

A DESCRIPTION OF FEMALE PESANTREN STUDENTS' SUBJECTIVE WELL-BEING

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ABSTRACT

The present study aims to explore the factors of female pesantren students' subjective well-being. The present study was categorized as phenomenological study. The subjects of the study were six 15-18 years old female aged fourth year pesantren students (middle adolescent) and three significant person who were selected by using purposive sampling technique. The data were collected by using semi-structured interview with interview guideline and voice recorder. The data were analyzed by transcribing the interview, coding, and interpreting as well as drawing the conclusion. Based on the study, cognitive component named life satisfaction that was expressed by gratitude and positive relation with their friends and pesantren environment. The affective component was in the form of positive and negative affect. Positive affect such as being comfortable with the facilities in pesantren, being happy when completing memorization target, and being happy for mutual strengthening among friends in pesantren. The negative affect such as being sad to be far away from the parents and pressure due to school activities and pesantren activity. The factors affecting subjective well-being of pesantren were self-esteem, personal control, extroversion, optimism, positive social relationship, life meaning and goal, as well as idolized model or figures. The result of the study can be used as reference for the counselors in Pesantren in providing guidance and counseling regarding well-being to the female pesantren students.

Keywords: subjective well-being, student, pesantren

INTRODUCTION

According to the National Family Planning Coordination Body (BKKBN), based on census in 2010, there were 21,489,600 female adolescents in Indonesia or equal to 18.11% of Indonesian women (BKKBN, 2010). That number potentially turns into problems because adolescents possess various need

and when they cannot satisfy the need, it may results in problems (Hurlock, 2009).

Adolescents, according to Monks, Knoers, and Haditono (2006) is categorized into four parts, pre-adolescence (10-12 years old), early adolescence (12-15 years old), middle adolescence (15-18 years old), and late adolescence (18-21 years old). According to Steinberg (2007), adolescence period is characterized by rapid personality change

because in that period, adolescents experience physical, psychological, social, and cognitive development.

School environment become one of the important components in adolescents' cognitive and self-development (Dahl, 2004). Adolescents spend most of their time at school, this significantly affect their comfort and happiness. Feeling of comfort at school is associated with all domain such as school condition, social relationship, and self-actualization (Eryilmaz, 2015).

Pesantren-based School is one of the educational institution in Indonesian that begin to be popular nowadays. Based on the data from Ministry of Religious Affairs in 2012, There were 27.230 Pesantrens in Indonesia. Educational life in Pesantren is different from that in general school. A female pesantren student is called as santriwati.

Pesantren student is obliged to live in the dormitory and to participate in organization or religious material. Quran recitation, students organization, evening study, recitation after isya and subuh is mandatory activity in Pesantren. Tight and time consuming activity often make adolescents who live in Pesantren feel stressful due to many subjects and parents' high demands. In addition, peer conflict also affect their life in Pesantren.

There are many reasons why adolescents decide to study in pesantren-based school, the parents' choice, rejected by the school they choose, or their own willingness. Besides, parents assume pesantren-based school is a good place for learning because in addition to general material, their children receive religious material.

Dewi (2014) found that the concept of happiness is centered in their sense of freedom of thinking and freedom of action. Adolescents who live in pesantren are tightly regulated, yet they are still be able to fulfill their needs. Cognitively, adolescents' freedom in pesantren is very limited because they are restricted by environmental expectation.

Seligman (2006) state that happiness is the expectation of majority of the people. Happiness is one of the important concept in positive psychology and it becomes one of the indicator of *subjective well-being*. Happiness is also viewed as an individual's final destination, some of them view it as the part of life journey, as a result of his action. Lyubomirsky (2013) found that happy people will be more success compared to those who less happy. Subjective well-being refers to someone's perception toward his life experience, it consists of cognitive and affective evaluation and represents psychological well-being (Compton, 2005 in Hwang, 2017).

According to Ed Diener, Eunkook Suh, and Shigehiro Oishi (1997), subjective well-being refers to how individual evaluates his life. It covers variables like life satisfaction and marital satisfaction, absence of depression and anxiety, and positive mood and emotion. Further, Compton (2005 Hwang, 2017)concludes that in general, someone's index of subjective well-being can be seen from the score of two main variables namely happiness and life satisfaction..

