

Perceived Stress Mediation the Effect of Sense of School Belonging on Social Adjustment on 7th Grade Students of Pondok Pesantren

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ABSTRACT

First-year of students in Islamic boarding school (Pondok Pesantren) is closely related to the process of adjustment, the process to get a sense of comfort in school, and likely will get the feeling of stress due to stay away from home. If students can pass through it and have a good ability to adapt themselves to the environment, then the academic performance and association in the boarding school are expected to be better too. Therefore, the researcher conducted a quantitative research method that aims to prove the influence of sense of school belonging to social adjustment mediated by perceived stress. Research subjects amounted to 296 students of 7th grade in Pondok Pesantren by using purposive sampling technique. The data were collected using a scale or questionnaire related to the three variables and analyzed using Hayes mediation regression analysis with SPSS 23 for Windows. The result of this research is that perceived stress cannot be the mediator for the effect of sense of school belonging and social adjustment. And according to this research also turns out the sense of school belonging and social adjustment does not require the mediation variable to strengthen the influence of both.

Keywords: *Sense of School Belonging, Social Adjustment, Perceived Stress, Islamic Boarding School (Pondokpesantren), Mediation*

The school period is synonymous with the ability to adapt to the social environment, where when students are able to adapt well to their daily lives they will enjoy. Basically, the social adjustment is an adaptability that is considered an important attribute in society. Especially in individuals at work, organizations, and especially in new schools including boarding schools (Geyer, 2014). In a study conducted by Morrow, the ability of social adjustment in female students in the first year of the school looks higher level than men. In women, they are easier and comfortable seeking help from their social members. Women are also more motivated to succeed, attend classes more often, learn more, and be happier with their decision to learn in that environment than men (Morrow, 2003).

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Received: December 15, 2018; Revision Received: February 7, 2019; Accepted: February 10, 2019

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If individuals consider themselves socially and culturally appropriate in a new school environment, they will experience satisfaction with their life situations. They will also experience less stress and more psychological comfort (Rujiprak, 2016). In addition, when students have good or bad social adjustment will also greatly affect some things, namely aggressive behavior, coping ability in handling problems, moral values that exist in him, to the academic value of these students (Hassan & Elfeky, 2015; Hampel & Petermann, 2006). This is also very applicable to students of boarding schools. According to field data obtained, many of the boarding school students who feel able to adapt to their environment are happier to be part of the *Pondokpesantren*. They will live their days comfortably and follow the activities very well. The social adjustment will also affect the withdrawal or when the individual feels no longer able to deal with his daily life and did not rule out that it will happen to students boarding school (Hassan & Elfeky, 2015).

The sense of school belonging to school students and boarding schools is also very important because this will measure whether or not comfortable individuals become part of the school. The sense of school belonging is a sense of ownership of students to their schools that contribute positively to the psychological development of students. It is this sense of ownership that guides the individual to build social bonds and join school members. Students who do not have a sense of school belonging have many possible causes, such as relationships with people around them that are not well intertwined, how to teach teachers they do not like, relationships with peers who do not meet their expectations, and positive emotions which they did not have while in school (St-Amand, Girard, & Smith, 2017). Through this, it can be seen that the sense of school belonging can be seen from the self-perspective of the students themselves, the teachers, the people around him, and the state of the school itself.

Today, many of the parents choose to send their children to school in a boarding school early on. In junior high school children, for example, some parents consider pesantren as the best option for establishing children's independence, so children are encouraged to follow their wishes. Meanwhile, some children just want to go to school in the boarding school with their own will. *Pondok Pesantren* is one of many institutions with Islamic education center that can be found in various countries, especially Indonesia and Malay. *Pondok Pesantren* is also a place to get the study of general knowledge like other schools but coupled with Islamic religious knowledge. This is applied to create students or students who can advance their knowledge and also understand their religion (Zakaria, 2010). Therefore, continuing school in boarding school is a good choice for the formation of a good religious personal.

