



Psychoeducational Application Of Positive Thinking Skills To Reduce Symptoms of Homesickness In New Students

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ABSTRACT

The phenomenon of homesickness often occurs in new students in pesantren. Some of the factors that cause homesickness include feelings of longing for family, dependence on parental assistance, lack of facilities in the dormitory, seniority-related problems, loss of items, illness, a busy schedule of activities, and strict rules. The purpose of this study was to explore the effectiveness of psychoeducation with the application of positive thinking skills in reducing symptoms of homesickness in new students. The method used in this study is psychoeducation type of positive thinking skill with outbound method. The research design applied was one group pre-test posttest, in which the level of homesickness was measured before and after the psychoeducational intervention was given. The results showed that psychoeducation with the application of positive thinking skills had a significant effect on reducing the level of homesickness in new students. This is evidenced by the results of the Wilcoxon test which shows a significance value of 0.000, which means that there is a significant difference between before and after the provision of psychoeducational intervention

Keywords: Homesickness, Psikoeducation, Santri

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INTRODUCTION

Parents have various reasons for choosing where to educate their children, whether in public schools or in pesantren. Unlike schools in general, pesantren offer a relatively different curriculum (Pritaningrum & Hendriani, 2013). The pesantren combines the government curriculum with the curriculum created by the school management, so that the students - who in the pesantren tradition are usually called santri - are able to learn the curriculum.

will have more comprehensive insights and scientific knowledge, which is also a different color from that obtained by students from public schools.

Another uniqueness of the pesantren is that every santri is required to stay permanently during the education process. Therefore, they are required to adjust to the daily activities in the pesantren environment, such as the obligatory prayers.

5 time in congregation at the mosque, attend yellow or contemporary book studies, do tadabbur, murojaah or tahsin, read or memorize the holy Quran. In addition, santri are also required to adjust to other santri who come from different regional, ethnic, and cultural backgrounds, or do activities that are very different from their daily habits, such as cooking by themselves, washing clothes, and even making their own beds. These activities may be unusual for santri who previously lived at home with their parents.

Separation from the home environment is not always positive, but can also pose risks for individuals who are vulnerable to increased symptoms of depression, anxiety, and can even cause negative effects on health (Biasi et al., 2018). The decision to leave home by adolescents can lead to stressful conditions as adolescents must face the challenge of adjusting to a new environment.

During the adjustment process, adolescents are likely to experience sudden changes, from a familiar environment to a very new and unfamiliar environment. Sünbül & Çekici, (2018) state that students will experience psychological problems in the form of deep longing for family members and feelings of alienation when in a new and unfamiliar environment, known as homesickness. In general, homesickness is defined by Kegel, (2015) as a psychological reaction caused by the absence of individuals, close relatives, and the absence of a familiar environment. Specifically, homesickness is a state of distress characterized by difficulty adjusting and a strong longing for home. Feelings of homesickness in adolescents are often associated with negative conditions such as nostalgia, loneliness, sadness, anxiety, separation, problems assimilating new experiences, and difficulty adjusting to new environments.

Homesickness can be considered a serious problem for adolescents; however, to date, homesickness has not been adequately addressed in scientific studies. According to Stroebe et al. (2016), although homesickness is a normal reaction for adolescents when leaving home and their loved ones, it is particularly painful for those who experience it intensely. Sun & Hagedorn, (2016) suggest that mild homesickness can promote healthy attachment and coping skills. However, high and intense levels of homesickness experienced by individuals can lead to feelings of sadness, lack of concentration, and inability to perform daily activities.

Most studies have shown that homesickness is associated with individuals' inability to function well in daily life, as well as other mental and physical health consequences. Biasi et al. (2018) state that homesickness is a complex problem in individuals that impacts on individuals' emotional, cognitive, social, and somatic functioning. In detail, Stroebe et al. (2016) argue that homesickness is associated with anxiety, loneliness, social isolation, and depression. Moreover, homesickness can also exacerbate existing mood and anxiety disorders or trigger new problems, ranging from insomnia, memory problems, appetite changes or digestive difficulties, immune deficiency, or even diabetes.

The first year of boarding school is a transitional period that is prone to homesickness because students' lives change from living at home with all family members, then having to separate and live away from home. However, the emotional and psychological experiences felt by each student are highly dependent on adaptation and various factors in the environment. Thurber & Walton, (2012) explain that differences in santri responses regarding separation and homesickness are influenced by the perceptions of santri who consider this experience a stimulating adventure, both socially and intellectually. However, other students may perceive this transition period as something overwhelming and troublesome. These students perceive that the challenges of living away from home often lead to doubts about personal abilities to change these conditions. Adjustment to a new environment will certainly bring discomfort to santri, especially in the development of social and academic self-concepts. In addition, changes to the new routine, social environment, and perceived demands can lead to intense homesickness.

