

Profile of Psychological Flexibility Among Students at MA Hidayatul Mubtadiin

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ABSTRACT

ARTICLE INFO

Article history:

Received
June 25, 2026
Revised
July 20, 2026
Accepted
July 27, 2026

This study aims to determine the psychological flexibility profiles of students at MA Hidayatul Mubtadiin. The study employed a quantitative approach using descriptive methods and involved 81 11th-grade students. Data were collected using a psychological flexibility scale that measures six aspects: acceptance, cognitive defusion, contact with the present moment, self as context, values, and committed action. Of the 30 items tested, 26 were found to be valid and reliable. Data analysis was conducted using descriptive statistics, specifically frequency and percentage. The results of the study indicate that the students' psychological flexibility falls into the moderate category, followed by the high category, low, very low, and very high. These findings indicate that the majority of students already possess fairly good abilities to accept experiences, adapt to various situations, and act in accordance with their values, although further development efforts are still needed so that these abilities can develop optimally.

Keywords: *Profile, Psychological Flexibility, Students.*

How to cite

Putri, M. E., Alrefi, A., Ningsih, D. S., & Antika, S. (2026). Profile of Psychological Flexibility Among Students at MA Hidayatul Mubtadiin. *Journal of Society Counseling*. 4(2). DOI: <https://doi.org/10.59388/josc.v4i2.950>

Journal Homepage

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

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Published by

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INTRODUCTION

Adolescence is a stage of individual development from childhood to adulthood. According to the World Health Organization (WHO), this phase typically occurs in individuals aged 10–19 years (Dick & Ferguson, 2015). During this period, individuals tend to be more sensitive to stress and are prone to emotional and behavioral disorders (Van Loon et al., 2020; Karlina, 2020). If disorders that arise during this period are not properly addressed, they will disrupt academic performance, social relationships, and long-term development (Yani et al., 2025). For this reason, it is essential to teach life principles that are not only focused on academic knowledge but also capable of building character (Aswati & Chanifudin, 2025), so that individuals can navigate life's processes and challenges effectively. For this reason, schools and other educational institutions play a crucial role in instilling moral, social, and spiritual values to prepare students for their future roles as adults (Khair, 2021).

In practice, the process of instilling values occurs across various educational environments, each with distinct characteristics that shape students' development. One such educational environment with unique characteristics is the Islamic boarding school (pondok pesantren). Life

in a pesantren filled with various rules, activity schedules, and intense social interactions requires students to adapt to the diverse situations they face continually. In this environment, students not only participate in formal learning but also lead daily lives governed by various values, rules, and communal activities. Through this integrated way of life, Islamic boarding schools not only play a role in teaching religious knowledge but also shape students' character, spirituality, social responsibility, and independence through the practice of worship and various daily activities (Nasution et al., 2025; Falah, 2022). This is in line with Podungge's (2025) research, which explains that the practice of routine activities in Islamic boarding schools has been shown to foster students' religiosity, discipline, and independence. However, diverse backgrounds can create obstacles in the students' adjustment process within the dormitory (Haiffahningrum & Satiningsih, 2022). In addition to the results of initial observations and interviews with foundation representatives, the researcher also distributed a psychological flexibility questionnaire to 81 11th-grade students at MA Hidayatul Mubtadiin as a first step toward identifying the students' conditions at the research site. These obstacles include difficulties in adapting to the demands of the boarding school environment and formal learning, low motivation to learn, an inability to manage time effectively, and inconsistency in following rules and participating in learning activities as evidenced by behaviors such as skipping class, being late, and a lack of discipline (Haiffahningrum & Satiningsih, 2022, 2022; Arifin et al., 2025; Misdar et al., 2017). These conditions require students to possess the skills to adapt effectively to the situations they face.

