

The Effect of Social Adjustment Mediation on Relationships Homesickness with The Happiness of Students Islamic Boarding School

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Abstract

This research aim was to test the effect of homesickness on social adjustment and happiness, as well as the effects of homesickness mediation with happiness through social adjustment. The samples involve 378 students of Senior High School with the boarding school system selected using random cluster sampling. Structural equation models are used to examine the effect of direct homesickness relationships on happiness and the effect of indirect relationships through social adjustment. The research method used is a structural equation model. The results showed the effect of social adjustment mediation in connecting with homesickness and happiness. Furthermore, homesickness directly can predict social adjustment; homesickness negatively predicts happiness and adjustments to social positively predict happiness. The implications of the research findings are discussed in the article.

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INTRODUCTION

Happiness is very important for everyone because basically everyone's life purpose reaches to be happy. The problems in life will not limit a person from stopping to pursue happiness. Someone has high happiness if they are satisfied with their living conditions, often feel positive emotions and rarely feel negative emotions, besides that, happiness can also arise because of the individual's success in achieving what is their dream, and can process the strengths and virtues possessed in daily life, and can feel a pleasant situation (Diener, Emmons, Larsen, and Griffin, 1985; Eddington, and Shuman, 2005). However, the level of everyone's happiness is different.

They are supported by the opinions of Myers, and Diener (1995) happiness which every individual is determined by the subjective judgment of the individual. Unfortunately, not all individuals feel happy as for the characteristics of unhappy individuals who feel anxious, sad, and worried related to negative effects (Baumgardener, and Crothers, 2010). The results of the 2017 Central Bureau of Statistics survey Indonesia's happiness level is 70.69% (<https://www.bps.go.id>). Although the happiness level of Indonesians is in the happy category, there are several indicators where Indonesians feel unhappy. From the survey results, indicators that make unhappy are anxiety and education and skills. Anxious feelings are felt in individuals who are less than 24 years of age, where at that age, they are still at school age.

From this description, the cause of one's happiness is caused by many factors. The factors that can influence happiness include social life, age, health, negative emotions, education, climate, race, and gender (Seligman, 2005). This is in line with the research of Diener, Oishi, and Lucas (2012) happiness is influenced by the individual's mood in a certain condition, beliefs about happiness, and how easily someone receives positive and negative information.

From the results of several studies above many factors that can affect individual happiness

so that it can affect the level of happiness of individuals. The level of happiness will change as a person's life progresses and decreases because of a sad event that causes happiness not to remain. Therefore, it needs further study related to social adjustment and homesick.

A person's level of happiness can change over time. Changes in happiness occur because of changes in the social environment that cause individuals to make adjustments. According to Chouhan, and Shalini (2006) adjustments are very widely used and are assumed to be desirable behaviors, as well as popular terms used in a variety of contexts which mean behavior management about the environment. The research of Harmaini, and Yuliyanti (2014) shows that 58% of events that make teenagers happy are events that relate to the relationship of good relations with family, friends, and parents.

The results of the study explain that self-adjustment is a continuous lifelong process of adaptation, achievement, and also a process so that to live an adjustment to a happy and fulfilled life is very important (Lalfakzuali, 2016). Unhappy individuals happen because they are unable to adapt themselves to the social environment (Subagyo, 2013). In line with the results of the research conducted by Imania (2017) the changes that occur require students to adjust themselves, if students have difficulty adjusting they will affect their level of happiness.

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From the results of several studies that have been described above the effect of adjustment and happiness on average studied in public school students who have learning about 8 hours a day, and can go home every day. Unlike

the case with boarding school students wherein boarding schools have more activities and discipline is always applied more binding than in ordinary public schools. Therefore, further study is needed regarding the level of happiness in adjusting to boarding school students.

Adjustment problems, especially social adjustments arise due to changes in the environment with the culture of origin will occur a sense of rejection and withdrawal from the new environment, stomach disorders and headaches, loss of direction and goal, feeling the loss of status and influence, and feeling homesickness. The research from Stroebe, van Vliet, Hewstone, and Willis (2002) factors that influence homesickness include of longing for family, loneliness, longing for friends, difficulty adjusting, and thinking about home. Thus, social adjustment difficulties have the potential to cause homesickness because students will miss family and friends, reflect on homes, and feel homesickness and can cause depression if they are ignored for too long.

Homesickness conditions arise because students are far away from their home. Homesickness is a feeling of distress that is caused by individuals being away (separated) from their homes and areas of origin (Thurber, and Walton, 2012). Students that have been living in dormitories are more likely to experience homesickness (Thurber, 1995). The results of Thurber (2005) study show that the prevalence of homesickness occurs in adolescents in the dormitory around 16 – 91%.