The transition from children in primary school to junior high school can be challenging for many reasons. All transition processes can be different for each individual and are sometimes perceived as confusing to pass (Andrews & Bishop, 2012). Especially at the boarding school students are required to stay in the dorm. The process of social adaptation becomes an important thing to note. A student must be able to be responsible for his academic, family, and social demands. Therefore, to be able to complete the education well needed good social adjustment also with the environment, including the new students in boarding school (Crisp et al., 2009). In addition, it also needs to build sense of school belonging a strong to the students so comfortable and comfortable in the boarding school.

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While it is known that on the variables of the sense of school belonging and social adjustment there are gaps or differences in results from previous studies. In research conducted by (Morrow, 2003) said that the sense of school belonging has a significant positive relationship with the social adjustment of students. Furthermore, in research conducted by Wormington et al he said that the sense of school belonging is a thing that greatly affects the daily life of students, but in children with the sense of school belonging a bad resulted in a good student, self-adjustment is focused on the bad things too. His contempt for students who have fallen into negativity (drinking, ditching, etc.) as a result of their poor social impact, will result in low levels of attendance at school and doing other bad things that affect the school. It is caused by students do not feel happy in their daily life at school until he was looking for friends who actually make it more and have a sense of school belonging bad. Unlike the case of students who are happy and comfortable with the school, he will be able to adjust well and do more positive things for school because they feel like part of the school. Therefore, the level of sense of school belonging and its social adjustment is higher (Wormington, Anderson, Schneider, Tomlinson, & Brown, 2016).

Because of the gap, the influence of sense of school belonging to social adjustment can be strengthened by the emergence of perceived stress as mediation. Perceived stress is a person's stress feeling that is in situations of life that are considered to be depressed (Ng & Jeffery, 2003). Basically, the feeling of stress or perceived stress can be felt by anyone. Especially when individuals are in new environments and have pressures they never experienced before. In the boarding school students also have the possibility of feeling it. For some students, a faith-based environment whose purpose of forming personal good for their students can be regarded as a separate stressor. *Pondok Pesantren* is synonymous with students who live in the dormitory and away from the family, so it is that which makes the pressure for students. Unlike the case with other public schools (Putriana, 2017). The stressful feelings in the students appear to have different levels each year. Most students felt significant stress during their studies. They feel it because they feel not getting enough sleep and lack of nutrition for their face and body. Furthermore, many assignments and exams also led to the emergence of such stressful feelings (Kamarudin et al., 2009).

Social adjustment and perceived stress are known to have a very significant negative relationship. This indicates that when the individual has a good social adjustment, the feeling of stress is much lower (Bhaskar, Rudramma, & Kornala, 2014; Hampel & Petermann, 2006). In research conducted by Bhaskhar mentions that students have a pattern on social adjustment and stress conditions. In students experiencing economic underdevelopment, teachers who are perceived to be uninvolved well, social insecurity, lack of moral support, and other environmental factors lead to stressful outcomes if their social adjustment is not good. Therefore, in students, especially students, pesantren is needed a good social adjustment to reduce the level of stress feeling in boarding school (Bhaskar et al., 2014).

Meanwhile, Sense of school belonging and perceived stress also has a significant negative relationship. This is evidenced by the fact that most students have a feeling of lower stress when their sense of belonging is high. Vice versa. Especially in research conducted by Grobecker, this mentions that students will have a feeling of high stress due to placement (where they learn). That's what caused their low sense of school belonging because of their dislike of school and the heightened feelings of their stress (Grobecker, 2016).

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Based on the above description, then the formulation of the problem in this study can be described as follows: Is there any influence between sense of school belonging to social adjustment; Is there a relationship between the sense of school belonging with perceived stress; Is there a relationship between perceived stress and social adjustment; and whether there is a significant influence between the sense of school belonging to social adjustment that has been mediated by perceived stress. This research is important to be studied in order to increase the knowledge about the importance of having a sense of school belonging to get a good social adjustment in the boarding school which is a new residence for students. It will be obtained well if students have perceived stress low. More specifically, this study aims to prove a significant influence between sense of school belonging to social adjustment when mediated by perceived stress. Where it should be when the variable perceived stress is between the variable sense of school belonging and the social adjustment will strengthen the relationship between the two. So, this research can be useful for new students of boarding school in the process of adjusting themselves in school.

