



Islamic Boarding School Counseling in Handling New Students Experiencing Maladjustment

Anisah Prafitralia¹, Suryadi², Mursalim³, Wike Silfia⁴, Nasirudin Al Ahsani⁵

^{1,2,3} *Kiai Haji Achmad Siddiq State Islamic University of Jember, Indonesia*

^{4,5} *Surabaya Institute of Development Technology, Indonesia*

Corresponding Author:  surya12@lecturer.uinkhas.ac.id²

ABSTRACT

ARTICLE INFO

Article history:

Received

May 03, 2026

Revised

May 09, 2026

Accepted

May 12, 2026

This research is motivated by the phenomenon of maladjustment among new students at the Nurul Jadid Islamic Boarding School in Probolinggo, specifically their difficulties adjusting to the environment, rules, and patterns of life at the boarding school. This problem results in low motivation, stress, and even rule-breaking behavior. The purpose of this study is to determine the role of the boarding school administrators in reducing maladjustment among new students, identify the forms of maladjustment that arise, and describe the Islamic counseling program implemented at the boarding school. The research method used a descriptive qualitative approach with a post-positivist paradigm. Data were collected through observation, documentation, and structured interviews with administrators, students, and their families. The results indicate that maladjustment among new students manifests as a lack of discipline, homesickness, difficulty establishing social relationships, and rule violations. The boarding school administrators play a crucial role in fostering discipline, providing religious guidance, and providing counseling services based on Islamic values. The counseling program includes the administrators' role in maintaining justice and equality in the application of sanctions for disciplinary violations.

Keywords: *Islamic Boarding School Counseling, Maladjustment, New Students*

How to cite

Prafitralia, A., Suryadi, S., Mursalim, M., Silfia, W., & Ahsani, N. A. (2026). Islamic Boarding School Counseling in Handling New Students Experiencing Maladjustment. *Journal of Society Counseling*. 4(1). DOI: <https://doi.org/10.59388/josc.v4i1.858>

Journal Homepage

<https://journal.scidacplus.com/index.php/josc>

This is an open-access article under the CC BY-SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

ScidacPlus

INTRODUCTION

Islamic boarding schools (*pesantren*) are formal educational institutions under the authority of the Ministry of Religious Affairs of the Republic of Indonesia and operate in accordance with applicable regulations. These institutions contribute to ensuring the quality of Islamic education in Indonesia. Based on Law Number 20 of 2003 concerning the National Education System, education in Indonesia is designed to integrate Islamic values and principles. In the context of national education development, Islamic boarding schools play a strategic role in shaping the nation's character and civilization, as well as developing the potential of students to become

individuals who are faithful, pious to God Almighty, and possess noble character. Furthermore, Islamic boarding schools are founded on the principle of family as the foundation of their educational system (Rahmadani, Arman Bin Anuar, dan Imam Pribadi 2023).

Islamic boarding schools remain the primary educational institution chosen by parents for their children. This choice is generally based on the hope that students will grow up with noble morals (*al-akhlak al-karimah*). The high level of public trust in Islamic boarding schools is further strengthened by the Mu'allimin educational system, an integrative learning model that combines Islamic religious education with general knowledge. This is reinforced by research by M. Ruslan Ulum, in the Scientific Journal of Islamic Education, which states that reasons for parents sending their children to boarding schools include affordable costs, the availability of supervision, and independence (Ulum, Ruslan, dan Kurniawan 2024). Furthermore, this system is comprehensive, encompassing a balance of intra-, extra-, and co-curricular activities. Through this approach, Islamic boarding school graduates are now able to compete with graduates from general educational institutions, particularly in continuing their education to a higher level. This advantage has driven the significant growth in the number of Islamic boarding schools, although this increase has not been accompanied by a decline in student interest (Wardani dan Hertinjung 2024).

New students in Islamic boarding schools often experience adjustment problems, particularly as they transition from childhood to adolescence. This period is marked by various psychological changes and the need to adapt to a different social and cultural environment. In this context, adolescents' ability to adjust to the new situation at the Islamic boarding school is crucial, as successful adaptation will impact their comfort, emotional development, and the continuity of the learning and character development process within the boarding school (Rasyadi, Albaar, dan ... 2023).

Adjustment refers to adaptations that enable an individual to develop social and interpersonal needs, achieve physical and mental well-being, and maintain or sustain existence (Fitri et al. 2025). The need for social acceptance and the process of meeting these needs in a way that does not conflict with social norms is called adjustment. Students must possess adaptability skills to effectively connect with their peers in the educational environment.

