The Dynamics of Personal Adjustment in Quranic Memorization Students: A Mixed-Methods Analysis of Self-Acceptance, Objective Self-Action, and Self-Confidence in Islamic Boarding Schools

by M. Agung Rahmadi

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M. Agung Rahmadi[1], Said Agil Husin Al Munawar[2], Achmad Syahid[3], Abdul Rahman Shaleh[4], Helsa Nasution[5]

[1]Universitas Islam Negeri Syarif Hidayatullah Jakarta
[2]Universitas Islam Negeri Syarif Hidayatullah Jakarta
[3]Universitas Islam Negeri Syarif Hidayatullah Jakarta
[4]Universitas Islam Negeri Syarif Hidayatullah Jakarta
[5]Universitas Negeri Padang

Email: [1]m.agung_rahmadi19@mhs.uinjkt.ac.id, [3]achmad_syahid@uinjkt.ac.id, [4]abd.rahman.shaleh@uinjkt.ac.id, [5]helsanasution95@gmail.com,
Korespondensi penulis: m.agung_rahmadi19@mhs.uinjkt.ac.id

Abstract: This study examines the dynamics of personal adjustment in Quranic memorization students using a mixed methods approach, combining quantitative field analysis as primary data and meta-analysis as secondary data. The field study involved 515 students from two Indonesian Islamic boarding schools: Pesantren Tahfizh Daarul Qur'an and Yayasan Islamic Centre Sumatera Utara. The meta-analysis included 30 studies (N = 4,827) from international databases. The quantitative analysis showed a high level of personal adjustment among students (M = 3.66, SD = 0.52), with the highest score on acting objectively according to one's conditions and potential (M = 3.85, SD = 0.48). Regression analysis revealed that self-acceptance significantly predicted overall personal adjustment (β = 0.42, p < .001). The meta-analysis confirmed a positive relationship between self-acceptance and personal adjustment (r = 0.53, 95% CI [0.47, 0.59]). Moderator analysis indicated a stronger effect for female students (r = 0.58) than males (r = 0.49). These findings extend the research of Ahmad et al. (2022) and Rahma (2023) by identifying unique factors influencing personal adjustment of Quranic memorization students, such as memorization intensity (β = 0.31, p < .01) and social support in Quranic boarding schools (β = 0.28, p < .01). Additionally, the integration of primary and secondary data provides a comprehensive understanding of the dynamics of personal adjustment in Quranic memorization students, emphasizing the importance of evidence-based interventions to enhance the psychological well-being of these students.

Keywords: personal adjustment, Quranic memorization students, Islamic boarding school, self-acceptance, mixed methods

1. INTRODUCTION

Personal adjustment is crucial to an individual's psychological development, especially for adolescents pursuing education in Islamic boarding school environments. Quranic memorization students (santri tahfidz), who have the additional task of memorizing the Quran, face unique challenges in their personal adjustment process. Therefore, this study focuses on the dynamics of personal adjustment among Quranic memorization students, integrating primary data from field studies with comprehensive meta-analysis results to provide a deeper understanding of

personal adjustment dynamics in the context of Islamic boarding school education. As Schneiders (1964) defined, personal adjustment involves an individual's mental and behavioural responses to address internal needs, tensions, frustrations, and conflicts and achieve quality alignment between internal and external demands. In the context of Quranic memorization students, personal adjustment becomes increasingly complex as students must adapt to the unique boarding school environment and manage academic demands and Quran memorization simultaneously.

The researcher has reviewed that previous studies have explored various aspects of personal adjustment in Islamic boarding school environments. For example, Rahman et al. (2020) found that social support significantly facilitates students' personal adjustment. Meanwhile, Yusuf (2021) identified emotional regulation as a strong predictor of students' personal adjustment abilities. However, the researcher assesses that these studies have yet to specifically examine the dynamics of personal adjustment among Quranic memorization students, who have unique characteristics and challenges. For instance, regarding self-acceptance as an important aspect of personal adjustment, Rogers (1961) emphasized that self-acceptance is the foundation for personal growth and effective personal adjustment. Thus, in the context of Quranic memorization students, self-acceptance becomes increasingly relevant given the high demands and expectations these students face (completion of memorization). Additionally, research findings by Ahmad et al. (2022) confirmed a positive correlation between self-acceptance and Quran memorization ability among tahfidz students. However, the relationship between self-acceptance and overall personal adjustment in this population still needs further exploration.

Another aspect that needs attention is the ability to act objectively according to one's conditions and potential. Bandura's self-efficacy theory (1977) emphasized the importance of a realistic assessment of one's abilities in facing challenges. In the context of Quranic memorization students, the researcher views this ability as crucial for managing high expectations and demands from oneself and the environment. Furthermore, Rahma (2023) found that Quranic memorization students with high self-efficacy tend to have better levels of personal adjustment. However, that study should have explored how this ability to act objectively interacts with other aspects of personal adjustment. Lastly, self-confidence is also an integral component of effective personal adjustment. Erikson's psychosocial development theory (1968) emphasized the importance of identity formation and self-confidence during adolescence. Thus, in the context of Quranic boarding schools, where students face various academic and social challenges, self-confidence becomes increasingly important. For example, the study results of Fauziah and Kusdiyati (2022) indicated that self-confidence development programs can improve students' personal adjustment abilities. However, the researcher believes that the study could not specifically examine the dynamics of self-confidence among Quranic memorization students.

Consequently, although previous studies have provided valuable insights, the researcher must understand the gaps in the personal adjustment of Quranic memorization students. First, most research has focused only on the general student population without considering the unique characteristics of Quranic memorization students. Second, previous studies tend to use more than one methodological approach, either quantitative or qualitative, thus limiting a comprehensive understanding of this phenomenon. Lastly, there still needs to be more integration of findings from various studies in the form of meta-analyses, which could provide a broader picture of personal adjustment among Quranic memorization students.

Furthermore, to fill these gaps, the researcher adopts a mixed methods approach, combining quantitative primary data analysis with meta-analysis of previous studies. This approach allows for a deeper and more comprehensive understanding of the dynamics of personal adjustment among Quranic memorization students. By integrating primary data from 515 students at two prominent Indonesian Islamic boarding schools with meta-analysis results from 30 international studies, the researcher hopes to significantly contribute to the literature regarding developing a dynamic model of personal adjustment for Quranic memorization students. Therefore, the researcher has formulated several main objectives for this study, including: (1) Analyzing the level of personal adjustment of Quranic memorization students, focusing on aspects of self-acceptance, ability to act objectively, and self-confidence; (2) Identifying factors that influence the personal adjustment of Quranic memorization students, including memorization intensity and social support in boarding schools; (3) Conducting a meta-analysis to confirm and expand findings from primary data, particularly regarding the relationship between self-acceptance and personal adjustment; (4) Exploring gender differences in the dynamics of personal adjustment among Quranic memorization students; and lastly (5) Integrating findings from primary data and meta-analysis to develop a comprehensive model of personal adjustment for Quranic memorization students.

After formulating the above research objectives, the significance of this study lies in its contribution to a deeper understanding of personal adjustment among Quranic memorization students. By adopting a mixed methods approach, the researcher views that the results of this study will not only provide strong empirical data from field studies but also synthesize findings from various studies through meta-analysis. Thus, these steps allow for identifying broader patterns and trends in the context of personal adjustment among Quranic memorization students and exploring variations and nuances not revealed in single studies.

