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JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

Far From Home: Adjustment and Social Support Related to Homesickness among Islamic Boarding School Students

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Abstract	Differences in culture and educational systems between public schools and Islamic boarding schools (*pesantren*) present unique adaptation challenges for students, particularly newcomers. Strict regulations, such as limited opportunities to return home and restricted communication with family, often intensify psychological challenges, including homesickness. If left unaddressed, homesickness may negatively affect students' psychological well-being and hinder their adjustment process. This study examines the influence of self-adjustment and social support on homesickness among new students at Nurul Iman Islamic Boarding School in Bandung. Using a quantitative causal design, the study involved 81 new students selected through saturated sampling. Data were collected using Likert-scale questionnaires, including the Student Adaptation to College Questionnaire (SACQ), Multidimensional Perceived Social Support Scale (MPSS), and Utrecht Homesickness Scale (UHS), and analyzed using multiple linear regression. The results indicate that self-adjustment and social support together explain a meaningful proportion of variance in homesickness and show a statistically significant negative association, indicating that higher levels of adjustment and perceived social support are associated with lower homesickness. These findings highlight the importance of strengthening students' adaptive capacities and social support systems and provide practical implications for *pesantren* administrators in designing programs that facilitate smoother adjustment among new students.
Keywords	Homesickness; *Pesantren*; Social Support; Students Adaptation

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1. INTRODUCTION

Islamic boarding schools (*pesantren*) are educational institutions that emphasize not only cognitive development but also the cultivation of character and spirituality. A distinctive feature of *pesantren* is its boarding system (Januardi et al., 2025; Nasihin et al., 2025), which requires students to live on campus for a specific period (Rohman, 2014). This system demands independence, separation from parental supervision, and adherence to strict daily rules. Consequently, *pesantren* can become a socially and psychologically challenging environment, particularly for adolescents experiencing separation from home for the first time. One major psychological outcome of such separation is homesickness (Aqil & Fakhrurrozi, 2025; Ramadani et al., n.d.), defined as an emotional experience resulting from separation from familiar surroundings such as home and family (Thurber & Walton, 2012), characterized by

anxiety, sadness, longing, and a strong desire to return home (Stroebe et al., 2015). In *pesantren*, this condition is common due to the closed social system and limited access to communication with families.

A preliminary study involving 45 tenth-grade students revealed that 91% reported missing home, with most indicating that the feeling intensified due to communication restrictions, particularly the prohibition of mobile phone use. These findings suggest that homesickness is not merely emotional nostalgia but also a structural consequence of institutional rules limiting contact with primary social support sources, namely, family. The condition indicates that homesickness in *pesantren* is shaped not only by individual emotional factors but also by contextual and environmental constraints inherent in the boarding school system (Cahyaningrum et al., 2025; Pratiwi et al., 2025). This prevalence highlights the importance of examining psychological factors that help students adaptively manage homesickness. Qualitative interviews further showed that homesickness stems mainly from an emotional attachment to family and from difficulties establishing comfort in a new environment. Students reported feelings of loneliness and isolation, exacerbated by the prohibition on mobile phones, which prevents them from contacting their parents when the longing peaks.

Research by Shasra (2022), found that most new students in Agam Regency experienced moderate homesickness (68.6%), with 23.0% at a high level and only 8.4% at a low level. Similarly, Yasmin and Daulay (2022)Reported that 81.41% of students in pesantren experienced moderate homesickness, while Yusrina et al (2023) found that 49.4% of new students in Banda Aceh experienced it as well. Although these studies consistently demonstrate the prevalence of homesickness among *pesantren* students, they primarily focus on describing its level or distribution, rather than examining psychological factors that may reduce or buffer its impact. These findings confirm that homesickness is a common psychological condition among new students, warranting greater attention to their emotional well-being during adaptation.

Homesickness can negatively affect individuals' adjustment abilities. According to Khoerunnisa and Grafiyana (2021), those experiencing homesickness often struggle to adapt to new environments, which in turn reduces psychological well-being. Symptoms may include decreased learning motivation, depression, low mood, and loneliness (Akhtar et al., n.d.; Tabarani et al., 2025). However, empirical studies that explicitly position adjustment as a protective factor against homesickness in the *pesantren* context remain limited. Therefore, adjustment ability becomes a crucial factor in helping students manage emotional distress and minimize the negative effects of homesickness.

