

Social Support and Religiosity on Self-Adjustment of Adolescent Girls in Orphanages

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Abstract

The purpose of this study was to determine whether there is an effect of social support and religiosity on self-adjustment in adolescent girls in orphanages. This study uses a quantitative approach with a total sample used of 127 adolescent girls in orphanages aged 12 to 21 years. In this study using non-probability sampling techniques. To test the research hypothesis using multiple regression analysis. The authors used the Psychological Adjustment Scale (PAS) measuring instrument developed by Haber and Runyon (in Ahmad & Zadeh, 2014) to measure self-adjustment, The Social Provisions Scale developed by Weiss (1974) adapted by Cutrona & Russel (1986) to measure social support, and adaptation of the scale developed by Fetzer (1999) Multidimensional Measurement of Religiosity, Spirituality for Use in Health Research, which reveals 12 dimensions of religiosity. However, in this study 4 dimensions were selected that were considered related, namely daily spiritual experience, value, belief, religious/spiritual coping to measure religiosity. The results of this study indicate that there is a significant influence of social support and religiosity on self-adjustment by 59.6%. The author hopes that the implications of the results of this study can be studied and developed in further research. For example, by adding other variables related to self-adjustment, such as self-efficacy, self-esteem, self-regulation, social maturity, parenting patterns, and parental attachment.

Keywords: Social Support, Religiosity, Self-Adjustment, Orphanage Adolescents

Introduction

Adolescence is considered an unstable period where individuals try to find their identity and easily accept information from outside themselves without any further thought (Hurlock, 1998). Self-adjustment will be one of the important provisions in helping adolescents when plunging into the wider community. Self-adjustment is also one of the important requirements for the creation of individual mental and mental health (Kumalasari, 2012). Haber and Runyon (1984) suggest that individuals who have good self-adjustment have an accurate perception of reality, have a positive self-image, are able to overcome problems or handle stress and anxiety, have good interpersonal relationships, and have the ability to express feelings.

Adolescents often need support from the environment, both in the form of encouragement, attention, appreciation, help, and affection in the process of self-adjustment. The provision of affection from the family is social support that will make an adolescent a wise and moral adult. Adolescents are required to be able to develop and adjust in order to become their main capital when they are in the wider community. If adolescents cannot adjust to their environment, they will have a negative and unhappy attitude (Kumalasari, 2012).

In reality, not all teenagers in their life journey are lucky to get an ideal family. Some of these adolescents must be willing to separate from their parents and be given difficult life choices, such as having to separate from parents or family at a very young age. According to Hartini (2000) children become neglected due to various factors, including a low economy, being orphaned, orphaned, or even orphaned. This will make their physical, psychological and social needs not fulfilled properly. Adolescents who experience this kind of disadvantaged life journey will be cared for by the government or private sector in a social institution called an orphanage foundation. An orphanage is an institution for social welfare efforts in neglected children by providing substitute services for parents or families for children, who are responsible for meeting the physical, mental and social needs of foster children and providing broad opportunities for the development of their personality as expected as part of the next generation of national ideals and developing naturally (Ministry of Social Affairs of the Republic of Indonesia, 2004).

Some adolescents living in orphanages tend to lack high self-adjustment. As the results of research conducted by Hartini (2000) found that fifty-two percent of adolescents in orphanages tend to show difficulties in social adjustment, which illustrates the psychological need to be able to adjust to the procedures or rules of their environment. This suggests that life in the orphanage is too rigid or pays less attention to the fulfillment of the psychological and social needs of the residents. The results of case study research conducted by Rifai (2015) showed that orphanage adolescents experienced feelings of fear and anxiety when they were first in the orphanage. The main factors that influence the adjustment of orphanage adolescents are the environment and conditions of the orphanage, such as no senior or junior groups so that it does not hinder the adjustment process of orphanage adolescents. Furthermore, the obstacle faced by orphanage adolescents is the attitude of caregivers who sometimes have a very harsh nature that makes orphanage adolescents afraid. Therefore, it is important for orphanage foundations, especially caregivers, to provide support to adolescent residents of orphanages so that they can provide comfort for them.