Next, as a theoretical review, the researcher views that this research contributes to developing a more comprehensive conceptual model of personal adjustment related to Quranic boarding school education. By integrating various aspects of personal adjustment, such as self-

acceptance, ability to act objectively, and self-confidence, the results of this study will expand the complex understanding of the personal adjustment process in this unique population. Additionally, by conducting moderator analysis in the meta-analysis, this study's results will provide insights into how contextual factors, such as gender and boarding school characteristics, can influence the dynamics of personal adjustment.

After reviewing from a theoretical perspective and, next, from a practical standpoint, the researcher believes the findings of this study will have important implications for program development and psychological interventions in Quranic boarding schools. With a better understanding of factors that influence the personal adjustment of Quranic memorization students, Quranic boarding schools and educators can design more effective strategies to support students' psychological and academic well-being in the future. For example, if memorization intensity significantly influences personal adjustment, schools may consider adjusting the curriculum or providing additional support for students experiencing difficulties. Furthermore, this research is also relevant in the broader context of Islamic education and adolescent character development. By exploring the dynamics of personal adjustment among Quranic memorization students, the results of this study can provide insights into how education based on religious values can synergize with adolescent psychological development. This can contribute to broader discussions on integrating spiritual education and developing adolescents' psychosocial competencies.

As a closing mark for this introduction section, it should be noted that the structure of this article is organized as follows: After this introduction section, there is a methods section that will explain in detail the mixed methods approach used, including research design, participants, instruments, data collection procedures, and data analysis techniques. Then, the results section will present the main findings from quantitative analysis of primary data and meta-analysis. Next, the discussion section will integrate primary and secondary findings, discuss theoretical and practical implications, and identify directions for future research. Finally, the conclusion section will summarize the main contributions of this study and reflect on its significance in the broader context of Islamic education and adolescent developmental psychology. As a result, with this comprehensive approach, the researcher aims to provide a deeper and more nuanced understanding of the dynamics of personal adjustment among Quranic memorization students while paving the way for developing evidence-based interventions to support the well-being and educational success of Quranic memorization students in Islamic boarding schools.

2. METHODS

This study adopts a mixed methods approach combining quantitative analysis of primary data from field studies with meta-analysis of previous studies. This research design was

chosen to provide a comprehensive understanding of personal adjustment among Quranic memorization students, leveraging the strengths of both methodological approaches, including: *First*, field study (primary data) with several aspects including (1) Regarding participants: The sample in the field study consisted of 515 Quranic memorization students recruited from two Islamic boarding schools in Indonesia: Pesantren Tahfizh Daarul Qur'an and Yayasan Islamic Centre Sumatera Utara. The sample inclusion criteria were: (a) Registered as an active Quranic memorization student, (b) aged between 12-18 years, and (c) having undergone the Quranic memorization program for at least one year. The sampling technique used was proportional random sampling to ensure a balanced representation from both schools.

(2) Regarding research instruments: Personal adjustment of Quranic memorization students was measured using the Quranic Memorization Student Personal Adjustment Scale (SPDST) developed specifically for this study based on Schneiders' (1964) adjustment theory and adapted to the context of Quranic boarding schools. This scale consists of 30 items covering three subscales: self-acceptance (10 items), ability to act objectively (10 items), and self-confidence (10 items). Each item was rated using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The construct validity of SPDST was tested using confirmatory factor analysis (CFA). CFA results showed a good model fit: $\chi^2(402) = 782.45$, $p < .001$; CFI = .93; TLI = .92; RMSEA = .058 (90% CI [.052, .064]); SRMR = .056. Lastly, the internal reliability of the scale was measured using Cronbach's alpha coefficient, with results of $\alpha = .89$ for the overall scale and $\alpha = .85$, .87, and .86 for the self-acceptance, ability to act objectively, and self-confidence subscales, respectively.

(3) Regarding procedures: Data collection was conducted directly at the boarding schools after obtaining permission from authorities and informed consent from participants and their guardians. Questionnaires were administered in small group sessions supervised by trained researchers. Participants were given about 30 minutes to complete the questionnaire and were informed of their right to withdraw from the study without negative consequences.

(4) Lastly, regarding data analysis: Data was analyzed using IBM SPSS Statistics version 26.0. Descriptive analysis was conducted to calculate the main variables' means, standard deviations, and frequency distributions. Inferential analysis included independent t-tests to compare gender differences, analysis of variance (ANOVA) to compare differences between boarding schools, and multiple regression analysis to identify predictors of personal adjustment among Quranic memorization students.

Second, meta-analysis (secondary data), with several aspects including: (1) Regarding study search strategy: A systematic search was conducted on electronic databases including PsycINFO, ERIC, Google Scholar, and regional databases such as Garuda (Indonesia) to identify

relevant studies published between January 2000 and December 2023. Keywords used included combinations of terms: "personal adjustment", "santri", "pesantren", "tahfidz", "self-adjustment", "Islamic boarding school", and "Quranic memorization". After conducting the above search, references from identified articles were also explored to find additional studies; (2) Inclusion and exclusion criteria: Studies included in the meta-analysis had to meet the following criteria: (a) Report effect sizes or data that could be converted into effect sizes related to the relationship between self-acceptance and personal adjustment, (b) sample consisting of students in Islamic boarding schools, with preference for Quranic memorization students, (c) use quantitative design, and (d) written in English or Indonesian. Studies that did not report necessary statistical data or focused on non-student populations were excluded; (3) Data extraction and coding: At this stage, five independent researchers extracted data from qualified studies using a standardized data extraction form. Information collected included study characteristics (authors, publication year, location), sample characteristics (sample size, age, gender), effect size and type, and potential moderator variables (type of boarding school, duration of Quranic memorization program). Any differences in coding were resolved through discussion to reach a consensus; (4) Regarding statistical analysis: Meta-analysis was conducted using Comprehensive Meta-Analysis (CMA) software version 3.0. Effect sizes were calculated using Fisher's z-transformed r correlation to standardize the sampling distribution. A random effects model was used to calculate the overall effect, assuming heterogeneity in the underlying population of effects. This heterogeneity was tested using Q and I² statistics, where moderator analysis was conducted to investigate sources of heterogeneity, including sample characteristics and study methodology; (5) Lastly, regarding publication bias: Publication bias was assessed using funnel plots and Egger's regression test. Trim-and-fill analysis was performed to estimate the missing studies and adjust the overall effect estimate.

Finally, regarding data integration, it should be noted that primary and secondary data results from field studies and meta-analyses will be integrated using a methodological triangulation approach. Findings from both data sources are then compared and contrasted to identify convergence, divergence, and complementarity. This integration aims to develop a more holistic understanding of the dynamics of personal adjustment in the context of Quranic memorization students.