Conceptually, adjustment refers to a dynamic process of achieving balance between the individual and their environment. Sinha (2014) defines it as establishing harmony between personal needs and external demands, while Schneiders et. al. (2024) views it as a mental and behavioral response to needs, pressures, and conflicts, aimed at achieving harmony between internal conditions and environmental expectations. In boarding life, this ability is essential. Mariska (2018) found a negative relationship between adjustment and homesickness: the better the adjustment, the lower the homesickness level. Nevertheless, most existing studies examine adjustment as a single predictor and do not consider its interaction with other contextual resources available to students in residential settings.

In addition to adjustment, social support also plays an essential role in alleviating homesickness (Chen, 2025; Gu et al., 2025). Social support includes both emotional and instrumental assistance from significant others. Zimet et al. (1988) define social support as an individual's perception of the availability and quality of assistance within their social network. Instanto and Energy (2019) emphasize that peers or supportive figures in new environments can reduce the negative impact of homesickness. Their study revealed a negative correlation between social support and homesickness, indicating that individuals with adequate social support experience lower levels of it. However, in *pesantren* settings, where contact with family is restricted, the relative contribution of perceived social support alongside personal adjustment remains underexplored.

Overall, previous research tends to examine homesickness, adjustment, and social support

separately, or focuses on general adolescent populations rather than students living in Islamic boarding schools with strict residential regulations. Studies that simultaneously investigate adjustment ability and social support as joint predictors of homesickness within the *pesantren* context are still scarce. This gap limits a comprehensive understanding of how internal capacities and external resources jointly shape students' emotional adaptation in boarding schools.

Therefore, the present study aims to explicitly examine the effect of self-adjustment and social support on homesickness among new students in an Islamic boarding school. By focusing on these two factors simultaneously, this study seeks to provide empirical evidence on key protective mechanisms that may help reduce homesickness and support students' psychological adaptation in *pesantren* environments.

2.   METHODS

Research Design and Participants

This study employed a quantitative research design with a causal approach to examine the influence of self-adjustment and social support on homesickness among students in an Islamic boarding school context (Creswell & Creswell, 2017). The causal design (Em, 2025; Gamage, 2025) was chosen to analyze the predictive relationships between the independent variables (self-adjustment and social support) and the dependent variable (homesickness).

The research was conducted at Nurul Iman Islamic Boarding School in Bandung, an Islamic residential educational institution that operates a full boarding system. The study population consisted of all new students enrolled in the tenth grade during the data-collection year. Because the population size was relatively small, a saturated sampling technique was applied, whereby all members of the population were included as research participants (Delİce, 2001). As a result, the final sample comprised 81 students.

The participants were adolescents undergoing a transitional period from living with their families to residing in a boarding school environment. This transition involves significant adjustments related to academic demands, social interactions, emotional regulation, and compliance with institutional rules (Fang et al., 2025; Mancone et al., 2025). Such characteristics make new boarding school students an appropriate population for investigating homesickness and its associated psychological factors.

All participants met the inclusion criteria of being newly enrolled students who had lived in the boarding school environment for less than one academic year. This criterion was applied to ensure participants remained in the early phase of adaptation, a period when homesickness is most likely to occur.

Instruments and Psychometric Properties

This study employed three standardized self-report instruments to measure homesickness, self-adjustment, and perceived social support. All instruments were administered using Likert-type response formats. Prior to hypothesis testing, psychometric evaluations were conducted to assess item validity and internal consistency reliability.

Homesickness

Homesickness was measured using the Utrecht Homesickness Scale (UHS), developed by Stroebe et al. (2002). The original scale consists of 20 items covering five dimensions: missing family, loneliness, missing friends, adjustment difficulties, and ruminations about home. Responses were rated on a 4-point Likert scale from 1 (strongly disagree) to 4 (strongly agree), with higher scores indicating greater levels of homesickness.

In this study, the UHS was used without modification to its theoretical structure or dimensional framework, as the construct of homesickness and its manifestations are conceptually applicable to students living in residential educational settings such as Islamic boarding schools. Minor linguistic adjustments were made solely to improve clarity and comprehension for adolescent participants, without altering the substantive meaning of the items.

The instrument was directly administered to the research participants without a separate pilot study. Item validity and reliability analyses were conducted using data obtained from the main study sample. Item validity was examined using corrected item-total correlation analysis. Items with correlation coefficients greater than 0.30 were considered valid. Of the 20 items tested, 18 met the validity criteria and were retained for data analysis, while 2 were removed due to insufficient correlation values. Reliability analysis demonstrated high internal consistency, with a Cronbach's alpha (α) of 0.873 and McDonald's omega (ω) of 0.887, indicating very good reliability.

