

Identifying Self-Adjustment Among First Grade Students of Modern Islamic Boarding Schools in Indonesia: The Rasch Model Measurement Analysis

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Abstract: Previous research has stated that poor self-adjustment in students can lead to low achievement, an increased tendency to drop out, and problematic behavior. This study aimed to validate the self-adjustment scale with the Rasch model and identify self-adjustment among new students of modern Islamic boarding schools. This study used a non-experimental quantitative research design. Data were collected from 276 new students at modern Islamic boarding schools in East Java, Indonesia. The measuring instrument in this study was a self-adjustment scale developed by the researchers. The data analysis used in this study was the Rasch model. The reliability (cronbach alpha) of the self-adjustment scale of 0.85 was excellent. The person reliability (0.83) and item reliability (0.83) were good. 4 items that did not fit were discarded, but all aspects of self-adjustment were still represented by items and ranged from the easiest to the most difficult to answer. The description indicated that the number of students who scored above average logit scores was 129 (47%). However, students' self-adjustment was below the average logit score of 147 (53%) students. This study was expected to help new students learn more about factors that can increase self-adjustment in modern Islamic boarding schools.

1 INTRODUCTION

Self-adjustment is the degree of acculturation or adaptation needed to maximize suitability, in the context of learning, between students' unique characteristics and the demands of the learning environment (Weiner & Craighead, 2010). Therefore, student adjustment depends on competencies and needs with the demands of the school environment (Basharpoor et al., 2022). Good adjustment requires an individual who responds maturely, efficiently, satisfactorily, and healthily. The efficiency in question is satisfaction without excessive energy, time, or other errors. Meanwhile, the healthy in question is an adjustment response following the natural conditions of the individual, by the individual's relationship with the environment, and by the individual's relationship with God (Semaraputri, 2018). Students who have good self-adjustment will have an impact on their academic achievement, have a good self-concept, and avoid

maladaptive behavior at school (Mustami, 2019; Basharpoor et al., 2022). However, those who tend to have low self-adjustment will have an impact on low academic achievement, low school engagement, experiencing problems at school, academic anxiety, and dropping out of school (Weiner & Craighead, 2010).

According to (Khamida et al., 2019), this adjustment problem also occurs in new students at Islamic boarding schools. On the one hand, new students have not mastered the environmental conditions they have just entered, but on the other hand, all students are required to take part in every series of Islamic boarding school activities and target each level of education. Under these conditions, new Islamic boarding schools experience several obstacles in adapting to existing regulations and interacting socially with friends, as well as language and disciplinary barriers (Haiffahningrum, 2022). Based on previous research, students are not necessarily able to adjust to the environment, but

various factors influence it, including: perceived social support, social confidence, parents' involvement, help-seeking and attachment to the school community, and self (Akanni & Oduaran, 2018; Bastien et al., 2018; Barger et al., 2019; Bi et al., 2020; Baczewski et al., 2022; Maula & Affandi, 2022).

Previous studies on the adjustment of students in Indonesia have placed self-adjustment as the dependent variable (Fadlilah & Amin, 2021; Ibandiyah & Hasanah, 2021; Ilyas et al., 2022; Nurasla et al., 2022). However, not much has been done that focuses on the study of self-adjustment from the perspective of developing measuring instruments, especially for Islamic boarding schools. Therefore, there is a need for research on the development of self-adjustment measuring instruments for Islamic boarding school students to obtain a coherent picture of this. Therefore, the research questions are divided into 3, including:

RQ1: Does the self-adjustment scale demonstrate good reliability based on the Rasch model?

RQ2: Does the adjustment data from the sample of new Islamic boarding school students fit the Rasch model?

RQ3: What is the description of the adjustment of new Islamic boarding school students?