Doralúcia Gil da Silva, Débora Dalbosco Dell'Aglio (2016) Samya.P, Sofiyati.M. (2011) conducted study on female adolescents' subjective well-being , especially those who

live in Pesantren. There are similarity and difference with the current study. The similarity lies on the research methodology. The difference lies on the subject of the study. The present study focused more on female adolescents' subjective well-being problem, especially those who live in Pesantren in Special Region of Yogyakarta. Based on the background, the present study aims to obtain a description of female pesantren students' *subjective well-being* and its underlying factors. The result of the study can be used as reference for the counselors in Pesantren in providing guidance and counseling regarding well-being to the female pesantren students.

RESULT AND DISCUSSION

The description of subjective well-being of each subject can be viewed in two components, life satisfaction and affective component. Life satisfaction, in the present study, is described as the feeling of gratitude, interest and positive relationship with peers. Their happiness in Pesantren cannot be separated from their gratitude for their life. They are grateful for being in Pesantren because this environment turn them into a better person and is prevented from promiscuity. They are grateful for they are comfortable to to stay in Pesantren for learning Al-Quran. This is consistent with Mustofa (2008) who state that one of the sources of happiness is the environmental positive acceptance. _____

"I feel, Alhamdulillah i am in this Pesantren, because out there it seems to be very difficult and dangerous, Alhamdulillah, I am protected here from those things" (F)

METHODS

The present study was categorized as phenomenological study. The subjects of the study were six 15-18 years old female aged fourth year pesantren students (middle adolescent) and and three significant person who were selected by using purposive sampling technique. The data were collected by using semi-structured interview with interview guideline and voice recorder. The data were analyzed by transcribing the interview, coding, and interpreting as well as drawing the conclusion. Interview was done with three significant person to obtain information in order to gain reliability and as the form of member check to the subject who participated in the interview.

"I am grateful for living in Pesantren, I am protected from negative things out there" (H).

"I am not disappointed, I am happy, I am grateful because mmmm, If we are out there, about the morals, Here we can get what people out there cannot. So.." (A).

" I am grateful because here I can recite, I have not finished my recitation, I want to be hafiza, out there, there are many challenges so that I want to be here until I can finish it. (M).

Good relationship with friends emerge as important component of the students' happiness in the present study. Students who are capable of establishing a good relationship with friends or companion in the dormitory tend to be easier to adapt. This is consistent with theory proposed by Compton (2005) which stating that happiness grows from others' support, either family, friends, or environment.

" In pesantren, we have many friends, and mmmm , it teaches us about

socialization, mmm there are many things to learn" (F)

"I am happy, Ahamdulillah, I live in the right environment, and... I have many friends, happiness is simple, to be with friends, it makes me happy"(H)

" I enjoy the time I spend with my friends" (S).

I am happy for having many friends, we learn many things, we learn to understand our friends" (A).

" I am happy for having a pious friends. Because they lead us to be more discipline, there is also friend who always motivate me (Y).

"It makes me comfortable, she is like teacher, motivates us, when there is a friend who is capable for reciting quran quickly, she is encouraged to ask how she did it, it makes me very happy." (M)

Positive and negative feeling are also captured from the interview with six subject of the study. In the first year, they were not comfortable in Pesantren. Stress and regrets emerge during the adaptation process. Over time, they started to be comfortable to live in Pesantren. They are happy for always together with their friends. Keyes and Magyar (Synder & Lopez,2007) state that emotional well-being is related to the subjective condition. Happiness is a broad concept, like positive emotion or delightful experience, negative mood, and life satisfaction (Diener, Lucas, Oishi, 2005).

"About reciting, I was moody to do it, honestly" (H)

"Over time, I get used to it, even when they offer me to hang out, I refuse it because i am comfortable in pesantren".

"I do not enjoy it at first hehehe"

"I was sand because I cannot make a phone call or communicate with them, (F)

"At first three months I cried, I want to get out of this place. (S).

Individual can realize happiness as long as he can accept who he is (Yudantara,

2008). In the present study, self-esteem only emerge in three out of six subjects of the study. Subjects who are able to regard herself and capable of knowing herself will find it easier to adapt with Pesantren environment. Subject's self-regard can be seen from their understanding on their ability. This kind of subject will gain more happiness in terms of social and mental aspect.