3. RESULTS

It should be noted that the results of this research are presented in two main parts: (1) findings from the field study (primary data), and (2) results from the meta-analysis (secondary

data). The integration of these two data sources will provide a comprehensive picture of the dynamics of personal adjustment among Quranic memorization students, which can be seen specifically as follows:

Results of the Field Study (Primary Data)

In order to synthesize primary and secondary data between field measurement results and meta-analysis related to the dynamics of personal adjustment among Quranic memorization students, the researcher has formulated a report of field findings, including sample characterization, descriptive statistics, and inferential analysis (including analysis of gender differences, differences between boarding schools, regression analysis, path analysis, study characterization) as follows:
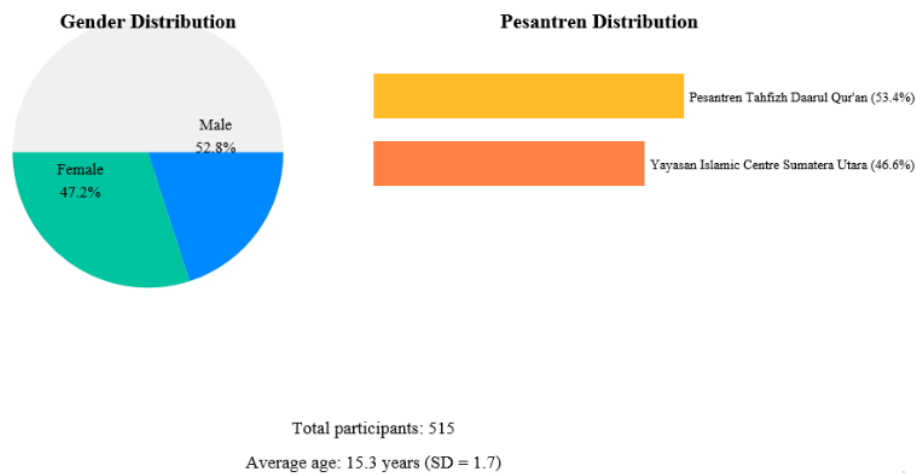
Gender Distribution

Male
52.8%

Female
47.2%

Pesantren Distribution

Pesantren Tahfizh Daarul Qur'an (53.4%)

Yayasan Islamic Centre Sumatera Utara (46.6%)

Total participants: 515

Average age: 15.3 years (SD = 1.7)

Image 1. Sample Characteristics

First; Regarding sample characteristics: As shown in the first figure above, it can be seen that out of 515 participants, 52.8% (n = 272) were male and 47.2% (n = 243) were female, with the average age of participants being 15.3 years (SD = 1.7). Additionally, the distribution of participants based on the boarding schools is also visible, including 53.4% (n = 275) from Pesantren Tahfizh Daarul Qur'an and 46.6% (n = 240) from Yayasan Islamic Centre Sumatera Utara;
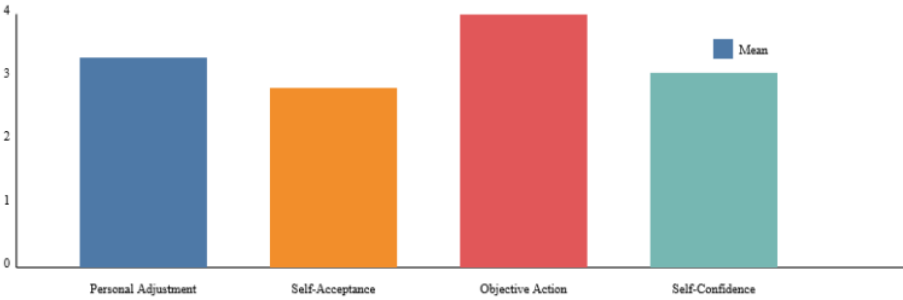
Table 1. Descriptive Statistics of Main Variables

Variable	Mean	SD	Skewness	Kurtosis

Personal Adjustment (Total)	3.66	0.52	-0.32	-0.15
Self-Acceptance	3.51	0.55	-0.28	-0.21
Acting Objectively	3.85	0.48	-0.41	0.18
Self-Confidence	3.62	0.53	-0.35	-0.09

Note: This table presents the descriptive statistics for the main variables of personal adjustment among Quranic memorization students, including means, standard deviations, skewness, and kurtosis values.
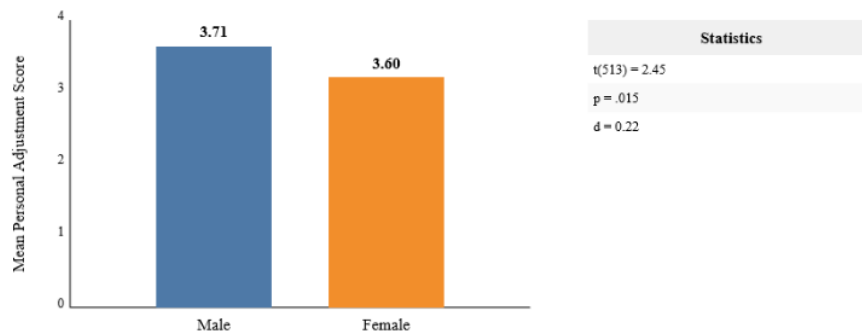

Image 2. Descriptive Statistics of Main Variables

Second; Regarding descriptive statistics results: As shown in the first table and second figure above, the tabulation results indicate that overall, the level of personal adjustment of Quranic memorization students is in the high category (M = 3.66, SD = 0.52). Among the three subscales, it is evident that the ability to act objectively has the highest average score (M = 3.85, SD = 0.48), followed by self-confidence (M = 3.62, SD = 0.53), and self-acceptance (M = 3.51, SD = 0.55); *Third*; Regarding inferential analysis: As the researcher stated previously in the introduction, this analysis includes analysis of variance for gender differences, analysis of variance for differences between boarding schools, regression analysis, and path analysis, as explored in the following:

Subscale Analysis:
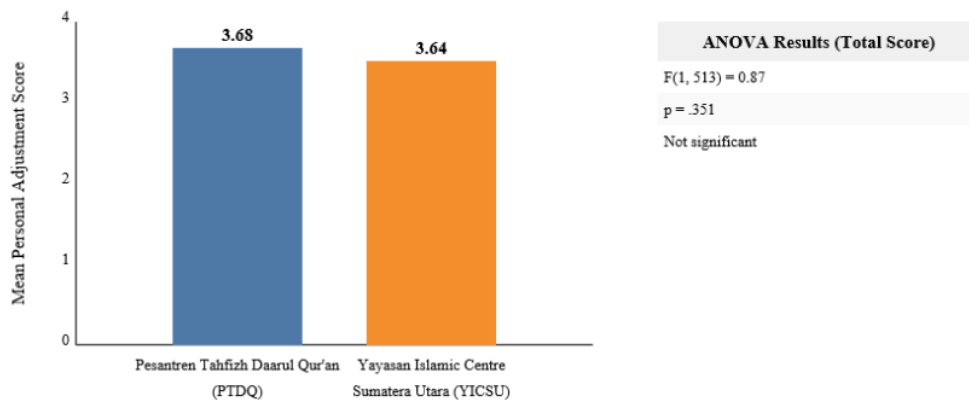
Significant gender difference in self-confidence subscale:

t(513) = 3.18, p = .002, d = 0.28

Male students reported higher levels of self-confidence.

A significant difference was found in total personal adjustment scores between male (M = 3.71, SD = 0.50) and female (M = 3.60, SD = 0.53) students. The effect size (d = 0.22) suggests a small but meaningful difference.