Social support can make individuals feel calm, cared for, loved, confident, and competent (Kumalasari, 2012). Weiss (1974) states that social support is a relationship formed from individuals with the perception that someone is loved, valued, and cherished, to provide assistance to individuals who experience pressures in their lives. When someone is supported by the environment, everything will feel easier. This is in line with the results of research conducted by Kumalasari (2012) which shows that adolescents in orphanages who get enough social support from their environment, both from caregivers and friends in orphanages in any form, make them able to develop a healthy personality and have a positive outlook so that they are able to adjust harmoniously, both to themselves and the environment. The results of Tricahyani's research (2016) also state that there is a significant relationship between social support and self-adjustment in early adolescents in orphanages, the effective contribution of self-adjustment in early adolescents in orphanages is obtained at 31.2%. In addition, the results of research conducted by Rosalitda (2016) state that caregiver social support has a significant influence on adolescent self-adjustment in orphanages. The contribution of the influence of caregiver social support on the self-adjustment of adolescents in the orphanage was 24.5%.

Besides being influenced by social support, self-adjustment is also influenced by one's level of religiosity. According to Fetzer (2003) religiosity is something that focuses more on behavioral, social issues, and is a doctrine of each religion or group. Therefore, the doctrine owned by each religion must be followed by each of its followers. Feerman (2009) says that religious behavior reflects religious beliefs that are displayed or demonstrated in the form of behavior. According to Loewenthal (2007) religion is a system of attitudes, practices, rituals, ceremonies, and beliefs by means of which individuals or communities place themselves in relationship to God or to the supernatural world, relationships with each other, and as a set of judgments used to assess natural events.

Several studies explain the relationship between religiosity and self-adjustment. Research conducted by Lutfiah (2018) shows the results that there is a positive relationship between religiosity and school adjustment in junior high school students. This means that the higher the religiosity of students, the higher the self-adjustment in school, and the lower the religiosity of students, the lower the level of self-adjustment in school.

In addition, research conducted by Andriyanti (2015) also shows that there is a significant relationship between religiosity and self-adjustment. Based on the results of religiosity categorization, it shows that junior high school students have a moderate level of category (75.93%), while based on the results of self-adjustment categorization at school, it shows that junior high school students have a moderate level of self-adjustment as well (64.81%). The results of research from Mahmud (2017) state that the daily spiritual experience dimension of religiosity has the most significant influence with a positive value. Daily spiritual experience is an individual's perception of something related to the transcendent in life and the perception of his interactions in that life, so that daily spiritual experience is more experiential than cognitive. The daily spiritual experience variable is a dimension that explains how individuals feel the existence of God and perceive something related to religious behavior consistently towards life.

Based on the explanation above as well as several studies on the relationship between social support with self-adjustment and religiosity with self-adjustment, the researcher feels interested in examining these variables in adolescents living in orphanages. The researcher wants to know (a) whether there is a significant influence of the variables of social support and religiosity on the self-adjustment of adolescents in orphanages and (b) what percentage of the proportion of variance of each variable of social support and religiosity on the self-adjustment of adolescents in orphanages.

Research Methods

The population in this study were all 190 young women of Raudhatul Hikmah Putri Orphanage. The research sample was drawn referring to the Krejcie & Morgan (1970) sample table with an error rate of 5% and obtained 127 people with an age range between 12 to 21 years obtained from the probability sampling technique. Respondents completed a questionnaire package containing instruments measuring self-adjustment, social support, and religiosity.

Self-adjustment in this study is an ongoing process in an individual's life and can be measured by knowing how an individual's ability to deal with an ever-changing environment (Haber & Runyon, 1984). The self-adjustment measuring instrument used is the Psychological Adjustment Scale (PAS) developed by Haber and Runyon (1984). The aspects of self-adjustment consist of an accurate perception of reality, the ability to cope with stress and anxiety, a positive self-image, the ability to express feelings well, and good interpersonal relationships. This self-adjustment scale instrument contains 26 items. The results of the self-adjustment scale validity test have a reliability coefficient value of 0.744.

