

The Hardiness Profile of Islamic Boarding School Student in Indonesian

Ummah Karimah¹, Yusuf Syamsu², Nurihsan Juntika³, Budiman Nandang⁴

DOI: 10.35445/alishlah.v13i3.747

Article Info

Keywords:
Hardiness Profile;
Student;
Boarding School;

Kata Kunci:
Profil Ketangguhan;
Santri;
Pondok Pesantren

Abstract

The primary goal of this study is to evaluate the hardiness profile of students in Islamic boarding schools and determine whether or not hardiness has a practical impact on students through Islamic boarding schools, with the top indicators being challenge, control, and commitment. Every shift brings with it a new set of challenges, which can be challenging to adjust to. This research employs quantitative methods to demonstrate this. For the 2020/2021 academic year, student boarding school students in Jakarta served as the study's subject population. As a result, 76 participants were chosen at random using a purposive selection method. It is possible to get data using the *santri* hardiness instrument as the method of gathering information. The hypothetical mean approach is utilized in this study to determine the optimal score, the minimal score, the standard deviation, and the theoretical mean. The score range is obtained in order to determine the category, which will be as follows: $X > 129.3$ indicates a high category, $103.7 < X < 129.3$ indicates a medium category, and $X < 103.7$ indicates a low category. It is possible to conclude from these estimates that the hardiness profile of boarding school kids falls into the middle category. The result is that most students have attitudes and skills that are not yet optimal for coping with life difficulties in Islamic boarding schools.

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengetahui profil hardiness santri di pondok pesantren dan mencoba untuk melihat sejauh mana hardiness memiliki dampak praktis pada santri melalui pesantren dan menempatkan tantangan, kontrol, dan komitmen sebagai indikator utama. Penelitian ini menggunakan metode kuantitatif dan menjelaskan bahwa seseorang perlu menyesuaikan diri dengan tantangan yang tidak sederhana di balik setiap perubahan. Populasi penelitian ini adalah santri pondok pesantren di Jakarta tahun ajaran 2020/2021. 76 partisipan dipilih secara acak berdasarkan *purposive sampling*. Teknik pengambilan data melalui instrumen hardiness santri. Dalam penelitian ini, metode mean hipotetik digunakan untuk mendapatkan skor optimal, skor minimum, standar deviasi, dan mean teoritis. Rentang skor diperoleh sehingga kategorisasi ditentukan sebagai berikut: $X > 129,3$: Kategori Tinggi, $103,7 < X < 129,3$: Kategori Sedang, $X < 103,7$: Kategori Rendah. Berdasarkan perhitungan tersebut dapat diartikan bahwa profil hardiness santri pondok pesantren berada pada kategori sedang. Artinya sebagian besar santri memiliki sikap dan keterampilan yang belum optimal

¹ Universitas Muhammadiyah Jakarta, Tangerang Selatan, Indonesia
Email: ummah.karimah@umj.ac.id

² Universitas Pendidikan Indonesia, Bandung, Indonesia
Email: syamsu.yusuf@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia
Email: juntikanurihsan@upi.edu

⁴ Universitas Pendidikan Indonesia, Bandung, Indonesia
Email: nandang.budiman@upi.edu

dalam menghadapi situasi yang tidak menyenangkan selama menjalanikehidupandi pondok pesantren.

INTRODUCTION

Historically, Islamic educational institutions developed indigenously by the Indonesian people were fully aware of the importance of education for indigenous people who grew naturally called *pesantren* (Umiarso & N. Nurzazin, 2011). Since the time of Hindu-Buddhist rule, this *pesantren*-like institution has existed. During the colonial period, *pesantren* were educational institutions that had the most contact with the people. *Pesantren* as educational institutions for grass-roots people were deeply integrated into their lives (Mastuhu, 1997). This is because Islamic boarding schools contribute to the intellectual life of the nation. Islamic boarding schools can become an essential element as a determinant of the Islamic character of the sultanates in several regions in Indonesia (Zamakhsari Dhofier, 2011). Islamic education has been of high importance to Muslims since the beginning of the entry of Islam into Indonesia. However, only a few can know about the development of *pesantren* in the past, especially before the Dutch colonized Indonesia, due to the lack of historical documentation.