Self-Adjustment

Self-adjustment was measured using the Student Adaptation to College Questionnaire (SACQ) developed by Baker and Siryk (2011). This study employed a 27-item version adapted by Donado et al. Donado et al. (2021) to assess adjustment across four domains: academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment. Responses were rated on a four-point Likert scale, with higher scores reflecting better adjustment.

Further modifications by the researcher were limited to contextual and linguistic adaptations to reflect students' daily experiences in Islamic boarding schools, including communal living arrangements, institutional regulations, and restricted contact with family. These modifications did not alter the original constructs or dimensional structure of the SACQ. They were theoretically grounded in Baker and Siryk's adjustment framework, which conceptualizes adjustment as individuals' capacity to respond to academic, social, emotional, and institutional demands.

The adapted instrument was directly administered to the research participants without a separate pilot study. Item validity and reliability analyses were conducted using data from the main study sample to evaluate the scale's internal consistency and suitability in the pesantren context. Item validity testing indicated that 19 of the 27 items demonstrated adequate item total correlations (> 0.30) and were retained, while eight items were excluded. Reliability testing showed good internal consistency, with a Cronbach's alpha (α) of 0.807 and McDonald's omega (ω) of 0.835, suggesting that the scale was reliable for assessing self-adjustment among Islamic boarding school students.

Perceived Social Support

Perceived social support was measured using the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988). The MSPSS consists of 12 items assessing perceived support from three sources: family, friends, and significant others. Responses were recorded on a four-point Likert scale, with higher scores indicating stronger perceived social support.

The MSPSS was administered without modification to its theoretical structure, as its conceptualization of perceived support from multiple sources is relevant to students living in boarding school environments. Minor linguistic adjustments were applied to enhance cultural appropriateness and readability, while preserving the original meaning of the items.

Similar to the other instruments, the MSPSS was directly administered to the research participants without a separate pilot study, and its validity and reliability were evaluated using the main study data. Validity testing showed that all 12 items met the item total correlation criteria and were retained for analysis. The reliability analysis demonstrated high internal consistency, with a Cronbach's alpha (α) of 0.871 and McDonald's omega (ω) of 0.884, indicating that the MSPSS was a reliable measure in this study.

The results of the validity and reliability analyses indicate that all instruments used in this study possess adequate construct validity and high internal consistency, supporting their suitability for measuring homesickness, self-adjustment, and perceived social support among students in Islamic boarding school settings.

Data Collection Procedure

Data collection was conducted after obtaining formal permission from the management of Nurul Iman Islamic Boarding School, Bandung, as the institution serves as the students' parent during their residence in the boarding school. Written approval to conduct the research was submitted to and granted by the school prior to administering the questionnaires.

Before data collection, participants were provided with a verbal explanation regarding the purpose of the study (Noë et al., 2025), the procedures involved, and the voluntary nature of their participation. Students were informed that their participation was voluntary and that they had the right to decline or withdraw from the study at any time, without academic or institutional consequences. Verbal informed consent was obtained from all participants, and written consent was provided to the school, the students' institutional guardian.

Questionnaires were administered collectively in classroom settings with the assistance of the Student Affairs Department. Prior to questionnaire administration, staff members involved in the process received clear instructions from the researcher to ensure standardized procedures and to minimize potential response bias. All questionnaires were completed in paper-based form under supervision to ensure that instructions were properly followed.

Participants were assured that their responses would remain anonymous and confidential, and that the data would be used solely for research purposes. No personally identifiable information was collected. Completed questionnaires were checked for completeness immediately after collection, and all data were securely stored and accessed only by the researcher.

Data Analysis

Data analysis was conducted using Jamovi. The analysis consisted of descriptive and inferential statistical procedures (Ramdani, 2025). First, descriptive statistics were used to summarize participants' characteristics and to describe the distribution of scores for each research variable, including homesickness, self-adjustment, and perceived social support. Measures such as mean, standard deviation, minimum, and maximum values were calculated. For descriptive purposes only, variable scores were categorized into high and low levels based on the mean: scores above the mean were classified as high, and those below the mean as low. This categorization was not used in inferential analysis, but solely to facilitate the interpretation of participants' general tendencies (Kotronoulas et al., 2023).