Based on a brief survey of the subjects, they reported feeling uneasy while living at the Islamic boarding school due to the school's regulations prohibiting parents from visiting during the pandemic, making it difficult for them to adjust during their first year at the school. Furthermore, another factor that can make it difficult for students to adjust is the presence of several students from different ethnicities, making it even more difficult for them to adjust to their current environment because they are not yet accustomed to the new environment.

The ability to adapt to a new environment is a crucial prerequisite for maintaining individual mental health. For students, especially those living in an Islamic boarding school for the first time, an inability to adjust can lead to various psychological impacts, such as stress, low motivation to learn, and feelings of depression. This is exacerbated by the fact that they must navigate a new environment without the presence of their parents, who have served as a source of support and role models in their daily lives (Sartika 2024).

Nurul Jadid Islamic Boarding School, located in Paiton, Probolinggo Regency, is one of the largest Islamic boarding schools in East Java. Interviews with the boarding school's administrators revealed that new students often face various adjustment challenges. These include a lack of independence, poor discipline, behavior inconsistent with boarding school rules, and difficulties adapting to a boarding school environment with a culture and systems different from

their previous lives. This demonstrates that the transition from home life to a boarding school environment is not easy, especially for adolescents still searching for identity and emotional stability. Therefore, a systematic approach is needed to help new students adapt optimally, including through orientation programs, counseling, and ongoing social support (Nur'aini et al. 2022).

Various studies have shown that students living in Islamic boarding schools require support in the form of guidance and counseling to help them navigate various challenges and meet their needs during their education. Within the context of the education system, guidance and counseling services play a strategic role as a means of support for students who need assistance, both academically and non-academically. This assistance covers issues related to classroom learning, extracurricular activities, and social life at the Islamic boarding school. One effective service in this context is group counseling, which allows students to share experiences and receive emotional support from each other. In addition to academic services, counseling at Islamic boarding schools also plays a role in helping students develop their potential, overcome difficulties in social interactions, and plan for the future, including career selection and planning (Meidiana Pritaningrum 2013).

METHOD

This study uses a qualitative research method with a descriptive study approach at the Nurul Jadid Islamic Boarding School in Probolinggo, which describes the resilience process of participants. Research methodology is a series of systematic and conceptualized methods implemented by researchers to achieve the desired answers to questions about the research object. Researchers need a methodology to research because it allows researchers to obtain appropriate research results and be responsible for explaining the problems being studied (Sugiyono 2018).

Qualitative research methods are research methods used to examine the real conditions of the object. The researcher acts as the key instrument; data collection techniques are carried out using triangulation, data analysis is inductive, and qualitative research results emphasize meaning rather than general characteristics (Wardani dan Hertinjung 2024). Qualitative research aims to understand a situation's context by providing guidance on detailed and in-depth descriptions. This qualitative research emphasizes the depth of information to reach the level of meaning, the significance behind something that appears. Qualitative research methods are research procedures that provide descriptive data in the form of written or spoken words from several people and observed behavioral patterns (Saputra, Chalid, and Budianto 2023).

Data collection techniques include observation, interviews, and documentation. In general, qualitative research, when conducting data analysis, mostly implements the model proposed by Miles and Huberman, often referred to as the interactive data analysis method (John W. Creswell, 2013). They state that qualitative data analysis is carried out through interaction or question-and-answer sessions and is carried out continuously until complete, ensuring accurate data. In this study, the researchers implemented the Miles and Huberman model, where the first steps are data collection, data reduction, data presentation, and finally, drawing conclusions (Sugiyono 2013).

RESULTS AND DISCUSSION

The Role of the Management of the Nurul Jadid Probolinggo Islamic Boarding School in Reducing the Occurrence of Maladjustment in New Students

In order to create a uniformity of Islamic boarding school culture, Islamic boarding school care implements two effective parenting strategies to facilitate the social adjustment of new

students. Islamic boarding school care implements effective parenting strategies to help the social adjustment of new students, the two main strategies that are the focus are (1) building a joint commitment between students and parents of students, this strategy aims to create an understanding between the Islamic boarding school, students and families, so that the social adjustment process runs well, is more focused and supported by all parties (2) creating togetherness through collective activities, this strategy is designed to facilitate the process of adjustment of new students to the Islamic boarding school environment, by carrying out joint worship activities, eating together, and cooperation will create an atmosphere of togetherness between new students, old students, *ustadz* and *ustadzah* and the environment around the Islamic boarding school.

The administrators' duties are not only technical but also moral and social, as they serve as extensions of the boarding school administrators, ensuring that the boarding school runs smoothly and in harmony with Islamic values. Therefore, administrators are required to possess responsibility, discipline, and strong managerial skills to optimally fulfill their roles and contribute positively to the development of the boarding school (Meidiana Pritaningrum 2013).