Social support in this study is the support that individuals receive from the environment, both general and specific support and behavioral support, which comes from friends in orphanages and the living environment. In this study, the authors measured social support using a measuring instrument developed by Weiss (1974) and adapted by Russel & Cutrona (1986) which suggests the existence of 6 (six) components of social support referred to as "The Social Provision Scale", as for these components, namely: Attachment, Social Integration, Reassurance of Worth, Reliable Alliance, Guidance, and Opportunity for Nurturance. The number of social support scale statements is 24 items. The results of the validity test of the social support scale have a reliability coefficient of 0.735.

Religiosity is a person's state of understanding, appreciating, and practicing the teachings of the religion he adheres to into his life. As for the measuring instrument for religiosity, researchers used the multidimensional measurement of religiousness or spirituality made by Fetzer (2003). However, of the 12 dimensions described by Fetzer, researchers only use four dimensions, namely, daily spiritual experience, value, belief, and religious/spiritual coping, because the author only wants to see the role of religion in influencing individual behavior and how individuals socialize in their lives in the process of self-adjustment. This religiosity scale instrument contains 32 items. All instruments in this study use the Likert scale model,

which is a scale of 1 to 4 (very inappropriate, inappropriate, appropriate, and very appropriate). The results of the religiosity scale validity test have a reliability coefficient of 0.786.

This study aims to examine the contribution of social support and religiosity to self-adjustment, so the data analysis technique used in this study is multiple regression technique analysis with the help of the IBM SPSS version 22 program.

Result and Discussion

Table 1. Multiple Regression Test Results of Social Support and Religiosity on Self-Adjustment

Variables	R Square	Sig. F Change
Social Support and Religiosity	0,596	0,000

The results of statistical analysis show that there is a significant positive effect of social support and religiosity variables on the self-adjustment of adolescent girls at Raudhatul Hikmah Putri Orphanage with a significance value of 0.0000 ($p < 0.05$). The coefficient R square (R^2) value is 0.596 which indicates that 59.6% of the proportion of variance in self-adjustment in this study is given by the variables of social support and religiosity. This means that in this study, social support and religiosity contributed 59.6% to self-adjustment.

Table 2. Results of the Proportion of Variance (Contribution) of Each Independent Variable to the Dependent Variable

Variables	R Square	Sig. F Change
Social Support	0,482	0,000
Religiosity	0,114	0,000

The results of the proportion of variance (contribution) of each independent variable to the dependent variable that the social support variable contributed 48.2% to self-adjustment. This contribution is statistically significant because the significance value is 0.000 < 0.05 . While the religiosity variable contributed 11.4% to self-adjustment, the contribution was also statistically significant because the significance value was 0.000 < 0.05 .

This means that the higher the social support and religiosity of orphanage girls, the higher the self-adjustment of the orphanage girls. In terms of social support, the caregivers at the Raudhatul Hikmah Putri Orphanage in South Jakarta, who are also alumni of the orphanage, in their work always provide full support when there are learning activities by providing motivation and providing the facilities needed to the female students (santriwati). The caregiver provides support to santriwati by giving direction to what santriwati do. If there are santriwati who get good achievements, the caregivers give praise and encourage the santriwati to get even better achievements. According to one statement from the caregiver, the relationship that has been well established with the santriwati so far is because the Raudhatul Hikmah Putri Orphanage instills a family nature in its care. This is in accordance with the results of previous research, such as that conducted by Kumalasari (2012), that social support has a positive relationship with adolescent self-adjustment in orphanages. She examined social support in adolescents living in the Darul Hadlonah Kudus Orphanage aged between 13 and 18 years with a junior and senior high school educational background totaling 55 people. Based on the results of the research and data analysis conducted, it shows that there is a relationship between social support and adolescent self-adjustment in orphanages. This shows that social support affects self-

adjustment in adolescents. The effective contribution of social support variables to self-adjustment shows the results of 11.5%. In addition, the results of research conducted by Ningsih (2011) state that there is a significant positive relationship between social support and self-adjustment in students at the Modern Islamic Boarding School Assalam Surakarta. This means that the higher the social support, the higher the self-adjustment in the research subject.