Second, item validity and reliability analyses were performed using data from the main study sample. Item validity was examined through corrected item total correlation, while internal consistency reliability was assessed using Cronbach's alpha and McDonald's omega coefficients (Madadizadeh & Bahariniya, 2025). Third, inferential statistical analysis was conducted to test the research hypothesis. Multiple linear regression analysis was employed to examine the simultaneous effects of self-adjustment and perceived social support on homesickness. Prior to regression analysis, classical assumption tests were conducted to ensure the adequacy of the regression model. These tests included normality, multicollinearity, and heteroscedasticity tests. Statistical significance was determined at a p-value of less than 0.05. Regression coefficients were interpreted to assess the direction and magnitude of relationships between the independent variables and homesickness, the dependent variable.

3. FINDINGS AND DISCUSSIONS

Findings

Descriptive Analysis

This study involved 81 tenth-grade students from *Pondok Pesantren* Nurul Iman Bandung, aged 15-17 years, with an average age of 16. Based on gender distribution, female participants constituted the majority at 69.14%, while male participants accounted for 30.86%. Most participants were from classes tenth B and tenth C, each contributing 24.69% of the total sample.

Participants were also distributed across various dormitory rooms. The largest number of female participants came from room 18 (16.05%), whereas the largest number of male participants came from room 11 (14.81%).

Descriptive analysis was conducted to examine the minimum, maximum, mean, and standard deviation scores of the three research variables: homesickness, self-adjustment, and social support. Furthermore, the variables were classified into high and low levels according to predetermined categorization formulas. The results of the descriptive analysis are presented in Table 1 below:

Table 1. Descriptive Analysis Results.

No	Variable	N	Minimum Score	Maximum Score	Mean	Std. Deviation
1	Homesickness	81	31	86	57.8	11.1
2	Self-Adjustment	81	57	162	113	23.6
3	Social Support	81	26	84	70.4	11.7

Based on the obtained scores, the researcher classified the data into two categories: high and low. The categorization criteria were defined as follows: if the normative value X < Mean, it was categorized as low, whereas if X ≥ Mean, it was categorized as high. Using this criterion, each variable in the study was classified as presented in Table 2 below.

Table 2. Categorization of Research Variables

No	Variable	Category	Frequency	Percecntage
1	Homesickness	Low	38	46.91%
		High	43	53.09%
2	Self-Adjustment	Low	42	51.85%
		High	39	48.15%
3	Social Support	Low	34	41.98%
		High	47	58.02%

Based on the table above, 53.09% of respondents experienced a high level of homesickness, indicating that homesickness was indeed present among tenth-grade students at *Pondok Pesantren* Nurul Iman Bandung. Furthermore, 48.15% of participants demonstrated good self-adjustment abilities, while 58.02% received a high level of social support.

Assumption Test

Before conducting the multiple linear regression analysis, the researcher conducted a series of assumption tests to ensure the regression model met the necessary statistical requirements. These assumption tests included tests for normality, multicollinearity, heteroscedasticity, and autocorrelation.

Table 3. Normality Test

	Statistic	P
Shapiro-Wilk	0.989	0.749
Kolmogorov-Smirnov	0.0495	0.983
Anderson-Darling	0.273	0.658

Normality tests evaluate whether the model residuals (not raw variable scores) approximate a normal distribution, an important assumption for the validity of t-tests and F-tests in regression. All three tests show $p > 0.05$ (Shapiro–Wilk $p = 0.749$; K–S $p = 0.983$; A–D $p = 0.658$), indicating no evidence to reject the null hypothesis of normality. Residuals can therefore be regarded as approximately normally distributed at the 5% significance level.

Table 4. Multicollinearity Test

	VIF	Tolerance
Self-Adjustment	1.38	0.725
Social Support	1.38	0.725

Multicollinearity assesses whether independent variables are highly correlated with each other, which can inflate standard errors and destabilize coefficient estimates. Common thresholds are VIF > 10 (or > 5 conservatively) and Tolerance < 0.1 to indicate problematic multicollinearity. Here, VIFs ≈ 1.38 and Tolerance ≈ 0.725, well within acceptable ranges.