2 METHOD

This research was a descriptive quantitative research to answer research questions regarding the quality of measuring instruments and the adjustment of new students. Data obtained through surveys and will produce data in the form of numbers or numbers. Numerical data was an integrated and standardized technique for describing abstract concepts empirically (Neuman, 2014). Respondents in this study were new students at the Al Hadi Padangan Bojonegoro Islamic Boarding School, East Java, total 276 students. All respondents were female and around 12-13 years old. The sampling technique used in this study was *convenience sampling* which is part of non-random sampling by taking available samples to be given a self-adjustment scale.

2.1 Instrument

Research instrument used to measure the adjustment of new students was the adjustment scale developed by researchers which refers to aspects of emotional maturity, intellectual maturity, social maturity and responsibility (Desmita, 2019). For the first aspect,

namely the aspect of emotional maturity with the example item "I am able to express emotions according to what I feel"; the second aspect of intellectual maturity with the example of the item "I can solve my own problems"; the third aspect of social maturity with the example item "I am able to communicate well to explain things to my friends"; and the fourth aspect of responsibility with the example of the item "I enjoy participating in muhadharah activities held by Islamic boarding schools". This self-adjustment scale is in the form of a Likert scale which consists of 16 favorable items and 16 unfavorable items so that a total of 32 item items. The response options provided consist of 4 very appropriate answer choices given a score of 4, appropriate given a score of 3, unsuitable given a score of 2 and very inappropriate given a score of 1 for item favourable and for item unfavourable has the opposite score.

2.2 Procedure

This research was conducted within 5 days to collect research data at one Islamic boarding school in Bojonegoro, East Java. The self-adjustment scale was distributed to female students by means of *paper and pencil* while they were at school. Each student is given time to fill out a 20-minute self-adjustment scale according to questions in the form of demographic data and self-adjustment items. Before filling in the self-adjustment scale, the researcher gave instructions on how to fill it out and gave examples. After filling in the self-adjustment scale, they submitted the results to the researcher. The answers that have been filled in by the respondent will be tabulated by the researcher to serve as research data.

2.3 Data Analysis

The data analysis used in this study was the Rasch model with the help of *Winsteps Rasch for Windows software*. Data analysis consisted of several kinds of reliability analysis, including: internal consistency reliability, item reliability, person reliability and respondent categorization. In addition, it will also look at item validity through item fit or the suitability of the items with several criteria including: *Outfit mean-square (MNSQ)*, *Outfit z-standardized (ZSTD)*, and *Point-measure correlation (Pt-Mean Corr)* (Sumintono & Widhiarso, 2014). In addition, it will also be seen *Item difficulty index* and student adjustment through the *wright map*.

3 RESULTS AND DISCUSSION

In quantitative data research to evaluate the reliability and validity of the self-adjustment scale using the Rasch model, as well as testing the self-adjustment capacity of new students at Islamic boarding schools in East Java.

3.1 RQ1: Does the Self-Adjustment Scale Have Good Reliability Based on the Rasch Model?

The results of the reliability analysis of the self-adjustment scale show 3 forms of reliability. The first reliability relates to Cronbach's Alpha which describes the reliability of the self-adjustment scale seen from the interaction between person and item as a whole (Sumintono & Widhiarso, 2014). In this case, the results of the Cronbach alpha analysis are $0.85 > 0.8$ which indicates that the reliability of the internal consistency of the self-adjustment scale is very good (Sumintono & Widhiarso, 2014). The next reliability measure is the item reliability index which describes the constancy of the items in a series of tests (Bond & Fox, 2015). The results of the Item Reliability analysis = 0.83 which means that the consistency of the items in the instrument is good. And the third is the reliability of the person/person, the results of the analysis on the reliability of the person = 0.83 which means that the consistency of the answers from the respondents is also very good. In addition, it was found that the value of INFIT MNSQ (1.01) and OUTFIT MNSQ (1.00) corresponds to the ideal value of 1.00. In the analysis results as shown in table 1. it was also found that Infit ZSTD (-0.07) and Outfit ZSTD (-0.08) were close to 0.0, this indicated that the data quality was relatively good.