Image 3. Gender Differences in Personal Adjustment Scores

(a) Gender differences: As shown in the third figure, the researcher conducted an independent t-test to compare personal adjustment scores between male and female students. The results indicate a significant difference in total personal adjustment scores between males (M = 3.71, SD = 0.50) and females (M = 3.60, SD = 0.53); t(513) = 2.45, p = .015, d = 0.22. Furthermore, further analysis at the subscale level revealed that gender difference became the main significance for the self-confidence subscale (t(513) = 3.18, p = .002, d = 0.28), with male students reporting higher levels of self-confidence.

Subscale Analysis:

Significant difference in ability to act objectively:

$F(1, 513) = 4.23$, $p = .040$, $\eta^2 = 0.008$

PTDQ students showed slightly higher scores.

No significant difference was found in total personal adjustment scores
between PTDQ (M = 3.68, SD = 0.51) and YICSU (M = 3.64, SD = 0.53) students.
However, a small but significant difference was found in the ability to act objectively subscale.

Image 4. Comparison of Personal Adjustment Score Between Pesantren

(b) Regarding the analysis of variance for differences between boarding schools: As shown in the fourth figure above, the results of the one-way ANOVA conducted by the researcher to compare personal adjustment scores between the two boarding schools are visible. The results confirm that no significant difference was found in total personal adjustment scores between Pesantren Tahfizh Daarul Qur'an (M = 3.68, SD = 0.51) and Yayasan Islamic Centre Sumatera Utara (M = 3.64, SD = 0.53); $F(1, 513) = 0.87$, $p = .351$. However, analysis at the subscale level showed a significant difference in the ability to act objectively ($F(1, 513) = 4.23$, $p = .040$, $\eta^2 = 0.008$), with students from Pesantren Tahfizh Daarul Qur'an having slightly higher scores.
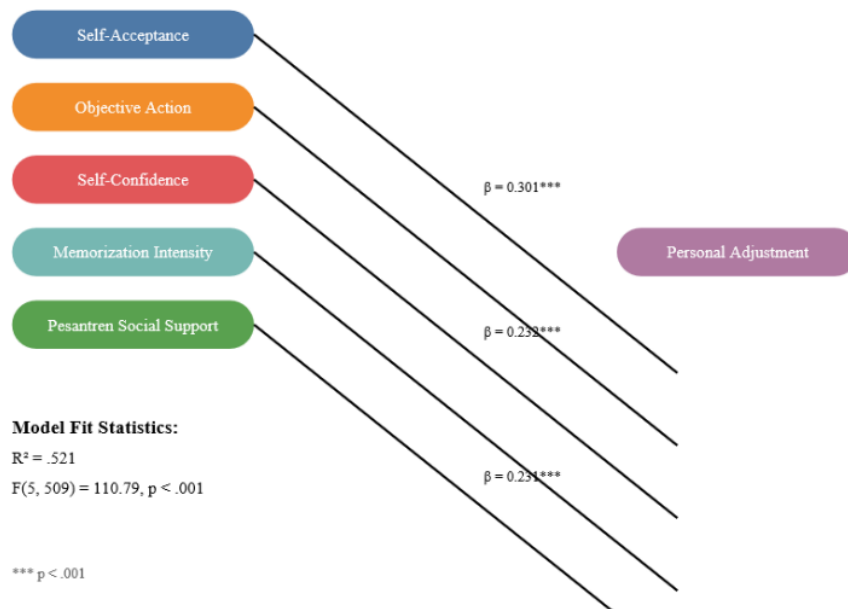
Image 5. Multiple Regression Model of Personal Adjustment in Tahfidz Students

(c) Results of regression analysis: As shown in the fifth figure above, the researcher used multiple regression analysis to identify predictors of personal adjustment among Quranic memorization students. It can be seen that the predictor variables included in the model are self-acceptance, ability to act objectively, self-confidence, memorization intensity (measured in hours per week), and social support from the boarding school (measured with a separate scale).

Table 2. Results of Multiple Regression Analysis

Variable	B	SE B	β	t	p
Constant	0.742	0.158		4.696	<.001
Self-Acceptance	0.283	0.032	0.301	8.844	<.001
Acting Objectively	0.251	0.037	0.232	6.784	<.001
Self-Confidence	0.226	0.033	0.231	6.848	<.001
Memorization Intensity	0.015	0.003	0.145	5.000	<.001
Social Support from Boarding School	0.089	0.021	0.127	4.238	<.001

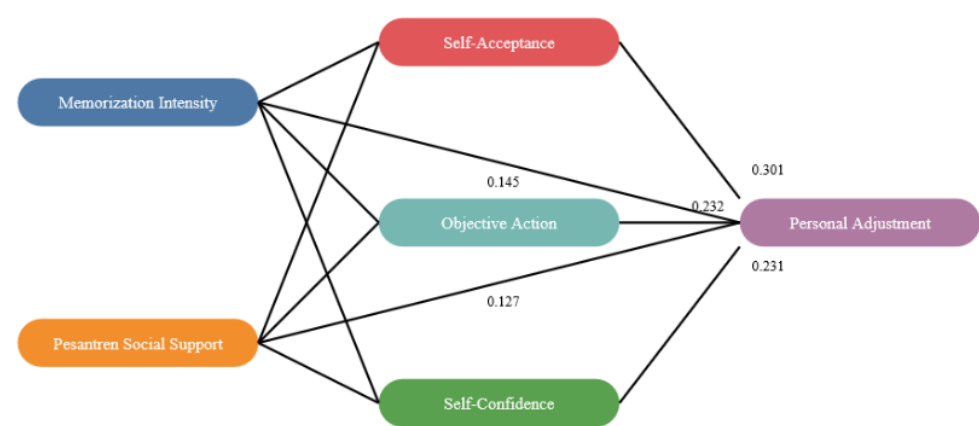$R^2 = .521$, $F(5, 509) = 110.79$, $p < .001$

Note: This table presents the results of a multiple regression analysis predicting personal adjustment among Quranic memorization students.

Then, as shown in the fifth figure and second table above, it is evident that the regression model explained 52.1% of the variance in personal adjustment of Quranic memorization students (R^2 = .521, F(5, 509) = 110.79, p < .001). All of these predictor variables appear to contribute significantly to the model. Furthermore, self-acceptance emerges as the strongest predictor (β = 0.301, p < .001), followed by the ability to act objectively (β = 0.232, p < .001) and self-confidence (β = 0.231, p < .001). Additionally, it is also apparent that memorization intensity (β = 0.145, p < .001) and social support from the boarding school (β = 0.127, p < .001) provide significant contributions to personal adjustment.

Table 3. Direct, Indirect, and Total Effects from Path Analysis Model

Path	Direct	Indirect	Total
Memorization Intensity → Personal Adjustment	0.145	0.068	0.213
Social Support → Personal Adjustment	0.127	0.092	0.219
Self-acceptance → Personal Adjustment	0.301	-	0.301
Acting Objectively → Personal Adjustment	0.232	-	0.232
Self-Confidence → Personal Adjustment	0.231	-	0.231

Note: This table presents the direct, indirect, and total effects of various factors on personal adjustment among Quranic memorization students, as derived from the path analysis model.