Almost everyone will experience a phase of homesickness at some point in their lives. Research conducted by Van Vliet, (2001) suggests that 50% to 75% of individuals in the general population have experienced homesickness at least once during their lifetime, and between 10% to 15% of homesickness involves longing. Although there is no explanation as to how much homesickness contributes, homesickness still has a major impact on an individual's emotional life. Thurber & Walton, (2012) describe that more than 15 million adolescents who spend most of their teenage years away from home are at high risk of homesickness.

Several factors can cause homesickness in students; however, the most common factor is the challenges that often have to be faced alone. Thurber & Walton, (2012) state that the challenge of adjusting to a new environment can be complicated, especially when there are large cultural differences between the home and school environments, and if there is a significant change in the frequency of contact with the primary caregiver.

Research by Borg & Cefai, (2014) explains that the separation between students and families causes influential changes in the lives of students, because the intensity of communication between the two parties tends to be limited after moving to school. Some of these conditions make adolescents unable to separate from the family, thus causing a homesickness reaction when leaving home. Based on preliminary studies and data in the field, foundation management and supervisors stated that the main problem for new students is adjustment to school life which often leads to aggressive behavior, sadness, or withdrawal. Therefore, researchers conducted further investigations into the phenomenon of homesickness.

RESEARCH METHODOLOGY

This research is a type of quasi-experimental research with the research design used one group pre-test and post-test. The sampling technique used purposive sampling with predetermined characteristics. The scale used was adapted from The Utrecht Homesickness Scale (UHS) by Stroebe, Van Vliet, Hewstone, and Willis (2002). In this

study there were two assessments, namely before and after the provision of training. The research design is depicted in table.1

Group	Research Design
Santri	Pre-test X Post-Test

The table above shows that the subject before getting treatment will be measured, which is called a pre-test. Likewise, after the treatment is given, the subject obtains a posttest which is useful for measuring the extent of the students' homesickness level

RESULT AND DISCUSSION

The psychoeducation provided has an influence on the level of homesickness. These results can be illustrated through the table below:

Table 2. Wilcoxon test of pre-test and post-test data (Missing Family Aspect)

Group	Asymp. Sig (2-tailed)	Z-Score	Description
Santri	0,000	-4.200	There is an influece

Table 3. Wilcoxon test of pre-test and post-test data (Loneliness Aspect)

Group	Asymp. Sig (2-tailed)	Z-Score	Description
Santri	0,000	-5.016	There is an influece

Table 4. Wilcoxon test of pre-test and post-test data (Missing Friends aspect)

Group	Asymp. Sig (2-tailed)	Z-Score	Description
Santri	0,000	-4.621	There is an influece

Table 5. Wilcoxon test of pre-test and post-test data (Adaptation Difficulty Aspect)

Group	Asymp. Sig (2-tailed)	Z-Score	Description
Santri	0,000	-4.884	There is an influece

Table 6. Wilcoxon test of pre-test and post-test data (Thinking of Home aspect)

Group	Asymp. Sig (2-tailed)	Z-Score	Description
Santri	0,000	-4.702	There is an influence

Based on the results of the Wilcoxon test using SPSS version 22 in tables 2, 3, 4, 5, and 6 above, the asymp. Sig on students with a value of $p < 0.05$ ($p = 0.000$). These results show that the significance assessment of 0.000 is smaller than the p value so that it can be said that the provision of positive thinking skills training has an effect on reducing the level of homesickness in students at boarding schools.

Based on the results, it can be concluded that as many as 35 subjects who took the pre test and post test got different results after following the intervention. Based on these results, it shows that almost all subjects experienced a decrease in the condition of homesickness.

Homesickness often occurs when individuals experience a change of residence while adapting to a new environment, thus creating stress characterized by feelings of anxiety, loneliness, discomfort, and even withdrawal. This condition causes individuals to have a desire to return to their home area. Homesickness is a spontaneous emotion felt by adults and children due to separation from home, parents, or certain beloved objects

