



Contents lists available at [Journal Redwhitepress](http://Journal.Redwhitepress)
Journal of Educational and Learning Studies
ISSN: 2655-2760 (Print) ISSN: 2655-2779 (Electronic)
Journal homepage: <http://journal.redwhitepress.com/index.php/jles>



The Contribution of Emotional Maturity and Social Support to the Students Self-Adjustment in an Islamic Boarding School

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Article Info

Article history:

Received Aug 18th, 2019
Revised Oct 22th, 2019
Accepted Nov 3th, 2019

Keyword:

Emotional Maturity
Social Support
Self-Adjustment
Students

ABSTRACT

This research aims to describe the contribution of emotional maturity and social support to self-adjustment of students in Islamic boarding schools.. This research used descriptive quantitative method. The population of this research was 2,695 students of the 1st grade in Musthafawiyah Purbabaru Islamic Boarding School. The sample were 349 students and selected by proportional random sampling. The research findings showed: (1) on average, emotional maturity is in the high level category, (2) social support is also at a high level, (3) the self-adjustment of santri is good category, (4) contribution of emotional maturity towards self-adjustment is 44.3%, (5) contributions of social support toward the self-adjustment is 25.9%, and (6) contributions of emotional maturity and social support to the self-adjustment is 48.3%.



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Introduction

Students are the social creatures that are part of the Islamic boarding school environment. Individuals will be faced with certain expectations and demands of the environment that must be fulfilled wherever he is. If the individual is able to harmonize two things then the individual is able to adjust. Adjustment is a way that individuals do to respond to the needs inside and outside themselves (Agustiani, 2006).

The adaptation to the demands and the changes are needed by adolescents as an effective mechanism for dealing with stress and avoiding psychological crises. This is because the adolescent transition period creates many difficulties in adjusting to themselves and the environment, and the development of adolescents is essentially an effort of adjustment that is an effort to actively deal with pressure and find a way out of the various problems he faces in his life (Rahma, 2011).

The major thing that is done by the students when they are in a boarding school environment is to interact, gather and mingle with people who have never been known before, so they need to adjust to their environment. The students have different backgrounds, different attitudes and habits. In addition, Islamic boarding schools are different from the environment when they were still living with family. The obvious difference is the habits and the rules. The students who have just entered the Islamic boarding school environment are required to be able to adjust to life in the boarding school so that they can run their daily lives well.

The life in Islamic Boarding Schools is very different from other school lives, this makes students must be able to adjust well to be able to survive until completing their education in the boarding schools (Randi,

2014). The change from the family environment that usually lives with parents and relatives and then moves to the Islamic Boarding School environment will be greatly felt by every new student entering the Islamic Boarding School. Individuals who have good self-adjustment will be easy to adapt with people around him when in a new environment, and they do not have obstacles in adjusting to new situations (Ghofiniyah & Setiowati, 2017).

Every day santri must follow a regular schedule from morning to night, while at home the schedule is not as dense as in Islamic boarding school (Pritaningrum, 2013). The problems that can arise during the students studying in Islamic boarding schools are mostly about adjusting to the existing rules in the boarding school environment, namely disobedience to existing regulations, behavior that violates regulations in order to satisfy a great curiosity for everything, students run away because they feel not like living in an Islamic Boarding School. This can cause children to become bored with learning activities in Islamic boarding schools which tend to be monotonous so that children break the rules by not following existing activities or leaving the boarding school environment (Azizah, 2013).

Self-adjustment requires the ability of students to live and socialize naturally to their environment, so that they feel satisfied with themselves and their environment (Willis, 2012). Self-adjustment will become one of the important provisions in helping students when they are involved in the wider community. Therefore, students are required to be able to adjust themselves to the new social environment where they go to school (Maslihah, 2011).

In fact, there are still many students who find it difficult to adjust themselves. Research (Purwaningsih, 2013) related to the adjustment that 666 MTA high school students living in the dormitory in 2011/2012. There were 33 people (4.7%) who had problems such as being unable to take lessons, not being able to follow the rules of the hostel, cannot live independently, cannot be separated from parents, often violate hostel rules and so on so that they are forced to change schools or fail to continue their education because students cannot adjust to the hostel.

Hanuji, (2011) found the data related to self-adjustment that in the Integrated Modern Islamic Boarding School (PMT) Prof. Dr. Hamka for the 2007/2008 academic year with a total of 284 students, there were 36 dropped out. In the 2008/2009 academic year with 271 students, there were 26 students dropped out. In the 2015/2016 academic year with 134 students, there were 9 students dropped out. The phenomenon in Integrated Modern Islamic Boarding School (PMT) Prof. Dr. Hamka pointed out that not all students can make self-adjustment. The students who have difficulty adjusting will easily get bored, feel depressed, often tired, lazy to learn, break the rules, and even quit school.