I was so surprised because I never did it, Even I did not get many religious subject. At the first time I feel inferior here" (F).

"But I am happy, ya Allah, It turns out that I can do it, I never imagine that I can enter halaqoh tahfidz" (F).

" we learn to grow up here, hehehe although we are still young, I want to prove that we cont give up easily, something like that" (Y).

Someone is considered having high level of happiness when they are satisfied with their life, they often feel positive emotion and infrequently feel negative emotion. Besides, happiness can also arise because individual's success in achieving what they want, and success in managing their strength in daily life, and can feel a delightful condition (Diener and Larsen, 1984, in Edington,2005; Ronen et al, 2014).

In line with the the theory above, subject with good self-control find it easier to adapt with the environment. The subjects possessed a good self-control. All subjects have their own way to manage the time between school activity, dormitory activity, and have their own way of recitation. Quick adaptation process will affect subjects in their daily life in Pesantren. Subject who understand their ability will attempts to looking for a conducive situation that conform with her

learning type. This also affect the subjects' happiness.

"I have problems with time management, When there is activity for example, there is dauroh now, so we have to skip the school because of it, then skipping tahfiz, so when can I learn to recite then" (F).

"Hmmm, about obstacles when reciting process.. I forget, hmmm, laziness, that is" (H).

"So S was still doing her business with some kinds of meeting, so she had not recite" (Sp.2).

"When I forget about something then I don't recite, when the deadline comes, I try hard to recite but I don't make it" (A)

"About recitation, at fist musyrifah asked us to read a verse repeatedly, but started from the second grade, Alhamdulillah I found it easier to recite. (Y).

"I wake up early to recite, sometimes I fails, but no problem, at least I try" (M)

An extrovert tend to be more open and easier in finding comfort and happiness in pesantren environment. Four of six subjects tend to be more open and accept the environment. Subjects who find it easy to accept a situation tend to be more happy because she can make friends with anyone in pesantren. Activities that considered leading to positive affection is friend relationship, the fulfillment of basic needs such as food and drink, sexual relationship and success experience (Eddington & Shuman, 2005).

"About interaction, Alhamdulillah, we have many conversation, they are open" F and H can make friends with anyone" (Sp.1)

"So many, I make friends with anyone, senior, junior, the teachers, although it is not close" (H)

" I enjoy the time I spend with my friends" (S).

The subjects have a good optimism, it is shown by their process of Al-quran

recitation. Obstacles do not make them give up on their target, the subjects' belief in achieving their targets were shown from their daily and long-term planning.

Individual can realize happiness as long as he can accept who he is (Yudantara, 2008). Further, Yudantara explain that happiness can be developed by individuals by being optimistic.

"Sure, Effort, and Pray" (F)

"Sure, yes, pray, praying is the most important, then effort, then parents support, their blessing" (H)

"For now, maybe still seventy five percents" (Y)

"I am still talking about it, at least I try". (M)

"If my friend can do, why cant I? That is the standard" (M).

Six subjects of the study possess positive social relationship. It can be seen from subjects proximity with her friends. They are comfortable in Pesantren because they have many friends. Sharing become something that makes them happy. Besides, subjects also maintain positive relationship with their parents. By using telephone and visiting schedule, the subject maintain good communication with their parents.

Wheatley (Taufik, 2010) explain that support will establish belief and awareness that he/she is being cared for, loved, regarded, priceless, and a part of community who needs each other's support.

"Usually they asks about problems with friends, blablabla, how to reminds her, to make her not offended blablabla" (F).

"Alhamdulillah, she often reminds her friend, it may be caused by education and dakwah since she is junior, so she always remind her friend," (Sp.1)

“Alhamdulillah, we are close, with friends, with musyrifa, I don't know but I always try to be close with them” (S).

“Called once a week, they visit me fortnightly, but when they are busy, once in a month” (A).

“the news from home, hmmm, there is a something special” (M).

Happiness of each individual depends on their understanding of happiness (Lukman,2008). Four of six subjects were capable of drawing the meaning of their life and have a life map. Subjects who have life mapping means that they have already been able to set their target. Besides, those who have had a life purpose will be able to draw meaning of their life.

