

Emotional Intelligent Training to Increase Self-Adjustment on Female Muslim Students in Pesantren

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Abstract—Self-adjustment is one of the required abilities in every individual, especially adolescents. One of the factors that can influence self-adjustment is emotional intelligence. This study aims to investigate the role of emotional intelligence training on self-adjustment on female muslim students. This study used the quantitative true experiment method with pre test-post test control group design. Participants were 24 female students who were divided into two groups, namely the experimental group and the control group. Data were collected using Self-Adjustment Scale.

Method of analysis used was non-parametric technique (Friedman Test and Mann Whitney-U Test). Friedman Test showed a significant improvement of self-adjustment score in experimental group. On the other hand, there was no significant change of self-adjustment score in control group. Further analysis by Mann Whitney-U Test found that the pre test-post test score difference was significant between experiment and control group. Based on these results, it can be concluded that emotional intelligence training is effective to increase self-adjustment on female muslim students.

Key words -- *self-adjustment, emotional intelligent training, female muslim students*

I. INTRODUCTION

As social beings, individuals are required to have self-adjustment skill to help maintaining harmony with the environment (Semiun, 2006). Therefore, self-adjustment becomes a natural and dynamic process, aims to change individual behavior in order to adapt to the environment (Fatimah, 2010). The process of self-adjustment becomes necessary, especially for female adolescent muslim student.

Hurlock (2011) states that one of the most difficult tasks of the development of adolescence is related to social adjustment. Most teenagers experience instability over time as a consequence of their adjustment to new behaviors and new social expectations. This can trigger various problems.

In general, adjustment problems often occur in adolescents because they experience a period of searching for self-identity. According to Djali (Rahma, Ilyas & Nurfarhanah, 2014), in their developmental period,

adolescents experience more self-adjustment problems compared to their previous period. In childhood, they tend to be calm and happy. Whereas, during their developmental period, adolescents experience inner tension resulting from the release of supervisions and restraints from others (especially adults) towards freedom. During this adaptation process, adolescents often experience anxiety, disappointment, hatred, and despair.

Adjustment in adolescence is a fairly important process because at that time there were social changes, roles, and behaviors (Hurlock, 2011). If teenagers are not able to adjust well, it can cause several problems. The adjustment problem in adolescents according to Hurlock and Schneider (Daradjat, 1999) in general is the existence of frustration or pressure of feeling, conflict or inner conflict, and anxiety. Problems related to frustration in adolescents, e.g., suicides, while problems related to conflict, e.g., *klitih* (aggression without ulterior motives) and *tawuran* (the clash between two or more student groups). As for the problems associated with anxiety, e.g., cases of anxiety disorders.

According to data, problems related to self-adjustment often occur in adolescents. In Indonesia, there are many cases of *tawuran* in adolescents. One of them is *tawuran* among students in Bogor. During July 2018, for two weeks, there were two students killed by the *tawuran* (Sindonews.com). In addition to *tawuran*, a small case occurred in Yogyakarta and killed a junior high school student. The police revealed that the culprit was two teenagers aged 13 to 14 who were still in junior high school (Kompas.com). Generally, the major perpetrators of the *klitih* cases in Yogyakarta were mostly teenagers (students).

This phenomenon also occurs in *Pesantren's* (i.e., Islamic boarding school) students called *santri/santriwati*. *Pesantren* is one of the Islamic-based educational institutions, mostly requires students to stay at the dorm during their education. There are various problems related to self-adjustment arise in *santri/ santriwati*. Sa'idah and Laksmiwati (2017) revealed that there were students who had difficulty adjusting to their new friends and environment. *Santri* who experience these problems were feeling unsure that they can adjust and socialise well.

A preliminary study by the researchers, interviewing 20 *santri/ santriwati*, revealed self-adjustment problem in *Pesantren "X"*. The preliminary study concluded that eighteen of them had conflict and seniority problems, difficulty in time management, difficulty in holding back emotions as well as difficulties in studying. While the rest interviewees did not experience self-adjustment problems because they have been studying in *pesantren* since elementary school.

Conflicts among friends and seniority indicate the incapability to perform social adjustment. Schneider (2008) revealed that good social adjustment is characterized by the existence of healthy social relations. While time management problem indicates the inability to adjust physically. Individuals who have inadequate sleeping time, lack of physical activities, as well as lack of regularity in physical habits, show difficulties in physical adjustment which is important to physical health in general (Schneiders, 2008).

Other factors indicating the lack of social adjustment is emotional instability. Individuals who have adequacy (determination), maturity and good emotional control tend to have good emotional adjustment. They will be mature enough to solve their problems, respect others, become altruists (happy to help others), forgive easily, as well as sympathize and empathize with others. This is consistent with Schneider (2008) which states that emotional adjustment contains three important things, namely the adequacy (accuracy) of emotions, emotional maturity, and emotional control.