Based on the observations of researchers at Musthafawiyah Purbabaru Islamic Boarding School related to the adjustment that every student must be able to prepare all his needs such as bathing, washing, cooking, ironing, cleaning the room and managing finances. Students must also be good at managing their activities when they need to sleep, play, rest and study. Students are demanded to be able to adjust to a busy schedule and diverse activities, both activities in the Islamic Boarding School. The phenomenon in Musthafawiyah Purbabaru Islamic Boarding School shows that not all students can adjust to the condition of Islamic boarding schools. Some students dropped out from the Islamic Boarding School because they could not adjust to the existing regulations, especially new students.

Table 1. Number of Students in Islamic Boarding Schools Musthafawiyah Purbabaru Academic Year 2015/2016 Odd Semester

Class	Total		
	Registered	Stopped	Active
1	2.345	299	2.046
2	1.977	117	1.860
3	1.864	94	1.770
4	1.755	104	1.651
5	1.191	41	1.150
6	1.011	9	1.002
7	718	14	704
Total	10.861	678	10.183

Table 2. Number of Students in Islamic Boarding Schools Musthafawiyah Purbabaru Academic Year 2015/2016 Even Semester

Class	Total		
	Registered	Stopped	Active
1	2.325	64	2.261
2	1.969	9	1.960
3	1.847	2	1.845
4	1.744	3	1.741
5	1.189	0	1.189
6	1.010	1	1.009
7	717	1	716
Total	10.801	80	10.721

Source: Administrative Data of Musthafawiyah Purbabaru Islamic Boarding School Year 2015/2016

The table shows that there are students who stop/move because they can not adjust to the condition of the Islamic Boarding School. There are several reasons for the students to stop/move from the Islamic boarding school, among others because the students miss their parents and they are not accustomed to being far from parents. Moreover, they are uncomfortable, bored, cannot follow the Islamic Boarding School's regulations and so on. This is due to the students have difficulties in adjusting themselves in the Islamic Boarding School.

The obligation to stay in Islamic boarding school demands santri to settle themselves in all new activities, new culture, new habits, and the new norm of the Islamic boarding school environment because the Islamic boarding school wants to create a harmonious and conducive environment. The parenting section requires the santri to obey all the activities and rules in the Islamic boarding school. Fiana, Daharnis, & Ridha (2013) explain, good students are the ones who can obey all the rules and the norms that apply both inside and outside the Islamic Boarding School.

Hurlock (2009) explains that students who are emotionally mature will have good self-control, and are able to express emotions appropriately according to the situation at hand so that they are better able to adapt and can accept a variety of people, situations and conditions, and provide the right reaction in accordance with demands faced. In addition to emotional maturity, social support in social interactions are another dimension that can facilitate the students in self-adjustment. Johnson and Johnson (Handono & Bashori, 2013) says, social support give meaning to the existence of others who will be dependable, to give assistance, to motivate, to give acceptance when individuals experience difficulties in interacting with the environment. The fact social support is a relationship to help among individuals that have difficulty in information or real assistance so as to make individuals feel attention, value, love, and care.

Based on the explanation above can be known that the maturity of emotions and social support are the factors that influence the santri self-adjustment. Therefore, to improve self-adjustment will require various counseling approaches that will be provided by teacher guidance and counseling to achieve normal development tasks. Various forms of service are needed by the school counselor in achieving developmental tasks. Sitohang, Yusuf & Daharnis (2013) explained that the more development tasks that can be passed well, the better the achievement of developmental tasks of adolescents so they can reach physical and psychological maturity. One area of santri self-development that must be optimized by school counselor is the field of personal and social development, especially self-adjustment. Adjustments that need to be considered by students are adjustments to the existing regulations in Islamic boarding schools, boarding caretakers, teachers, seniors, mentor and peers. This is in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 111 of 2014 concerning guidance and counseling in Basic Education and Secondary Education Article 2 which states one of the functions of guidance and counseling services in schools is that students are able to make adjustments to themselves and the environment. Therefore, this research can help school counselor to perform guidance and counseling functions optimally.