The results of the analysis also know about the grouping of persons and items. For the respondent's separation value, it is 2.19, and if it is calculated using the formula $H = (4 \times 2.19) + 1/3 = 3.25$ (3) which shows that data regarding persons is divided into 3 categories, among other things: students who have high adjustment abilities, medium and low. As for the division based on item, it turns out that item grouping also consists of 3 groups of questions, namely: questions that have a high level of difficulty, questions that have a moderate level of difficulty, and questions that are easiest for respondents to agree with. the greater the separation

value, the better the quality of the instrument in dividing respondents (Sumintono & Widhiarso, 2014).

Table 1. Statistics Summary of Participants and Items.

	Person	Item
N	276	32
Measure		
Mean	0.60	0.00
SD (Standard Deviation)	0.66	0.22
SE (Standard Error)	0.04	0.04
Outfit mean-square		
Mean	1.00	1.00
SD	0.35	0.13
Separation	2.19	2.22
Reliability	0.83	0.83
Cronbach's Alpha	0.85	

3.2 RQ2: Does the Adjustment Data From The Sample of New Islamic Boarding School Students Fit the Rasch Model?

This second question relates to the validity of the self-adjustment scale. To answer the second question, an item fit order, because according to (Boone et al., 2014) content validity can be seen from the suitability between the data and the model. In order to find out whether the data fits the Rasch model, criteria are used, including: 1) Outfit mean square (MNSQ) value $0.5 < MNSQ < 1.5$; 2) Z-standard outfit value (ZSTD) $-2.0 < ZSTD < +2.0$; 3) Value of Point Measure Correlation (Pt Mean Corr) $0.4 < Pt Mean Corr < 0.85$ (Sumintono & Widhiarso, 2014). The results of the analysis show that all item (32 item) have an outfit mean square (MNSQ) value that still meets the criteria because nothing is more than 0.5 and nothing is greater than 1.5 (table 2). However, the Z-standard outfit (ZSTD) value contains several items that do not meet the standard, namely items KI14, KS24, TJ27 and KI11 because they have a value of more than +2 & KE1 has a value of less than -0.2 as shown in table 2. Meanwhile, based on the results Point Measure Correlation (Pt Mean Corr) shows that there are 12 items that have values below 0.4, including: KI14, KI11, TJ31, TJ28, TJ27, KE5, KS24, TJ32, KI12, KI16, KS22, KI10. From the results of the analysis the items that had to be replaced were the items KI14, KS24, KI11 and TJ24 because they did not fulfill the two criteria. For other items that meet all the criteria and do not meet just 1 criterion, they are retained because the items are still considered fit.

The results of item measure show that the standard logit value is 0.21 and it is known that item TJ31 with +0.46 logit is the most difficult item to approve

and item K19 with -0.34 is the easiest item to approve.

