

# Description of Psychological Well-Being of Early Adolescents of Santri During The Covid-19 Pandemic

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**Abstract:** *The purpose of this study was to describe the psychological well-being of early adolescent students in Islamic boarding schools during the COVID-19 pandemic. This research was conducted in one of the Islamic boarding schools X in the city of Pamekasan, Madura, East Java. The method used in this research is descriptive qualitative method, using interviews, observation and documentation of data collection techniques. From the data generated, it is found that early adolescent students get life satisfaction in which almost all dimensions of psychological well-being are met as a whole. Although there are still some things that sometimes make students disturbed by various new regulations from pesantren regarding the effects of the spread of the COVID-19 pandemic, so it takes time to adjust.*

## 1 INTRODUCTION

Pesantren is a place of domicile for students with various activities that are full every day, with various rules that each pesantren is different, but in general, pesantren activities are activities that refer to religious activities, starting from waking up in the morning until the night before bedtime.

Teenagers who live in Islamic boarding schools with teenagers outside the pesantren are clearly different, in terms of daily activities and freedom in behavior, dress and also the limitations of the environment in which they socialize and play. Teenagers who live in Islamic boarding schools are not all on the basis of their own will, there are various reasons why they live in Islamic boarding schools, for example because they are forced by their parents, environmental culture, namely environmental culture that requires staying in Islamic boarding schools, etc.

Each stage of human development is usually accompanied by various psychological demands that must be met. Likewise in adolescence, these demands include: adolescents

can accept their physical condition and can use it effectively; adolescents can gain emotional freedom from parents; adolescents are able to get along more maturely with both sexes; knowing and accepting one's own abilities; strengthening self-control on the basis of a scale of values and norms, and so on.

Happiness is everyone's dream. He departed from a normal and healthy life. Therefore, every human being strives to create a prosperous life in terms of physical, social and psychological conditions. This is done in order to improve the quality of life, namely by meeting the needs that include physical, social and psychological. In fulfilling these needs, many problems arise, causing disruption of one's psychological development.

With the various facts above, it is enough to make young students feel disturbed, in addition to conditions like now where they are required to make adjustments again with various government regulations related to the outbreak of the covid-19 pandemic so that there is a sudden environmental change that must also be done. borne by the young students.

One of the impacts of the pandemic, including the implementation of Health protocols such as having to keep a distance, wearing masks also the most influential for them is the limited visiting hours of the guardians of students, initially students can be visited for as long as they want but with this pandemic they are even limited. never been forbidden to meet.

The desire to meet family is something that students will look forward to as a very important moment for them because they can release the longing they have to endure for several days, also the moment to meet family can also be an antidote to the fatigue of Islamic boarding school activities.

From the brief explanation above, it can be seen that this study aims to describe the psychological well-being of young santri in one of the Islamic boarding schools in Madura.

In Erikson's theory, eight stages of development unfold as we go beyond the life cycle. Each stage consists of a distinctive developmental task that confronts the individual with a crisis to deal with. For Erikson, this crisis is not a disaster, but a turning point in increasing vulnerability and increasing potential. The more successfully individuals overcome crises, the healthier their development will be (Santrock, 2002).

Each stage of human development is usually accompanied by various psychological demands that must be met. Likewise in adolescence, these demands include: adolescents can accept their physical condition and can use it effectively; adolescents can gain emotional freedom from parents; adolescents are able to get along more maturely with both sexes; knowing and accepting one's own abilities; strengthening self-control on the basis of a scale of values and norms, and so on.

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### Theoretical Review

Well-Being is an evaluation of a person's life that describes how he perceives himself in facing life's challenges (Ryff, 2002). In essence, psychological well-being refers to a person's feelings about activities of daily living. These feelings can range from negative mental states (eg life dissatisfaction, anxiety, etc.) to positive mental states, such as potential realization or self-actualization (Bradburn, in Ryff and Keyes, 1995).

According to Ryff (2006) Psychological Well being is divided into six dimensions, namely self-acceptance, autonomy, purpose in life, personal growth, and positive relationship with other and environmental mastery.