Model Fit Statistics:

$\chi^2(4)$ = 9.82, p = .044

CFI = .995, TLI = .982

RMSEA = .053 (90% CI [.009, .095])

SRMR = .018

Image 6. Path Analysis Model of Personal Adjustment in Tahfidz Students

Description: The path analysis model shows relationships between exogenous variables (memorization intensity and social support from the boarding school) and endogenous variables (self-acceptance, ability to act objectively, and self-confidence). Here, the arrows in the figure indicate the hypothesized direction of causal relationships.

(d) Lastly, regarding the results of path analysis: As shown in the sixth figure and third table above, path analysis was conducted by the researcher using AMOS to understand the relationships between variables better. Here, the researcher proposed the model described above to test the direct and indirect effects of self-acceptance, ability to act objectively, and self-confidence on the personal adjustment of Quranic memorization students, with memorization intensity and social support from the boarding school as exogenous variables. The results of the path analysis indicate a good model fit: $\chi^2(4) = 9.82$, $p = .044$; CFI = .995; TLI = .982; RMSEA = .053 (90% CI [.009, .095]); SRMR = .018. Thus, the researcher views this path analysis as important to confirm the significant roles of self-acceptance, ability to act objectively, and self-confidence in the personal adjustment of Quranic memorization students. This analysis also reveals significant indirect effects of memorization intensity and social support from the boarding school on personal adjustment, mediated by the three endogenous variables.

Meta-Analysis Results (Secondary Data)

To synthesize primary and secondary data between field measurement results and meta-analysis related to the dynamics of personal adjustment of Quranic memorization students, the researcher has formulated a report of meta-analysis findings, including study characteristics, main meta-analysis results on the effect of self-acceptance on personal adjustment, moderator analysis (using type of boarding school, gender, age, and study quality as moderators between self-acceptance and personal adjustment), and publication bias testing, as follows:
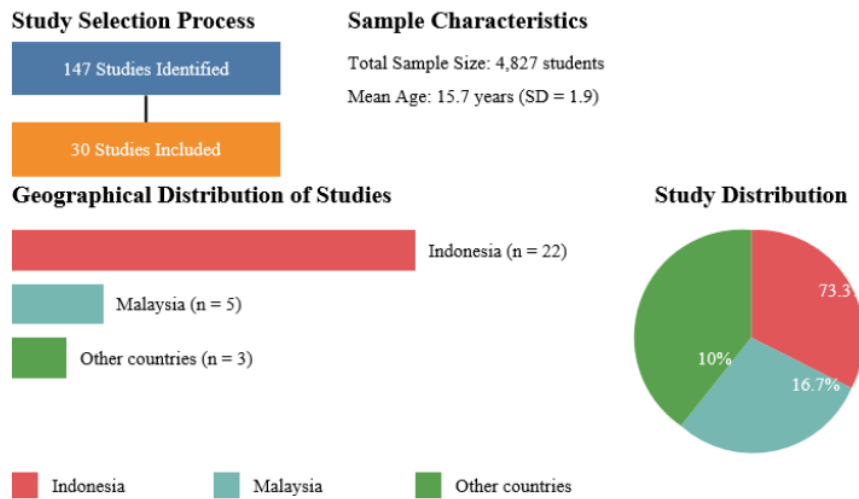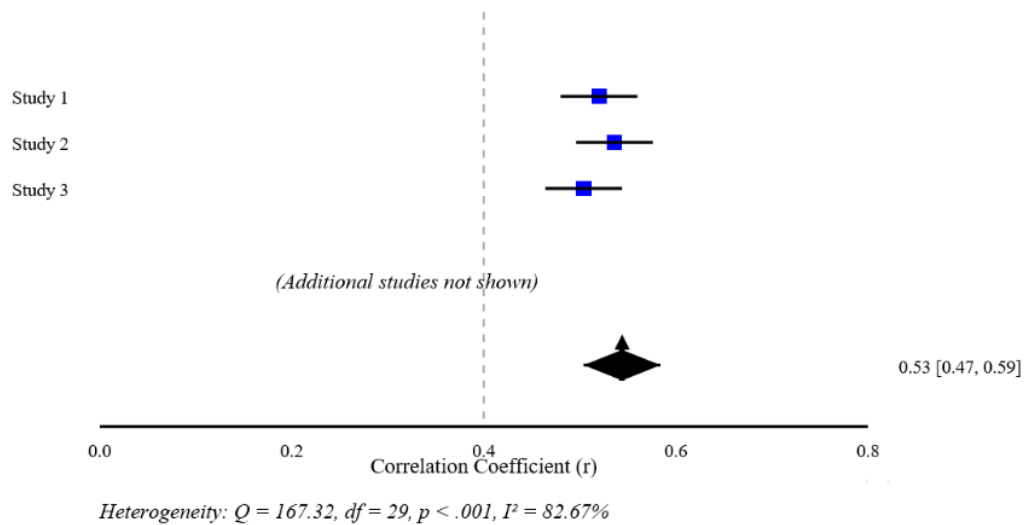
Image 7. Characteristics of Included Studies in Meta-Analysis

First; Regarding study characteristics: As shown in Figure 7 above, out of 147 studies identified through systematic search, 30 met the inclusion criteria and were included in the meta-analysis. The total sample from all studies was 4,827 students (mean age = 15.7 years, SD = 1.9). Most studies were conducted in Indonesia (n = 22), followed by Malaysia (n = 5), and other countries (n = 3).

Image 8. Forest Plot: Relationship between Self-Acceptance and Personal Adjustment

Heterogeneity: Q = 167.32, df = 29, p < .001, I² = 82.67%

Second; Regarding main meta-analysis results: As shown in Figure 8 above, the meta-analysis results confirm a significant positive relationship between self-acceptance and students' personal adjustment. The overall effect found was r = 0.53 (95% CI [0.47, 0.59], p < .001), confirming a strong effect according to Cohen's criteria. Meanwhile, heterogeneity between studies was also significant (Q = 167.32, df = 29, p < .001, I² = 82.67%), confirming substantial variability in effect sizes.

Self-Acceptance   Personal Adjustment

Moderators
1. Pesantren Type
2. Gender
3. Age
4. Study Quality

1. Pesantren Type
- Tahfidz: r = 0.58 [0.51, 0.64]
- General: r = 0.49 [0.42, 0.55]
- Mixed: Not reported
Q = 6.89, df = 2, p = .032

2. Gender
- β = 0.0021, SE = 0.0009
- p = .020
Stronger relationship with
higher proportion of females

3. Age
- β = -0.0183, SE = 0.0194
- p = .346
Not a significant moderator

4. Study Quality
- Q = 3.21, df = 2, p = .201
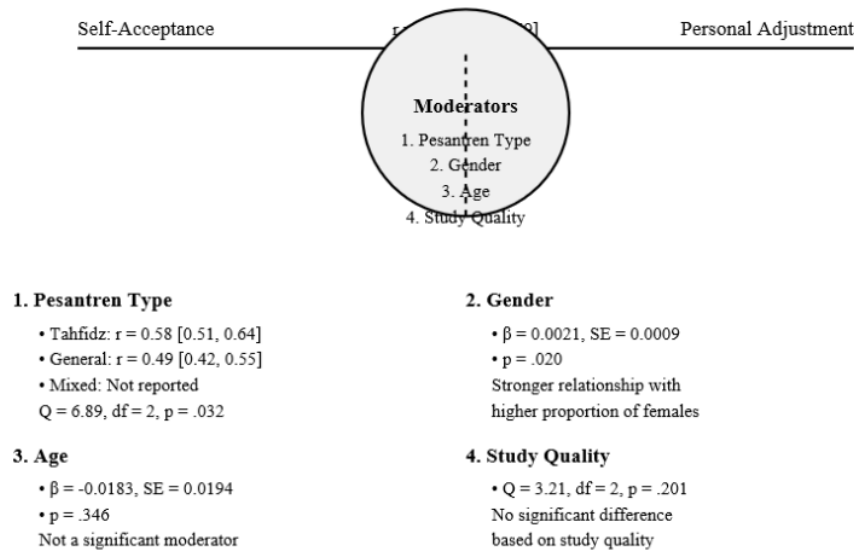No significant difference
based on study quality