Social Adjustment

Social adjustment is an individual adaptation process that is closely related to that individual's relationship with other individuals, relationships with the environment, and sociopolitical order. This relationship plays an important role in life, especially in living activities that support the individual's life (Wannamaker, 2016). In social adjustment, there is a pattern of development of individual relationships with those around them. In addition, living among people is also not far from the values and expectations built for the individual. Therefore, if the individual does not have a good social adjustment, then he cannot meet his basic needs and will be isolated from the environment. (Yengimolki, Kalantarkousheh, & Malekitabar, 2015).

Adjustment is also an important factor that helps students succeed in their studies. The level of social adjustment is followed by knowledge of community norms and values (Ismail et al., 2015). Furthermore, the main element in social adjustment is the capacity associated with interpersonal problems. Experiencing interpersonal problems is seen as a natural consequence of man. Furthermore, satisfying social relationships are central to human development. Therefore, to overcome the problem of social or interpersonal relations required good social adjustment ability (Spivack & Shure, 1982).

In the process of social adjustment, there is the role of the adaptive mechanism in it. Such mechanisms include social and personal orientation which is a form of socialization process and outcome. This mechanism provides an opportunity to feel how it should be in the social environment, engage, and follow the various activities in it (Ryabova & Parfyonova, 2015). Through the explanation it can be seen that the important aspects seen to measure the social adjustment of students is related behaviors shown by the student (behavioral performance), behavior with the person around (interpersonal behavior), behavior when there is a dispute (friction), and feeling or satisfaction perceived by the students (feeling and satisfaction) (Weissman & Bothwell, 2006).

The influence of a sense of school belonging to social adjustment

The Sense of School Belonging (SSB) or a sense of belonging to a school is an individual's decision to manage his or her cognition, emotions and social relationships within the learning environment or school. SSB includes components that should be present to students, such as acceptance, efficacy, attention, respect, support, participation, and love for school members.

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Environmental factors that greatly affect the emergence of SSB is the state of the classroom environment. This is because the classroom environment is where students do the tasks and do the learning and include the place to get happiness for getting the activities there (Babakhani, 2014).

Good social relationships among friends will positively build or maintain SSB, as well as if it is well-connected with teachers at school (St-Amand et al., 2017). Students who have high SSB will feel comfortable and attached to their school, thus making students feel at home there and feel part of their school (Islami, 2016). So, based on the above that the unknown aspect that is important to be seen in the measurement of SSB is related to the student's attitude in connection with the school, other people, students, the teacher, and with self (Goodenow, 1993).

It is known that students who have SSB are shown to have an impact on their welfare. It also affects low academic outcomes, motivation, effort, and absenteeism, and will reduce the pressures within the school (St-Amand et al., 2017; Allen & Bowles, 2012). When students have a good SSB, then it will contribute significantly to the process of adaptation of students with their school environment. This includes adaptation to existing rules or adaptation with peers. So, it can be seen that the level of SSB can also affect the ability of social adjustment in students. Meanwhile, it is known that social adjustment is important in the mental health of individuals throughout their lives including in students. A student with low social adjustment will face various interpersonal problems and other problems such as loss of motivation, frustration, anxiety, and even depression (Yengimolki et al., 2015).

There are several studies connecting SSB with social adjustment. Some results show that SSB is positively associated with social adjustment. This is evidenced by the research conducted by (Morrow, 2003; Gummadam, Pittman, & Ioffe, 2016). Meanwhile, there are studies that suggest that SSB and social adjustment are negatively related, as in studies conducted by (Wormington et al., 2016).

The relationship between sense of school belonging and perceived stress

SSB as previously known is very important to be owned by students, including students of boarding school. This is because the intensity of the existence of students in the *pondokpesantren* is very high. This indirectly forces students to always feel at home in school and feel part of the school. Thus, when students have a high SSB then the chances of daily life in the *pondokpesantren* students will run well and do not experience the feeling of stress (perceived stress) with routines.