The role of parenting in Islamic boarding schools is very important for the social adjustment of new students. Parenting is like a parent for students when they live in Islamic boarding schools. Parenting has a very diverse role during the social adjustment process of new students, starting from broad tasks and responsibilities in helping educate, supervise, and be a role model for students who live in Islamic boarding schools. According to Zakiah Daradjat, the foundation of Islamic education is the Quran and As-Sunnah. For Zakiah Daradjat, there are three Islamic educational environments, namely parents, teachers at school, and the community. So the role of care in educating new students in Islamic boarding schools is important in order to realize good social adjustment.

This is in line with research by Ipah Zahra and M. Arif Khoiruddin entitled Building Student Independence: The Role of Foster Parents in Darussa'adah Lirboyo Islamic Boarding School with the results of the study, the role of foster parents in Islamic boarding schools has a significant impact in shaping student independence, foster parents have broad duties and responsibilities in teaching, guiding, motivating, training and providing advice to students. The study involved students in general, but in this study only involved new students in their social adjustment process. Aiman Abdillah, as a male Islamic boarding school *ustadz*, said in an interview, "The caretaker does not only serve as an educator while the students are studying in class, but the *ustadz* always supervises them while in the Islamic boarding school environment, both in the dormitory, at school, and during other congregational activities".

Supervising students is one of the daily tasks of Islamic boarding school caretakers. In the interview, it shows the role of care that runs all the time, where all activities are regulated and supervised to form morals, discipline, and independence of students who support the process of social adjustment of new students. Based on research by Karimatun and Suryadi entitled The Role of Dormitory Administrators in Handling Maladjustment in New Students at the Roudlotut Tholibin Islamic Boarding School in Probolinggo City with the results of the study, the role of dormitory administrators in handling the behavior of maladjustment of new students is to be a role model for their dormitory members, by exemplifying good deeds first and then inviting new students to participate. The study involved dormitory administrators in handling maladjustment in new students. In addition to educating and supervising students, *ustadz* and *ustadzah* at the Nurul Jadid Islamic boarding school become role models for new students, guiding new students

by showing examples that make it easier for new students during their social adjustment process at the Islamic boarding school.

Field findings at the Nurul Jadid Islamic Boarding School in Probolinggo indicate that administrators play a crucial role in maintaining fairness and equality in the application of sanctions for student disciplinary violations. This role is not only related to enforcing rules but also plays a significant role in preventing and reducing the occurrence of maladjustment, a condition where students fail or are unable to adapt to the boarding school environment, social situations, and existing disciplinary demands.

This is reflected in an interview with a *ustadz* (Islamic boarding school administrator) who emphasized that sanctions are given to all students without exception, including new students who are still adjusting. The main principle upheld is justice: anyone who violates the rules will face the consequences according to the applicable provisions, without any discrimination. According to the administrator, if sanctions are given discriminatorily, for example, harsher for new students or more lenient for certain students, this can actually exacerbate maladjustment, as students feel they are being treated unequally compared to their peers (Kamiński 2016).

Thus, it can be interpreted that Islamic boarding school administrators are not only enforcers of discipline but also actors who create a space for democratic communication. The principles of justice and equality in the application of sanctions are combined with empathy and guidance, so that students experiencing maladjustment still feel valued and ultimately able to progress towards better adjustment. Data analysis at the Nurul Jadid Islamic Boarding School in Probolinggo shows that Islamic boarding school administrators are not only required to enforce rules but also to be transparent in decision-making and responsible for their implementation and enforcement. Transparency is necessary so that every decision, including sanctions for disciplinary violations, can be clearly and openly understood by all students. This prevents the emergence of perceptions of favoritism or discrimination. Meanwhile, an attitude of responsibility emphasizes that rules are enforced not merely as a form of punishment, but rather as a means of character development and education for students (Rahmadani et al. 2023).

Such as giving examples first to students with good deeds, inviting students to participate in congregational prayers, being on duty at the boarding school, and obeying the rules of the Islamic boarding school. Providing exemplary behavior related to congregational activities in the care of the Islamic boarding school in collaboration with the dormitory guardians and the Islamic boarding school student organizations. Through effective communication, administrators can convey their instructions accurately, mediate problems between students, and provide effective guidance without causing misunderstandings (Maco dan Aspin n.d.).

According to theories on the role of administrators, they not only act as administrative task implementers but also as mediators, mentors, and role models for students in terms of discipline, responsibility, and social attitudes. Therefore, ideal communication is a crucial foundation for administrators to effectively carry out their roles and functions in supporting the success of the education and development system in Islamic boarding schools. One role that Islamic boarding school administrators can play in an effort to reduce the occurrence of maladjustment, or a situation where someone fails or is unable to adapt to the environment, situation, or existing social demands, is by maintaining fairness and equality in the application of sanctions to students (Fauzia dan Devina Rahmadiani 2023).