The feeling of homesickness that occurs on boarding students because of stressed out on the new environment. An individual who has feeling homesickness will experience stressed out acculturative marked with feeling worried, lonely, no comfortable and reject condition of the new environment, as well tend to want back to area origin (Nejad, Pak, and Zarghar, 2013). Farther, Stroebe, van Vliet, Hewstone, and Willis (2002) also emphasize that on deeper level weight, condition homesickness can trigger various problem psychological as stressed out and depression that makes not happy. Condition or circumstances psychological students in the environment school boarding that could

influence responses and behavior individual. Students who experience homesickness will influence social adjustment lacking well to environment new, especially environment social the place students go to school. However, still not yet much research about variables that affect homesickness to happiness — by because of that, trying to expanding findings previous in different context populations, in addition to research this focusing on variable effect mediation social adjustment on contentment and happiness students.

METHODS

A total of sample is three hundred eighty-seven of Senior High School students in Madrasah Aliyah Husnul Khotimah Islamic Boarding School have involved participating in this study. The research sample was taken using random cluster sampling, which then spread the psychological scale to class X Madrasah Aliyah Husnul Khotimah Islamic Boarding School in Kuningan. Before the study began, participants were gathered in the class to receive their explanation and agreement. All participants receive approval for their participation. Then, the participants were assigned to fill out the research instruments provided.

The instrument of this research was obtained from adaptation. The translation procedure was again applied, two Indonesian-English languages, translators, were involved in the translation process again. The first translator translated all scales from English to Indonesian, and then the second translator translated the scale version of Indonesian into English. The instruments used in this study, namely Homesickness and Contentment Questionnaire (HC), Student Adaptation to College Questionnaire (SACQ), and Subjective Happiness Scale. The three instruments can be explained as follows.

Homesickness and Contentment Scale (HC) is an instrument developed by Shin, and Abell (1999) to measure contentment. This research was presented in a form related to the feeling of more longing experienced during being

away from home. The instrument used to measure homesickness and contentment dimensions consists of 20 items; 10 items for measuring longing, another 10 for contentment. This scale has five levels of scaling that starts very often (SS), often (S), Sometimes (K), rarely (J), never (TP) to 5 (agree). Cronbach's alpha on the reliability of the overall contentment instrument is 0.882.

Student Adjustment to College Questionnaire (SACQ) is an instrument developed by Baker, and Siryk (1989) to measure social adjustment. This study uses social adjustment (20 items) with a total of 67 items. This scale has nine levels starting from 1 (does not apply to me at all) to 9 (very true of me). Cronbach's alpha shows 0.859.

Also, happiness uses an instrument developed by Lyubomirsky, and Lepper (1999) to measure a person's happiness. The instrument used consisted of 4 items. This instrument has seven levels of scale that start from 1 (totally disagree) to 7 (totally agree). Cronbach's alpha on instrument reliability was 0.612.

This research used CFA (Confirmatory Factor Analysis) to test the measurement of dimensional validity of each endogenous and exogenous variable. Then, the model tested using confirmatory maximum likelihood, while the indirect linkage analysis using bias-corrected 95% and bootstrap with N of 5000 was used to determine the effect of mediation.

RESULTS AND DISCUSSION

Table 1 shows that the inter-correlation matrix, mean, standard deviation, range score, and alpha Cronbach. Contentment measurement is negatively correlated with social adjustment, and happiness, while the social adjustment is positively correlated with happiness.

The research variable shows that the mean (M) is greater than the standard deviation (SD) value; the higher mean value can be interpreted as a good representation for data dissemination.

The testing of structural equations in this study was carried out by following the recommendations of Vandenberg and Lance

(2000). The Goodness of Fit test results show an adequate level of match index ($\chi^2 = 630.77$; $\chi^2/df = 2.19$; CFI = 0.907; SRMR = 0.068; RMSEA = 0.05). The results of the SEM analysis using the AMOS 22 application program can be explained in Figure 1.

Table 1. Result Statistics Descriptive Analysis

	Contentment	Social adjustment	Happiness
Contentment	-		
Social adjustment	-0.46	-	
Happiness	-0.49	0.49	-
M	3.88	8.13	5.00
SD	0.99	2.09	1.36
Score range	1-5	1-9	1-7
α	0.88	0.86	0.61

Information:
 correlation has $p < .01$ (N = 378)

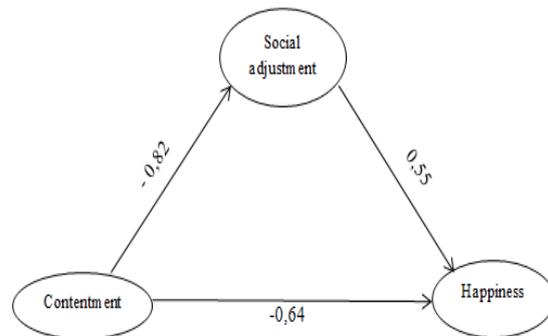


Figure 1. Relations Model between Contentment, Social Adjustment, and Happiness

Information:
 The path coefficient has a value of $p < 0.01$.