1. The first dimension, namely self-acceptance, emphasizes the importance of self-acceptance, either shortcomings or advantages, as well as past or present events. Children who have high self-acceptance will have a positive attitude towards themselves, for example assuming that their blindness is not something that prevents them from succeeding, accepting themselves both positive and negative aspects, and looking at the past positively by not regretting what has happened and assuming that it is the best thing. While students who have low self-acceptance will feel dissatisfied with themselves because they are blind, disappointed with their past, for example blaming their parents for causing them to be blind, feeling jealous of their friends who are successful and regretting their inability.
2. Autonomy describes the extent to which a person's assessment of independence, decision making is not due to environmental pressure but with an internal locus of evaluation, namely evaluating oneself according to one's own personal standards without seeing the approval of others. Students who have high autonomy are able to make decisions steadily without being influenced by their friends, such as choosing college majors. Students choose college majors based on their desires such as being a

musician, becoming a teacher. They do this based on their desires and talents, not influenced by their parents or friends. If the child has low autonomy, his decisions are easily influenced by his environment and friends, focused on the expectations and evaluations of others, rely on the judgment of others to make important decisions. For example, choosing a major because based on advice from parents, if they are discussing lessons they prefer to be silent and follow the opinions of many people and avoid conflicts with other people.

3. The purpose in life dimension describes a person's intentions and goals for life, including the purpose of life and the appreciation that life has direction. children who have a high purpose in life, consider the meaning of their life important, they feel their life is valuable so these students will try to set goals and plans in life, they know the goals of their school and make plans for their future. If the child has a low purpose in life then he will have little purpose in life or even be confused with his life purpose.
4. In the dimension of personal growth, it describes an individual's assessment of the extent to which individuals have a desire to develop themselves, are open to new experiences, realize their potential, and always improve themselves and their behavior. Children who have high personal growth, will always improve themselves, develop themselves, such as reading knowledge books to add insight, taking extracurricular activities at school. Meanwhile, children who have low personal growth tend to be less inclined to develop themselves, feel they cannot develop all the time, feel unable to develop new attitudes or behaviors.
5. Meanwhile, the positive relationship with other dimension describes the individual's assessment in establishing warm, satisfying, mutually trusting interpersonal relationships and there is a give and take relationship. Children who have a high positive relationship with other have a warm attitude, can trust others, pay attention to the welfare

of others, have empathy, strong intimacy. For example, happy to relate to other people or happy to start contact with new people. Children who have a low positive relationship with other tend to be closed, have difficulty trusting others, find it difficult to be warm, open, and sensitive to others, sometimes feel isolated in interpersonal relationships.

6. The last dimension, namely environmental mastery, includes the assessment of individuals to choose and create an environment that is in accordance with their values and needs. Children who have high environmental mastery are able to shape their own environment such as making study groups, these students can also use all available opportunities effectively. Children who have low environmental mastery will find it difficult to change or improve the surrounding environment for the better and are not aware of the opportunities that are around them, and have difficulty dealing with problems in their daily lives. For example, feeling unsuitable with school conditions and feeling the demands of life are very heavy and difficult to cope with. (Goddess 2016)

Based on previous research on psychological well-being (psychological well-being) as the results of research from Yoga Achmad Ramadhan in 2012 with the title "Psychological Well-being in Al-Quran Memorizing Teens" from the results of this study it was found that the psychological well-being that students felt was varied, where the response of each individual in each dimension of psychological well-being is also different

## 2 METHOD

The method used in this study is a qualitative phenomenological method, which is able to explore the experience of the subject since the outbreak of the covid-19 pandemic in Indonesia and in Madura in particular, and understand changes in their psychological well-being due to changes in regulations and environmental conditions.

Phenomenology seeks to find the psychological meaning contained in phenomena through the investigation and analysis of living examples. In line with this, the data analysis used is the Interpretative Phenomenological Analysis (IPA) developed by Smith (Smith, Flowers & Larkin, 2009).

