Islamic boarding schools will be eliminated because the education system in Islamic boarding schools is lagging behind in global cultural progress (Jamaluddin, 2012).

Islamic boarding schools as intuitions for producing future leaders and centers for community empowerment must be able to produce a generation that has established resources so that it can compete fiercely on the global stage. Therefore, Islamic boarding schools must be able to face the era of globalization which at first was a challenge and obstacle to become a golden opportunity for the development of Indonesian society (Arifah, 2021).

Josef and Hidayat (in Estika, 2014) who researched 1,200 teenage students in Indonesia. The research found that 4.6% of respondents experienced acute dissatisfaction with school. 65% of respondents experienced moderate levels of psychosocial and mental health problems, and one in eight students (12%) had experienced physical attacks deliberately carried out by other students and in research conducted by Yunidar et al (2015) it was found that every year 5-10 % of new students at the Assalam Surakarta Islamic Modern Islamic Boarding School (PPMI) experience several problems in carrying out the adaptation process, such as not being able to attend lessons, not being able to live in the dormitory because they cannot be away from their parents, carrying out actions that violate the boarding school rules and so forth. This includes the students' different backgrounds such as language, region of origin, economy and age level.

According to the survey results and based on pre-research and initial data collection carried out on Friday 15 July 2022 at the Jabal Nur Islamic boarding school, it is known that at the Jabal Nur Islamic boarding school in Paloh Lada, Dewantara there were cases of bullying between students, violence, likes taking people's things. others, poor regulations & resilience, a large workload and activities with strict regulations in Islamic boarding schools and inaequate facilities. This makes some Islamic boarding school students feel uncomfortable and also want to ask to go home.

Students must receive prosperity while at school with the school as an agent of change for the welfare of its students (Na'imah, and Tanireja, 2017). Well being is also often referred to as prosperity. Well being is how the social-emotional state can be balanced as well as cognitive and physical well-being. The meaning of this sentence is having positive feelings about how a person can feel, think, and act which can increase the ability to enjoy life and reach the full potential where they are (Cahyono, Genia, and Theresia, 2021).

According to Ryff & Keyes (in Na'imah and Tanirejo, 2017) the concept (well-being) is described by several experts in various views. Student well-being is defined as the extent to which a student functions effectively in school communication. School communicative is a group unit that aims to share which is centered in the school (Fraillon, 2004). According to Soutter (Muhammad & Rosiana, 2017) student well-being is a multi-dimensional concept that emerges when individuals interact with other people, with their environment, as well as the conditions and circumstances in which their lives develop, especially in the world of education. Adolescent students who have high well-being are more able to learn and understand information effectively and demonstrate involvement in healthy and satisfying social behavior (Whitman & Gordon, 2008). On the other hand, teenage students with low well-being tend to form low self-evaluations (Amato, 1994).

One part of well being, namely student well being, is students' attitudes, mood, health, resilience and satisfaction with themselves as well as relationships with other people and school experiences ((Na'imah, and Tanireja, 2017). Students who have well being good ones are able to learn and understand information effectively and demonstrate healthy and satisfying social behavior involvement (Awartani, Whitman and Gordon, 2008).

If students experience positive student well-being during school, there will be no negative conditions such as depression, anxiety and deviant behavior and students will be involved in the school community (Fraillon, 2004).

In Abidin and Anam's (2017) research, which examined the influence of peers on the positive and negative behavior of students, they found that there was 42.2% positive influence from peers and 63% negative influence from peers. This means that the influence of peers in Islamic boarding schools has a big influence on the formation of student behavior, where if fellow students at the boarding school like to bully, other students will imitate this behavior.

Based on the explanation above, it can be seen that there are differences from previous research related to the use of student Well Being variables with this research, there has been no research regarding the Exploration of Student Well Being in Islamic Boarding School Students in the Era of Globalization using descriptive quantitative methods, and supported by phenomena that have been found in Previous pre-research, based on the explanation above, researchers were interested in researching student well-being variables with the title "Exploration of Student Well-Being in Islamic Boarding School Students in the Era of Globalization".