Perceived stress is a more depressed feeling when individuals are in contact with people or the environment. Basically, perceived stress can also be said to be a distressing condition that is always felt by the individual and only focused on the problem obtained. Lazarus argues that the word stress is used if there is no harmonious correspondence between people and the environment, or when demand exceeds individual capabilities (Khayat, 2007). High levels of perceived stress are caused by lack of effective coping and lack of skills that can also be a hindrance in this goal. Therefore, the individual must be skilled in identifying effective strategies to overcome them (Walton, 2002). Perceived stress has three corresponding aspects: unpredictable feelings of sudden unexpected events (feeling of unpredictability), uncontrolled feelings when events occur in life (feeling of uncontrollability), and stressful feelings that trigger stress (feeling of overloaded) (Cohen, 1983).

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Perceived stress is known to many owned by students who feel the routine is not fun, or uncomfortable in the environment. In the *Pondokpesantren*, students will also feel this way if he is not really able to mingle and feel having school. So, it can be said that *Pondokpesantren* students who have less perceived stress will show high SS Band vice versa. If the student is not overly stressed or able to manage his stress well while in the *Pondokpesantren*, it will affect student performance in school, and will show that the student is really comfortable at school. This is consistent with several related studies that say that SSB is negatively associated with perceived stress (Grobeck, 2016; Reilly & Fitzpatrick, 2009).

The Relationship between perceived stress and social adjustment

In the previous explanation, social adjustment becomes an important contributor to students when in a new environment, including boarding schools. Where this allows students to easily adapt to peers, teachers, other people in the neighborhood, and include self-conditioning when in the new environment. Thus, social adjustment becomes an easy thing done by students if the student does not have pressure or feelings of stress within himself. Feelings of stress (perceived stress) is very vulnerable felt by students who face new environment and routine as in boarding school. Especially students should be far from parents and must be independent in their daily life. But this will not be easy if he feels students can adjust themselves to the environment and daily life in the *pondokpesantren* well.

In the process of social adjustment, there is the role of the adaptive mechanism in it. Such mechanisms include social and personal orientation which is a form of socialization process and outcome. This mechanism provides an opportunity to feel how it should be in the social environment, engage, and follow the various activities in it (Ryabova & Parfyonova, 2015). Through the explanation is known that students who have high perceived stress will not easily follow the process of social adjustment in boarding school. This is consistent with several studies which suggest that social adjustment and perceived stress do have a negative relationship (Bhaskar, Rudramma, & Kornala, 2014; Hampel & Petermann, 2006).

The influence of a sense of school belonging to social adjustment mediated by perceived stress

SSB is a must have for pesantren *pondokpesantren* students, it is known that students feel comfortable and feel part of the school. SSB is the basis for students do not experience the feeling of stress that will affect the academic performance and daily life of students. So, when students have a high level of SSB, then it will reduce the stress that may be experienced by students when in boarding school. Meanwhile, these low-stress feelings are also important for generating a good social adjustment attitude to the students. Where when students do not have the feeling of stress, they will be able to follow the activities at school and will affect the behavior and feel good to students while in school. More specifically, students who have high SSB will tend to be more comfortable in school or boarding school and follow the activities well. So as to cause feelings of stress that tends to be low. Furthermore, such students will also more easily adjust to the environment and behaviors and feelings are shown will always be good for every day.

Framework for Thinking and Hypotheses

According to some previous studies, it is known that the relationship between SSB and social adjustment has a gap or a difference in outcomes. Some say that SSB and social adjustment are positively related, but others say that SSB and social adjustment are negatively related.

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Therefore, it is necessary for mediation variables that are perceived stress to bridge or strengthen the relationship between SSB and social adjustment.

1. There is a significant negative relationship between SSB (X) and perceived stress (M)
2. There is a significant negative relationship between perceived stress (M) with social adjustment (Y)
3. There is a significant positive correlation between SSB (X) with social adjustment (Y)
4. There is a non-significant influence between SSB (X) on social adjustment (Y) mediated by perceived stress (M).

RESEARCH METHODS

Subject

Subjects used in this study are students of 7th grade of *Pondok Pesantren* Ar-Rohmah Malang and Nabil Husein Samarinda. Sampling technique using purposive sampling. Research subjects used have the following characteristics: (1) 7th grade students of *Pondok Pesantren*, (2) The first year in boarding school.