Problems related to studying are also the obstacles to social adjustment. Individuals who adjust well to the school environment tend to understand the lesson, obey the rules, and do school work (Schneiders, 2008).

Adolescents who have experienced adjustment will experience the impact of positive and adjustments. According to Sunarto and Hartono (2013) the impact of positive self-adjustment are; 1) they do not show any emotional tension, 2) they do not show defense mechanism, 3) lack of personal frustration, 4) have rational considerations and self-direction, 5) are able to learn, 6) appreciate experiences, 7) behave realistically and objectively. Nonetheless, the impacts of negative self-adjustment are self-defense reaction, aggressive reaction, and escape reactions.

Ahyani and Kumalsari (2012) argued that adolescents who are not able to adjust will tend to be inferior, indifferent, self-alienating, and less confident. This statement outlines the importance of self-adjustment management so that the *santriwati* can perform their duties properly.

According to Schneider (2008), there are five factors that influence the process of self-adjustment, namely physical condition, development and maturity, psychological state, environmental conditions, and religiosity as well as culture. Broadly speaking, the factors that influence self-adjustment are internal factors and external factors. Internal factors are derived from the individual self which includes physical and psychological conditions, needs, intellectual maturity, emotional maturity, mental as well as motivation. While external factors are

those that come from the environment such as house environment, family, school, and society.

Santriwati who lives in *pesantren* often experiences adjustment problems. Saidah and Laksmiwati (2017), found that students or *santri* who always rely on their parents and are not used to being far from their parents will find difficulty to adjust to the *pesantren* environment. That is because they find difficulty in socializing with new friends. They also feel uncertainty and despair to adjust and socialize. Based on these studies and the results of preliminary study, various self-adjustment problems occurred in *santri/ wati*, require the ability to manage and control the emergent of negative feelings. If individuals are able to control it well, they will able to manage and minimize those problems.

The ability to control and manage emotions depicts emotional maturity. Psychologically speaking, the ability to control and manage emotions is related to emotional intelligence. Elias (2003) revealed that emotional intelligence in adolescents helps them adjusting to their environment. The result from earlier studies also indicates that self-adjustment has an association with emotional intelligence (Himmah & Desiningrum, 2017; Darsitawati & Budisetyani, 2015; Main, 2017).

Goleman (2009) defined emotional intelligence as the ability to motivate oneself, face pressures, control desires, regulate moods, as well as maintain the burden of stress to maintain ones' thinking ability and empathy.

People who are emotionally intelligent, according to Schutte (1998), are able to adjust well, have warm personality, sincere, persistent, and optimist. This is believed to include social and cognitive as functions related to emotional expression (Schutte, 1998). Meanwhile, Fernandez & Berrocal (2008) concluded that adolescents who are able to manage emotions will have better coping ability within their daily life, and are better in facilitating self-adjustment that they can overcome any uncomfortable experiences.

Based on the narration above, the researchers are interested in the role of emotional intelligence training as an intervention technique used to improve self-adjustment for students in *Pesantren "X"* in Yogyakarta. The emotional intelligence training is carefully designed according to the theory of emotional intelligence by Goleman (2009). The training material was also constructed based on the five aspects of emotional intelligence proposed by Goleman (2009), namely self-awareness/ emotional recognition, self-regulation/ self-management of emotions, motivation, empathy, and social skills. If the previous emotional intelligence training conducted by Fadzlul (2009) took two days with a total duration of 10 hours, this training will also takes three days with a total duration of 10 hours.

II. RESEARCH METHOD

A. Subject Identification

The participants of this study were 24 female students of *Pesantren "X"*. Their age range was from 12 to 15 years old. Generally, the participants must have low self-adjustment score measured by the self-adjustment scale.

B. Research Instrument

This study administered Self-Adjustment Scale modified from Devi (2015). The Scale uses aspects of self-adjustment by Schneider (2008) namely, personal adjustment and social adjustment.

C. Research Methods

This study uses an experimental quantitative approach, *i.e.*, true experimental design (pure experimental design). The type of pure experimental design used in this study is the pretest-posttest control group design, in which an experimental design with the mechanism for measuring variable scores before and after administration of treatment in both experimental and control groups (Latipun, 2015).

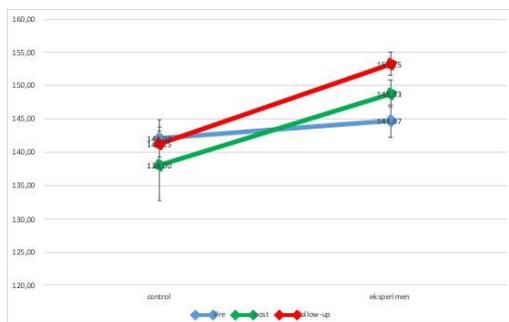
D. Analysis Techniques

The data collected were analysed nonparametrically using Friedman Test and Mann Whitney U Test through SPSS 16 for windows.