The purpose of IPA is to investigate how a person understands his experience, which means that the subject is actively engaged in the interpretation of events, objects, other people in his life. To understand this, IPA uses the principles of phenomenology, hermeneutics, and idiography.

Researchers used data collection techniques in the form of semi-structured in-depth interviews which is one of the requirements in science (Pietkiewicz & Smith, 2012), non-participant observations on subject activities, and interviews on triangulation. After collecting data, the following steps were carried out according to Smith, Flowers, and Larkin (2009). First, after conducting interviews, the results of the interviews were changed in the form of transcripts, clustering themes, creating and organizing a list of interconnected themes, then textural descriptions, then structural descriptions by including the interpretation results of verbatim subject utterances. Structural descriptions are listed after the verbatim of the subject, then compose the meaning or essence of the subject's experience, by compiling the overall themes,

textural descriptions, and structural descriptions are put together to search for universal meaning or essence of the experience of the research subject. Based on the table grouping the themes of each subject, the researcher then made the psychological dynamics of each subject, in the form of:

- (1) emergent themes;
- (2) subordinate themes
- (3) the main (superordinate) themes.

### 3 RESULTS

The subjects in this study amounted to 3 people, both of whom were female students, and 1 person as one of the administrators of the pesantren. The identity of each subject is as table 1 as follow

Table 1. The identity of research subjects

NO	NAME	LAST EDUCATION	AGE	ORIGIN	LONG HOUSED
1	ZA	MTs	17	canoe	4th
2	breast milk	junior school	high 18	Pakistan	3.7th
3	IL	S2	27	Bangkalan	12th

Based on the data analysis that has been carried out from the data that has been obtained with the aim of knowing and exploring how the psychological well-being of early adolescent students at Islamic boarding school X is.

Table 2. Indicators of the dimensions of psychological well-being

NO	DIMENSIONS	PSYCHOLOGICAL WELL-BEING INTERPRETATION
1	a. Reception self:	Subjects are able to accept their strengths and weaknesses, are able to accept past, able to evaluate themselves positively, able to appreciate himself, and do not regret his decision to become a student
	b. Connection positive with others	The subject is able to create a close and warm relationship with people others, a relationship of mutual trust, a sense of giving and receiving, being able to empathize, love others, care for the welfare of others, but the subject is closed to the external environment, and can only be exposed to close and trusted relationship. Because the environmental conditions of the subject are closed from outsiders.
	c. Autonomy	
	d. Mastery Environment	The subject believes in and adheres to personal principles and standards, is able to independent in making decisions, and solving problems, able to withstand social pressures, are free to make choices, and able to evaluate based on his personal standards.
	e. Purpose life	The subject has a good mastery of the environment where the subject is able to understand the state of the environment and try to be able to regulate the surrounding situation according to what is being needed, and trying not to be dominated by other people. Subjects have also been able to use the available time effectively.
	f. Developer private	The subject has a clear purpose in life, and has found the meaning of his life, even though the subject feels that his life is still less meaningful, because still not up to standard.
		The subject is aware of the potential and strives to develop it, open on new experiences, see progress over time, feel increased and effective knowledge, have feelings sustainable development, able to pass the stages development, and make improvements over time.

#### 4 DISCUSSION

Psychological well-being is the temperamental of both parents in which the individual is able to accept his condition, is able to form warm relationships with others, is able to control the environment, has independence, has goals and in life and is able to develop talents and abilities for personal development.

Santri are attached to conditions that are constrained and bound, but apart from all that, whether good or bad experiences have been experienced by the subject, the welfare of the students can not only be seen from the outward appearance or the amount of material they have, or how much someone has had bad experiences in life. vulnerable period of his life.

And according to the results of an interview with one of the pesantren administrators that in terms of activities nothing has changed, it's just that there is an addition of dhikr reading after the obligatory congregational prayer in the musholla, then the implementation of the Health protocol which initially needed extra assistance for students because this was a new thing so they have to remind the students to remind them.