The Measuring Instrument The research

The measuring instrument for this research uses questionnaires that have been adapted into Indonesian, and will be explained as follows:

Sense of School Belonging

In this variable X, researchers use the Psychological Sense of School Membership Scale (PSSM-18 Item) (Goodenow, 1993). This scale measures 5 aspects: School, other people, students, teacher, and self. The questionnaire using Likert scale: 4 choices per item (Very unsuitable, inappropriate, appropriate, and very appropriate). The highest score means that the individual has a high SSB. Examples of items presented are "I feel really a part of the school". This scale can be said to be valid and reliable because it has a range of validity 0,534-0,831 and Cronbach alpha 0,731.

Social Adjustment

On social adjustment variables (Y), researchers used the Self Report Scale of Social Adjustment (Weissman in McDowell, 2006). The total item used is 25 items, of 54 items that have been adapted according to language, age match, and item context with the subject of research. This scale measures how the level of social adjustment. Next 4 aspects of social adjustment that is, behavioral performance, interpersonal behavior, friction, and feeling and satisfaction. Research subjects fill out the questionnaire by checking one of 4 choices in each item (Likert scale). The four items are: Never; Rarely, Frequently, and Very Frequently. The highest score means that the individual has a social adjustment a high. Examples of items presented are "Are you able to attend lessons in the last 2 weeks?". This scale can be said to be valid and reliable because it has a range of validity 0,561-0,847 and Cronbach alpha 0,775.

Perceived Stress

In this mediation variable, the researcher uses Perceived Stress Scale (PSS-10 Item) (Cohen, 1983). This scale measures the aspects of: a feeling of unpredictability, feeling of uncontrollability, and feeling of overloaded. Research subjects fill out the questionnaire by checking one of 4 choices in each item (Likert scale). The four items are: Never; Rarely, Frequently, and Very Frequently. The highest score means that the individual has perceived stress a high. Examples of items presented are "In the last 1 month, how often do you feel nervous and depressed?". This scale can be said to be valid and reliable because it has a range of validity 0,700-0,867 and Cronbach alpha 0,794.

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Procedures and Data Analysis

In general, the procedure and data analysis are as follows: First, determine the research variables, explore the theory, and determine the right instrument. Second, to conduct research permits at the destination boarding school. Third, data is collected through field surveys using structured questionnaires that have been adapted into Indonesian. Data are collected in the paper-pencil survey. Fourth, the data analysis used a regression analysis of mediation from Hayes with the IBM SPSS Statistics 23 for Windows application.

RESULTS

The research data was obtained through questionnaires distributed at 2 boarding schools. A total of 296 research subjects did fill out the questionnaire correctly and in accordance with the criteria that researchers mention. Here's an overview of the subject or respondents in this study:

Table 1. General description of research subjects

Personal Data	Category	Number	Percentage
Gender	Male	168	57%
	Female	128	43%
Age	11	8	3%
	12	47	16%
	13	219	74%
	14	22	7%
Reasons to Go Ponpes	Desires Own	31	31%
	Parent Desire	59	59%
	Both	10	10%

In this study also found 3 classifications of low, medium, and high based on each variable in the 7th grade students of boarding school, it is described in the following table:

Table 2. Classification per-variable

Sense of School Belonging		
Classification	Total	Percentage
Low	19	6%
Medium	192	65%
High	85	29%
Social Adjustment		
Classification	Number	Percentage
Low	16	5%
Medium	189	64%
High	91	31%
Perceived Stress		
Classification	Total	Percentage
Low	114	39%
Medium	157	53%
High	25	8%

Through the above explanation, it can be seen that most students boarding school in this study are in the middle classification for the variable sense of school belonging, social adjustment, and perceived stress. Furthermore, the second highest classification is the high classification for the variable sense of school belonging and social adjustment, and the low classification for the variable perceived stress. This proves that most *Pondokpesantren*

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students have a sense of belonging to a good school, and they are also quite capable of making social adjustments in the first year in this pesantren *pondokpesantren*. Furthermore, the boarding school students in this study also looked quite able to manage stress well until it was in the middle classification that tends to be in low classification.