The Dutch colonial government did bring technology to Indonesia towards progress, and new educational systems and methods were introduced even though there was evidence. Islamic boarding schools in the Java area have differences in curriculum and terms of the knowledge taught. However, there are central elements of *pesantren* that must be owned by every Islamic boarding school, namely: a) *Kiai*, b) mosque, c) *Santri*, d) *Pondok*, and e) classical Islamic books (*kitab kuning*), are the unique elements that distinguish *pesantren* education system which includes the term boarding school with other educational institutions (Mastuhu, 1997).

Teenagers, as female students, are required to be able to adapt well to the dense activities and strict regulations that must be lived in the life of the boarding school. *Santri* activities that are controlled through the rules and regulations of the boarding school have consequences (Said Siraj in the book Lanny Octavia et al., 2014). However, some students are vulnerable to stress and pressure. Pressure in living a life that is unpredictable and experienced beyond one's ability (King, LA, 2014: 51), overcoming something that can endanger his well-being (Lazarus, 1990 in Daniel Cervone and Lawrence A. Pervin, 2012: 289), threatens they (Feldman, RS, 2012: 211) and influence patterns of personality development. High toughness is needed to overcome the problems.

The previous research by Latifun and Indriani (2019); Nayyeri and Aubi (2011) points out that a *santri* has many daily activities in the boarding school environment with a lot of pressure. It leads *Santri* to have a personality that is not easily depressed and vulnerable when faced with problems and has an effective contribution of 34.5% on *psychological well-being*. The different rules and conditions between boarding school and the house can be a source of pressure to cause stress (Rumiani, 2006). According to the result of research by Nadhifah and Wahyuni(2020), students are essential to have happiness in Islamic boarding schools. Because happiness can increase motivation to learn and can indirectly affect the activities carried out by the students while in boarding schools and requires a strong personality. Hardiness is a constellation of personality characteristics that function as a resource factor. It can protect individuals and resist dealing with stressful life events and individuals who have high hardiness in the face of pressure. Hence, it can protect from negative influences and life experiences that impact the individual's physical and mental health (Schultz and Sydney, 2002; Abery & Munafu, 2008, Sivrikaya, 2018).

When faced with stressful situations, students who are torturous as teenagers can survive and improve their abilities and resources. Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982) state that challenging personalities (*hardiness*) are personality types that tend to perceive or view potential

life events bring pressure as something not too threatening. Students as challenging teenager will encourage their personal growth to move toward development towards adulthood (Seiffeg-Krenke, 1995 in Gerald, K. & Gerald, D., 2011: 88). Students as a teenager who experiences the stress from the school's pressure (Gerdard, K. & GD 2011: 58) also in the boarding school environment. Stress and pressure are the strict regulations and the dense activities in the boarding school. It appears various behaviour of some students, such as fighting with juniors or seniors, not participating in congregation and school or boarding activities, pretending to be sick, often students come back to the cottage when permitting the cottage, boarding schools at night. This incident is because they are not comfortable, forced to move into the boarding school and the heavy burden of lessons learned so that they want to be free from the responsibilities of the tasks they carry out.

This challenge usually occurs in the second year of female students or female students who have entered one year in Islamic boarding school at the level of Madrasah Tsanawiyah education. Adolescence is a transition and development between childhood to adulthood, starting from puberty, and it is marked rapid changes, including significant changes in physical, cognitive, and psychosocial aspects (Papalia, Olds & Feldman, 2009: 8; Joseph, Syamsu, 2011: 77). Thus, the need for adjustment between the conditions experienced in themselves and the Islamic boarding school's environment is reflected in the attitude of adjustment. Octaviani and Indrawati's research (2019: 210) reveal a significant relationship with a positive direction between *personal adjustment* and family support with *hardiness*. By adjusting, female students can have hardiness and follow the system of living in boarding schools. Islamic boarding schools educate students to positively carry out their developmental tasks, both academic and non-academic, including efforts to improve hardiness and maintain their existence and survival (Busyairi, M. AS, 2017: 63).

Several factors affect individual hardiness, namely, the characteristics of the individual itself; such as the ability of individuals to make realistic plans, have positive self-confidence and self-image, good *quality of friendship*, self-disclosure, loyalty and self-confidence, and adjacency, individual skills in communication, religiosity and capacity to manage strong feelings and impulses (Florian, Mikulincer & Taubman, 1995; Eschleman, Bowling, & Alarcon, 2010; Hejazi and Solimani, 2011; Hejazi and Solimani, 2011; Amalia, 2014). Factors that cause female students to survive in the life of the Islamic boarding school and continue to live while female students in the dormitory require a Hardiness personality (*hardiness*). The benefits of having hardiness are when getting a variety of knowledge, decision making in facing severe challenges, more diverse skills, strong belief in looking at and resolving a problem that will be faced at the Islamic boarding school (Rohmah, 2010; Syafi'ie, 2009: 2; Mujahid, 2011: 15; Saidek, 2016; Busyairin, 2017; Efrizal, D., 2012) and protect individuals from the effects of lousy pressure and stress. This condition affects the low hardiness of students. High hardiness is needed to overcome the problem.