This transparent and responsible attitude is crucial when dealing with students experiencing maladjustment, a condition in which students struggle to adjust, feel inferior, or tend to break rules due to feeling alienated from the social environment of the Islamic boarding school. If

administrators aren't transparent in imposing sanctions, maladjusted students can potentially feel unfairly treated, leading to further pressure. However, when administrators are able to openly explain the reasons for the sanctions and support students after the violation, the sanctions can be understood as part of a developmental process, not simply as punishment.

Field findings at the Nurul Jadid Islamic Boarding School in Probolinggo demonstrate that the boarding school's administrators not only enforce rules but also implement open, fair, and democratic communication. Open communication is reflected in the administrators' willingness to explain the rationale behind each policy and listen to students' opinions. Fairness is evident in the application of rules equally to all students without discrimination, while democratic communication provides space for students to provide input and explain their actions (Mu'ti et al. 2023).

This communication pattern is particularly relevant when dealing with students experiencing maladjustment, which is a condition where students struggle to adjust, frequently violate rules, or even withdraw from their social environment. If administrators only emphasize sanctions without open, fair, and democratic communication, students can potentially become increasingly isolated. Conversely, by providing a space for dialogue before imposing sanctions, students feel valued, treated equally, and more easily accept the consequences with awareness. In this way, sanctions no longer exacerbate maladjustment but instead become a coaching tool that supports the adaptation process (Windaniati 2015).

Islamic boarding school administrators bear a crucial responsibility in promoting democratic communication norms. This form of communication is not limited to unilaterally conveying rules, but also creates a space for dialogue characterized by openness, respect for opinions, and equal opportunity for students to express their aspirations or explain their behavior. This practice of democratic communication distinguishes the pesantren's development pattern from an authoritarian approach that emphasizes obedience without room for discussion.

The application of democratic communication is especially relevant when dealing with students experiencing maladjustment, namely those who have difficulty adjusting, feel inferior, or even withdraw from the boarding school's social environment. If administrators use an authoritarian communication style, these students tend to become increasingly stressed, feel unappreciated, and even risk worsening their maladaptive behavior. Conversely, with democratic communication, administrators provide space for students to express difficulties, listen to the reasons behind violations, and explain the purpose of the applicable rules (Alcaide et al. 2023). In this way, reprimands or sanctions are not seen as oppressive punishments, but rather as educational and developmental tools.

Islamic Counseling Service Program at Nurul Jadid Islamic Boarding School in Probolinggo to Reduce Maladjustment in New Students

Based on the findings of this study at the Nurul Jadid Islamic Boarding School in Probolinggo, one of the counseling services provided to new students to prevent maladjustment is orientation. This orientation service provides an introduction to new students so they can quickly adapt to the boarding school environment. This orientation includes an introduction to all aspects of the boarding school, including the systems in place at Nurul Jadid, an introduction to the *Kiai* (religious leader) and subordinate staff, an introduction to the boarding school's regulations, the school curriculum, extracurricular activities, skills training, and so on (Restrepo, Chesin, and Jeglic 2016).

This aligns with research conducted by Tri and Hartini, which found that orientation services are quite effective in building student perceptions. Orientation services not only serve as a means of understanding the new environment but also serve as an instrument in helping individuals resolve emerging problems and receive the information needed to adapt. Using a holistic approach, these services focus not only on providing an understanding of the environment but also on helping individuals develop their existing skills. Research by Basmalah et al. showed that orientation services for students achieved 57.50% achievement, which is considered moderate. Meanwhile, adjustment to school activities for students reached 66.44%, which is considered moderate, indicating a significant influence between orientation services and student adjustment to school activities (Lubis et al. 2023).

The researchers assume that new students are individuals with a passion for learning, who are ready to gain new knowledge and gain experience. Every decision a new student makes will determine their future. By participating in orientation services, opportunities to suppress or prevent maladjustment will be easily achieved. Islamic boarding school administrators can provide and guide new students gradually, gently, and compassionately. They can establish good communication with new students so they are open and easily guided (Mutmainnah dan Oktara 2026).

One way to prevent maladjustment in new students is through the provision of information services. Data obtained from interviews with new students and administrators at the Nurul Jadid Islamic Boarding School in Probolinggo indicate that the information provided regarding maladjustment is quite specific, including the conditions of maladjustment, its causes, impact factors, and how to prevent it.