From explanation above can be made conclusion, the students should be able to adjust well in Islamic boarding school so they will be comfortable with themselves and the environment. The impact found when students can not self-adjustment is to feel inferior, closed from the environment, can not accept themselves and

the weakness of others, depressed, violate the rules, do not follow the activities that exist in the school, shame among A new person or a foreign situation, and decides to move school or quit school. Therefore, there needs to be the implementation of guidance and counseling services in the school optimally to foster and improve emotional maturity, social support, and self-adjusting students. Base on the analysis above, leading to the need for scientific research.

Method

This research uses a quantitative approach with descriptive correlational type and multiple regression. The study population was santri of class I Musthafawiyah Purbabaru Islamic Boarding School totaling 2,695 people, a sample of 349 people selected by proportional random sampling technique. The instrument used in this study is a Likert scale model. Data were analyzed with descriptive statistics, simple and multiple regressions. Data analysis was assisted using the SPSS program.

Results

A. The Data Description

The data in this study include the variables of emotional maturity (X1), social support (X2), adjustment (Y). The following is a description of the research data.

1. Emotional Maturity (X₁)

Table 3. Frequency and Percentage Distribution Emotion Maturity

Score Interval	Category	Frequency	%
≥ 194	Very high	51	15
157-193	High	251	72
120-156	Medium	47	13
83-119	Low	0	0
≤ 82	Very low	0	0
Total		349	100

Table 3 above showed that the majority of the students had high emotional maturity that was 72%. Some students were in the very high category that was 15%. Then, in the moderate category there was 13%. On the average, the emotional maturity of the students was in the high category. Thus, on the average, the students were emotionally mature that was able to control emotions, control emotions, express emotions in ways that were good and appropriate and could be accepted by the environment.

2. Social Support

Table 4. Frequency and Percentage Distribution Social Support

Score Interval	Category	Frequency	%
≥ 142	Very high	79	22
115-141	High	184	53
88-114	Medium	83	24
61-87	Low	2	1
≤ 60	Very low	0	0
Total		349	100

Table 4 above showed that the majority of the students had high social support that was 53%. Some students were in the very high category that was 22%. Then, in the moderate category there was 24% and the low category there was 1%. On the average social support was in the high category. Thus, the students have received social support from their environment which made them feel loved, cared by parents, teachers, mentor, roommates, seniors and peers.

3. Self-Adjustment

Table 5. Frequency and Percentage Distribution Self-Adjustment

Score Interval	Category	Frequency	%
≥ 158	Very good	56	16
127-157	Good	246	71
97-126	Pretty good	47	13
67-96	Not good	0	0
≤ 66	Very bad	0	0
Total		349	100

Table 5 above showed that the majority of the students had good adjustments of 71%, the majority of the students were in the very good category that was 16%. Then, then in the pretty good category there was 13%. On the average the adjustment of the students was in the good category. It means the students were able to adjust themselves well related to personal and social adjustments.

B. The Contribution of Emotional Maturity and Social Support to the Students' Self-Adjustment

1. The Contribution of Emotional Maturity to the Students' Self-Adjustment

Table 6. Results of Analysis of the Contribution of Emotional Maturity (X1) toward Self-Adjustment (Y)

Model	R	R Square	Sig.
X1-Y	0,666	0,443	0,000

In Table 6 it could be seen that the R value of 0.666 which showed the correlation of emotional maturity with the students' self-adjustment, with a significant level of 0,000. The value of R Square (R2) was 0.443. It means that 44.3% of the variation of the students' high or low adjustment can be explained by emotional maturity, while the rest 55.7% was explained by other variables. It can be concluded that the higher the emotional maturity, the better the students' self-adjustment.

2. Contribution of Social Support to the Students' Self-Adjustment

Tabel 7. The Results of Analysis of the Contribution of Social Support (X2) toward Self-Adjustment (Y)

Model	R	R Square	Sig.
X2-Y	0,509	0,259	0,000

In Table 7 it could be seen that the R value of 0.509 which showed the correlation of social support with the adjustment of the students, with a significant level of 0,000. The value of R Square (R2) was 0.259. It means that 25.9% of the variation in the level of adjustment of students was explained by social support while the remaining 74.1% was explained by other variables. It can be concluded that the higher the social support provided by parents, teachers, foster siblings, roommates, senior siblings, peers, the better the adjustment of students will be.