Several studies examine students' resilience in Islamic boarding schools, but each research has a different purpose. Latipun's research (2019) shows that hardiness in *santri* provides an effective contribution of 34.5% to psychological well-being. The results of Kholilah's research (2020) explain that there are also research results that show that there is a significant effect of quality of friendship and subjective well being on the hardiness of the students of Al Amanah Al Gontory Islamic Boarding School. Moreover, the results of research by Abd Rochman Fahmi and Widyastuti (2018) show an adequate contribution of Hardiness to Burnout. Meanwhile, this study focuses on providing guidance and counselling services for *Santri* in developing hardiness. The benefits of the research results are expected to (a) provide guidance and counselling services to develop students' hardiness and, in the perspective of guidance and counselling, become scientific references, (b) solve behavioural problems in developing students' hardiness. c) for boarding school caregivers to design guidance and counselling services to realise students' needs policies.

METHODS

This research uses quantitative methods as a technique of obtaining data through the toughness instrument of students. And using the method used by the mean hypothesis with the stages of getting the optimal score, minimum score, standard deviation, and theoretical mean. The research was conducted at Pondok Pesantren X, South Jakarta, with female students of MTs for the 2019/2020 school year as the research population. As for the sample, using a purposive technique, the researcher limited the focus to only grade VIII female students as a representation of the description of the hardiness of students at MTs Pondok Pesantren X. The fact that grade VIII female students have had 1 year of experience in the Islamic boarding school is one of the reasons why should class VIII. Another reason is that the -grade female students also have experience interacting with juniors, which means their position is seniors. The assumption is that each senior has a more mature attitude than their underclassmen.

Class VIII MTs Pondok pesantren X in South Jakarta has seventy-six (76) students. This study puts the total number as a sample of research respondents to be used later to see how the students' hardiness profile in Islamic boarding school X. Data collection techniques used a scale of hardiness that was compiled based on a *Likert* scale model. This scale has five alternative answer choices available, namely Very Appropriate (SS), Appropriate (S), Less Appropriate (KS), Unsuitable (TS), Very Inappropriate (STS). Data collection used a scale of hardiness. Research data analysis methods by the method used to discover the profile of the *hardiness* of grade VIII santri in Islamic boarding school X South Jakarta. This study conducted the dissemination of instruments and tested the validity and reliability to find out the level of the Hardiness profile of female students.

FINDINGS AND DISCUSSION

The hardiness profile of students in Islamic boarding school and try to see how far hardiness has a practical impact on students through Islamic Boarding School and put challenge, controlm dan commitmen as the leading indicators. Sample Papers is The study was conducted at Pondok Pesantren X, South Jakarta. The population in this study was the MTs female students MTs Academic Year 2019/2020. The research sample is students of grade VIII MTs, which represent a description of the toughness of MTs students in Pondok Pesantren X. Samples were taken with a *purposive* technique, namely the sampling data sources with specific considerations.

This particular consideration, namely the subject, had the following characteristics: had committed many violations in Islamic boarding schools and low achievement. The basic considerations for subject selection were:

- a) students of grade VIII MTs had had previous learning experiences at Islamic boarding schools;
- b) students of grade VIII MTs had interacted with peers (both as juniors and seniors) in a relatively adequate time so that it was possible to gain experience; and
- c) students of grade VIII MTs were predicted to be provided *treatment* with the counselling approach. The class was a sample of research, especially to a class of VIII MTs. The sample used in total was 76 students. As a sample of research respondents.

Based on the results of data processing that has been carried out, the data obtained are the findings of the Student Resilience Profile Research as follows:

Table 1. Student Resilience Profile Research

Total Population	120
Number of Samples	76
Highest Score	140
Lowest Score	78
Mean	116.5
SD	12.08
Range	62

Based on the research findings in the table above, obtaining the results from the description of the research data, it can be done categorization of the hardiness variable scores. The categorization is based Students can be categorized as follows: $X > 129.3$: High category of 11 students, $103.7 < X < 129.3$: Medium category of 52 students, $X < 103.7$: Low category of 13 students. Based on these calculations, it can be interpreted that the hardiness profile of the Daarul Rahman Islamic boarding school students is in the medium category.