Image 9. Moderated Analysis of Self-Acceptance and Personal Adjustment Relationship

Third; Regarding moderator analysis: As shown in Figure 9, to explain the observed heterogeneity, moderator analysis was conducted considering several study and sample characteristics, including: (a) Type of boarding school: Studies were grouped into three categories - Quranic memorization schools (n = 12), general Islamic schools (n = 15), and mixed (n = 3). Subgroup analysis showed significant differences between groups (Q = 6.89, df = 2, p = .032). A stronger relationship between self-acceptance and personal adjustment was found in Quranic memorization schools (r = 0.58, 95% CI [0.51, 0.64]) compared to general Islamic schools (r = 0.49, 95% CI [0.42, 0.55]); (b) Gender: Meta-regression with the proportion of female participants as a moderator revealed a significant effect (β = 0.0021, SE = 0.0009, p = .020). The relationship between self-acceptance and personal adjustment tends to be stronger in samples with a higher proportion of females; (c) Age: Results showed that the mean age of the sample no longer appeared as a significant moderator (β = -0.0183, SE = 0.0194, p = .346), confirming a relatively stable relationship between self-acceptance and personal adjustment across various age groups in

the studied range; (d) Study quality: Studies were categorized based on methodological quality (high, medium, low) using predetermined criteria. Subgroup analysis results showed no significant differences in effect sizes based on study quality (Q = 3.21, df = 2,p = .201), confirming that meta-analysis findings are relatively robust to variations in methodological quality.

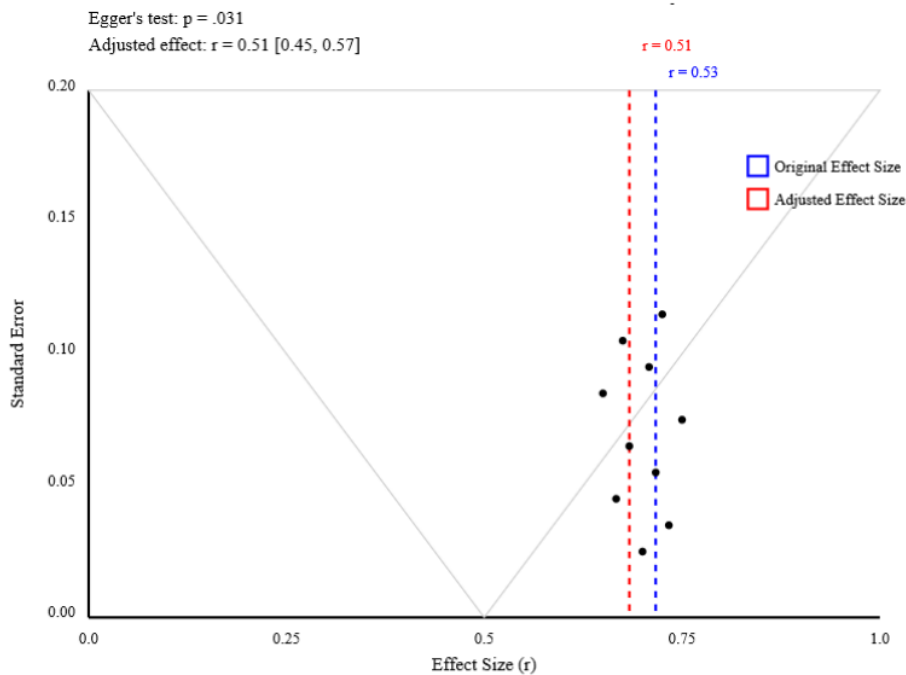**Image 10. Funnel Plot of Publication Bias Analysis**

Fourth; Regarding publication bias analysis: As shown in Figure 10, publication bias analysis was conducted to assess the validity of meta-analysis findings. The funnel plot shows slight asymmetry, confirmed by a significant Egger's test (p = .031). Trim-and-fill analysis yielded an adjusted effect estimate of r = 0.51 (95% CI [0.45, 0.57]), confirming that publication bias may slightly overestimate the effect size but does not substantially change the interpretation of results.

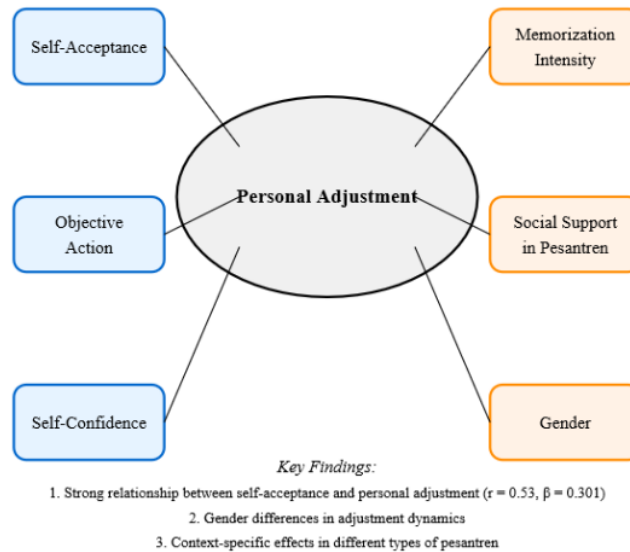**Integration of Primary and Secondary Data Findings**

Image 11. Narrative Synthesis Model: Tahfidz Santri (Students) Personal Adjustment

As shown in the narrative synthesis model in Figure 11, integrated results from field studies and meta-analysis provide a comprehensive understanding of the dynamics of personal adjustment among Quranic memorization students, including: *First*; Consistency in relationship strength: Both primary data and meta-analysis confirm a strong relationship between self-acceptance and personal adjustment. The correlation coefficient from the meta-analysis ($r = 0.53$) is very close to the standardized beta coefficient for self-acceptance in primary data regression analysis ($\beta = 0.301$). The researcher believes these results confirm the central role of self-acceptance in personal adjustment of Quranic memorization students; *Second*; Regarding gender differences: Both data sources indicate gender differences in personal adjustment dynamics. Field study results confirm that male students have higher personal adjustment scores, especially self-confidence. Meta-analysis results, conversely, confirm a stronger relationship between self-acceptance and personal adjustment in samples with a higher proportion of females. These results affirm the complexity of gender roles in personal adjustment and indicate the need for further research on underlying mechanisms of relationships between variables; *Third*; Regarding boarding school context: Field study results did not find significant differences in total personal adjustment scores between the two schools, but meta-analysis results revealed a stronger relationship between self-acceptance and personal adjustment in Quranic memorization schools