3. The Contribution of Emotional Maturity and Social Support to Students' Self-Adjustment

Tabel 8. The Analysis Results Contribution of Emotional Maturity (X1) and Social Support (X2) toward Self-Adjustment (Y)

Model	R	R Square	Sig.
X1, X2-Y	0,695	0,483	0,000

In Table 8 it could be seen that the R value of 0.695 which showed the multiple regression coefficient between emotional maturity and social support for the adjustment of students, with a significant level of 0,000. The value of R Square (R2) was 0.483. It means that 48.3% variation of the students' high and low level of adjustment could be explained together by emotional maturity and

social support while the remaining 51.7% was explained by other variables not examined in this research. It can be concluded that emotional maturity and social support contributed to the self-adjustment of students in Purbabaru Musthafawiyah Islamic Boarding School. It means that the higher the emotional maturity and social support, the better the students' adjustment.

Discussions

Emotional Maturity

Emotional maturity in Musthafawiyah Purbabaru Islamic Boarding School was in three categories: very high, high, and average. The results of the analysis of the research data showed that on the average the overall emotional maturity of the students was in the high category. Emotional maturity of the students can influence their adjustment in interacting with others, obeying social values and norms, establishing relationships with others and participating in social interactions.

At puberty, adolescents have emotional turmoil that tends to be high. The adolescent period tends to show temperament or high emotions, in the sense that negative emotions emerge more easily (Suryani, Syahniar & Zikra, 2013). The students which are said to be emotionally mature are students who are able to accept negative things from the surrounding environment without replying with a negative attitude, but wisely (Guswani, 2011). An emotionally mature student can determine precisely when and to what extent he is involved in social problems and can provide solutions (Muawah, 2012).

Individual emotional maturity is seen from the ability of individuals to control emotions and control themselves and be able to think objectively (Ghofiniyah & Setiowati, 2017). Emotional maturity is useful for controlling oneself when facing situations that trigger excessive emotional reactions, so individuals who have emotional maturity will find it easier to deal with conflicts in their lives (Aunurrahman, 2009). Individuals who are emotionally mature will be able to hold, control and control their emotions appropriately, in accordance with existing situations and conditions and do not blow up their emotions in front of many people. Mature students whose emotions are acceptable to the environment because they are able to control and hold their emotions appropriately, are more stable in dealing with conflicts that exist in themselves and their environment.

The efforts that can be done in developing emotions are understanding the emotions of others, overcoming negative emotions, realizing that emotional expression plays an important role in building relationships, respecting the opinions and strengths of others, understanding the characteristics of others, always thinking positive, forgiving, managing feelings and self-introspection to see what happens to yourself and feel it. Therefore, the guidance counseling teachers/Counselor has an important role in increasing the emotional maturity of the students in a better direction, so that the students are able to adjust himself precisely wherever he is. Putra, Daharnis & Syahniar (2013) also explained that the BK teacher had a very important role in developing the potential possessed by students, so that students were able to empower all the potential that exists in them to be able to become a useful person. In addition, educators also have an obligation to help students when experiencing problems in developing the capabilities they have.

Social support

Based on the results of the analysis of research data, that on average the overall social support was in the high category. Therefore, the students who got high social support from peers, roommates, foster siblings in the dormitory, and parents would feel themselves loved, cared for, thereby increasing the students' self-esteem and confidence. Peer support is a place for fostering and establishing close relationships that serves as an exercise for the relationships they will develop in adulthood (Saguni & Amin, 2014). The influence of parents, peers, foster siblings, seniors, roommates will have an impact on students (Gerdard & Gerdard, 2010). Social support is urgently needed by the students in Musthafawiyah Islamic boarding school because of the heterogeneous life of students with various regional origins and regional differences, students need to be socially empowered. Socially what needs to be prepared at Musthafawiyah Islamic Boarding School is adaptation and interaction. Furthermore, it is necessary to do things to build a spirit of togetherness between students, so that a strong sense of empathy is formed (Anto, 2017).

Parental support is also needed by students. House and Kahn (Wati, Daharnis & Syahniar, 2013) mention the forms of social support that parents can provide in the form of emotional support including appreciation, love and trust, attention and willingness to listen. Then, informative support includes advice, suggestions, direct direction, and information.

In addition, the clerics, administrators, clerics / clerics, foster siblings, senior students at the boarding school provide support, assistance, motivation to students so that the spirit in carrying out activities in boarding schools. The social support provided makes students more confident because they feel cared for, cared for, loved by those around them.

Self-Adjustment

The adjustment of the students in MusthafawiyahPurbabaru Islamic Boarding School was in three categories: very good, good, pretty good. The students who had a good self-adjustment werethe students who were suspected of being able to overcome emotional tension, assessed reality objectively, had psychological stability, hadrational considerations, and had good interpersonal relationships with their social environment.