Table 5. Heteroscedasticity Test

	Statistic	P
Breusch-Pagan	1.53	0.466
Goldfeld-Quandt	0.753	0.806
Harrison-McCabe	0.556	0.783

Heteroskedasticity refers to non-constant variance of residuals across levels of predictors; if present, standard errors can be biased and unreliable for inference. All tests yield $p > 0.05$ (e.g., Breusch–Pagan $p = 0.466$), indicating no evidence of heteroskedasticity; residual variance appears homogeneous.

Table 6. Autocorrelation Test

	Statistic	P
Harrison-McCabe	0.556	0.783

Autocorrelation evaluates correlation among residuals across observations, primarily a concern in time-series or sequentially ordered data. DW values range from 0 to 4; values near 2 suggest no autocorrelation. Here DW = 1.88. Using the dL and dU bounds, the decision rule indicates: if dU < DW < 4 − dU, there is no evidence of autocorrelation. Because 1.7164 < 1.88 < 2.2836, we conclude no meaningful autocorrelation is present.

All classical assumption tests indicate that the data meet the prerequisites for multiple linear regression: residuals are normally distributed, there is no multicollinearity among predictors, residuals are homoskedastic, and there is no autocorrelation. Therefore, the regression model is appropriate, and statistical inferences (t-tests, F-test, R^2 interpretation) can proceed with confidence.

Multiple Regression Test

The data were then analyzed using multiple linear regression analysis. The results are presented

in the following table.

Table 7. Autocorrelation Test

Model	R	R²	Adjusted R²	Overall Model Test			
				F	df1	df2	p
1	0.823	0.677	0.668	81.6	2	78	<.001

The findings from the multiple regression analysis revealed a significance value of less than 0.001, indicating that both independent variables, self-adjustment and social support, jointly have a significant influence on homesickness. The coefficient of determination (R^2) was 0.668, suggesting that self-adjustment and social support together account for 66.8% of the variance in homesickness. Meanwhile, the remaining 33.2% is explained by other factors not examined in this study.

Table 8. Model Fit Measures

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	115.152	4.5454	25.33	<.001	
Self-Adjustment	-0.147	0.0355	-4.15	<.001	-0.314
Social Support	-0.579	0.0713	-8.11	<.001	-0.613

Furthermore, the partial regression analysis showed that the self-adjustment variable had a significance value below 0.001, indicating a significant effect on homesickness. Similarly, the social support variable yielded a p-value below 0.001, indicating that social support significantly affects homesickness. Therefore, both self-adjustment and social support play a crucial role in reducing homesickness among new students at *Pondok Pesantren* Nurul Iman Bandung.

Based on the analysis, self-adjustment (X1) and social support (X2) jointly have a significant effect on students' level of homesickness (Y1). This finding indicates that the study successfully addressed the research questions and supported the proposed hypotheses. Thus, the results contribute significantly to understanding how self-adjustment and social support interact in helping students cope with homesickness. Together, these variables account for 66.8% of the variance in homesickness (Y), while the remaining 33.2% is influenced by other factors not examined in this study.

These findings are consistent with previous research. Self-adjustment significantly affects the level of homesickness among new students in Islamic boarding schools (Tanjung Silain et al., n.d.). Similarly, Istanto and Engry (2019) found a negative relationship between social support and homesickness, suggesting that higher levels of perceived social support are associated with lower levels of homesickness.

Furthermore, the results show that 53.09% of respondents (43 out of 81 students) experienced high levels of homesickness, while 46.91% (38 out of 81 students) were categorized as low. This distribution indicates that homesickness is a real and prevalent issue among tenth-grade students at *Pondok Pesantren* Nurul Iman Bandung. The noticeable variation in homesickness levels underscores the importance of implementing appropriate interventions to support students struggling with adaptation. Strong social support and effective self-adjustment strategies are key factors in reducing homesickness and enhancing students' emotional well-being.

Additionally, there are factors contributing to homesickness (Wahab et al., 2013). First, the high academic and behavioral demands in boarding schools may lead to stress and pressure, which, in turn, heighten feelings of homesickness. Second, significant changes in daily routines, such as strict schedules and new rules, can cause discomfort and a longing for familiar habits. Third, insufficient social support within the new environment can lead to feelings of isolation and loneliness, exacerbating homesickness.

Understanding these factors allows for the development of more effective intervention strategies to help students adapt more successfully to the boarding school environment.