Furthermore, based on the result of mediation regression analysis using Hayes yield the coefficient X to M is -0.849, with $p = 0,000$. This means that the relationship between X (sense of school belonging) and M (perceived stress) is negatively significant. Furthermore, the coefficient of M with Y is -0.042 and $p = 0.23$. This means the relationship between M and Y (social adjustment) is negative and insignificant. Then the coefficient value between X to Y which is the direct effect is 0.601 and $p = 0,000$. This means the relationship between X and Y is significant. Finally, the coefficient value on the total effect is known to be 0.637 and $p = 0,000$. This means the relationship in total effect is positive and significant.

DISCUSSION

Based on the above explanation it is known that hypotheses 2 and 4 in this study are not acceptable. Because a model can be called a mediation model when the coefficient value and significance of $c' < c$, after controlled by M, have decreased or not significant at all (Reza, 2017). However, in reality the coefficient value and significance of X to Y when controlled by M remain significant and not decrease (coeff = 0,601 $p = 0,00$; coeff = 0,637 $p = 0,00$). This makes the researchers can conclude that perceived stress does not function as a mediator between the sense of school belonging to social adjustment.

Furthermore, researchers can also conclude that a sense of school belonging does not require mediation to strengthen its relationship with social adjustment. However, this is contrary to the researcher's hypothesis and also previous research results related to this. In a study conducted by Chao (2012) he stated that when students have a feeling of stress it will affect their performance as a student. It has a relationship with the sense of comfort students are in school as well as in the process of mingling among students in schools that will be better if stress is lower. Students who have perceived stress higher than other students have dysfunctional coping so that he is unable to cope with such feelings within himself. But this needs to be a deeper attention because if students continue to lack in having coping strategies then daily in school will be disrupted. This is closely related to social interaction and school activities that will be affected by the stressful situation. Therefore, further handling is required if students have a feeling of stress so that performance in school activities and social interaction is better (Chao, 2012).

The findings in this study also reject the opinion of several studies related to the variables of the sense of school belonging and social adjustment that have been found. Because some studies have different results or the occurrence gap of research results. This indirectly makes the relationship between the two require one more variable that is perceived stress as a mediator in order to occur a positive and significant influence between the two when presented M. However, in this study did not happen so, and vice versa. The influence of perceived stress and social adjustment should be analyzed and require a sense of school belonging as a mediator because there is a gap between the results of this study with previous research. Prior research was conducted by Hampel & Petermann (2006) with results suggesting that adolescents in grades 6 and 7 are characterized as having decreased adaptive coping strategies and improved maladaptive coping strategies. Therefore, students who are in this phase are susceptible to feelings of stress that will affect their behavior in school,

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including the ability to socialize or social relationships. In summary, this study says that there is a significant negative relationship between perceived stress and social adjustment if students do not have an adaptive coping strategy and instead increase maladaptive coping (Hampel & Petermann, 2006).

Furthermore, based on the descriptive analysis in this study found that most students have a level of sense of school belonging that even tends to be high (in the group scale). This is also found in a study conducted by Sari (2012) who obtained the results of the study of students who have a sense of school belonging mostly in the middle that tends on the upper average (in the group scale). The results of this study also found a significant difference from gender, it is the fact that women have more sense of school belonging is higher than men. This is because girls have a more positive perception of school life than men, as well as girls, tend to be more interpersonal oriented so that when they are with people who make them comfortable, the sense of belonging will be higher towards the school (Sari, 2012).

Students of 7th graders in both Islamic boarding schools and other public schools have different situations due to the transition from 6th grade at primary school. Being the oldest in school (grade 6 SD), and being the youngest (grade 7 junior) made the transition more difficult for the students to handle. It also affects the behaviors raised by students, including feelings of belonging to the new school. For students who have a high sense of school belonging will affect the behavior better during school. This is because when a person has a high sense of school belonging then he has feelings of acceptance, appreciated, and supported by the school environment so that good behavior will be easier to do (Islami, 2016).