“I write it... Then I look for information about my planning.. I mean, about the next study” (F).

“I want to enter medical faculty, but I want the best one,, which one is the the best medical faculty, I want to be a specialist, i want to be an ob/gyn specialist, Inshaalah, then I will slowly build a tahfidz house, or a pesantren if it is possible, but I will still maintain my recitation” (H).

“Mm, I set daily planning from morning until night, like I want to wash my clothes or Ironing, and planning to study in Arab or Egypt” (Y).

“Maybe until university level” (M)

Model becomes the motivation for subjects in selecting Pesantren. They were inspired by their fathers, sisters, or other figures who also lives in pesantren. They watch their father and sister in pesantren, learning Arab language and having many friends. It makes them want to follow their father and sister choice. A figure also encourage subjects in completing her study in pesantren.

“After knowing my cousin, It seems that she is calm, eee, in short, I decide to study in Pesantren” (F).

“Because my father watches it every morning, then, wow, I want to be a hafiza. Hmmm, since the class meet with Ustadz Yusuf mansur, I want to be hafiza” (H).

“Because of my father, my father is Arab language teacher. Since childhood because I know that my sister enter pesantren and it seems that she enjoyed it, then I want it to” (Y).

“Hmmm, since.. Because my sister is in pesantren too, it motivates me. “I see my sister is very happy for having many friends, then is visited regularly, some kind like that” (M)

Mc Cartney and Dearing (2002) state that children obtain their knowledge from their sitter. Children with loving parents who satisfy their needs will develop a positive model based on trust. Otherwise, children with unpleasant sitter will lead to mistrust, and grow as an anxious children and less capable of establishing social relationship. In short, the description of female pesantren students' subjective well-being can be seen in figure 1. The factors affecting female pesantren students' subjective well-being can be seen in figure 2.

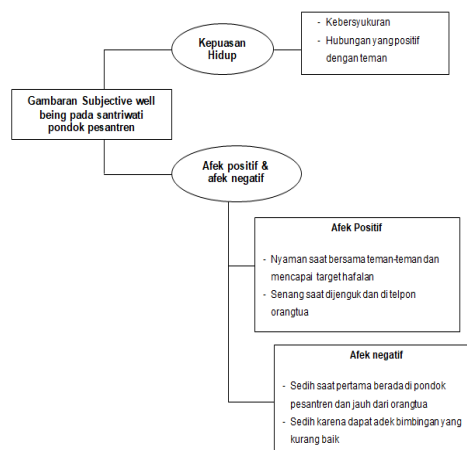


Figure 1.
Finding on the Description of Female pesantren students' subjective well-being.

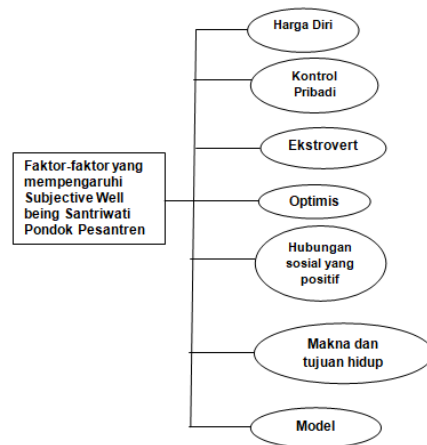


Figure 2.

Finding on he factors affecting female pesantren students' subjective well-being.

CONCLUSION

The study concludes the following. There are two components of female pesantren students' subjective well-being, cognitive and affective component. cognitive component named life satisfaction that was expressed by gratitude and positive relation with their friends and pesantren environment. The affective component was in the form of positive and negative affect. Positive affect such as being comfortable with the facilities in pesantren, being happy when completing memorization target, and being happy for mutual strengthening among friends in pesantren. The negative affect such as being sad to be far away from the parents and pressure due to school activities and pesantren activity. The factors affecting subjective well-being of female pesantren students were self-esteem, personal control, extroversion, optimism, positive social relationship, life meaning and goal, as well as idolized model or figures. The result of the study can be used as reference

for the counselors in Pesantren in providing guidance and counseling regarding well-being to the female pesantren students so that they can possess better softskill and ability for their future.

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