Initially, many complained because these regulations indirectly changed their lifestyle, association, activities and all the things that students were used to doing, such as washing hands which is usually only done before and after eating, so now they have to do it as often as possible with various ways. the conditions that have been set.

From the data that has been obtained on subjects 1 and 2 in the first aspect of psychological well-being, namely self-acceptance, positive self-acceptance is an individual who is able to evaluate himself and is able to accept the negative and positive aspects that exist in him (ryff, 2013) in this aspect. both subjects showed positive self-acceptance because in accordance with the subject's answer that there were no bad things in him because good or bad is a way of life that they must go through and accept, what is happening to them at this time is a way of life that they inevitably have to accept. The past is not something that can be changed according to them because that's why the past is better used as a

mirror so that we don't repeat if it's a mistake and can make it better if it's a positive thing.

The next dimension is a positive relationship with other people, in the two subjects in this study they initially assumed that being a santri was a negative thing because being a santri seemed as if it would not experience positive development, would never progress but the perception changed over time. himself about how the students themselves actually are, even subject 2 thinks that the students actually seem very positive in the eyes of the community so that he is more interested in experiencing it directly and wants to prove about the social paradigm about the santri themselves.

In the autonomy dimension, the two subjects stated that they would do it and decide everything on their own, but for things that they couldn't decide on their own, they would discuss it with other people, be it their family or partners in their environment, at first maybe they lived in a boarding school on the orders of their parents. but over time they realized that it was the best choice of their parents, they were asked to live in a boarding school, it didn't mean they weren't given the freedom to choose, it's just that their parents might only lead to more positive things. In addition, after becoming santri they feel more independent in everything except the cost of living, such as washing themselves, sometimes cooking themselves, etc.

Then in the environmental mastery dimension, these subjects stated that they also participated and played an active role in environmental activities, also actively participated in Islamic boarding school activities both those that had been scheduled by the pesantren or school, at first they felt a little lazy to take part in additional activities. pesantren but then they enjoy these activities because they know that these activities are good for themselves in the future and to increase their knowledge.

In this dimension of life goals, the subject stated that many things were their goals that had not been achieved, including their desire to learn certain sciences, but because their time was tight so they had not had the opportunity to study it, they hoped that one day there would be an opportunity to learn it.



In this developmental dimension, the subject stated that they felt bored in carrying out their routines which clearly they often experienced boredom but it was very human, but this boredom was not an excuse not to participate in all scheduled pesantren activities. They assume that they are not students if they have never experienced boredom because it is even more impossible if someone says that they have never experienced it. And that is what is abnormal and inhuman. They also said that by becoming a scholar there were many positive things that appeared to him.

## 5 CONCLUSION

From the results of the research, it can be concluded that students who live in Islamic boarding schools have psychological well-being in which almost all dimensions are fulfilled, except in terms of life goals where there are several things that are planning subjects but have not been implemented until now. From this it shows that they experience life satisfaction even though they live in boarding schools, in a place full of strict regulations and not as free as before. Psychological well-being, also known as psychological well-being, is an individual's process of evaluating himself through various experiences in his life, whether it is a good thing or a bad thing. All of that is related to his own life satisfaction which in life satisfaction there are several things, namely self-acceptance, both shortcomings and advantages, then having a positive relationship with other people where this is shown by how the subject adapts to his environment, accepts his environment as well as how the subject see that he and other people are the same without any statement that other people are luckier than him. Having autonomy is part of psychological well being which is shown by how students are able to carry out their activities without having to always be guided, decide everything with the results of their own considerations. And they can control their environment well, that is, they can actively participate in pesantren activities, contribute to organizing pesantren activities. Then have a purpose in life where the subject has a plan of

what they should achieve, what they have to learn as long as they become students. Although there are still some plans that have not been implemented until now. Also the last one is personal growth, the subject feels that what they thought before becoming a santri is wrong, they think that santri are ancient, So it can be said that the psychological well-being of students living in Islamic boarding schools shows positive results.

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