This study also explored the extent of the new students' knowledge regarding the impacts and risks that can arise from maladjustment. The students appeared to have a sufficient understanding, as evidenced by the explanations of the maladjustment material and the role of the *ustadz* and *ustadzah* (teacher) as administrators and guardians of the students in providing understanding regarding maladjustment (Inuaeyen, Umana, dan Unyime 2024).

This aligns with Samsul Munir Amir's statement that the purpose of information services is to equip individuals with a variety of insights and understandings that are useful in self-awareness, planning, and developing lifestyles as students, family members, and members of society. The understanding gained through information services serves as a benchmark for maximizing learning activities and achievements, developing aspirations, managing daily life, and making decisions.

The research also found that Islamic boarding school administrators employ other methods to prevent maladjustment among new students, including unconventional approaches such as conveying religious values before beginning lessons, avoiding things that can cause anxiety, positive affirmations, and reverence for God. This demonstrates that using a spiritual approach can be used to achieve these goals, in line with Elfi and Rifa's statement that information services are guidance services that provide information, explanations, and direction (Rifandi 2022).

The research also found that several new students who experienced maladjustment received guidance and warnings in both verbal and written forms. This information service is provided by the Islamic boarding school administrators to foster student discipline and prevent maladjustment. This aligns with research conducted by Yulianti and Tamara, who found that the counseling function, supported by information services, serves both an understanding and preventive function (Hadiono 2021).

This study found that one factor considered to contribute to preventing maladjustment in new students is learning services. Learning services at the Nurul Jadid Islamic Boarding School in Probolinggo take the form of extracurricular activities. These extracurricular activities are expected to help new students understand and develop attitudes that contribute to a positive and conducive learning process. The administrators hope this will help prevent maladjustment.

This aligns with Suhertina's statement that learning services or tutoring are guidance and counseling services that enable students to develop positive learning attitudes and habits, learning materials tailored to their learning pace and difficulty, and various aspects of learning objectives and activities, in line with developments in science, technology, and the arts. The research also found that broad and diverse learning can encourage students to develop their full potential. With their mature potential, these students can effectively meet the learning and social demands of the Islamic boarding school environment.

The researcher assumes that there are diverse learning activities from the Nurul Jadid Probolinggo Islamic Boarding School, which makes new students have creative ideas in them. With the many choices of these activities, students are far from bored and can maximize their potential. The activity brings many benefits, and from there, the students can adapt because of the many experiences they get, so that they can prevent maladjustment.

This is also in line with what was stated by Samsul Munir Amir that this learning service is intended to enable students to understand and develop good learning attitudes and habits, skills, and learning materials that are appropriate to their learning speed and difficulty, as well as the demands of their abilities that are useful in life and their optimal development.

Forms of Maladjustment of New Students at the Nurul Jadid Islamic Boarding School in Probolinggo

Based on field findings, new students at the Nurul Jadid Islamic Boarding School experience various forms of maladjustment, or an inability to adjust. This maladjustment is not solely caused by non-compliance with rules, but is more deeply related to the process of adapting to environmental changes, new systems, and social and cultural identity crises. In developmental psychology, maladjustment is a form of individual failure to adapt to the demands of the social or cultural environment healthily. This is reinforced by the researchers' findings, which indicate three forms of maladjustment reactions: escape reactions, defense reactions, and aggressive behavior.

Escape Reaction

Based on research findings at the Nurul Jadid Islamic Boarding School in Probolinggo, students who experience this escape reaction tend to avoid social situations and routine boarding activities, such as pretending to be sick, isolating themselves, or exhibiting a passive attitude. This condition indicates psychological stress due to unpreparedness for the change in living system from home to boarding school. New students often experience homesickness, adaptation stress, and social withdrawal as an indirect form of rejection of the boarding school environment. Homesickness triggers a lack of focus on learning, sleep disturbances, and decreased social motivation, as also found in the researchers' observations. Furthermore, according to Santrock, withdrawal is a common maladaptive response when adolescents face high adaptation pressures and the loss of emotional support figures, such as parents (Rasyadi et al. 2023).

Furthermore, escape behavior, such as staying in a corner, can lead to poor adjustment in new students due to difficulty making friends. Many experience a lack of self-confidence, especially when it comes to reading scriptures. This aligns with Rifandi's research, which found

that the stronger the bond with peers, the higher the self-adjustment, and vice versa. The role of peer attachment in self-adjustment is 22%, the remaining 78% is due to other factors that were not examined in this study.

The environment of Islamic boarding schools, filled with the diverse daily activities of students with varying customs, can easily lead to conflict. According to Rahmadani, external factors play a significant role in hindering students' adaptation. Conflicts with peers or boarding school administrators often create social tensions that undermine students' well-being. Islamic boarding school rules and culture, perceived as overly strict, especially for students with diverse cultural backgrounds, also pose challenges. Furthermore, the lack of emotional support from family and limited facilities to meet daily needs further exacerbate their adaptation to the Islamic boarding school environment (Sartika 2024).