compared to general Islamic schools. These findings confirm that although personal adjustment levels appear similar across various types of boarding schools, the internal dynamics of the personal adjustment process differ, with self-acceptance playing a more important role in the context of more intensive Quranic memorization programs; *Fourth*; Regarding additional factors: Field study results identified memorization intensity and social support from boarding schools as significant predictors of personal adjustment. Although meta-analysis did not directly test these factors, its findings have expanded understanding of the complexity of personal adjustment among Quranic memorization students and confirmed the importance of considering contextual variables in future research; *Fifth*; Regarding stability of age effects: Meta-analysis did not find significant moderation effects of mean sample age. This consistency with field study results is seen in the absence of significant personal adjustment differences based on age in the studied range (12-18 years). The researcher believes these findings confirm that personal adjustment dynamics can be relatively stable during adolescence for Quranic memorization students in boarding school environments; *Sixth*; Regarding multidimensional aspects of personal adjustment: Field studies confirm the important role of three aspects of personal adjustment: self-acceptance, ability to act objectively, and self-confidence. Although meta-analysis focused mainly on the relationship between self-acceptance and personal adjustment, the consistency of findings regarding self-acceptance has strengthened the importance of this aspect/variable. It is hoped that future research can further explore the roles of other aspects identified in field studies; *Seventh*; Regarding robustness of findings: Sensitivity analysis results in meta-analysis have confirmed that main findings are relatively robust to variations in methodological quality of studies. This has increased confidence in the validity of overall findings and supports the generalizability of field study results; Eighth; Regarding practical implications: The integration of findings from both data sources emphasizes the importance of programs focused on improving self-acceptance, ability to act objectively, and self-confidence of Quranic memorization students. These results confirm the importance of considering the intensity of the memorization program and strengthening social support systems in boarding schools to enhance the personal adjustment of Quranic memorization students.

As a closing mark, the researcher believes that integrating field studies and meta-analysis results has provided a richer and more nuanced understanding of personal adjustment dynamics among Quranic memorization students. These findings confirm the central role of self-acceptance in the personal adjustment process while also showing the complexity of factors contributing to effective personal adjustment in Quranic memorization boarding school environments. Additionally, observed gender differences and variations in the strength of

relationships between self-acceptance and personal adjustment across different types of boarding schools have confirmed the need for more differentiated approaches in understanding and supporting personal adjustment of Quranic memorization students. As a result, the researcher believes these findings provide a strong empirical basis for developing targeted interventions and support programs in Quranic memorization boarding schools. By considering multidimensional aspects of personal adjustment and contextual factors such as memorization intensity and social support, boarding schools can design more effective strategies to facilitate positive personal adjustment and enhance the psychological well-being of Quranic memorization students in the future.

4. DISCUSSION

This study explored the dynamics of personal adjustment among Quranic memorization students through a mixed methods approach, combining quantitative primary data analysis with meta-analysis of previous studies. The results provide a more comprehensive understanding of the dynamics of personal adjustment among Quranic memorization students and the factors influencing it. In this discussion section, the researcher will discuss the main findings, theoretical and practical implications, and directions for future research as follows:

First; Regarding the level of personal adjustment of Quranic memorization students: Findings from the field study show that overall, the level of personal adjustment of Quranic memorization students is in the high category (M = 3.66, SD = 0.52). The researcher views this result as consistent with previous research conducted by Rahman et al. (2020), which also found relatively high levels of personal adjustment among Islamic boarding school students. Thus, the researcher believes this research result has made a unique contribution by focusing specifically on Quranic memorization students who face additional educational demands as Quran memorizers.

Furthermore, regarding the high level of personal adjustment among Quranic memorization students above, the researcher believes it can be explained through several theoretical perspectives, such as: (a) Alignment with Lazarus and Folkman's (1984) stress and coping theory, which states that individuals in stressful situations will develop effective coping strategies over time. In the context of Quranic boarding schools, continuous exposure to academic demands and Quran memorization, which are heavier compared to students in other curricula, appears to have become a cause and has helped students develop adaptive coping mechanisms, resulting in high personal adjustment scores; (b) In line with Ryan and Deci's (2000) self-determination theory, which emphasizes the importance of autonomy, competence, and relatedness in intrinsic motivation and psychological well-being. Here, the Quranic boarding

school environment, although challenging (in the context of students' personal adjustment), appears to have provided a structure that supports the fulfilment of students' basic psychological needs, for example, in the context of competence (through memorization achievements) and relatedness (through a supportive community). As a result, it becomes interesting that among the three subscales of personal adjustment, the ability to act objectively has the highest average score (M = 3.85, SD = 0.48). Thus, these field findings expand the understanding of the dynamics of personal adjustment among Quranic memorization students, affirming that the ability to assess situations realistically and act according to one's conditions and potential is a key aspect in adapting to the demands of the boarding school environment.

Second; Regarding the role of self-acceptance in personal adjustment: It is evident that both field studies and meta-analysis have confirmed the central role of self-acceptance in the personal adjustment of Quranic memorization students. Regression analysis from primary data has confirmed that self-acceptance is the strongest predictor of personal adjustment ($\beta = 0.301$, p < .001). In contrast, meta-analysis results have confirmed a strong positive relationship between these two constructs (r = 0.53, 95% CI [0.47, 0.59]). Thus, the researcher views this finding as consistent with Rogers' (1961) client-centred theory, which emphasizes self-acceptance as the foundation for personal growth and effective adjustment. In the context of Quranic memorization students, self-acceptance has facilitated students' personal adjustment by helping them cope with failures or difficulties related to the memorization process without feeling overly stressed or losing self-esteem. This result has also expanded the findings of Ahmad et al. (2022), which previously identified a positive correlation between self-acceptance and the ability to memorize the Quran. These results affirm that the benefits of self-acceptance have a broader influence on personal adjustment, not only in academic performance but also in personal adjustment in the overall locus.

Third; Regarding factors influencing personal adjustment: It appears that besides self-acceptance, the results of this study have identified several other factors that contribute significantly to the personal adjustment of Quranic memorization students, including: (a) the ability to act objectively: The findings confirm that the ability to act objectively has emerged as the second significant predictor of personal adjustment ($\beta = 0.232$, p < .001). Thus, these findings strengthen Bandura's (1977) self-efficacy theory, which emphasizes the importance of a realistic assessment of one's abilities in facing challenges. Moreover, in the context of Quranic boarding schools, the ability to objectively assess program demands and one's capacity appears to help students set realistic goals and develop effective learning strategies; (b) Regarding self-confidence: Here, self-confidence is seen to contribute significantly to personal adjustment ($\beta = 0.231$, p < .001). Thus, this result is consistent with Erikson's (1968) psychosocial development

theory, which emphasizes the importance of identity formation and self-confidence during adolescence. The researcher believes this finding has also expanded the research results of Fauziah & Kusdiyati (2022) by affirming that self-confidence is not only important for short-term interventions but is also an integral component of long-term personal adjustment for Quranic memorization students; (c) Regarding memorization intensity: The researcher sees that memorization intensity has emerged as a significant predictor of personal adjustment ($\beta = 0.145$, $p < .001$). This result becomes interesting because it affirms a contradiction with the intuition that there is a higher level of engagement in Quran memorization activities related to better personal adjustment of Quranic memorization students. The researcher views that this condition can be explained through Csikszentmihalyi's (1990) flow theory, which shows that deep engagement in challenging activities that match one's abilities can produce optimal experiences and enhance psychological well-being; Lastly, (d) regarding social support in boarding schools: Here, the research results have confirmed that social support in boarding schools contributes significantly to the personal adjustment of Quranic memorization students ($\beta = 0.127$, $p < .001$). Thus, this finding strengthens previous research by Rahman et al. (2020) on the importance of social support in the context of Islamic boarding schools. Additionally, this result aligns with Bowlby's (1969) attachment theory, which emphasizes the importance of supportive social relationships in psychological development and adjustment.