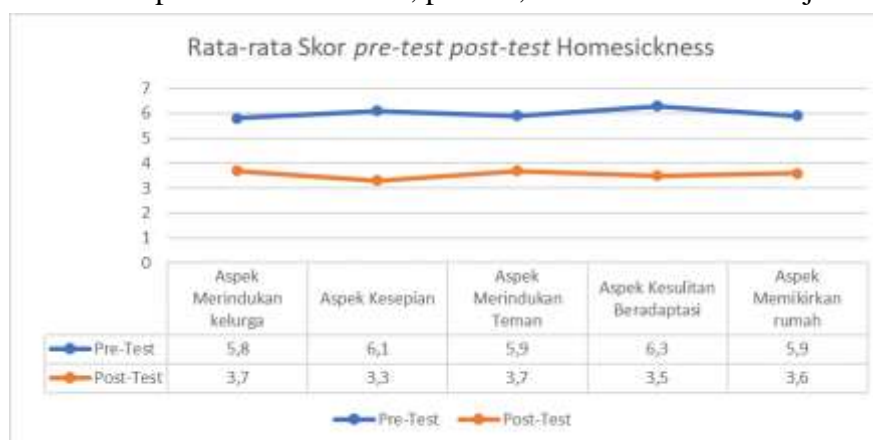


Figure 1 shows an overview of the average pre-test and post-test scores related to five aspects of homesickness, namely missing family, loneliness, missing friends, difficulty adapting, and missing home as the goal of providing positive thinking skills to reduce homesickness in boarding school students. In general, the results of the post-test score are lower than the pre-test which shows that the intervention carried out is able to have an influence on the santri at the boarding school.

Santris with low levels of homesickness described feeling comfortable living in the pesantren because they made new friends and received social support from friends and mentors who lived together in the pesantren. In contrast, santri who experienced high levels of homesickness identified difficulties in staying at the pesantren, as they felt

unable to live away from their families. In addition, santri also exhibit some responsive behaviors, such as crying almost every night and refusing to participate in scheduled activities at the pesantren.

Borg & Cefai, (2014) state that separation between family and children is one of the changes that affect adolescents. The intensity of communication between children and families tends to be limited, which causes a homesickness reaction when leaving home. One of the treatments that can be given to new students who experience homesickness is psychoeducation. Psychoeducation by Trotzer, (2013) is defined as a combination of two words, namely psycho and education. The term psychoeducation is translated as psychological education, placing personal education and social education in the context of education.

Psychoeducational interventions aim to help students develop the ability to cope with the challenges faced in their lives. New santri at Pesantren Ummul Mukminin are participants who, based on the results of pre-test data processing, showed homesickness at various levels. Homesickness experienced by each participant causes some difficulties, especially in terms of adjusting to the new environment at the pesantren because they face new rules, new friends, relatively new activities, and an atmosphere that is very different from that found in their respective homes.

Observation results with reference to aspects of homesickness with positive thinking skills training obtained the results that students have activeness in socializing with their peers, referring to the first aspect, namely; missing the family, this activity is packaged with outbound games in the form of: "charades game" where this game aims to be able to train an attitude of optimism and focus on problem solving, this is in accordance with one of the aspects of positive thinking skills training, namely positive expectations, the target of this game is that students are able to adapt and establish intimacy with other students, students can be more optimistic and able to solve problems with positive thinking skills training with their group, based on the facilitator's observations, Based on the facilitator's observations, this activity obtained the results that the students were able to master this game well, this was evidenced by their enthusiasm throughout this game, from five game groups, all of them had active and positive responses, the more often the students played games with their friends such as charades, it could reduce their longing for family and could also increase their optimistic attitude, and be able to think positively so that they were not gloomy or sad anymore when learning activities took place at the pesantren.

Next, in the second aspect of homesickness, namely loneliness, in this activity an outbound activity is held in the form of: "treasure hunt game", this game aims to train realistic adaptation or realistic self-adjustment, keep away from regret, frustration and self-blame, in its implementation, students and their groups are asked to find treasures according to the instructions of the maps that have been determined, the target in this activity is that students and their groups are able to exercise self-control, students are able to do joint problem solving, students are able to adjust, and avoid frustration. The results of this activity the students managed to go through the challenges of this game well, out of five groups, there were 3 fastest groups that could find the treasure referred to by the

facilitator, they managed to solve the clues well, and increased communication and socialization between them, while in the other two groups they were also able to think positively with the realistic adaptation aspects mentioned above, so the author has concluded that the higher their socialization, cooperation between students and through joint activities will be able to reduce loneliness among them, and establish intimacy.

In the third aspect of homesickness, namely missing friends, this activity is conceptualized with a game in the form of: "guess the emotion", in the previous two sessions participants had felt maximum fatigue so that it affected their emotions, either individually or in groups. The purpose of this session is to train participants to be able to recognize the emotions of themselves and their friends by guessing emotions, this is in accordance with the aspects of positive thinking skills, namely non-judgment talking, or statements that do not judge in the sense of statements that describe the situation rather than assessing the situation, this statement or assessment is intended as a substitute when someone tends to give a negative assessment of the situation at hand.