The ability to adapt to various situations and obstacles is closely related to psychological flexibility. Psychological flexibility is an individual's ability to accept and cope with internal experiences such as thoughts, feelings, emotions, and challenging situations without avoiding them, while remaining mindful of the present moment and acting in accordance with personal values and long-term goals even when in uncomfortable circumstances (Hayes et al., 2006; Hayes et al., 2011; Kashdan & Rottenberg, 2010; Daks & Rogge, 2020; Alrefi, 2019). Psychological flexibility can be influenced by several factors, such as self-control, parenting styles, mental state, religiosity, and spirituality (Alrefi, 2022; Kashdan & Rottenberg, 2010; Parsafar et al., 2024; Williams et al., 2012). Furthermore, psychological flexibility can also be influenced by gender; according to a study by Alrefi et al. (2020), men exhibit higher levels of psychological flexibility than women. In contrast, research conducted by Hafizah & Alrefi (2026) found that women's levels of psychological flexibility were higher than those of men.

The differing research findings regarding factors influencing psychological flexibility indicate that this ability can be influenced by a variety of individual characteristics. Nevertheless, psychological flexibility remains a crucial ability related to how individuals respond to and adapt to the various conditions they face. In the context of students, this ability plays a role in building academic resilience when facing demands, pressures, and challenges in learning (Agustin & AR, 2025). This flexibility also plays a role in enhancing learning engagement and mental well-being, while reducing stress, burnout, and academic procrastination (Yue & Zhang, 2025; Nurlia et al., 2025). Furthermore, this ability helps students remain focused on their learning goals even when facing pressure and uncertainty (Daşcı et al., 2023; Hsu et al., 2023), and is associated with higher expectations of success, positive emotions, a lower tendency to procrastinate, and more adaptive stress responses (Hailikari et al., 2022).

Behaviors such as drowsiness during class, arriving late to class, and a tendency to skip class during breaks between periods do not directly indicate low psychological flexibility. Such behaviors may reflect students' difficulties in adapting to academic demands and life at the Islamic boarding school, as well as in maintaining actions aligned with their learning goals. Hayes

et al. (2013) explain that psychological flexibility is an individual's ability to remain present in the current experience and choose actions consistent with their values and goals, even when faced with unpleasant thoughts, feelings, or experiences. In line with this, Daşcı et al. (2023) state that psychological flexibility helps individuals adapt to academic demands, while Hsu et al. (2023) explain that individuals with psychological flexibility are able to maintain focus and continue acting in accordance with their goals even under stressful conditions. These conditions reflect a lack of responsibility and poor time management, which in turn lead to a decline in students' engagement in the learning process.

Given these conditions, greater attention is needed to the psychological aspects underlying students' learning behavior, particularly psychological flexibility as a crucial ability for adaptively addressing academic demands. A study on the profile of psychological flexibility is needed to gain an understanding of students' abilities to manage themselves, cope with pressure, and maintain consistency in their learning behavior. Therefore, research on the profile of psychological flexibility among students at MA Hidayatul Mubtadiin is necessary to assess their current condition and to serve as a foundation for developing strategies to improve the quality of learning and student development that are better aligned with real-world needs.

METHOD

This study employed a quantitative approach using descriptive methods. The study aimed to determine the profile of psychological flexibility among students at MA Hidayatul Mubtadiin. The sample consisted of 81 11th-grade students at MA Hidayatul Mubtadiin. The study employed purposive sampling, a selection technique based on specific criteria relevant to the research objectives. This technique was used to ensure that the selected sample genuinely exhibited behavioral tendencies indicative of low levels of psychological flexibility. Data collection was conducted using a psychological flexibility scale adapted from the instrument by Rolffs et al. (2018) and previously used in Alrefi's (2022) study. The instrument used in this study consists of 30 items measuring six aspects of psychological flexibility: acceptance, cognitive defusion, contact with the present moment, self as context, values, and committed action. This instrument was originally developed for college students. Before using it with students at MA Hidayatul Mubtadiin, the researcher first conducted validity and reliability tests to ensure the instrument's suitability. Based on the test results, 26 items were found to be valid and reliable, making them suitable for use as a research instrument. The data obtained were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. Subsequently, psychological flexibility scores were grouped into the categories of very low, low, moderate, high, and very high to obtain an overview of the students' level of psychological flexibility in general as well as in each aspect measured.