Based on the results of this study, significant research findings are presented and discussed. This is in line with what was stated by Lukluk (2017) a person's health, even though dealing with various events in general that cause stress, can be maintained with commitment, control and challenges. This means that hardiness plays an important role in being a solid person when reacting to stressful events more pleasantly than individuals with low hardiness.

In this study, the respondents were female students who studied at the pesantren for more than one year. Staying in a boarding school to study is not easy. There are so many pressures faced by students, ranging from those related to a healthy environment, nutritional problems, and the students' habits. The tough personality (hardiness) positively influences the *santri* in the pesantren to survive in studying at the pesantren, so that the students enjoy, are happy, and are able to excel in the pesantren environment. From the phenomena above, there are differences between students and their habits at home and finding new habits that arise so that it impacts new stress and pressure for the students. This is so that students can survive and adapt well in the pesantren environment because they find new habits that arise, so it needs hardiness for students in pesantren always to be happy even though they are in the pesantren environment.

Level of Hardiness Based on Sample Characteristics

Hardiness is a dependent variable that is influenced by independent variables. Furthermore, treatment (counselling) is an independent variable, meaning that every time treatment is expected, there will be a change in the dependent variable (toughness). The level of hardiness based on the instrument of the scale of hardiness can be seen in the table below.

Table 2. Score of Students' Hardiness

Aspect	N	Score						
		Min	Max	Ideal	Total	Mean	% Mean	SD
Students' Hardiness	76	78	140	145	8858	116.5	80.3	12.08

Based on the data processed obtained information from 76 students show that the lowest score of the female students' hardiness is 78, the highest score is 140, with an ideal score of 145, a total score of 8858 and an average score of an average of 116.5 with a level of achievement of 80.3% with SD 12.08. This shows that the hardiness of female students in the medium or moderate category. This means that female students have moderate hardiness in life in the dormitory, but not all students have low hardiness. Female students have high, moderate, and low hardiness, respectively 11 (14.5%), 52 (68.4%), and 13 (17.1%) from a total of 76 samples. It can be said that

the level of hardiness owned by female students of grade VIII MTs Pondok pesantren X South Jakarta is in the medium or moderate category.

Moderate categorization results show that almost all class VIII MTs can deal with stress and pressure. Therefore student has an authoritarian personality (hardiness) that is rated good. Santri, who has a level of toughness, is able to live and adjust to life in the boarding school happily. The results of this opinion are reinforced by Nadhifah and Wahyuni (2020) research that there is a significant influence of religious orientation, hardiness, and quality of friendship on happiness students. The factors that affect students' high level of toughness include getting social support from family and friends. As explained from the results of research opinions Ellsa Azuma Oktaviani and Erdina Indrawati (2019) states that the categorization of high hardiness variables is shown that almost all students girls who have just entered boarding school have a tough personality (hardiness) that is considered good and shows in their adjustment. In his neighbourhood, and has the full support of the family.

Having the toughness of female students of class VIII MTs Islamic boarding school can help students live an Islamic boarding school life in her environment so that the students can feel comfortable and not depressed by boarding school activities and programs. However, some students also feel bored with the routine of boarding school so that it can cause violations. Strengthened by research Nadhifah and Wahyuni (2020), the dense activities and strict regulations sometimes make some students feel easily bored and vulnerable to stress, so students potentially violate existing rules.

The students tend to have more moderate hardiness. This is evident by the growing number of class VIII female students who reported that they had the strength in the past month from the time the study was conducted and showed high categories at the level of toughness. Moreover, individuals who have a high level of toughness have attitudes that make them better able to fight stress (Schultz and Schultz, 1990) so that the individual will feel calmer in the face of problems and will feel more happiness (Nadhifah and Wahyuni, 2020).