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	Item	
14	763	276	.24	.08	1.37	4.05	1.38	4.18	A	.24	.42	44.2	51.5	KI14
24	778	276	.14	.08	1.21	2.40	1.22	2.46	B	.35	.42	51.1	52.2	KS24
27	772	276	.18	.08	1.20	2.35	1.21	2.44	C	.30	.42	46.4	51.6	TJ27
11	753	276	.31	.08	1.18	2.09	1.19	2.23	D	.25	.43	43.5	51.1	KI11
30	776	276	.16	.08	1.16	1.92	1.15	1.79	E	.43	.42	45.3	52.2	TJ30
22	785	276	.09	.08	1.11	1.31	1.11	1.25	F	.37	.42	49.3	52.6	KS22
31	731	276	.46	.08	1.09	1.18	1.11	1.31	G	.26	.43	50.4	49.7	TJ31
6	794	276	.03	.08	1.10	1.19	1.09	1.04	H	.50	.42	49.3	52.8	KE6
23	811	276	-.10	.09	1.08	.92	1.07	.83	I	.52	.41	51.1	53.7	KS23
16	793	276	.03	.08	1.04	.52	1.03	.41	J	.36	.42	48.2	52.8	KI16
5	735	276	.43	.08	1.03	.39	1.03	.45	K	.31	.43	50.0	50.4	KE5
32	770	276	.20	.08	1.03	.36	1.03	.35	L	.35	.42	46.7	51.6	TJ32
7	825	276	-.20	.09	1.01	.11	.99	-.11	M	.50	.40	56.2	54.4	KE7
8	814	276	-.12	.09	.98	-.21	.98	-.23	N	.55	.41	56.2	54.0	KE8
15	795	276	.02	.08	.95	-.61	.98	-.25	O	.44	.42	54.3	52.8	KI15
3	811	276	-.10	.09	.97	-.30	.97	-.29	P	.49	.41	52.2	53.7	KE3
10	804	276	-.04	.09	.95	-.60	.96	-.50	p	.39	.41	55.8	53.5	KI10
19	818	276	-.15	.09	.96	-.45	.95	-.58	o	.52	.41	50.0	54.0	KS19
26	794	276	.03	.08	.96	-.51	.95	-.56	n	.48	.42	52.9	52.8	KS26
13	817	276	-.14	.09	.92	-.93	.94	-.71	m	.48	.41	51.1	54.0	KI13
21	733	276	.45	.08	.94	-.79	.93	-.83	l	.43	.43	49.6	49.7	KS21
28	797	276	.01	.09	.93	-.84	.94	-.67	k	.27	.41	55.8	52.8	TJ28
18	826	276	-.21	.09	.89	-1.32	.92	-.98	j	.41	.40	56.9	54.4	KS18
29	820	276	-.16	.09	.90	-1.20	.92	-.91	i	.46	.41	53.3	54.2	TJ29
9	843	276	-.34	.09	.91	-1.10	.91	-1.07	h	.51	.40	55.4	54.8	KI9
17	839	276	-.31	.09	.90	-1.11	.91	-1.12	g	.51	.40	51.8	54.8	KS17
25	821	276	-.17	.09	.88	-1.46	.90	-1.14	f	.50	.41	54.0	54.2	KS25
2	823	276	-.19	.09	.86	-1.70	.88	-1.47	e	.44	.41	58.0	54.3	KE2
4	804	276	-.04	.09	.88	-1.49	.86	-1.76	d	.41	.41	59.8	53.5	KE4
12	820	276	-.16	.09	.86	-1.65	.87	-1.63	c	.35	.41	62.0	54.2	KI12
20	809	276	-.08	.09	.87	-1.51	.86	-1.66	b	.42	.41	59.8	53.6	KS20
1	833	276	-.26	.09	.83	-2.02	.83	-2.11	a	.52	.40	54.3	54.4	KE1
MEAN	797.1	276.0	.00	.09	1.00	-.03	1.00	.01				52.3	53.0	
P.SD	29.9	.0	.21	.00	.12	1.45	.12	1.44				4.5	1.4	

Figure 1. Item Fit Analysis.

3.3 RQ3: What is the Description of the Adjustment of New Islamic Boarding School Students?

The results of the person fit calculation show that the average person logit + 0.6. From the average value, the results show that 129 (47%) respondents are classified as having adjustment in the high group (above average), as the results of previous studies (Batubara et al., 2021; Khamida et al., 2019a). While the students' self-adjustment was below the average value of 147 (53%) respondents. So it can be concluded that new students who do not have good adjustment are fewer when compared to students who do not have adequate adjustment (below average). This is in line with the findings of previous studies which show that the adjustment of new

students is still low, even though the average student has a moderate level of adjustment. Student with number 129 (+2.12) has higher self-adjustment than student with number 234 (-0.9). The Person-Item Map (Figure 1) shows that the distribution of items is said to be evenly distributed starting from the difficult level to agree to the easiest level to agree. However, there is one item that is very difficult to agree on, namely item TJ 31. From the results of Figure. 1 it is also known that there are still many respondents who agree with items in the high category, meaning that these respondents have high self-adjustment. Even so, there were still respondents who found it difficult to agree even though the item was relatively easy, namely 50 students (18%). This low self-adjustment will have an impact on academic self-efficacy (Altermatt,

