Grounded Theory Approach to Assess the Process of Students’ Well-Being Achievement in Islamic Boarding School

Tri Na’imah¹, Retno Dwiyanti², Sriyanto Sriyanto³

Abstract
The study of the students’ well-being in schools is essential because the decline in it is a sign of their emotional and behavioral problems. The purpose of this study was to study and develop the concept of welfare of students in boarding schools conducted by qualitative research design using a grounded theory approach. The primary informant of the study was the teachers, and the secondary informant was the students. Interview and observation methods were applied to collect the data. The analysis technique used a constant comparative analysis. The results of the study indicate that achieving the welfare of students in boarding schools involves students, caregivers, and teachers. Teachers create a sense of security in the school and the dormitory, build social relationships, develop social and emotional aspects of students, and improve academic and religious achievements, so students reach well-being. Their welfare indicators include their feeling at home in the dormitory, their sense of belonging in the dormitory, their empathy for friends, their ability to interact socially with fellow students, caregivers, and teachers, and their increasing responsibility to study academics and religion.

Keywords: Students’ Well-Being; Islamic Boarding School; Achievement Process.

¹Faculty of Psychology, Universitas Muhammadiyah Purwokerto, Indonesia
²Faculty of Psychology, Universitas Muhammadiyah Purwokerto, Indonesia
³Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto, Indonesia
Introduction

Boarding school was established to educate students, so they have academic and non-academic advantages and to prepare them as future leaders (Khalidah, Rohani, & Mashitah, 2014). Education with a boarding school system is expected to be useful to educate intelligence, skills, character development, and to nurture their moral values so that they will have more intact and distinctive personalities. The teachers in the school guide for 24 hours; The teacher monitors student activities at all times. Also, teachers and students will form group cohesion. Their parents hope that children in boarding schools will increase in their discipline and leadership skills (Cookson, et al, 2008).

The students in boarding schools come from a variety of backgrounds, in terms of their family background, schools, regional origin, ethnicity, customs, and many others. These diversities may create problems for them. Transactional relationships between students and school conditions include the school situation and school assignments. The students in boarding schools have different environments than those attending regular schools. The former spend their time in schools and dormitories, making them have different social relationships.

The school environment will shape the character of students through the process of direct and indirect school communication. Institutional communication has a positive relationship with emotional and spiritual intelligence (Omar., Che Su., & Zariruddin., &Nordin, 2007).

Students who come from other cities or other regions will experience a period of difficulty in undergoing the adaptation process in a new environment, but this depends on the ability of students to face new cultures. (Kim, 2001). The school climate, especially the school’s value system and attitudes of teachers, influence the students' optimism towards life, their psychological and physiological well-being, and their academic success (Ruus el all, 2007). For this reason, maintaining the school's physical, the social condition is essential. If the teacher does not pay attention to the state of the school, it will disrupt the welfare of students. The problems of the students’ mental health and the diverse cultural backgrounds lead to the need for research on the students’ well-being (Simmons, Graham & Thomas, 2015). Students can achieve well-being in school if they meet the following determining factors: 1) Students get physical and emotional protection from all violence. A program of the safe school actively supports the achievement of the students’ well-being (Lee & Smith, 1999), 2) Pro-social values in the school emphasize the importance of harmony and respect, and attention and care for others. The benefits will improve their academic results and well-being (Zins et al., 2004). The supportive and protective school atmosphere, for example, is characterized by an excellent school climate, a sense of attachment to school, a sense of caring and having a good relationship with the teacher, a good relationship between students and the involvement of the parents in the school program. 3) Social and emotional learning or collaborative for academic, social, and emotional learning.

The diversity of subjects and the various characteristics among the peers at school and in the dorm may put them to experience discomfort. Thus, it is necessary to explore the students’ well-being in boarding school. The findings of this study have advantages as the basis for preparing some right prevention measures to reduce some well-being problems experienced by the students in the future. Researchers hope that, through grounded theory, this can develop an existing approach in the welfare theory of students in a boarding school environment.

Based on the description, the purpose of this study is to examine the process of achieving the students’ well-being in the boarding school.
Method

This study employed a grounded theory approach because it seeks to understand the symptoms of dynamic processes which are goal-oriented and they involve intervening conditions that facilitate the emergence of the traits under study (Corbin & Strauss, 1990).