III. RESULT AND DISCUSSION

A. Result

The results of this study addressed the differences in adjustment between students who attended emotional intelligence training with students who did not attend the training. According to Friedman Test statistical technique, there are significant different in self-adjustment score before and after emotional intelligence training (Chi-Square= 18.67, $p < .001$). Further analysis also showed that the effect was persistent even after two weeks of follow-up.



Picture 1. The self-adjustment score based on groups (experiment vs. control) and time of measurement (pre, post, vs. follow-up)

The pre-test value for all subjects was initially within the medium and low category. However, after being given the treatment, there was significant change of self-adjustment scores in experimental group. Four subjects (33%) were in the high category and eight subjects (67%) were in the moderate category. On the measurements at follow-up, two weeks after the training, eight subjects (67%) were in the high category and four subjects (33%) were still in the moderate category.

Furthermore, Mann Whitney-U Test showed significant differences in self-adjustment score between experimental and control group on the gain score measurement between pre-test and post-test group ($U=33.500$, $p < .05$), post-test and follow up ($U = 32.000$, $p < .05$), as well as pre-test and follow-up ($U = 20.500$, $p < .005$).

B. Discussion

This study suggests that emotional intelligence training can be an effective treatment to improve self-adjustment skill in muslim female student. According to Elias (2003), emotional intelligence possessed by adolescents leads to every behaviour, both for themselves and for the environment (social). In this case, emotional intelligence becomes a means to get adjusted to the environment. This is relevant because emotional intelligence can be developed and learned through a training process (Eniola in Fadzlul, 2009).

Aspects of emotional intelligence training according to Goleman (2009) can significantly influence aspects of self-adjustment according to Schneider (2008). The aspect of self-awareness can direct individuals to recognize the emersion of their feelings and express those feelings through words. Self-mastery aspects are useful for managing individual emotions. The self-motivating aspects are useful for managing individual emotions as a tool to achieve goals. The empathy aspect is useful for recognizing other people's emotions and understanding other people's feelings. The aspects of social skills are useful for building relationships with others.

Based on the explanation above, the increased self-adjustment enables the participants to control their emotions well, have strong self-defence, manage time, face every problem in school lessons, as well as socialize well. These features are consistent with Rumini and Sundari (2000)'s findings about the impacts of well-managed self-adjustment, namely no sign of emotional tension, psychological mechanism, personal frustration, as well as the presence of rational considerations, self-direction, ability to learn, appreciation towards experience, realistic mind, and objective attitude.

Schutte (1998) proposed that emotionally intelligent people are able to adjust well, having warm personality, sincere, persistent, and optimist. It is believed to include social and cognitive functions as related to emotional expression (Schutte, 1998). Fernandez & Berrocal (2008) reinforces that adolescents who are able to manage emotions will have better coping ability within their daily lives, facilitate better self-adjustment so that they can overcome any negative feeling resulting from unpleasant experiences.

According to the evaluation result (*i.e.*, direct and indirect evaluations), there are some suggestions and impressions. Subjects considered that follow-up training was needed because they felt happy and fortunate to be able to take part in the training. After the training, the subjects were become more aware to manage emotions to live a better life. In addition, the subjects also expressed that they are more prepared to face problems, more enthusiastic and happier to live at Pesantren, more motivated to study as well as more prepared for their future endeavours.

The success of this research is supported by several factors. Besides the factors explained above, in terms of training modules, it can be well understood and implemented by trainers without significant constraints. The module itself it has gone through validation tests through professional judgment and verification. On the other hand, the trainer was able to build rapport and communicate well with the participants. The participants were also actively

participated, flexible, enthusiast, and cooperative. It is believed that those attitudes also support the result of this study. In addition, Pesantren "X" also have significant role in facilitating the training, so that it could be carried out and run smoothly. In terms of implementation, the existence of an action plan also helps participants to have future plans to continue what has been done in the training.

The researchers also realize that there were many shortcomings and limitations while carrying out this research. In terms of time, the training was delayed beyond the agreed schedule. This was because many participants were unable to attend the training, due to personal reasons. However, these obstacles can be overcome by replacing the training days. Furthermore, there are extraneous variables such as indoor noise, hot room temperature, and execution time during the break time after school activities. All these obstacles limited researcher's control over the activities and over the environment experienced by the trainees.

IV. CONCLUSION

The results suggested that emotional intelligence training significantly improve self-adjustment score in participants. There are also significant differences in score of adjustment between students who attended and students who did not attend emotional intelligence training.

Suggestion

The suggestions that can be given based on the results of the research are as follows:

1) *For Research Subjects:* It is hoped that in order to understand the material given, they should practice the knowledge into their daily life.

2) *For Further Research:* Increase the number of research subjects so that the results can be generalized. Researchers are also advised to take a conducive training schedule for research subjects so that subjects can attend the training schedule properly.

3) *For Institutions:* Pesantren "X" are advised to use an organized training program to solve the problems experienced by students. Based on training evaluation, the subjects were more enthusiast with this kind of program.

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