## 2. Methode

This research uses descriptive quantitative methods. Quantitative research is a method used to carry out research on a certain population or sample, collecting data using research instruments and statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2019). Furthermore, the type of research used is descriptive. This type of research is carried out to describe the condition or value of the independent variable without making comparisons or connecting it with other variables (Sugiyono, 2015). The population in the study were students at the Jabal Nur Islamic boarding school, totaling 324 students in grades VII & VIII.

The variable in this research is student well-being, which can be interpreted as students who have the ability to accept themselves, have positive relationships with other people, have life goals in their personal lives and can function positively for themselves and their environment.

Data collection in research uses an instrument in the form of a student well-being scale. Data analysis was carried out descriptive analysis. namely by using a psychological scale, namely student well-being. The scale used in this research uses a Likert scale model consisting of favorable and unfavorable statements. This research uses a Likert scale from a score of 1 to 4 for each statement.

his is proven by the following table:

### **Cronbach's Alpha.**

**Table 1.**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.836	42

Source: SPSS Trial Results

According to the Cronbach's alpha table above, it is known that 42 items are valid and reliable with a value of 0.836. This means that it is suitable for use as a research measuring instrument. Based on the validity test in this research using the corrected item total correlation test, it is known that there are 42 psychological well-being scale items used for research and 10 items were found that were dropped, namely items 1, 3, 5, 7, 8, 27, 37, 38, 39, 41, 42.

### 3. Result

According to the results of the data analysis that has been carried out, it can be seen that there are more men than women. There were 169 men and 155 women.

#### Based Data Analysis Student Gender

Table 2

No	Gender	Frequenc y	Percent
1	Man	169	52,2%
2	Women	155	47,7%
	Total	324	100%

Based on the table above, the percent value found is 52.2% for men and 47.7% for women.

Based on research, it is also known that the subjects in the research who were students came from different ethnic groups. The dominant tribe in Islamic boarding schools is the Acehese with a number of 307. The next tribe is the Batak tribe with 4 students and the Javanese tribe with 4 students. Next is the Gayo tribe with a number of 2. Lastly, the Malay tribe has 1 santri. Each tribe has a low and medium category. The table also shows that the Acehese tribe has a percentage of 98% in the high and low categories of 2%. Followed by the Batak tribe which is in the high category with a percentage of 100%.

Then the Javanese, Gayo and Malay tribes also have the same percentage, namely 100%. However, with different high categories, namely Javanese with 4, Gayo with 2 and Malay with 1.

Then, the categories of high and low psychological well-being of students were determined with a high percentage of 98% for 318 students and a low category for 6 students with a percentage of 2%. The low category has a decision area  $X > 66$  and the high category has a decision area  $X < 65$ . So it can be concluded that the student well-being aspect of high category students is greater

than that of students in the low category. Examined based on the results of wellbeing, it is known that the aspect that has the highest mean is acceptance with a mean score of 6.60 with a standard deviation value of 1.288. And the lowest aspect is communicative efficacy with a mean of 6.00 and a standard deviation of 1.265. It was found that the description of the psychological well-being of students in the interpersonal aspect, namely Communicative Efficacy in the high category was 70%, in the Empathy aspect the high category was 74%, in the Acceptance aspect the high category was 67% and in the Connectedness aspect the high category was 58%. Furthermore, it is also explained in the table above that the low category in the interpersonal aspect of Communicative Efficacy is 30%, the Empathy aspect is in the low category, namely 26%, in the Acceptance aspect the low category is 33% and the Connectedness aspect is in the low category, namely 42%.

#### **4. Discussion**

The findings of this study are about exploring student wellbeing among students (sample at Jabal Nur Islamic Boarding School, Dewantara, North Aceh). Tested through a descriptive quantitative approach, this approach is used as supporting data for psychological reality. The descriptive study was carried out based on the distribution of the student wellbeing scale as an instrument given to research subjects and data analysis tests were carried out. This is in line with research conducted by Cahyono, Genia & Theresia (2021) who reported that measuring student wellbeing using appropriate indicators or instruments can create strategic steps to find out whether schools have carried out their duties well. Because in the world of education, student wellbeing is quite important. For example, student wellbeing can increase student achievement at school.