Furthermore, this study also found that religiosity has a significant influence on the self-adjustment of orphanage adolescents. In terms of religiosity, the santriwati at the Raudhatul Hikmah Putri Orphanage in South Jakarta are accustomed to carrying out routine religious activities and religious activities on certain days that have been well programmed. Forms of religious activities in improving the character of santriwati include greeting the teacher, dhuha prayer, mandatory prayer in congregation, tarawih prayer in congregation, tahfidz, qiro'at, reading and writing the Qur'an, PHBI (Commemoration of Islamic Holidays) and istigasah. Through these forms of religious activities, caregivers and teachers can develop the character values of their students (santriwati) in order to become human beings who are highly academic and accompanied by akhlakul karimah according to the objectives of Islamic education. These activities are expected to increase the involvement of the santriwati so that they are also accustomed to adjusting to the programs in the orphanage environment. This is in accordance with research conducted by Andriyanti (2015) which explains that the higher the level of religiosity possessed by students, the higher the level of self-adjustment in their school. The religiosity variable affects the self-adjustment variable at school by 12.4%. The results of Luthfiah's research (2018) also show the results that there is a relationship between religiosity and school adjustment in students. In addition, research conducted by Mahmud (2017) also shows that there is a significant influence on the overall independent variable, namely religiosity (daily spiritual experience, value, belief, and religious/spiritual coping) and social support (attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance) on the self-adjustment of new students of UIN Syarif Hidayatullah Jakarta. However, when viewed from the significant or not the influence of the regression coefficient of each dimension of the independent variable, it was found that there were only three independent variables that produced significant regression coefficient effects, namely daily spiritual experience, attachment, and reliable alliance. The results of research conducted by Krok (2014) state that religiosity has a significant effect on self-adjustment. Religiosity shows a negative relationship with the mental health dimension, namely self-adjustment, which is commonly called somatic symptoms. Furthermore, Hutapea (2014) said that religiosity has a significant relationship with the adjustment of Indonesian students abroad. Religiosity and spirituality are the most powerful bases associated with happiness and well-being. Individuals who have a high commitment to their religion will be happier, healthier, and have more coping than individuals who do not consider their religion important. When individuals feel a lot of pressure from their environment and feel there is no freedom for themselves, these individuals can use stress coping by praying and worshiping to calm their feelings, this is in accordance with Pargament's (1998) statement that spiritual coping is closely related to physical health and mental health and is also useful for relieving feelings of anxiety.

Conclusions and Recommendations

Based on the research results obtained, it can be concluded that there is a significant positive effect of social support and religiosity variables on the self-adjustment of adolescent girls at Raudhatul Hikmah Orphanage. So from the results of hypothesis testing shows that the higher the social support and religiosity, the higher the self-adjustment. Conversely, the lower the social support and religiosity, the lower the self-adjustment. From the research that has been done, it can be seen that social support and religiosity both have moderate categorization. So that the orphanage is expected to further improve the social support and religiosity of its students. This is because by getting attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance in social support and getting daily spiritual experience, value, belief, and religious/spiritual coping in religiosity, orphanage adolescents will carry out the

process of adjusting to their environment well. One of the most important roles to help the adjustment of orphanage adolescents is to make a good approach at the beginning of entering the dormitory/ orphanage in the form of orientation of the introduction of students with the form of academic and anthropological introduction to the dormitory/ orphanage so as to create a sense of attachment to the orphanage environment and the friendship environment. Furthermore, social support in the form of reliable assistance from friends and the orphanage needs to be done at the beginning of entering the dormitory with a system of mutual cooperation and working together by giving group assignments. Furthermore, the orphanage or dormitory manager is advised to further improve religious activities or routines as a routine for orphanage adolescents.

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