Defensive Reaction

A defensive reaction is demonstrated by students who maintain the values of their home environment and demonstrate resistance to the culture and system of the Islamic boarding school. Students in this position tend to compare the rules of the Islamic boarding school with the customs at home, even forming groups with shared values as a form of self-defense.

This phenomenon can be influenced by various factors, both internal and external. Internally, maladjustment can occur due to psychological conditions such as homesickness, anxiety, or even depression. Furthermore, low self-esteem or difficulty understanding the rules and culture of the Islamic boarding school can also be triggers. Spiritually, the incongruence between the student's personal values and the teachings of the Islamic boarding school can exacerbate the situation. Therefore, it is clear that students who experience a significant discrepancy between their personal values and institutional values tend to exhibit passive resistance and low learning motivation. They will find it difficult to accept rules if they do not understand the reasons behind them (Nur'aini et al. 2022).

Aggressive Behavior

Based on the findings, several students exhibited verbal and nonverbal aggressive behavior, such as shouting, swearing, damaging Islamic boarding school facilities, and other destructive acts. This behavior arose from a misperception of the Islamic boarding school system, believing that violations could be a way to return home. According to Hurlock, aggressive behavior is an expression of psychological stress that is not channeled healthily. Aggression becomes a means for individuals to voice their discomfort with the system without being able to communicate it constructively (Meidiana Pritaningrum, 2013).

A study by Sutrisno in the Journal of Psychology at UIN Sunan Kalijaga showed that new students experiencing high psychosocial stress are prone to aggressive behavior, either due to misperceptions of others' intentions or due to an inability to manage their emotions. Aggression, in this case, is not simply a violation of discipline but an indicator of an adjustment crisis. Aggressive behavior should not be simply labeled as defiance or delinquency. It signals internal conflict and a failure in the adjustment process. Students who shout or damage property do not always act out of malice, but rather because they lack adequate social and emotional skills to cope with the pressures of adaptation (Ajeng et al. 2026).

Some students who exhibit aggressive behavior admit to feeling misunderstood, lonely, and even pressured by rules they perceive as overly strict. They also feel a loss of control over their lives after living at the boarding school, leading to a drive to regain that control through

aggressive behavior. In some cases, the desire to be sent home is the underlying motivation behind these destructive actions. Personally, the researcher sees these aggressive reactions as a form of psychological resistance to the loss of security and familiarity. When a new environment (such as an Islamic boarding school) is very different from home, and no emotional bridges have been built, students will seek ways to escape the pressure—including through negative means (Inuaeyen et al. 2024).

Overall, the results indicate that maladjustment in new students is not simply a matter of rule violations but rather indicates psychosocial dynamics and an adaptation crisis that requires a holistic approach. The role of teachers, caregivers, and peers is crucial in facilitating the adaptation process. Therefore, a preventative and empathetic developmental counseling approach is needed, not just a disciplinary approach. Based on theory and field findings, it can be concluded that maladjustment in new students is a response to adaptation pressures, which manifests itself in passive reactions (escape), defensive reactions (rejection of new values), and active reactions (aggression). Appropriate intervention from the Islamic boarding school is necessary as early as possible to prevent long-term impacts on both the individual and the social environment of the boarding school (Azpiazu et al. 2025).

Forms of maladjustment, such as withdrawal, rejection of the Islamic boarding school culture, and even aggressive behavior, do not necessarily arise as acts of defiance, but rather as psychological defense mechanisms against the pressures they experience. They perceive avoidance, rejection, or resistance as the most likely ways to reduce discomfort—even though these methods are often ineffective and may even worsen the situation. This is where a scientific and empathetic approach is crucial: recognizing that students are not "failed products" of the education system, but unique individuals struggling to reconcile old values with new ones (Antara et al. 2025).

In the escape reaction, for example, many students experience motivational issues, withdraw from groups, and refuse learning activities. They do this not because they don't want to grow, but because they don't yet have the right adaptive strategies. The loss of supportive figures like parents, the rigid atmosphere of Islamic boarding schools, and the pressures of a busy daily routine give rise to an emotional crisis that impacts their psychological resilience. This situation requires caregivers or educators at Islamic boarding schools to act as "bridges of adjustment," not simply as controllers of discipline (Wardani dan Hertinjung 2024).