The primary informants were teachers and caregivers of boarding schools in Banyumas city, Indonesia. The secondary informants were the students. In the process of collecting data, researchers used two methods simultaneously, namely observation, and in-depth interviews. The data includes an overview, the atmosphere of social life in boarding schools, and the physical condition of boarding schools. During the meeting, researchers observed their body language, a tone of voice, and emotional intensity.

The technique of data analysis is a constant comparative analysis technique. The researcher compares the events described in each category, combines their types and characteristics, limits the scope of the theory, and concludes with theory writing (Glaser & Strauss, 1967 in Filler, 2012).

The credibility testing in this study employed an internal consistency, which is the highest interest in grounded theory research. In this case, the researcher conducted data collection, theoretical sampling, coding, and generating theories inductively without any influence from previous approaches.

Findings

The researcher describes the results of the research based on the theme that is interpreted based on the answers of the informants. The researcher grouped the results of the study into three issues in the process of achieving student welfare. Below is an explanation of each theme :

Topic 1: Creating a secured atmosphere

To provide convenience in the school three informants P1, P2 and P3 have attempted to create security in the schools and the dorms. To make sure that their peers interfere with no student, they employed a caregiver in the dorm. The caregivers function as the teachers’ substitute there in assisting, monitoring, and supervising the students, and they also communicate their development to their parents. In the case of students in the problem, according to P2, a caregiver will help immediately to solve it. Thus, in the absence of their teachers, the students still have assistance and supervision.

In the school, the students regularly meet their teachers in the recital session twice a day in the morning and evening. The intensity of the meeting is a form of protection; it makes the students feel comfortable and secured. Dormitories also have a court section (court), whose job is to take corrective actions against those who violate the rules such as threatening, challenging others to fight, and asking for money from their friends. P five told that he had provided lots of assistance on personal, social, career, tutorial and also on manners. Similar information also comes from secondary informants, who state that students can achieve well-being if they can get along with their friends, no violence has occurred, and most importantly the teachers want to listen to their complaints.

The informants P1 and P5 do another strategy of security; they have the rule to limit the students for going out and coming into the dorm. They only open the gate in specific periods. However, the secondary informants perceive that the rule has made them less comfortable. This finding shows that teachers and students have different opinions about school rules. P1 also guides to maintain and enhance the students’ sense of belonging. The informant P3 always takes a practical approach to solve the students’ problems in the dorm. This way is proved to build a binding between teachers and students in the school and the dorm. Two in-
formants, P4 and P5, say that most students have developed a sense of belonging; they have felt at home to live there. Only a few students feel uneasy about staying there. A forced choice usually triggers such a problem; they join the school on their parents’ will, rather than their own.

The role of the teachers in maintaining the students’ psychological security is essential. According to informant P1, a teacher must have compassion, love, and they can build a close relationship with their students. With this, the students are expected to feel at home in the dorm quickly. Caregivers are prepared to nurture their juniors in a new lifestyle there. Secondary informants said that they felt close to the teachers and caregivers who were always communicative.

New information comes from informant P2, saying that students will feel secure if they obey all God’s rules, Allah as a real source of the security. Thus, he always maintains their religious obedience. Most informants approved that the comfort among their students is the result of no cases of violence against them from anyone in the school environment. The informants P 4 and P 5 emphasize that creating a friendly atmosphere in the dorm is essential, but it is complicated to do. Dormitory life is prone to problems, which is very different from regular schools.

The principal must pay attention to various factors, one of which is how to regulate children's activities, make the hostel comfortable so that they will be comfortable there. P2 and P3 argue that many positive activities in the dorm will minimize violence against students. They are happy if they have other extracurricular activities other than the religious subjects, like sports, arts and outdoor activities outside the dormitory. Many secondary informants agree to it, saying too many academic assignments will burden them, making them uncomfortable. Monotonous tasks will also make the students bored, and they will look choose to have other activities with their friends. For this reason, all informants have tried to motivate students to be involved in all academic and non-academic activities.

**Theme 2: Social Relations**

New students joining the dorm usually will feel losing social support from their families, especially those coming from out of town. They need to adjust to a new culture, including language, customs, and food. For this reason, the strategy used to improve social relations is by having congregational prayer programs, intensive dialogues between teachers and students, and regular meetings between students, caregivers, and teachers. All informants have tried to make the students care, protect, and empathize each other. They have some activities to build the atmosphere; they include case discussions, regular *infaq*(charity) movements, and incidental aid program for peers in need.