Discussion

Understanding Homesickness through Psychosocial Adaptation and Religious Coping in Islamic Boarding Schools

The findings of this study highlight the psychosocial challenges experienced by students at *Pondok Pesantren* Nurul Iman, particularly homesickness arising from prolonged separation from parents and limited communication access (Mendez Murillo, 2025; Tabarani et al., 2025). Institutional regulation, such as restrictions on mobile phone use and infrequent home visits, may intensify feelings of isolation, thereby increasing vulnerability to emotional distress.

Consistent with Wahab et al. (2013) A greater geographical distance from home is associated with higher levels of homesickness, as physical separation interacts with students' limited capacity for psychosocial adaptation. Homesickness in this context reflects not only emotional longing but also difficulties in adjusting to new social structures, routines, and cultural expectations within the boarding school environment.

Psychosocial adaptation plays a critical role in mitigating homesickness. Students with better self-regulation are better able to establish routines, exercise internal control, and engage positively with the boarding school's structured life (Zahrah et al., 2025). Similarly, social support from peers, teachers, and mentors contributes significantly to emotional security and a sense of belonging (Dreer-Goethe, 2025), thereby reducing homesickness-related distress and supporting overall school well-being.

Beyond psychosocial factors, religious coping emerges as an internal resource in managing homesickness among *pesantren* students. Islamic teachings provide a framework for interpreting emotional distress as a meaningful and manageable life experience. The Qur'anic principle that individuals are only burdened according to their capacity (Qur'an 2:286) supports adaptive cognitive appraisal, allowing students to perceive homesickness as a temporary and purposeful challenge rather than an overwhelming threat.

لَا يُكَلِّفُ اللّٰهُ نَفْسًا إِلَّا وُسْعَهَاۗ

"Allāh does not charge a soul except [with that within] its capacity."

This religious meaning-making process aligns with positive religious coping, which has been shown to reduce psychological distress and enhance well-being (Maier et al., 2022). Furthermore, the Qur'anic narrative of Prophet Ya'qub in Surah Yusuf (12:86) illustrates an adaptive model of emotional regulation through spirituality.

قَالَ اِنَّمَآ اَشْكُوْا بَثِّيْ وَحُزْنِيْ اِلَى اللّٰهِ

"He answered: "It is only to God that I complain of my deep grief and my sorrow."

Expressing grief directly to God represents a form of religious emotion regulation, enabling emotional release while maintaining hope and trust. In psychological terms, this reflects an approach-oriented coping strategy that integrates emotional expression with transcendental meaning, rather than avoidance or suppression.

In addition, the exhortation to "flee to Allah" (Qur'an 51:50) emphasizes an active coping orientation, encouraging individuals to seek psychological security and meaning through spiritual closeness.

فَفِرُّوْٓا اِلَى اللّٰهِ ۗ اِنِّيْ لَكُمْ مِّنْهُ نَذِيْرٌ مُّبِيْنٌ

"And so, (O Muhammad, say unto them:)"Flee unto God (from all that is false and evil)! Verily, I am a plain warner to you from Him!"

For *pesantren* students, this form of religious coping can redirect feelings of longing away from ruminative homesickness toward constructive spiritual engagement, thereby supporting emotional resilience and adjustment (Çınaroğlu, 2024).

The results suggest that homesickness among Islamic boarding school students is closely linked to their ability to adjust to the boarding school environment and the level of social support they receive. Social support and self-adjustment serve as key protective factors against homesickness, while religious coping may strengthen students' capacity to manage emotional challenges during the adaptation process.

4. CONCLUSION

This study demonstrates that self-adjustment and social support are key psychosocial determinants of homesickness among students in Islamic boarding schools. Both variables show significant and negative effects on homesickness, indicating that students with stronger adaptive abilities and supportive social environments experience lower emotional distress related to separation from home. These findings position homesickness not merely as a transient emotional reaction but as an adaptive challenge shaped by students' psychosocial resources.

The main scientific contribution of this study lies in contextualizing homesickness within the psychosocial adaptation framework in a *pesantren* setting, an area that remains underexplored in educational psychology research. By focusing on Islamic boarding schools, this study extends the literature on student adjustment by highlighting how structured religious environments interact with psychosocial factors in shaping emotional well-being, particularly in non-Western educational contexts.

In practice, the findings suggest that pesantren administrators and educators should strengthen programs that enhance students' self-adjustment and social support, such as structured orientation programs, mentoring systems, and supportive teacher–student relationships. From the perspective of Islamic educational psychology, these results emphasize the importance of integrating psychosocial development into religious education, ensuring that emotional resilience and social competence develop alongside students' spiritual and moral formation.

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