Individuals who have low hardiness levels have explained in the Eschleman et al. (2010) that individuals who have such levels impact mental disorders, such as depression, anxiety, and stress. Moreover, authoritarian personalities have also proven that individuals use active coping strategies and focus on problems to deal with stressful and stressful events (Gentry & Kobasa, 1984; Kobasa, 1982). Both of these mechanisms, in turn, hypothesize factors that can affect high levels of toughness. Factors influence toughness due to wealth, diversity, and appreciative life experiences and development in early childhood and (Maddi & Kobasa, 1984)

CONCLUSION

Following research and the collection of data, the researchers re-analyzed their findings. We can conclude that the conclusion was obtained, namely an answer to the research question, whose samples were 76 students from class VIII MTs at Pessantren X South Jakarta, with 52 female students and a hardness level of moderate (68.4 per cent). There are certain drawbacks to this study, one of which is the sample size used. Further research with a bigger sample size in a more diverse setting is required for the findings to be generalizable to a larger population, of course.

According to the findings of this study, Islamic boarding schools, in particular, which offer programs to develop attitudes and skills to survive in the face of adverse events while living life in Islamic boarding schools optimally, should be encouraged to expand their reach. According to the authors, this essay will provide both practical and theoretical contributions to the world of education within the scope of Islamic boarding schools, particularly for students working in guidance and counselling services in educational institutions. This research must be continued for the findings to be used as a model of guidance and counseling designed to deal with students'

problems in Islamic boarding schools so that all students and students can carry out worship and education routines optimally for them to run smoothly.

ACKNOWLEDGEMENT

The authors would like to thank the Indonesian government, especially the General Directorate of Islamic Education of the Ministry of Religion of the Republic of Indonesia, for funding this research.

REFERENCES

- Abery, I.P., Munafo, M. (2008). *Key Concept in Health Psychology*. London: Sage Publication.
- Amalia, I. (2014). Pengaruh reliusitas terhadap *Hardiness*. *Tazkiya Journal of psychology*, 20 (2), 16-24. DOI: 10.15408/tazkiya.v2i2.10770.
- Azma Ellsa Oktaviani dan Indrawati, Erdina. (2019). Penyesuaian Diri dan Dukungan Keluarga dengan Kepribadian Tangguh Santriwati Tahun Pertama Pondok Pesantren X Cikarang. *Jurnal Ikraith-Humaniora Vol 3 No 2 Bulan Juli 2019*.
- Busyairi, M. (2017). Multi Case Study on Tebuireng Islamic Boarding School, Gading Islamic Boarding School Malang, Sidogiri Islamic Boarding School Pasuruan. *Journal of Education and Practice*, Vol. 8, No. 5, 2017. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online).
- Dhofier, Zamakhsyari. (2011). *Tradisi Pesantren: Studi Pandangan Hidup Kyai dan Visinya Mengenal Masa Depan Indonesia*. Jakarta : Pustaka LP3ES.
- Efrizal, Dedi. 2012. Improving Students Speaking Through. Communicative Language Teaching Method at Mts. Ja-al Haq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, Vol. 2, No. 20 (Special Issue, Oktober 2012).
- Eschleman, K.J., Bowling, N.A., & Alarcon, G.M. (2010). A meta analytic examination of *hardiness*. *International Journal of Stress Management*, 17 (4), 277-307. DOI:10.1037/A0020476.
- Florian, V., Mikulincer, M., & Taubman, O. (1995). Does *Hardiness* Contribute to Mental Health During a Stressful RealLife Situation? The Roles of Appraisal and Coping. *Journal of Personality and Social Psychology*, 68 (4) 687-695. DOI:10.1037//0022-3514.68.4.687.
- Friedman H.S. & Schustack M.W. (2006). *Kepribadian (Teori Klasik dan Riset Modern) : Edisi Ketiga, Jilid 1*. Jakarta: Erlangga.
- Geldard, K. & Geldard, D. (2011). *Konseling Remaja : Pendekatan Proaktif Untuk Anak Muda*. Yogyakarta : Pustaka Pelajar.
- Hejazi, E., & Solimani, H. (2011). The *quality of friendship*, friendship reciprocity and resilience. *Journal of Behavioral Sciences*, 4(4), 319-325.
- Kholilah, Kholilah. & Baidun. Akhmad. (2020). Pengaruh Quality Of Friendship Dan Subjective Well Being Terhadap *Hardiness* Santri Pondok Pesantren Modern Al Amanah Al Gontory. *Tazkiya Journal of Psychology*, Vol 8, No 1 (2020). DOI: 10.15408/tazkiya.v7i1.11159.
- King, L.A. (2014). *Psikologi Umum : Sebuah Pandangan Apresiatif Buku 3*. Jakarta : Salemba Humanika.
- Kobasa, S. C. (1979). "Stressful life events, personality, and health – Inquiry into *hardiness*". *Journal of Personality and Social Psychology*. 37 (1):1–11. DOI:10.1037/0022-3514.37.1.1.
- Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982). "*Hardiness* and health: A prospective study". *Journal of Personality and Social Psychology*. 42 (1): 168–177. DOI: 10.1037//0022-3514.42.1.168.
- Latifun, Muhammad. & Indriana, Yeniar. (2019). Hubungan Antara *Hardiness* Dengan Psychological Well-Being Pada Siswa Santri Madrasah Aliyah 1 Yayasan Pondok Pesantren Futuhiyyah Mranggen Kabupaten Demak. *Jurnal Empati, Volume 8, Nomor 2, April 2019. PP. 425-430, Aug. 2019. [Online]*.