Some students told that at the beginning of the school year, they were lonely, longing for their families. They missed playing with their siblings. For this problem, the informants P1 and P2 give some gifts of food or stationery, especially for those having an achievement. Meanwhile, other informants, P4 and P5, try to position themselves as parents, so they have someone like parents in the dormitory.

The informant P3 shows empathy to students in problems. For example, if a student wants to go home, then the teacher will give a chance to meet his family. All the informants claimed they did not find any problems in social relations between the teachers and the students in the dorm. The communication is built very well, greeting each other as they encounter. Moreover, a student often asks about their problems to caregivers, the caregiver. The students assert this fact; they are happy to have collaboration in carrying out tasks in the classroom and the dorm.

**Theme 3: Development of social emotions in school**

Attending a boarding school is a new world. Learning responsibility is not only in school but also in the dormitory. Besides, the variety of friends in the communities requires a process of self-adjustment. The secondary
informants felt a difficulty to adjust to the teachers, caregivers, and their new friends from various backgrounds. Therefore their well-being is necessary to be in place. The role of the teachers does provide not only academic learning but also integrates religious, social, and emotional values in each lesson — the informant P2 conducts regular group discussion on a specific case to develop their human emotion. The argument is actually in public and is selected to adjust to their age. Informant P1 directs students to help others in need by giving charity to the community in their environment. The teacher provides the opportunity for students to be directly involved in social activities and foster social sensitivity. According to informant P3, the students need to blend with the community so that they will experience a real community living. The informants also make use of the group dynamics to train them in making social connections. This activity is done indoor and outdoor to make sure they will stay there.

Some students are still hostile to each other, so the teacher must be able to fulfill them. They usually practice a religious approach, by instilling morality and ethics of social life others. Informant P2 decides to give a sanction to those proven to act a violently against their peer.

**Theme 4: Achievement Development**

Parents send their children to boarding schools hoping that their children will perform well in academics and religion. These parents' hopes make students feel depressed, increasing their anxiety because they fail to meet expectations. They think to bear an extra burden because they also have to learn many Islamic subjects. The trouble is harder as they have to make social adaptation to other people in the community. As they find difficulty, they are reluctant to ask for help from their friends or teachers. They have not built a good social interaction. For this reason, all informants have developed strategies to integrate academic learning and religious aspects. Studying in schools and boarding houses allows both lessons to complement each other with a varied approach. Learning in the boarding school also minimizes the negative impact of social media on children's behavior. All informants do not allow their students to have a mobile phone. To keep the communication with parents, they provide facilities to contact with them. With this, the students will always focus on the learning process, undisturbed by useless activities.

**A Model Theory of Developing Students’ Well-Being at the Boarding School**

Based on the themes above, then the conceptual model is developed to achieve the students’ well-being at the boarding school. Researchers develop this theoretical concept through theme analysis, academic review, and consulting educational psychologists. This conceptual model illustrates the process of achieving student well-being in boarding schools involving students, caregiver, and teachers. The model consists of 3 elements, namely: 1) input, meaning the problems causing inconveniences for the students in boarding school, 2) the process, meaning the process of achieving students’ well-being in boarding schools involving students, caregiver, and teacher, 3) Output, is a symptom that indicates that students have reached well-being at school. The signs of achieving the students’ well-being are seen from the students’ behaviors, including feeling at home in the dormitory, having a sense of belonging to the dorm, feeling empathy for friends, having the ability to interact with their fellows, caregiver, and teachers, and the last having responsibility to learn the academics and Islamic subjects. The researcher describes the model in figure 1.
The effort to achieve the students’ well-being is essential in boarding school. The process involves the students, the caregivers, and the teachers through activities centering on four primary purposes:

1. Building security, namely teachers and caregivers try to protect students from internal or external threats, so students feel comfortable in school. If the students feel unsafe, they will have some psychological reactions like anxiety or fear of no reason. The students, then, will be able to make adjustments to their friends and carry out daily activities with all their peers. They will do what they like, interact with the environment, build their friendships, and make out regular choir enthusiastically without any fear (Hidayat & Na'imah, 2016).