Recognizing and understanding that each student is an individual with different adjustment needs opens up space for Islamic boarding schools to implement a more inclusive and flexible system. This does not mean sacrificing discipline and tradition, but rather providing a space for dialogue, empathy, and non-coercive guidance. Education based on humanistic values and an awareness of human uniqueness makes the adjustment process not merely a form of adaptation to rules, but also a process of growing together within a supportive community (Janah 2025).

Thus, maladjustment is not an absolute failure of the individual student, but rather often a response to a system that is less accommodating to individual diversity. If approached with empathy, understanding, and scientific pedagogical strategies, maladjustment can be prevented or significantly reduced. Ultimately, Islamic boarding schools that understand and respond to the uniqueness of each student will not only produce disciplined students but also students who are psychologically, socially, and spiritually resilient.

CONCLUSION

The role of the administrators of the Nurul Jadid Islamic Boarding School in Probolinggo in reducing the occurrence of maladjustment is carried out in several ways. This includes implementing the role of administrators in maintaining justice and equality in the application of sanctions for disciplinary violations, administrators being transparent and responsible in decision-making, implementing or enforcing rules, and implementing open communication. The Islamic counseling service program implemented at the Nurul Jadid Islamic Boarding School in Probolinggo, as a form of reducing the occurrence of maladjustment in new students, includes providing orientation services, information services related to maladjustment prevention, learning services, individual counseling by guidance counselors and foster parents, and group counseling provided by guidance counselors. The form of maladjustment of new students at the Nurul Jadid Islamic Boarding School in Probolinggo is shown through three forms of maladjustment reactions, namely, escape reactions. Demonstrated by students avoiding social situations and routine activities of the boarding school. The second form is a defensive reaction, which is shown by students maintaining the values of their original environment and showing resistance to the culture and system of the boarding school. The third form is aggressive behavior, namely, students showing aggressive behavior both verbally and non-verbally.

REFERENSI

- Ajeng, Imas, Fatimah Assaba, Akhmad Rudi Masrukhin, dan Universitas Al-falah As-sunniah. 2026. "Peran kecerdasan emosional dalam penyesuaian diri remaja putri pada sistem pendidikan pesantren." 9(3):33–40. <https://10.26539/terapeutik.9/3/26.138>
- Alcaide, Marta, Oscar F. Garcia, Pablo Queiroz, dan Fernando Garcia. 2023. "Adjustment and maladjustment to later life: Evidence about early experiences in the family." *Frontiers in Psychology* 14(March):1–13. <https://10.3389/fpsyg.2023.1059458>
- Azpiazu, Lorea, Estibaliz Ramos, Díaz Inge, dan Axpe Lorena. 2025. "Social Support , Self - Concept and Resilience as Protectors Against School Maladjustment During Adolescence." *School Mental Health* 17(2):435–48. <https://10.1007/s12310-024-09736-9>
- Fauzia, Wilatus, dan Nixie Devina Rahmadiani. 2023. "Penyesuaian Diri Remaja Awal yang Tinggal di Pondok Pesantren." *Psikodinamika: Jurnal Literasi Psikologi* 3(1). <https://10.36636/psikodinamika.v3i1.990>
- Inuaeyen, Isaac Nyauo, Affiong Christopher Umana, dan Alphonsus Iwok Unyime. 2024. "Emotional Intelligence and Adjustment To Boarding Environment of Secondary School Students in Akwa Ibom State North West Senatorial District, Nigeria." *International Journal of Contemporary Africa Research* 1(1):109–22. <https://10.5281/zenodo.10594401>
- John W. Creswell. 2013. "Research Design Qualitative, Quantitative, and Mixed Methods Approaches, Third Edition, Achmad Fawaid (terj),." Hal. 270 in. Yogyakarta: Pustaka Pelajar. [Google Scholar](#)
- Kamiński, Arkadiusz. 2016. "Symptoms of youth social maladjustment. New tendencies." *Journal of Education Culture and Society* 7(2):189–98. <https://10.15503/jecs20162.189.198>
- Lubis, Saiful Akhyar, Muhammad Putra, Dinata Saragi, dan Helsa Nasution. 2023. "Integration of Conventional Counseling Within Islamic Counseling Practices In Islamic Boarding Schools In North Sumatra." 551–64. <https://10.30868/ei.v12i04.5050>
- Maco, dan Aspin. n.d. 2022. "Faktor-faktor penyebab Maladjustment pada siswa MTsN 5 Muna dan upaya penanggulangannya." *Attenting* 1(2):175–77. [Google Scholar](#)