- Lukluk, bandiyah. (2017). *Psikologi Kesehatan*. Yogyakarta: Mitra Cendekia Press.
- Mastuhu. (1997). *Dinamika Sistem Pendidikan Pesantren*. Jakarta: INIS
- Mujahid, Imam. (2015). *Bimbingan Komprehensif Untuk Membentuk Karakter Berbasis Modernisasi Turats Pesantren*. Disertasi Program Studi Bimbingan dan Konseling Sekolah Pascasarjana Universitas Pendidikan Indonesia : (Tidak Diterbitkan).
- Nadhifah, Noor, Uyun dan DOI: 10.15408/tazkiya.v8i1.15270.
- Neyyeri, M. & Aubi, S. (2011). Prediction well-being on basic components of hardiness. *Social and Behavioral Sciences*, 30, 1571 – 1575. Doi: 10.1016/j.sbspro.2011.10.305.
- Octavia, Lanny., dkk. (2014). Pendidikan Karakter Berbasis Tradisi Pesantren. Jakarta : Rumah Kitab.
- Pervin, L.A. & John, O.P. & Cervone, D. (2012). *Psikologi Kepribadian, Teori & Penelitian : Edisi Sepuluh*. Jakarta : Kencana.
- Rohmah, Umi. (2010). Bimbingan dan Konseling yang Memandirikan. *Jurnal : Cendekia, Vol. 8 No.1 Januari – Juni 2010*.
- Rumiani. (2006). Prokrastinasi Akademik Ditinjau dari Motivasi Berprestasi dan Stres Mahasiswa. *Jurnal Psikologi Universitas Diponegoro. Vol.3, No.2, Desember 2006, 37-48*. <https://doi.org/10.14710/jpu.3.2.37-48>.
- Saidek, A.R. (2016). Metode Debat untuk Pembelajaran Buku Kuning di Pesantren. *Jurnal Pendidikan dan Praktek, Vol. 7, No. 23, 2016*.
- Schultz, D.P., & Sydney, E.S. (2002). *Psychology and industry today: An intriduction to industrial and organizationa psychology 7th edition*. New York: Macmillan Publishing Company .
- Sivrikaya, M. Haluk. (2018). The Role Of Psychological Hardiness On Performance Of Scissors Kick. *Journal Of Education And Training Studies Vol. 6, No. 12a; December 2018. Issn 2324-805x E-Issn 2324-8068. Published By Redfame Publishing. Url: Http://Jets.Redfame.Com*. DOI: <https://doi.org/10.11114/jets.v6i12a.3932>.
- Syafi'ie, N.A. (2009). *Orientasi Pengembangan Pendidikan Pesantren Tradisional*. Jakarta : Prenada Media Group.
- Umiarso, dan H. Nur Zazin. 2011. Pesantren di Tengah Arus Mutu Pendidikan. Semarang: RaSAIL Media Group.
- Widyastuti dan Fahmi, Abd Rochman. (2018). Hubungan Antara Hardiness Dengan Burnout Pada Santri Pondok Pesantren Persatuan Islam Putra Bangil. *Jurnal Psikologi POSEIDON || Jurnal Ilmiah Psikologi Kelautan-Kemaritiman Vol. 12 No. 01 Edisi Januari – Juni 2018 ISSN : Print Online*. DOI: <http://dx.doi.org/10.35760/psi.2018.v11i2.2264>.
- Yusuf, Syamsu & Sughandi, Nani.M. (2013). *Perkembangan Peserta Didik*. Jakarta : Raja Grafindo Persada.