To maintain a secure atmosphere, the teachers provide personal, academic, and ethical guidance. Social and personal advice can facilitate students to have an understanding of their potential and to develop their knowledge and skills of social interaction. Thus the relationship among the students and between the students and teachers is very critical to manage; it improves the well-being in the boarding school. To grow student morale, they study academic and religious subjects equally. The spiritual character development will shape the ethical values of students, which can control their moral behavior. The more the religion knowledge

Discussion

Figure 1. Theoretical Model of Realizing the Students’ Well-Being in Boarding School
they have, and they will have a higher willingness to apply in everyday life. In turn, it is more likely this religious knowledge will internalize their individual moral/ethical values (Khalidah, Rohani, & Mashitah, 2014).

2. Another target is improving social relations among the students, between the students and their caregivers, and between them and their teachers. Teachers, caregivers, and students to pray together, have group discussions about some instances and charity movements. These activities form relationships that help each other between them. Konu and Rimpela (2002) argue that quality schools are schools that prioritize social relations in the environment, student development, and a healthy environment. Halim (2005) revealed that in carrying out the teaching function, the development of Islamic religion, boarding schools have main elements of dormitory, mosques, the teachings, students, and kyai (religious teacher in traditional Islam).

Therefore a social system, then, operates in the form of individual personality, the interaction between individuals, groups, social networks, and social systems. Teachers and caregivers can improve the well-being of students at school by optimizing school conditions, establishing social relations, and improving interpersonal relationships. The habit of praying in congregation is made to foster their social character. The prayer is a relationship that arises between the prayers and their imam (a prayer leader). There is a social value in carrying out prayers in congregations, which require at least two participants, consisting of an imam (leader) and one or more person as the members (Az-Zuhaili, 2010). Charity (infaq) movement is also carried out to improve their caring characters. Islam teaches the people to have a generosity with the aim of purifying their soul, realizing high social sensitivity, and being tolerant to the needy; it is a significant opportunity to remember the gifts of God. Life must not be excessive and extravagant. An abundance we have is a chance to channel our prosperity in the path of Allah, without any wish for some return, but the blessing of Allah SWT. Also, Islamic teaching aims to realize the mercy and spaciousness of others who get the charity; it becomes the adhesives of mutual relation among Muslims, creating a dynamic and generous people.

3. The teacher integrates the field of academic learning in schools to improve social and emotional abilities. Social attachment is seen as a basic human need and is essential for achieving well-being in school. The higher the social adjustment ability they have, the lower the stress the student's experience, and vice versa. The description shows that there is an optimization of the quality of relationships between students and the relationship between students and teachers in boarding schools. Slade (2001) also conducted a study of 1,800 elementary school students in Australia and found that "good teachers" had the following characteristics: 1) making everything different, 2) making changes in interactions with students, 3) taking risks, 4) good people, 5) allowing students to make choices. The teacher's task is not only to transfer the knowledge but also the value.

4. In developing academic and religious achievements, the boarding school manages to foster a sense of social responsibility and active life goals among the students, so they are willing to strive for excellence in the academic field. Courage, self-control, and integrity can direct students to commit to achieving achievements in schools and dormitories. (Khalidah, Rohani, & Mashitah, 2014).

The outputs of the achieving the students' well-being at the boarding school are 1) the students feel at home, 2) share a sense of belonging to the dormitory, 3) share a sense of empathy to friends, 4) have the ability to interact with fellow students, caregivers, and the teachers, and 5) responsible for studying...
academic and religious subjects. Therefore boarding schools have a source of welfare, namely the dormitory situation, social relations, and learning opportunities for students. Konuc & Rimpela (2002) argue that there are four variables as the source of well-being for the students in schools, namely the condition of the school (physical and organizational, service and security), social relations (students, teachers, school staff), self-fulfillment (learning opportunities in accordance with capability, get feedback, enthusiasm), and health status.

This research has a weakness because it is a fundamental study employing a qualitative approach. Future researchers need to develop a survey of the students’ well-being, combining quantitative and qualitative.

**Conclusion**

The theoretical model for achieving the welfare of students in boarding schools can be done by involving students, teachers, and caregivers. Students can achieve well-being in school through activities that can ensure safety at school and in the dormitory and build social relationships to develop students' social and emotional abilities. Students feel prosperous if they can achieve academic achievement and religious education. Students who reach well-being in boarding schools have characteristics: they feel at home in the dormitory, have a sense of belonging to a dormitory, have empathy among them, can interact socially with their peers, their caregivers, and their teachers, and they have responsibility for studying academic and religious subjects.

**References**