RESULTS AND DISCUSSION

This study was conducted on 81 students at MA Hidayatul Mubtadiin in February 2026. The results regarding the general profile of the students' psychological flexibility levels which consist of the categories very low, low, moderate, high, and very high are presented in the following table.

Table 1. Profile of Psychological Flexibility Among Students at MA Hidayatul Muhtadiin

Categorization	Psychological Flexibility
Very Low	7 (9%)
Low	21 (26%)
Moderate	29 (36%)
High	22 (27%)
Very High	2 (2%)

Based on the results of the data analysis, it was found that the level of psychological flexibility among students at MA Hidayatul Muhtadiin was predominantly in the moderate category. A total of 29 students, or 36% of the total 81 students, fell into this category. This finding indicates that the majority of students possess a sufficiently adequate level of psychological flexibility in coping with various demands and experiences of daily life.

The high category was occupied by 22 students, or 27% of all respondents. These results indicate that some students already possess good abilities in accepting emerging experiences, managing their psychological state, and adjusting their behavior in line with their values and goals. The low category was occupied by 21 students, or 26% of the total respondents. This situation indicates that there are still students who struggle to adaptively cope with stress, change, or unpleasant experiences. This aligns with Hafizah (2026), who noted that students with high psychological flexibility tend to be better able to manage anxiety, cope with uncertainty, and view learning experiences as part of the process of personal development. Conversely, students with low psychological flexibility tend to exhibit avoidant behavior, struggle to cope with failure, and experience a decline in motivation to learn.

The very low category was assigned to 7 students, or 9% of all respondents. This percentage indicates that some students have a suboptimal level of psychological flexibility, which means they may face difficulties in managing their thoughts, emotions, and behavior when confronted with various problems. The very high category was assigned to only 2 students, or 2% of all respondents.

The overall data distribution shows that the level of psychological flexibility among students at MA Hidayatul Muhtadiin tends to fall into the moderate category. This finding suggests that students' ability to accept experiences, adapt to change, and direct their behavior in accordance with their values has developed to a sufficiently adequate level. Nevertheless, the presence of students in the low and very low categories highlights the need for sustained efforts to enhance students' psychological flexibility so they can face various challenges more adaptively.

The overall results show that the level of psychological flexibility among students at MA Hidayatul Muhtadiin tends to fall into the moderate category (29, or 36%). This indicates that, in general, students already possess basic abilities to adapt to environmental demands; however, these abilities have not yet developed optimally (Hayes et al., 2011). In line with other studies, moderate levels of psychological flexibility indicate that individuals already possess adaptive abilities but still require further development to cope with stress more effectively (Dawson & Golijani-Moghaddam, 2020).

CONCLUSION

Based on the research findings, the psychological flexibility of students at MA Hidayatul Muhtadiin falls into the moderate category. These results indicate that the students possess a fairly good ability to accept various internal experiences that arise, whether in the form of thoughts, feelings, or emotions. These abilities are reflected in the aspects of acceptance, cognitive defusion (detachment from negative thoughts), present-moment awareness, self-as-context, clarity of life values, and the ability to take actions aligned with one's values (committed action).

These findings indicate that the majority of students have been able to respond to life's various demands and challenges in a fairly adaptive manner, although further development is still needed to enhance their psychological flexibility so that they can face academic, social, and personal challenges more effectively.

The results of this study are expected to serve as a basis for consideration by students, guidance and counseling teachers, madrasah administrators, and future researchers in their efforts to enhance students' psychological flexibility. Students need to understand the importance of psychological flexibility as a skill that supports the process of self-adjustment and decision-making in accordance with their values. Guidance and counseling teachers can utilize the findings of this study as a basis for designing and implementing services aimed at developing students' psychological flexibility.

Support from the madrasah is also necessary through the provision of facilities and policies that support the optimal implementation of guidance and counseling services. Future research is expected to further explore psychological flexibility by involving a broader sample, employing more diverse research designs, and examining the effectiveness of various counseling approaches in enhancing students' psychological flexibility.

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