- Meidiana Pritaningrum, Wiwin Hendriani. 2013. "Penyesuaian Diri Remaja yang Tinggal di Pondok Pesantren Modern Nurul Izzah Gresik Pada Tahun Pertama." *Psikologi Kepribadian dan Sosial* 02(03):141-150. [Google Scholar](#)
- Mu'ti, Abdul, Yokha Latief Ramadhan, Taqiyuddin M. Robbany, dan Mohammad Muslim. 2023. "Psikologi Santri (Analisis) Proses Adaptasi dan Penyesuaian Diri Santri di Indonesia." *Edukasi Islami: Jurnal Pendidikan Islam* 12:1731-46. <https://10.30868/ei.v12i02.4067>
- Muthi'ah, S., & Islam, A. F. (2025). Personal Adjustment Santri Scale (PASS): Pengembangan Instrumen Penyesuaian Diri Santri di Pondok Pesantren. *Indonesian Journal of Counseling and Development*, 7(1), 86-102. <https://doi.org/10.32939/ijcd.v7i1.5541>
- Nur'aini, Miswanto, Faridz Ravsamjani, dan Muhammad Ridwan. 2022. "Development Of Counseling Model For Minority Student Adjustment At Universitas Negeri Medan, Indonesia." *Journal of Positive School Psychology* 6(5):3306-20. [Google Scholar](#)
- Rahmadani, Arman Bin Anuar, dan Imam Pribadi. 2023. "Identifikasi Permasalahan Santri Melalui Instrumen Alat Ungkap Masalah Di Pondok Pesantren Kota Palopo." *G-Couns: Jurnal Bimbingan dan Konseling* 8(01):48-55. <https://10.31316/gcouns.v8i01.5002>
- Rasyadi, A. F., Albaar, R., & Suwatah, S. (2023). Implementation of Guidance and Counseling in Islamic Boarding School. *Jurnal Bimbingan Dan Konseling Islam*, 13(2), 107-123. <https://doi.org/10.29080/jbki.2023.13.2.107-123>
- Restrepo, Danielle M., Megan S. Chesin, dan Elizabeth L. Jeglic. 2016. "The Relationship between Social Maladjustment, Childhood Abuse and Suicidal Behavior in College Students." *International Journal of Psychology and Psychological Therapy* 16(3):235-48. [Google Scholar](#)
- Rifandi, Akhmad. 2022. "Maladjustment in Islamic Boarding School: Effects of Peer Attachment?" *Psycho Holistic* 4(1):30-34. <https://10.35747/ph.v4i1.267>
- Rokhmatika, N., & Janah, R. (2025). Model Konseling sebaya Berbasis Budaya Pesantren Untuk Meningkatkan Penyesuaian Diri. *TSAQAFATUNA: Jurnal Ilmu Pendidikan Islam*, 7(2). <https://doi.org/10.54213/tsaqafatuna.v7i2.658>
- Saputra, Mochammad Ronaldy Aji, Fitri Idham Chalid, dan Heri Budianto. 2023. *Metode Ilmiah dan Penelitian: Kuantitatif, Kualitatif, & Kepustakaan (Bahan Ajar Madrasah Riset)*. Sidoarjo: Nizamia Learning Center. [Google Scholar](#)
- Sartika, D. (2024). The Impacts of Intention, Academic Stress, and Self-Efficacy on High School Students' Maladjustment Behaviors. *Indonesian Research Journal in Education | IRJE*, 8(1), 77-89. <https://doi.org/10.22437/irje.v8i1.32529>
- Sugiyono. 2018. *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta. [Google Scholar](#)
- Sugiyono, Prof. Dr. 2013. *Metode penelitian kuantitatif dan kualitatif dan R&D*. 19 ed. Bandung: Alfabeta. [Google Scholar](#)
- Wardani, Alfi Rilya Ulvia, dan Wisnu Sri Hertinjung. 2024. "The well-being of santri in relation to self-adjustment and parents' occupations." *Jurnal Psikologi Pendidikan dan Konseling: Jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling* 10(1):21. <https://10.26858/jppk.v10i1.52010>
- Windaniati, W. (2015). Meningkatkan Kemampuan Penyesuaian Diri Siswa melalui Teknik Cognitive Restructuring Pada Kelas X Tkr 1 Smk Negeri 7 Semarang Tahun 2012/2013. *Jurnal penelitian pendidikan*, 32(1).1-9. [Google Scholar](#)
- Yusriani, D., Adriansyah, M. A., & Prastika, N. D. (2025). Hubungan Antara Efikasi Diri Dengan Penyesuaian Diri Pada Santri Baru Di Pondok Pesantren. *Contemporary Education*

Review, 1(1), 20-29. [Google Scholar](#)

Copyright Holder :

© Prafitralia, A., Suryadi, S., Mursalim, M., Silfia, W., & Ahsani, N. A. (2026).

First Publication Right :

© Journal of Society Counseling

This article is under:

