

EMOTIONAL INTELLIGENCE AND PARENTS ATTACHMENT TO ADJUSTMENT AMONG FIRST-YEAR STUDENTS AT DAYAH

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ABSTRAK

Kehidupan di dayah memiliki peraturan dan kegiatan rutin yang wajib diikuti oleh para santri. Keadaan tersebut dapat menimbulkan tekanan apabila para santri tidak mampu untuk menyesuaikan dirinya. Keberhasilan para santri dalam menyesuaikan diri turut dipengaruhi oleh beberapa faktor, diantaranya kecerdasan emosi dan kelekatan orangtua. Penelitian ini bertujuan untuk mengetahui: 1) pengaruh kecerdasan emosi terhadap penyesuaian diri; 2) pengaruh kelekatan orangtua terhadap penyesuaian diri; dan 3) pengaruh kecerdasan emosi dan kelekatan orangtua terhadap penyesuaian diri pada siswa tahun pertama di dayah. Sampel pada penelitian ini para santri tingkat menengah pertama kelas VII sebanyak 200 orang dengan teknik pengambilan sampel adalah total sampling. Alat ukur yang digunakan berupa skala penyesuaian diri, skala kecerdasan emosi, dan skala kelekatan orangtua. Hasil penelitian menunjukkan bahwa: 1) kecerdasan emosi berpengaruh positif dan signifikan terhadap penyesuaian diri ($p = .000$, $r = .593$); 2) kelekatan orangtua berpengaruh positif dan signifikan terhadap penyesuaian diri ($p = .030$, $r = .154$); dan 3) kecerdasan emosi dan kelekatan orangtua secara bersama-sama berpengaruh terhadap penyesuaian diri pada siswa tahun pertama di dayah ($p = .000$, $r = .595$). Implikasi dari penelitian ini adalah agar para santri dapat mengembangkan kecerdasan emosi dan kelekatan orangtua untuk meningkatkan penyesuaian diri yang lebih baik.

Kata kunci: penyesuaian diri, dayah, kecerdasan emosi, siswa tahun pertama, kelekatan orangtua

ABSTRACT

Life at dayah has rules and routine activities that the students must follow. This situation can cause pressure if the students are unable to adapt. The success of students in adapting is also influenced by several factors, including emotional intelligence and parental attachment. This research aims to determine: 1) the influence of emotional intelligence to adjustment; 2) the influence of parents attachment to adjustment; and 3) the influence of emotional intelligence and parents attachment to adjustment among first-year students at dayah. The sample in this study was 200 students from class VII, with the sampling technique being total sampling. The measurement tools used are adjustment scale, emotional intelligence scale, and parents' attachment scale. The results of the research show that: 1) emotional intelligence positively and significantly influenced to adjustment $p = .000$, $r = .593$; 2) parents attachment positively and significantly influenced to adjustment ($p = .030$, $r = .154$); and 3) emotional intelligence and parents attachment influenced to adjustment among first-year students at dayah ($p = .000$, $r = .595$). The implication of this research is to develop emotional intelligence and parents attachment to improves better adjustment.

Keywords: adjustment, dayah, emotional intelligence, first-year students, parents attachment

INTRODUCTION

Dayah is an Islamic educational institution in Aceh that has been deeply rooted since Islam was established in Aceh in the first century Hijriyah (Saifullah, 2013). Dayah in Aceh are grouped into two, namely salafiah dayah (traditional) which adheres to an education system passed down from generation to generation and integrated dayah (modern) which adheres to a more modern and formal education system (Almujahir, 2015).

One of the modern dayahs in Banda Aceh, apart from providing religious-based education, this institution also provides general education similar to other schools. According to Khalis and Hasyim (2013), based on the existing dayah rules book, dayah applies several rules and requires students to follow a predetermined curriculum to familiarize students with discipline and independence. These regulations require students to live every day in the dormitory provided by dayah and adhere to Islamic law, permission to go home only once a month and use Arabic or English in everyday communication. Students who do not obey the rules enforced at dayah will receive punishment according to the offense they violated. If the mistakes made are too serious, dayah will be expelled. Dayah also has structured and routine daily activities for students to carry out every day. This activity starts from 04.30 WIB to 23.00 WIB. Dayah also determines weekly activities that students must participate in. This will make students learn to be disciplined and have to adapt themselves to these situations.

Self-adjustment is an application carried out in daily life to achieve desired goals and occurs continuously throughout life and varies from time to time (Haber & Runyon, 1984). The phenomenon of difficulty adjusting is also seen in some students at dayah. Based on interviews with teachers at dayah (2020), it was found that the students appeared to display various kinds of emotions because they could not manage their feelings, such as sadness, crying, rebelling, complaining, asking to go home, refusing to follow the rules, not being enthusiastic about participating in various activities at dayah, moody, sick, alone and not wanting to be friends with other people, fighting with friends, wanted to leave dayah, wanted to change schools, and ran away from dayah. Purwaningsih (2013) stated that every year students who transfer or change schools are more likely to do so by students who go to boarding school compared to students who do not go to boarding school.

In the early adolescent phase, there is one developmental task that must be completed, namely being able to abandon childish attitudes or behavior reactions and make adjustments (Yusuf, 2012). According to Aderi et al., (2013) stated that first year students will face the challenge of adjustment. They need to master their new social environment, develop an orientation based on their place of education, become productive students at their school, and adapt to new roles and responsibilities.

Apart from that, they will also find a package of learning and teaching methods different from those previously obtained. Every year 5-10% of new students experience problems in the adjustment process, such as not being able to attend lessons, not wanting to live in the dormitory because they cannot live separately from their parents, and committing actions that violate the boarding school rules (Hidayat, 2012). Sari et al., (2018) regarding the identification of problems in Islamic boarding schools shows that adjustment problems among students in Islamic boarding schools have a percentage of 81%. This percentage is quite high compared to other problems experienced by students at Islamic boarding schools.

Setiawan (2013) students who attend boarding schools need adaptability and a great willingness to take part in every activity carried out during education. His ability to adapt to the environment is also influenced by physical, mental and emotional conditions. Individual success or failure in managing their emotions depends on emotional intelligence (Goleman, 2015). Goleman (2015) states that emotional intelligence is the ability to motivate oneself, survive in the face of frustration, control impulses, not exaggerate pleasure or distress, regulate mood so that stress does not interfere with the ability to think, empathize and pray.

Goleman (2015) further explained that individuals with high emotional intelligence will be increasingly able to overcome various problems, especially those that require strong emotional control. Positive emotional intelligence will have impacts such as being happier, more confident, popular, being able to establish good relationships with the environment, being able to manage emotions, being able to control stress, and being more successful at school. On the other hand, individuals with low emotional intelligence have a poor emotional balance, self-oriented, unable to adapt to the problems they are facing, always anxious, less able to interact with the people around them, lack self-control, angry, aggressive, desperate, and tend to be disappointed. This is in line with the Santrock (2009) opinion that reveals negative emotional intelligence will have impacts such as aggressive behavior, anxiety, poor performance at school, antisocial behavior, and bad relationships with peers.

In line with research conducted by Kar et al., (2016) found that high emotional intelligence was found to be a predictor of life satisfaction, good adjustment, positive interactions with peers and family, and warmth. In addition, low emotional intelligence is associated with violent behavior, drug and alcohol use, and delinquent behavior. Furthermore, research by Kar et al., (2016) also states that emotional intelligence has a direct effect on adjustment at home, school and with peers. In addition to the emotional intelligence factor, the phenomenon of difficulty adapting to dayah is also inseparable from having to be separated from her parents temporarily. Based on interviews with 5 students at dayah (2020), they said that it was very difficult for them to leave the house because they had to be far from

their parents. The warm and pleasant home life must be replaced by life in dayah and they are required to adapt well. This also applies to students who come from outside the city of Banda Aceh. This situation makes it increasingly difficult for them to meet their parents due to limited time to visit dayah. The students also said that their parents were the place they depended on and complained. While they are in dayah they cannot contact their parents all the time and do everything themselves. This situation makes the students feel uncomfortable in the dayah. Apart from that, students also said that they often asked their parents to take them home and wanted to leave dayah. Usually, they can only cry, think about their parents and home all the time, and have a great desire to meet their parents and go home. When the students are given permission to go home, they will feel lazy to return to dayah.

Bilwani dan Gupta (2015), when separation occurs, children feel worried about themselves without an attached figure by their side, so they often refuse to go to school and choose to stay at home with their attached figure. Children feel that there will be danger when they are not with their parents and are afraid that their parents will leave and never come back. In line with research conducted by Maslihah (2011), when students choose to continue their education at a boarding school, the students are required to be able to adapt themselves well to their environment. Students not only meet new people, such as friends, dormitory caregivers, but also have to live separately from their parents, which of course is not easy.

Gunarsa and Gunarsa (2008) stated that Good self-adaptation is obtained from affection and closeness to parents. Research conducted by Fitriyah (2013) mentions that attachment built from birth is useful as an adaptive function for adolescents to master new environments. A good relationship with a caregiver will make a child have a secure attachment and develop a good interaction with others as well as have a good self-adaptation. Armsden and Greenberg (1987) stated that attachment is an affectionate bond between two individuals that has a strong intensity. Attachment is an important factor as the basis for a child's ability to interact and explore the environment independently. The attachment patterns that exist with parents before living in a dormitory influence children's interactions with other people while living in a dormitory (Hurst, 2010).

The relationship between parents and children can influence individuals in making adjustments. Indrawati and Fauziah (2012) revealed that parental acceptance of children makes children feel wanted, gets love, fosters a sense of security, self-confidence, appreciation so that good adjustments occur. On the other hand, rejection from parents creates hostility and poor adjustment in children. Research conducted by Mesidor and Sly (2016) found that parents play an important role in students' ability to adapt to their new life situation. Students who have secure attachments to their parents or caregivers tend to have better transitions. In addition, students who have secure attachments tend to

view the world as a safe place, so they are more likely to create new social attachments in their environment. Furthermore, Mesidor and Sly also said that the ability to connect with other people can help relieve feelings of isolation and longing.

Therefore, having emotional intelligence and a secure attachment to parents can help students adapt so that students can survive all situations and conditions in dayah to be able to complete their education. However, research by Sutris (2008) and Wijayanti (2012) found that almost 75% of students at boarding schools were at the will of their parents, not the students themselves, resulting in students needing a long time (an average of 4 months) to adjust, especially those related to discipline and independence, responsibility in following the rules of life in the dormitory, for example not being able to leave the dormitory at will, or not being able to use a cellphone freely, this makes students feel uncomfortable and want to go home.

Based on the explanation above, researchers are interested in conducting another study, especially looking at emotional intelligence and parental attachment in first year students at dayah which is associated with their adjustment. The main hypothesis in this research is that emotional intelligence has a positive effect on adjustment in first year students at dayah; parental attachment has a positive effect on adjustment in first year students at dayah; and there is an influence of emotional intelligence and parental attachment on the adjustment of first year students at dayah.

LITERATURE REVIEW

Self-adjustment

Haber and Runyon (1984) define self-adjustment as an application carried out in daily life to achieve desired goals and continues throughout life and varies from time to time. Adaptation is the process of changing individual behavior to create and obtain a balanced and harmonious relationship with the environment. This change can generate unpleasant feelings because a person has to try to do something new regarding the balance and homeostasis between the individual and the environment (Mudasir & Gannaie, 2013).

According to Mesidor and Sly (2016), adjustment is a multidimensional process involving several factors. Individuals who experience this process will face different problems. When individuals have psychological pressure on their environment and they successfully adapt to the new environment, then they have good adjustment. Wijaya and Judistira (2017) state that adjustment is an act of adaptation to various conditions, positions or specific goals. In psychology, adjustment is a behavioral process in which humans maintain a balance between their various needs and the obstacles from their environment.

Emotional Intelligence

According to Goleman (2000) emotional intelligence is the ability to motivate oneself, persist in the face of frustration, control impulses, not exaggerate pleasure or distress, regulate mood so that stress does not interfere with the ability to think, empathize, and pray. Emotional intelligence is the ability and skill to monitor feelings and emotions to guide thinking, actions, overcome demands and pressures that affect the environment. Managing emotions and adaptability are the main factors of emotional intelligence (Seoki, 2016). Masaong (2014) states emotional intelligence as the ability to feel, understand, and effectively apply emotional power and sensitivity as a source of energy, information, connection, and human influence. Emotional intelligence is defined as an individual's capacity to understand emotions, regulate emotions, and apply that information to facilitate thinking and achieve goals. Emotional intelligence plays an important role in mental health, success in academic, professional and social fields (Killgore et al, 2017).

Attachment

The term attachment was first put forward by a British psychologist in 1958 named John Bowlby. Then a more complete formulation was put forward by Mary Ainsworth in 1969 (Mc Cartney & Dearing, 2002). Attachment is an affectionate bond between two individuals that has a strong intensity (Armsden & Greenberg, 1987). According to Vrticka et al (2012) attachment describes how people are emotionally attached to others and use their social interactions to regulate affective needs. Khairani and Hildayani (2012) stated that attachment is a construct that applies throughout life. A child will maintain the attachment bond they have with their parents from childhood to adulthood. Attachment is related to the emotional closeness between children and parents which will create a sense of security and form a strong foundation for positive mental health (Hastuti, 2015). Attachment is a special bonding relationship formed by children with one or more adults. This will create a sense of security when the child is near adults (Wittmer, 2011). According to Papalia et al (2009) attachment is defined as an active and reactive reciprocal relationship between two individuals who are distinguished from others, and the interaction that occurs between the two individuals is an effort to maintain closeness.

The Influence of Emotional Intelligence and Parental Attachment on Self-Adjustment

Maslihah (2011) stated that when individuals enter a new group, individuals will face friends and rules that may be completely different from the previous group, so that with these conditions individuals try to learn new rules, involve themselves with the group, in order to be accepted well in the

group. Adjustment becomes one of the problems when in a boarding school environment. There are several factors that influence adjustment, one of which is emotional intelligence (Fatimah, 2010). Adnan's research (2014) shows a significant difference in emotional intelligence between students from religious and government schools. Students from religious schools scored higher levels of emotional intelligence than students from public schools. Emotional intelligence always leads to behavior, both for the individual himself and for the social environment. This can be interpreted as a way to get adjustment in the midst of his environment.

Students who have high emotional intelligence will have enthusiasm and a positive attitude towards all demands and daily life that are lived in the boarding school environment, both in pleasant and unpleasant conditions. Someone who has the ability to control emotions well will benefit their social relationships and self-adjustment will also go well (Lusiawati, 2013). The ability to control or manage emotions can also help students adjust. Students who are able to manage their emotions well will handle their emotions appropriately without anxiety and pressure according to their environment, and will not get caught up in the emotions they experience. Students who have good emotional control will be able to adjust to their environment. Conversely, students who are less able to manage their emotions tend to experience anxiety in expressing their feelings (Karmiana, 2016).

Another factor that influences self-adjustment is parental attachment (Gunarsa & Gunarsa, 2008). The family is a child's primary environment from childhood to adulthood, this is where the child's first interaction with the outside world begins. The interaction between children and their families can create emotional bonds between children and their families (Syarifa & Indrawati, 2017). The relationship between parents and their children can influence individuals in making adjustments. Parental acceptance of children makes them feel wanted, receive affection, foster a sense of security, self-confidence, appreciation so that good self-adjustment occurs. Rejection from parents causes hostility and poor self-adjustment for children. In a large family, each member must adapt their behavior according to the expectations or norms desired by the family so that good self-adjustment occurs (Indrawati & Fauziah, 2012).

METHOD

This study uses a quantitative approach which aims to determine the influence of emotional intelligence and parental attachment on the adjustment of first year students at dayah.

Participant

The subject criteria in this research are:

- a. Students and students at junior high level class VII at dayah Modern Darul Ulum Banda Aceh.
- b. Early teens 11-15 years old.

Sampling used total sampling technique. The total sampling technique is a sample determination technique when all members of the population are used as samples. This technique is used if the research wants to make generalizations with very small errors (Sugiyono, 2013). Based on data from the administrators at dayah Modern Darul Ulum, the population of students at junior high level class VII at dayah Modern Darul Ulum Banda Aceh is 200 students. Before being involved in this research, subjects first expressed their agreement by filling out informed consent.

Instrument

This research data was obtained using the scale method. There are three scales used in this research, namely the self-adjustment scale consisting of 50 statements to measure the level of self-adjustment. This scale consists of favorable and unfavorable statements. The emotional intelligence scale consists of 50 statements to measure the level of emotional intelligence. This scale consists of favorable and unfavorable statements. The parental attachment scale consists of 30 statements to measure the level of attachment. This scale consists of favorable and unfavorable statements. Items on the scales of adjustment, emotional intelligence, and parental attachment were created by researchers using constructs from existing theories. The content validity of the measuring instrument is determined through professional judgment, so that the items that have been developed can measure the thing to be measured. The reliability test used in this research is Cronbach's Alpha.

The process of manufacturing measuring instruments begins with the elaboration of the basic theory of the research variable. The process is then continued with blue print based on the aspect or criteria of the composer of a structure. After that, item-items are made based on blue print. The untested measurement will be examined and analyzed first through a professional judgment. The scale that has been compiled and has passed through a professionalized judgement will then be tested to see if the measurements that have been made can be measured. After the test, a valid and reliable measure will be obtained and then presented in the measuring instrument. These three scales were tested on 100 class VII male and female students at the Inshafuddin Islamic Boarding School, Banda Aceh city.

Adjustment Scale

The overall reliability test results for the self-adjustment variable are .886, which shows that this scale has a high level of confidence. Through the results of the item differentiation test, there were 33

items that had a total item correlation coefficient value below .3, so the item was declared invalid. Meanwhile, 17 other items had a total item correlation coefficient value above .3.

Emotional Intelligence Scale

The results of testing the reliability of the emotional intelligence variable are .933, which shows that this scale has a high level of confidence. Through the results of the item discrimination test, there were 30 items that had a total item correlation coefficient value below .3, so the item was declared invalid. Meanwhile, 20 other items had a total item correlation coefficient value above .3.

Parental Attachment Scale

The results of testing the reliability of the parental attachment variable were .877, which shows that this scale has a high level of confidence. Through the results of the item differentiation test, there were 21 items that had a total item correlation coefficient value below .3, so the item was declared invalid. Meanwhile, 9 other items had a total item correlation coefficient value above .3.

Data collection is carried out directly in printed form by visiting dayah after obtaining approval from dayah. Research data was analyzed using descriptive statistics for get the Mean and Standard Deviation values from the scores obtained in measurement of each research variable. Next, the research hypothesis was tested using multiple regression, because the researcher wanted to predict the influence (high-low) of the dependent variable with two independent variables after confirming the assumption test is needed for the use of analysis is fulfilled, namely distributed data normal and linear. This analysis was carried out with the help of statistical software SPSS version 23.0.

RESULT

The subjects in this research were 200 Islamic boarding school students of dayah Modern Darul Ulum Banda Aceh who were in class VII who met the characteristics of the research sample.

The Influence of Emotional Intelligence on Personal Adjustment

The first hypothesis in this research is that there is an influence of emotional intelligence on adjustment in first year students at dayah. Data analysis to test this hypothesis was carried out using simple regression analysis. The results of hypothesis testing are as follows:

Tabel 1.

Simple Regression Results on the Effect of Emotional Intelligence on Personal Adjustment

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4280.376	1	4280.376	107.310	.000
Residual	7897.844	198	39.888		
Total	12178.220	199			

Based on the table above, F is obtained at 107.310 with a significance value of .000 (sig. < .05), so H₀ is rejected and H_a is accepted. This shows that there is an influence of emotional intelligence on the adjustment of first year students at dayah, where the higher the emotional intelligence an individual has, the better the individual's adjustment.

Tabel 2.

Results of Determination R of the Effect of Emotional Intelligence on Personal Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.593	.351	.348	6.13570

Based on the table above, it can be seen that the R value is .593 and is positive, indicating that there is a positive influence between emotional intelligence and self-adjustment. The determinant coefficient value (adjusted R square) is .348, or it can be said that the emotional intelligence variable influences self-adjustment by 34.8% and the remaining 65.2% is influenced by other factors not examined in this research.

The Influence of Parental Attachment on Personal Adjustment

The second hypothesis in this research is that there is an influence of parental attachment on the adjustment of first year students at dayah. Data analysis to test this hypothesis was carried out using simple regression analysis. The results of hypothesis testing are as follows:

Tabel 3.

Simple Regression Results on the Effect of Parental Attachment on Personal Adjustment

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	287.549	1	287.549	4.788	.030
Residual	11890.671	198	60.054		
Total	12178.220	199			

Based on the table above, F is obtained at 4.788 with a significance value of .030 (sig. < .05), so H₀ is rejected and H_a is accepted. This shows that there is an influence of parental attachment on the adjustment of first year students at dayah, where the more secure the parental attachment an individual has, the better the individual's adjustment.

Tabel 4.

Results of Determination R of the Effect of Parental Attachment on Personal Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.154	.024	.019	7.74944

Based on the table above, it can be seen that the R value is .154 and is positive, indicating that there is a positive influence between parental attachment on personal adjustment. The determinant coefficient value (adjusted R square) is .019, or it can be said that the parental attachment variable influences personal adjustment by 1.9% and the remaining 98.1% is influenced by other factors not examined in this research.

The Influence of Emotional Intelligence and Parental Attachment on Personal Adjustment

The third hypothesis in this research is that there is an influence of emotional intelligence and parental attachment on the adjustment of first year students at dayah. Data analysis to test this hypothesis was carried out using multiple regression analysis. The results of hypothesis testing are as follows:

Tabel 5.

Multiple Regression Results on the Effect of Emotional Intelligence and Parental Attachment on Personal Adjustment

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4317.437	2	2158.719	54.100	.000
Residual	7860.783	197	39.902		
Total	12178.220	199			

Based on the table above, an F of 54,100 is obtained with a significance value of .000 (sig. < .05), so H0 is rejected and Ha is accepted. This shows that emotional intelligence and parental attachment together influence the adjustment of first year students at dayah.

Tabel 6.

Results of Determination R of the Effect of Parental Attachment on Personal Adjustment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595	.355	.348	6.31684

Based on the table above, it can be seen that the R value is .595 and is positive, indicating that there is a positive influence between emotional intelligence and parents attachment influenced to adjustment among first-year students at dayah. The determinant coefficient value (adjusted R square) is .348.

Categorization of Personal Adjustment, Emotional Intelligence, and Parental Attachment

Tabel 7.

Categorization of Personal Adjustment

Value Range	Category	Frequency	Percentage
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$X < 65$	Poor	86	43%
$66 \leq X < 66$	Not classified	15	7.5%
$X \geq 66$	Good	99	49.5%

Based on the table above, of the 200 research subjects for the category of adjustment level of first year students at dayah, there were 86 people (43%) who had poor adjustment, then there were 99 people (49.5%) who had good adjustment, and 15 people (7.5%) had good adjustment (7.5%) were not classified because the research objective was only to divide adjustment into two categories, namely good and bad.

Tabel 8.
Categorization of Emotional Intelligence

Value Range	Category	Frequency	Percentage
$X < 76$	Low	85	42.5%
$76 \leq X < 77$	Not classified	24	12%
$X \geq 77$	High	91	45.5%

Based on the table above, of the 200 research subjects for the emotional intelligence level category of first year students at dayah, there were 85 people (42.5%) who had low emotional intelligence, then there were 91 people (45.5%) who had high emotional intelligence, and 24 people (12%) had high emotional intelligence (12%) were not classified because the research objective was only to divide emotional intelligence into two categories, namely high and low.

Tabel 9.
Categorization of Parental Attachment

Value Range	Category	Frequency	Percentage
$X < 61$	Insecure	78	39%
$61 \leq X < 71$	Not classified	22	11%
$X \geq 71$	Secure	100	50%

Based on the table above, of the 200 research subjects in the category of level of parental attachment to first year students at dayah, there were 78 people (39%) who had insecure parental attachment, then there were 100 people (50%) who had secure parental attachment, and 22 people (11%) was not classified because the research objective was only to divide parental attachment into two categories, namely secure and insecure.

DISCUSSION

The results of the research show that there is a positive and significant influence between emotional intelligence and adjustment in first year students at dayah. This means that the higher an individual's emotional intelligence, the better their adjustment will be. Goleman (2015) stated that

emotional intelligence is very important in life to achieve success. Apart from that, it is said that intellectual intelligence only contributes 20% to a person's success in life. The rest is determined by other aspects, namely emotional, social and spiritual intelligence. Individuals who have high emotional intelligence will try to create balance within themselves, strive for happiness within themselves, and change bad behavior for the better, so that it can be accepted by the surrounding environment.

Dwiperdanasari (2010) shows that the emotional intelligence of teenagers who live in Islamic boarding schools is higher than the emotional intelligence of teenagers who do not live in Islamic boarding schools. Emotional intelligence has become one of the appropriate measurements to be taken in adolescents. The role of emotions is very important in the organization of human behavior, such as self-involvement in the environment, decision making, collaboration and cooperation, and stress regulation. In line with research conducted by Koole et al., (2010) stated that emotional management in children who live in boarding school has a good level of emotional management.

The influence of emotional intelligence on self-adjustment can also be explained through the aspects contained in emotional intelligence. These aspects include, namely self-awareness, self-regulation, self-motivation, empathy, and building relationships. Individuals who have high emotional intelligence will immediately recognize emotional changes and their causes when facing stressful stress or conflict. Individuals will be able to explore these emotions objectively, so they do not get lost in emotions. This makes individuals able to think of various ways to reduce stress and resolve ongoing conflicts (Saptoto, 2010). Apart from that, individuals who can control their emotions well will be able to overcome situations and be able to adapt to their environment. This is in line with research conducted by Amin et al., (2016) that first year students with high emotional intelligence tend to be superior at managing themselves when doing anything, both in the learning and social processes.

Furthermore, individuals who have high emotional intelligence will tend to show an attitude that is easy to adapt, persistent and optimistic (Nagle & Anand, 2012). Empathy also makes a big contribution to teenagers in adapting. Adolescents who have empathy appear to be more able to have good interactions with their friends, so that adolescents are able to adjust themselves well. Individuals with high emotional intelligence will also be able to establish positive friendships with other people. On the other hand, individuals with low emotional intelligence will often experience rejection in their relationships (Adeyemo, 2009).

The results of this study also show that there is a positive and significant influence between the attachment of parents to the adaptation of first-year students in dayah. This means that the more secure the attachment an individual obtains, the better his adjustment will be. Parental attachment is very important for adjustment and satisfaction of psychological needs. Individuals who are able to adapt

consistently depend on their attachment relationship to their parents (Azic et al., 2015). Attachment that is strong enough tends to prevent individuals from psychological disorders because individuals can manage their emotions. This is in line with research by Al-Yagon (2011) which reveals that secure attachment plays a role in self-adjustment, so individuals experience fewer socioemotional difficulties when they have to adjust.

Levine and Munsch (2011) stated that secure attachment makes children better at adapting to new environments. This statement is in line with research conducted by Garriot et al., (2010) that secure attachment between adolescents and parents makes adolescents' adjustment better when entering school. A positive relationship between teenagers and parents makes teenagers' academic, social and psychological adjustments better in a new environment. On the other hand, insecure attachment will have a negative impact on individuals when entering a new environment, such as feeling uncomfortable and depressed. This condition will also be experienced by individuals who choose to leave home and separate from their parents. A change of residence that requires adolescents to separate from their parents is a significant transition for adolescents (Thurber & Walton, 2012). The role of attachment will provide a sense of security and the adolescent's psychological condition will not be easily shaken by new things they encounter outside the family environment. Teenagers will still feel safe when they are in a new environment far from their parents. They will easily adjust to a new environment without feeling stressed and depressed (Laumi & Adiyanti, 2012). Individuals who can adapt to new situations or environments will not feel stressed in their lives (Amin et al., 2016).

The influence of parental attachment on personal adjustment can also be explained through aspects of parental attachment. These aspects include trust, communication and alienation. Self-adjustment will have an impact on self-control, feelings of isolation, perception of the surrounding environment, trust in other people and trust in oneself (David & Nita, 2014). Soetjningsih (2012) stated that adolescents' attachment to their parents is characterized by a sense of trust. Teenagers will learn to build trust in a relationship by believing that the other person is consistently there for them. Adolescents who have a secure attachment will use this as a basis for adolescents to learn to trust and establish effective communication with other people, so that adolescents will have a positive view of others and themselves. This will influence teenagers in motivating themselves and building relationships with other people. Adolescents with secure attachment are more able to trust and be open with other people. On the other hand, teenagers with insecure attachment will be individuals who find it difficult to express their shortcomings.

Apart from trust, secure attachment between teenagers and parents is also demonstrated through good communication between the two (Dewi & Valentina, 2013). Communication that is not established well makes children feel isolated by their parents, thereby reducing their sense of security and gradually eliminating their sense of trust in their parents (Laumi & Adiyanti, 2012). This is confirmed by research by Purnama and Wahyuni (2017) which reveals that exclusion from parents has a negative relationship with social competence in adolescents. Feelings of being isolated from their parents can make it difficult for teenagers to interact with other people and tend to become narcissistic individuals and less capable of social interaction. Alienation is also an important aspect of attachment. A low level of alienation allows individuals to dare to enter a new environment, so that individuals have a positive acceptance of change and have close relationships with other people as well as the individual's ability to adapt when encountering problems or spontaneous changes (Gray, 2011).

Schaverien (2015) states that teenagers who live in dormitories or boarding schools have different attachments to teenagers who live with their parents. Adolescents who are in boarding schools have a low level of attachment. The sudden loss of an attachment figure causes teenagers in boarding schools to try to protect themselves. Apart from that, other impacts include teenagers being unable to express their feelings, no longer demanding emotional needs, and no longer recognizing the need for intimacy. Setianingsih's (2017) research on Islamic boarding school students also shows that poor relationships and communication between students and their parents can form negative mental states, such as being irritable, sensitive, irritable, easily anxious, depressed, lonely, lack of ability to solve problems, have poor self-identity, as well as the emergence of feelings of envy towards peers' families as a result of a lack of attention and affection.

Furthermore, the study also found that there was an influence between emotional intelligence and parent attachment on the adaptation of first-year students at dayah. This means that emotional intelligence and parental attachment together contribute to increased adjustment in first year students at dayah. It's just that the emotional intelligence variable has a greater influence on personal adjustment compared to the parental attachment variable. The results of this research are supported by research conducted by Ni'matuzzakiah (2012) showing that emotional intelligence and attachment together are able to predict children's ability to adapt. The effective contribution of the variables emotional intelligence and parental attachment in influencing personal adjustment was 34.8%, while the remaining 65.2% was influenced by other factors outside this research. The student adjustment process at dayah can be influenced by several factors. This is in accordance with Desmita's (2010) statement which explains that there are several factors that influence self-adjustment, namely school

environmental factors and family environmental factors. School environmental factors and family environmental factors are the main factors related to individual adjustment.

The school environment is one of the factors that influences self-adjustment and plays a role in determining the level of self-adjustment in adolescents (Annisa & Alfiasari, 2017). Schools also have a big role in the process of developing teenagers' social behavior because teenagers' interactions with the school environment occur many times, so teenagers are required to adapt to their environment (Hernawati & Rahmatica, 2016). Apart from that, the school environment also has a big influence on teenagers' emotional intelligence. Schools need to build effective and feasible interventions throughout the complex school program, so that schools will produce adolescent students who have high emotional intelligence (Kidger et al., 2011). Emotional intelligence is also an important element for adolescents in making adjustments (Denham et al., 2011). Emotional control can help individuals to balance emotions so that they can be conveyed or expressed in the right way. Dorm life in the first year is certainly not easy. The new environment, consisting of new teachers and friends, requires teenagers to learn to socialize and familiarize themselves. Adolescents are required to be able to establish and build new friendships in the dormitory environment, where adolescents spend more time with their peers both at school and in the dormitory (Wulandari & Rustika, 2016).

Researchers also found from field conditions that most of the students were not ready to leave home and separate from their parents, so they felt uncomfortable and wanted to leave dayah. Family environment is one of the factors and has a role in personal adjustment. The family environment is also the first social media used by children. Parents who accept their children well will create a warm, pleasant atmosphere and provide a sense of security for the children. This feeling of security is obtained by teenagers through secure attachment with their parents (Muzdalifah et al., 2019). This is in line with research by Melendez et al., (2010) showing that the quality of attachment that children have towards their parents is an external factor that influences the formation of children's adaptive quality abilities. A parent's degree of responsiveness and sensitivity to all the child's needs is the key to the growth of a strong attachment (Upton, 2012). Raju and Rahamtula (2013) also revealed that the family plays a role in children's adjustment. Children feel that family members, especially parents, offer a more conducive atmosphere at home, thereby facilitating better adjustment. The high attachment of teenagers to their parents makes teenagers feel valuable, because teenagers have someone who cares and provides support for them. Adolescents who are attached and have support from their parents will find it easier to adapt to their environment, especially the school environment (Ramadhani & Kustanti, 2018).

This research has been carried out in such a way as to obtain satisfactory results. However, there were still shortcomings and limitations during the time this research was carried out, the researchers were unable to reach by taking samples from several days, so they only involved one dayah in the research carried out.

CONCLUSION

Emotional intelligence and attachment are quite important in the adjustment of first year students at dayah, when there is high emotional intelligence and secure attachment in the students, the ability to make adjustments will also be better, so that it will be easier for the students to complete their education in dayah. Apart from that, along with the growth and development experienced by adolescents, many changes occur in adolescents. Adolescents do not only live in the family environment, but also in the school and community environment, so that adolescents are faced with a new, wider environment and new things that have never been experienced before. Adolescents must be able to adapt and interact with this new environment in order to adjust. Adolescents who are able to adapt are adolescents who are able to meet their needs in a balanced manner with their demands, both from within themselves and their environment, so that harmony is created between themselves and the reality in their environment. Therefore it can be concluded that the higher the emotional intelligence and the more secure the position that first year students at dayah, the better their adjustment will be when studying at dayah until completion. On the other hand, the lower the emotional intelligence and the more insecure the position that first year students at dayah, the worse their adjustment will be when studying at dayah.

There are suggestions for future researchers who want to study this matter further emotional intelligence, attachment and adjustment, can make the results of this research as overview and follow-up to design a program for students which aims to be able to control emotions well, develop themselves, understand themselves, be able to make decisions, adapt well, and learn optimally at school. Apart from that, it is also recommended to study samples different, for example by adding different levels of education and involving several dayah or Islamic boarding schools in Aceh and across other provinces, so that dynamics and comparisons will be more visible in the research carried out.

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