2019) and have an impact on student academic achievement (da Costa et al., 2018). However, on the other hand, the study also found that there were various factors that could influence students' self-adjustment, originating from within the individual and from outside the individual. Factors originating from within the students themselves include student toughness, self-concept, personality and student resilience (Aslan, 2021; Haktanir et al., 2021;

Hanifah & Diponegoro, 2021). Factors that come from outside of students can come from the relationship between teachers and students, parental involvement and peer counseling services also influence students' self-adjustment (Akanni & Oduaran, 2018; Bosman et al., 2018; Barger et al., 2019; Damayanti et al., 2021; Suryani & Sutoyo, 2021).

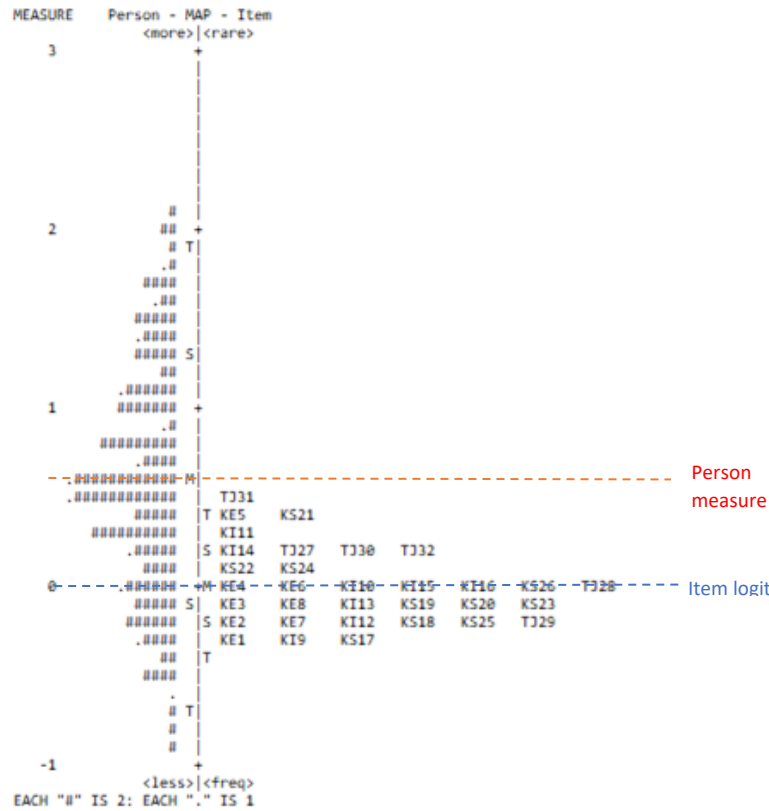


Figure 2. Wright Map.

4 CONCLUSION

This research was conducted with 276 new students at one of the modern Islamic boarding schools in East Java. In the first research question, it was found that the self-adjustment scale has a high internal consistency reliability (Cronbach's Alpha), namely 0.85. Likewise, the self-adjustment scale items also showed good consistency between items. The consistency of respondents who answered the questions was also relatively high, at 0.83. For grouping items, they are divided into 3 which are

evenly distributed items: easy, medium, and difficult items.

Regarding the second question, the results of the study found that the content validity of the self-adjustment scale was good because the data fit the Rasch model, but 4 items had to be corrected (KI14, KS24, KI11 and TJ24) because they did not meet the 2 criteria of ZSTD and Pt Mean Corr. item TJ31 is the item that respondents have difficulty agreeing with, and item KI9 is the item that respondents are the easiest to agree with. Regarding the third question, 47% of respondents had an adjustment score above the average logit value were 47%, while those who had an adjustment score below the

average value were 53%. Therefore, it can be concluded that new students at Islamic boarding schools in East Java did not well adapt to the learning process in modern Islamic boarding schools.

This research contributes to the management of Islamic boarding schools, especially in identifying students' adjustments through psychometric analysis techniques with the Rasch model approach. The preparation of a self-adjustment scale and its validation process can address the gaps in previous research. This also allows researchers to use the adjustment scale more precisely to identify and relate it to other variables for further investigation of the impacts, factors, and possible treatments that can be carried out to overcome the problem of adjustment of new students at Islamic boarding schools.

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APPENDIX

Self-Adjustment Scale for Islamic Boarding School Students in Bahasa.

Aspect	Items Favorable	Items Unfavourable
Emotional maturity	<i>Saya mampu mengekspresikan emosi sesuai apa yang saya rasakan.</i>	<i>Saya tidak dapat mengendalikan emosi saya.</i>
	<i>Saya merasa bahagia berada di antara orang-orang yang ada di sekeliling saya.</i>	<i>Saya tidak nyaman ketika berada di antara orang-orang yang ada di sekeliling saya.</i>
	<i>Disaat saya marah, saya mampu mengontrolnya.</i>	<i>Ketika marah saya langsung meluapkannya.</i>
	<i>Saya menerima kekurangan yang ada pada diri saya.</i>	<i>Saya malu karena tidak dapat membaca alquran dengan baik dan benar.</i>
Intellectual maturity	<i>Ketika ustadzah memberikan tugas yang belum saya pahami, maka saya menanyakannya.</i>	<i>Ketika ustadzah memberikan tugas yang tidak saya pahami, maka saya malas mengerjakannya.</i>
	<i>Saya menghargai perbedaan pendapat antar teman.</i>	<i>Saya menghargai pendapat orang lain, jika orang tersebut menghargai pendapat saya.</i>
	<i>Saya dapat memecahkan masalah saya sendiri.</i>	<i>Ketika saya punya masalah, saya tidak tau jalan keluarnya.</i>
	<i>Saya menganggap lingkungan pondok pesantren itu menyenangkan sehingga saya betah tinggal di pondok pesantren.</i>	<i>Saya tidak betah tinggal di pondok pesantren karena saya tidak suka berada di lingkungan pondok pesantren.</i>
Social maturity	<i>Saya semangat mengikuti acara yang diselenggarakan di pondok pesantren.</i>	<i>Ketika ada acara di pondok pesantren, saya malas mengikuti.</i>
	<i>Saya selalu membantu teman yang sedang kesulitan belajar.</i>	<i>Teman yang meminta bantuan hanya membuat saya tidak nyaman.</i>
	<i>Saya mampu berkomunikasi dengan baik untuk menjelaskan berbagai hal kepada teman saya.</i>	<i>Saya kurang mampu berkomunikasi dengan baik sehingga saya sulit menjelaskan berbagai hal kepada teman saya.</i>
	<i>Saya menghargai berbagai kebiasaan yang berlaku di dalam pondok pesantren.</i>	<i>Saya tidak menyukai kebiasaan yang berlaku di pondok pesantren.</i>
	<i>Saya selalu berkumpul dengan teman di manapun.</i>	<i>Saya lebih tertutup dengan teman-teman saya.</i>
Responsibility	<i>Saya senang mengikuti kegiatan muhadharah yang diadakan oleh pondok pesantren.</i>	<i>Ketika di pondok pesantren ada kegiatan, saya tidak tertarik untuk mengikutinya.</i>
	<i>Saya menghafal surat pendek disaat saya mempunyai waktu senggang.</i>	<i>Ketika ada waktu senggang, saya memanfaatkan untuk mengobrol dengan teman-teman.</i>
	<i>Saya menolong teman saya yang kesusahan</i>	<i>Saya membiarkan teman saya yang kesusahan.</i>