Based on Figure 1 it is known that contentment by significantly predicting a negative social adjustment ($\beta = -0.36$; $p < 0.01$). Contentment also predicts negatively on happiness ($\beta = -0.64$; $p < 0.01$). While the social adjustment predicts positively towards happiness ($\beta = 0.55$; $p < 0.01$). From the relationship model, the contentment effect on social adjustment is 28.2%, and the contentment of happiness is 44.6%.

Table 2 shows that the social adjustment has a mediating effect on the effect of homesickness on happiness ($\beta = -0.45$; SE = -0.10; $p < 0.01$). So there are negative effects of mediation on the homesickness of happiness through social adjustment.

These results support the research conducted by Moeini, Hamid, Maryam, Morteza, and Ali (2018) stating that increasing homesickness causes a decrease in happiness. Adolescents who experience moderate to severe homesickness usually display some negative behaviors such as crying and withdrawing (Asnes, Feldman, Gersony, Morrison, and Weiss, 1974). The separation from home is one of the changes in the situation that is quite influential for adolescent happiness (Borg, and Cefai, 2014). Separation from home can be accompanied by loss, planned disruption, and withdrawal, which leads to psychological disorders and compulsive ruminative thinking about home (Stroebe, Schut, and Nauta, 2015).

Also, the findings of this study indicate that contentment can affect social adjustment in school. When students have high contentment it will affect their social adjustment in school. In line with the results of Kegel research (2009) there are four factors that can affect homesickness, namely intrapersonal, interpersonal, environmental, and cultural factors. The resulting study from Mariska (2018) shows that social adjustment to new situations also plays an important role in homesickness. The role of self-adjustment in the school or dormitory environment can be seen in aspects where migrant students miss family and friends, think of their hometowns and feel lonely, and show loneliness related to depression. Thus the homesickness feeling felt by boarding school students influences the social adjustment of students in the school and dormitory environment.

Table 2. Indirect Effects of Contentment on Happiness through Social Adjustments

Parameter	Contentment → Social adjustment → Happiness
Estimate	-0.45
Standard error	-0.10
Bootstrapped Lower	-0.66
bias-corrected Upper	-0.28
95% Probability	< 0.01

The results of the study strengthen the results of research Kenny (Archer, Ireland, Amos, Broad, and Currid, 1998) that the attachment to the parents in the first year students in the United States requires an adjustment because being away from home, so it makes me feel lonely, always thinking of home, family and a friend. This made them not focus on their studies and were unhappy. Social adjustment needs to be done in a new place because the new environment has differences in culture, language, and habits.

Keyes, and Waterman (2003) individuals who are more often involved in social relations and have good social roles have a higher level of life happiness. Hurlock (2010) explains that social adjustment has a close relationship with the success and happiness of individuals in the next lifetime.

Social adjustment problems arise because of changes in the environment with the culture of origin will occur a sense of rejection and withdrawal from the new environment, loss of direction and purpose, feeling a loss of status and influence, and feelings of homesickness. The experience of longing is one of the clearest interpretations that unhappiness due to homesickness is associated with difficulties in adjusting, which makes students withdraw from their social environment. A social adjustment mediates homesickness negatively. When students experience a longing for a bigger hometown, the desires of students to make social adjustments will decrease.

CONCLUSION

The Result of this research shows that contentment from homesickness, social adjustment, and happiness was correlated. There is a correlation negative in the relationship between contentment and happiness through social adjustment, and there is a correlation positive happen in the relationship between social adjustment against the determined happiness.

By because that, counselor school suggested helping students who need to improve their social adjustment, who can more effective in

reducing homesickness. With reduced homesickness, students are expected to be able to make social adjustments well and happier.

Respondents in this study were only limited to high school students of class X, even though homesickness can occur in students who have been in the school for a long time. And knowing homesickness conditions as early as possible will be more beneficial for first-year students. So that it is expected for future researchers to research with more diverse respondents, moreover demographic data in this study are not reported, for further research it is expected to report demographic data so that differences in gender and diversity of different classes can be identified. This research has more theoretical contributions than practical, so it is hoped that in the future research can be carried out with approach activities or further interventions or research that is final to confirm the results of further research.

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