Based on the research results, it was found that as many as 318 students had high category student wellbeing with a percentage of 98%. Meanwhile, in the low category there are 6 students with a percentage of 2%. It is known that the student well-being aspect of students in the high category is greater than that of students in the low category. This is also supported by research by Cahyono, Genia & Theresia (2021) which states that student wellbeing is able to influence the optimization of student function at school and has a major role in learning. Students who have a high student wellbeing category tend to have better mental wellbeing, high academic achievement, close social relationships and a growing sense of responsibility.

Furthermore, looking at the intrapersonal aspect of the psychological well-being variable in students, the highest percentage is the emotional regulation dimension with a high percentage of 86 compared to other dimensions. This means that if students have good emotional regulation, this will be followed by good student wellbeing. This is in accordance with descriptive research conducted by Muhammad & Rosiana (2017) which states that when students feel an emotion, for example happy, the student has growing student wellbeing. So that students get good welfare.

The interpersonal aspect in this research has 4 divisions consisting of communicative efficacy, empathy, acceptance and connectedness. From several divisions of interpersonal aspects, the aspect that has the highest mean is acceptance with a mean score of 6.60 with a standard deviation value of 1.288. And the lowest aspect is communicative efficacy with a mean of 6.00 and a standard deviation of 1.265. Based on the results of data analysis, it was found that the description of the psychological well-being of students in the interpersonal aspect was that communicative efficacy was in the high category as much as 70%. This means that student wellbeing of students is most influenced by communicative efficacy. According to research by Setyahadi & Yanuvianti, (2018), students who tend to have communicative efficacy value things more positively, pay more attention to completing assignments at school and are less passive in class and respect teachers. Furthermore, the interpersonal aspect of empathy is in the high category at 74%. This means that students who have student wellbeing are certainly able to feel like they are in the position of their classmates, especially when they are having a problem at school.

Based on the research results, it was also found that the interpersonal aspect of acceptance received a percentage of 67% after data analysis. This proves that students who have student wellbeing are more able to accept themselves in their Islamic boarding school environment. Supported by research by King & Datu (2017), it is stated that student wellbeing experienced by the individual himself and his classmates tends to be related. So when there are students who have high student wellbeing, it will affect other students too. This is what makes students feel welcome in the class. Furthermore, the interpersonal aspect of connectedness is in the high category at 58%. According to Santrock (2019) peers and classmates are a source of status, friendship that has a sense of interconnectedness during school. Each division of interpersonal aspects equally influences student wellbeing.

Based on the research conducted, it was also found that there were differences in student wellbeing between male and female students. This is supported by the opinion of Diener (2010) who states that men are better able to express positive affect than women and are less prone to experiencing depression, so men are also considered happier. However, after research was carried out, this opinion obtained insignificant results showing that men had higher levels of well-being. Furthermore, the results of other research also reveal that the well-being of men and women has differences when viewed from gender. Namely, research by Perez & Jeannie (Simarmata, 2015) seen from the aspect of spiritual experience, women have a higher level of wellbeing than men. Supported by research by Desi, Soegijono & Wacan (2017) stated that women are able to establish good relationships with people around them to maintain their mental health, this means that positive relationships between women play a role in improving women's wellbeing.

Based on this research, it was also found that ethnic culture plays a role in well-being. This is supported by the results of a 2014 survey on happiness levels conducted by the Central Statistics Agency (BPS) showing that there are 3 provinces that have the highest happiness index, including Riau with an index of 72.42; Maluku with an index of 72.12 and East Kalimantan with an index of 71.45 (Media Online; Kabar24bisnis.com, 2015). In line with the research findings of Amin, et al (2020) it is revealed that changes in demographics, racial, ethnic background and a person's culture of life influence how to achieve prosperity in life as well. For this reason, it is necessary to study well-being more deeply through ethnic culture directly

## **5. Summary**

Based on the results of the research that has been carried out, it shows that the students of the Jabal Nur Islamic boarding school as research subjects are classified as having high student wellbeing with a percentage of 98% and a low percentage of 2%. In the low category based on age, class, gender and ethnicity, it is known that there are 6 students who are classified as having the lowest student wellbeing. Meanwhile, based on the student wellbeing aspect obtained in measuring the students' wellbeing, the students are the intrapersonal and interpersonal aspects.



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