This is also explained in a study conducted by Bouchard & Berg, they said that students will more easily have a sense of school belonging when there is a good reciprocal relationship that occurs between themselves with teachers, peers, and activities at school. This study also proved how important the sense of school belonging to the students in facing the school year after year, from the pleasure that will be obtained when the sense of belonging is there, to feel comfortable and comfortable when sitting in the class and follow every activity in school, it is easy to focus on the tasks assigned by teachers at school because they have the feeling of belonging (Bouchard & Berg, 2017). Therefore, the need for the role of sense of having students boarding school students to school for academic achievement and comfort to be in school more easily they get. Especially on the boarding school students who have a longer time in a day at the boarding school

Next researchers also found that most of the research subjects have a moderate and tending social adjustment level. This can be interpreted that in this study the 7th grade students in *Pondokpesantren* had an effective way of not experiencing social adjustment problems like things that may be experienced by many students in the first year of school. This is also explained by Al-Hattami & Al-Ahdal (2014) who say that students who go to school far from home and require them to be in that condition for a long time have a high probability of getting social adjustment problems in the first year. But it is easy to handle if the students have found the association and activities that make them comfortable in the school until finally the social adjustment of the better the level (Al-Hattami & Al-Ahdal, 2014).

The results of this study are also reinforced by research conducted by Ismail et al who found that Malaysian students who went to school in Jordan or school in a place away from their hometown had a moderate level of social adjustment and the second highest was at a high

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level. This is because Malaysian students have high social support. Nevertheless, students who are far away from their home or village must find difficulties in the first year of their education, such as communicating with new people, and newly known cultures (Ismail et al., 2015). It is also possible that the 7th grade students of boarding school, which is located in a school away from home and requires to live in boarding school full-day.

The weakness in this study is that researchers cannot analyze more deeply related to the variables studied first. This results in an inverted analysis that is not in accordance with the researcher's hypothesis (Variable perceived stress and social adjustment that should be mediated by the sense of school belonging variable as in the analysis above.) Furthermore, the researcher is also less able to analyze the causes of variables X and Y does not require mediation to strengthen the relationship, whereas in previous studies found a gap in the relationship between the two variables

CONCLUSIONS AND SUGGESTIONS

Based on the results of research conducted, it can be concluded that perceived stress cannot be a mediator of the influence of sense of school belonging and adjustment. This is because in the analysis results say that the influence of sense of school belonging and social adjustment has been very significant although there is no mediation that strengthens the relationship. However, the researchers also found that perceived stress and adjustment social is supposed to be analyzed with a sense of school belonging as a mediator. This is because researchers found a gap between the results of this study with previous research.

The implication in this research for the 7th grade students of *Pondokpesantren* is for the students to continuously improve the sense of school belonging and the ease of doing the social adjustment in themselves. This is done so that the academic performance and student association will be better in the future, as well as the stress of the students who need knowledge about adaptive coping more so as not to worsen the performance of students in the boarding school.

Furthermore, for the boarding school needed optimization in overcoming the feeling of stress on the students with regular counseling every week to get information related to emotions that students feel in order not to happen a bad thing going forward.

For the next researchers who want to do a similar research, it is expected that researchers do research by changing the location of variables in this study (X: Perceived stress, Y: Social adjustment, and M: Sense of school belonging). Furthermore, to enrich the research is expected to further researchers can conduct research with different subjects also, for example at adolescent's orphanage or school in general.

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Acknowledgements

This research was supported by the Ar-Rohmah Malang boarding school and Nabil Husein Samarinda. Thank you for all the supported and helped. Thanks also to various parties at our beloved campus the University of Muhammadiyah Malang who has supported and taught us to do good research. We thank to Mr. Latipun and Mr. Tulus as lecturers of research methods and statistics. And thanks to all my friends at psychological masters of the University of Muhammadiyah Malang for all kinds of support and assistance that have been given. Without you all this research will not work well.

Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

How to cite this article: Dian Putriana, Fikrhatul Fitriyah Musthafa, Latipun (2019). Perceived Stress Mediation the Effect of Sense of School Belonging on Social Adjustment on 7th Grade Students of Pondok Pesantren. *International Journal of Indian Psychology*, 7(1), 216-229. DIP:18.01.024/20190701, DOI:10.25215/0701.024