The target of this activity is that participants are able to recognize the emotions of themselves and their friends, participants are able to think positively so they don't always think about their friends at home, participants are able to affirm themselves so they don't feel guilty because they have separated from their friends. While the results are two groups managed to mention emotions according to the circumstances experienced by other groups, and the other three groups have not been able to recognize their emotions. Thus, the more participants are able to recognize their emotions, they will think positively and can reduce their longing for their friends back home. However, this emotion guessing game is not strong enough to reduce the aspect of homesickness in students at the alfalalah boarding school, this is reinforced by the participant's impression who said he had not found a friend who could understand him in many ways like his friend he left behind in his hometown.

In the next aspect, namely difficulty adapting, this activity is filled with games in the form of: "Stranded on an island" this game aims to find one important and much needed item when he is in a foreign place, the target is that participants and their groups are able to discuss together, participants are able to establish friendships, and are able to adapt well. As for the results of this activity, participants managed to go through this challenge well, the five groups were able to find one important item together.

Together, they are able to think positively with self-affirmative, or self-affirmation this is shown by the participants' self-confidence, focusing on their strengths, that they are able to join others, able to find solutions and able to adapt to their friends and environment. So that the higher a person's self-affirmation, he will be able to adapt to the environment more quickly, so that he is not always sad and moody when he misses home.

Next, the last aspect of homesickness is thinking about home, this activity is filled with a game of "forum complaints" where the purpose of this activity is for each group to express their complaints experienced, the target is that participants are able to reflect, and think positively about the phenomena experienced by each, as for the results of this last session Based on the stories and narratives submitted by the students, they tend to

experience homesickness because: Since childhood, they have always been with their families, all their needs and school supplies have been prepared by their parents/mothers, they do not eat or have breakfast if they are not with their families, they have never been away from their parents, they have a large playroom, and many friends, they have freedom in determining their activities and there are no written rules at home, so that when the students are in pesantren, some of them feel discarded, think that parents do not love their children, always think negatively so that everything experienced by the students triggers symptoms of homesickness.

So at the end of this psychoeducation session, the facilitator provides motivation so that students always think positively and can be skilled in positive thinking. This refers to aspects of positive thinking ability (positive expectations, self-affirmation, non-judgmental statements, realistic self-adjustment) so that after participating in a series of events, students to do activities outside by doing outbound with their friends. This creates an atmosphere of togetherness like being at home. Doing Outbound in groups of their peers eliminates the sense of loneliness experienced by students. Students play group games together so that they can get to know each other, with new friends can reduce longing for friends who are left at home. Inviting students to do outbound activities with teamwork games so as to create a sense of trust with one another with various kinds of people so that they can adjust to new friends and environments. Inviting new students to share sessions about what motivates them to be away from home and provide positive encouragement to be more productive. Instilling enthusiasm in individual students to be able to think positively includes (positive expectations, self-affirmation, non-judgment, realistic self-adjustment). Based on research conducted for 5 sessions, the results obtained decreased homesickness before and after training. Researchers provide outbound directly to students

CONCLUSION

The students described feeling comfortable living at home because of: feeling close to parents and family, reliance on parental assistance in certain activities, authority to organize personal activities, access to facilities, and a sense of homesickness and desire to stay close and connected with friends. The students showed various responses to boredom and homesickness, which can be categorized into positive and negative behaviors. Positive behaviors include calling parents, confiding in friends, seeking entertainment, singing, reading books, reciting the Qur'an, praying, washing, looking at photos of parents, taking a walk in the dormitory environment, and writing letters to oneself; while negative behaviors include being alone, daydreaming, snacking, remembering days at home, being silent, doodling, feeling dizzy, anxious, and sad.

Besides the shortcomings mentioned in the research limitations above, this psychoeducation activity also has a good positive impact on the development of pesantren institutions, this is indicated by the holding of counseling services for students which will begin in the new school year in August, of course this is the first step in developing and advancing pesantren institutions in providing bargaining value in the community

environment, this also shows that pesantren leaders are not only educationally friendly but also socially friendly, for the welfare of students both physically and mentally.

The psychoeducational intervention was shown to help reduce the homesickness felt by the participants. The comparison between pre-test and post-test results showed a significant difference. The provision of psychoeducation can help participants develop their skills and abilities in dealing with the challenges or problems they face. Recommendations on research related to homesickness for cottage managers and researchers to be able to pay attention to the welfare of students mentally not only physically. It should be noted that if the level of homesickness is low in students, it will be able to optimize the learning process and also life for students.

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