Ali and Asrori (Mariah, Neviyarni, & Jamna, 2016) explain that people who are considered to have good adaptation are individuals who have learned to react to themselves and their environment in ways that are mature, efficient, satisfying and healthy and can overcome mental conflicts, frustration, personal and social difficulties without disrupting social, religious and employment.

One of the abilities that must be developed by individuals in order to be accepted by the environment and to develop as they should is the ability to adapt to their environment (Sagita,Erlamsyah, &Syahniar, 2013). Self-adjustments that need to be considered by students: self-adjustment to the environment of the Islamic Boarding School, regulations in boarding schools, adjustment to teachers and friends. Sometimes there are students who can adjust positively, so they can learn effectively and conversely there are those who cannot adjust to the new environment (Fitria, Marsidin, & Nirwana, 2014).

Social adjustment is a way that individuals do in aligning internal needs with external needs that are reflected in the ability of individuals to establish relationships with others, participate in relationships, show interest, and show satisfaction in activities (Khaira, Firman & Neviyarni, 2017). An individual's failure to adjust positively can result in an individual making a wrong adjustment. The wrong adaptation is marked by attitudes and misconduct because of committing acts that violate the rules that exist in society.

The Contribution of Emotional Maturity to the Students' Self-Adjustment

The results showed that emotional maturity significantly contributed to the self-adjustment of the students. This finding was obtained based on data analysis that the contribution of emotional maturity to the adjustment of students was 44.3% while the rest (55.7%) was explained by other variables. It means that emotional maturity is one of the factors that contribute to the self-adjustment of the students.

Based on these results, the self-adjustment of the students is determined by the maturity of his emotions to interact and establish relationships with others. This is in accordance with Garison's research (Susilowati, 2013) which states that the individuals who have high emotional maturity then the individual has a responsible attitude, can work together with others, be honest, trust in others and think about the rights of others. Every individual has different emotional maturity and not everyone can reach his emotional maturity. This is influenced by various factors both in a person and the surrounding environment.

The Contribution of Social Support to the Students' Self-Adjustment

The results showed that social support significantly contributed to the adjustment of students. This finding was obtained based on data analysis that the contribution of social support to the adjustment of students was 25.9%. Nevertheless, the rest (74.1%) was explained by other variables. It means social support is one factor that contributes to the adjustment of students.

The students' needs support from their environment both from family, peers, and foster siblings in the Islamic Boarding School. Social support received by students from the environment is in the form of encouragement, attention, appreciation, assistance and affection to make students think that they are loved, loved, cared for, and valued by others. If the individual is accepted and valued positively in his environment, then the individual tends to develop a positive attitude towards him and more accept and respect himself so that students are able to live independently in the midst of the wider community in harmony.

The Contribution of Emotional Maturity and Social Support to the Students' Self-Adjustment

The results showed that emotional maturity and social support together contributed significantly to the adjustment of students. This finding was obtained based on data analysis that the value of R Square (R²) was 0.483. This means that 48.3% of the variation of the students' high and low level of adjustment could be explained together by emotional maturity and social support, while the remaining 51.7% was explained by other variables.

Based on the above findings, it can be seen that emotional maturity and social support are factors that influence the selfadjustment of students. Emotional maturity is useful for self-control when faced with circumstances that can trigger excessive emotional reactions, so that in the end individuals, who have emotional maturity, will be easier to make adjustments. Likewise, social support makes students easily adjust because they feel cared for, loved, and valued by people around them, including teachers, mentor, peers, roommates, senior who protect in the dormitory.

Conclusions

Based on the results of the study, it can be concluded that on the average the emotional maturity of students is in the high category, social support is in the high category, the self-adjustment of the students is in the good category. Furthermore, emotional maturity significantly contributed to the adjustment of students that was 44.3%, social support significantly contributed to the adjustment of students that was 25.9%, emotional maturity and social support together contributed to the adjustment of students in Musthafawiyah Purbabaru Islamic Boarding School was 48.3%. It means that the higher the emotional maturity and social support, the better the students' self-adjustment. This research can be input for all parties involved in the education process, especially guidance counseling teacher/counselor in creating a guidance counseling service program in schools/Islamic Boarding School. Guidance counseling teacher/Counselor can provide material about increasing emotional maturity, social support, and self-adjustment that has been prepared in the counseling guidance program by implementing information services, group counseling and guidance services, individual counseling. The use of research products in the form of programs is theoretically appropriate, but they cannot be used extensively because it has not gone through empirical studies. Therefore, further review is needed for further researchers.

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