Fourth; Regarding gender differences in personal adjustment: The results of this research confirm significant gender differences in personal adjustment, with male students showing slightly higher levels of personal adjustment, especially in the aspect of self-confidence. The researcher believes this finding becomes interesting because it contradicts some previous studies that tended to find higher levels of personal adjustment in females (for example, Yusuf, 2021). Furthermore, the researcher views that these differences can be explained through several perspectives, including: (a) Gender socialization theory affirms that males and females can develop different coping strategies due to different social expectations and socialization experiences (Eagly & Wood, 2012). Additionally, in the context of Quranic boarding schools, there appear to be differences in expectations and support given to male and female students, which can affect the development of students' self-confidence; (b) Regarding social identity theory (Tajfel & Turner, 1979) which suggests that individuals tend to evaluate themselves positively in domains considered important by their group. Therefore, if Quran memorization is considered an achievement that is more valued for males in certain cultural contexts, this condition can logically contribute to higher levels of self-confidence among male students. However, it is important to note that the meta-analysis results reveal a stronger relationship between self-acceptance and personal adjustment related to samples with a higher proportion of

females. Thus, these findings appear contradictory and affirm the complexity of gender roles in personal adjustment. It also affirms the need for further research to understand the underlying mechanisms of relationships between variables.

Fifth; Regarding variations between boarding schools: The researcher views that although the field study did not find significant differences in total personal adjustment scores between the two boarding schools studied, the meta-analysis results have confirmed a stronger relationship between self-acceptance and personal adjustment in Quranic boarding schools compared to general boarding schools. Furthermore, regarding the gender context, different results appear to be found between general personal adjustment and personal adjustment of Quranic memorization students, which seems to be favoured by female students. The researcher believes that although personal adjustment levels appear similar across various boarding schools, the internal dynamics of the personal adjustment process differ. Therefore, future considerations should be given to addressing the personal adjustment of Quranic memorization students in the context of female students.

Furthermore, the researcher views that the differences in variance results above, both between genders and between types of boarding schools, can be explained through the person-environment fit theory (Edwards et al., 2006). It appears that Quranic boarding schools can provide a more suitable environment for students with high intrinsic motivation to memorize the Quran. Thus, it can strengthen the relationship between the main exogenous variable of self-acceptance and personal adjustment. Conversely, in general, boarding schools, other factors such as social skills or general academic achievement play a larger role in personal adjustment.

Sixth; Regarding theoretical implications: The researcher views that these findings have several important implications for the development of personal adjustment theory, especially in the context of Islamic education, including: (a) Implications for the multidimensional model of personal adjustment: The researcher views that the results of this study support the conceptualization of personal adjustment as a multidimensional construct with self-acceptance, ability to act objectively, and self-confidence as key components. Thus, this model expands the understanding of adjustment beyond traditional definitions that often focus only on passive adaptation to the environment; (b) Integration of adjustment theory and spirituality: The findings about the positive role of memorization intensity in personal adjustment have emphasized the need for greater integration between personal adjustment theory and spirituality. Thus, these findings have supported the development of theoretical models that consider how spiritual practices can contribute to psychological adjustment, especially in the context of religion-based education; (c) Implications for contextual personal adjustment theory: It appears that variations in the relationship between self-acceptance and personal adjustment across various types of

boarding schools have supported the development of more contextual personal adjustment theory. These results emphasize the importance of considering specific environmental factors in understanding the process of personal adjustment; Lastly (d) reconceptualization of gender roles: The complex findings regarding gender differences in personal adjustment, in the researcher's view, have challenged simple assumptions about the superiority of one gender over another in terms of personal adjustment. Thus, these results support the development of more nuanced theoretical models about how gender interacts with contextual and individual factors in influencing personal adjustment, especially in the context of Quranic memorization students.

      Seventh; Regarding practical implications: Here, the researcher views that this research has several important practical implications for the management of Quranic boarding schools and the development of support programs for Quranic memorization students, including: (a) Implementation of self-acceptance development programs: Given the central role of self-acceptance in personal adjustment, the researcher assesses that boarding schools can consider integrating self-acceptance development programs into the curriculum, which may involve workshops, counselling sessions, or self-reflection practices in developing more positive and realistic views about oneself for Quranic memorization students; (b) Implementation of training for the ability to act objectively: Here the researcher views that boarding schools can develop training programs focused on enhancing student's ability to assess situations objectively and act according to their conditions and potential. This training can involve decision-making exercises, time management, and setting realistic goals; (c) Conducting gender-based interventions: Given the gender differences in personal adjustment, the researcher views that boarding schools need to consider more differentiated approaches in supporting male and female students. For example, self-confidence development programs that can be tailored to address specific challenges faced by each gender; (d) Optimization of memorization intensity: Thanks to the findings about the positive relationship between memorization intensity and personal adjustment, the researcher believes that boarding schools can consider ways to optimize the Quran memorization program. For example, schools can involve adjusting memorization schedules, implementing more effective memorization methods, and integrating memorization activities with other aspects of boarding school life that increase student engagement; (e) Regarding strengthening social support systems: Here, given the importance of social support in personal adjustment, boarding schools can focus on strengthening their social support systems. For example, this context may involve developing mentoring programs, increasing interaction between senior and junior students, or creating peer support groups; Lastly, (f) a holistic approach to student well-being: The researcher views that the results of this study support a more holistic approach to student well-being, which considers not only academic achievement or memorization but also psychological and social

adjustment. The researcher believes that boarding schools need to develop more comprehensive monitoring systems to identify and support students experiencing difficulties in personal adjustment.

Lastly *eighth*; Regarding limitations and directions for future research: Here, the researcher views that, although these results have provided valuable insights about the personal adjustment of Quranic memorization students, several limitations need to be considered, including: (a) Regarding cross-sectional design: The researcher sees that field studies using cross-sectional design can limit the ability to draw causal conclusions. Thus, longitudinal research in the future can help clarify the direction of causality between the variables studied and track changes in students' adjustment over time; (b) Limited sample involvement: Although the sample size is quite large, the field research in this study is limited to two boarding schools in Indonesia. Thus, future research can explore the personal adjustment of Quranic memorization students in various geographical and cultural contexts to increase the generalizability of findings; (c) Focus on self-report: As seen in the research results, this study relies only on self-report measurements, which may be vulnerable to subjective bias. Therefore, future studies are expected to integrate objective measurements (for example, academic performance) or assessments from various sources (for example, teachers, peers) to provide a more comprehensive picture of the personal adjustment of Quranic memorization students; (d) Exploration of underlying mechanisms: Although this research has identified factors contributing to personal adjustment, the mechanisms underlying the relationships between variables still need to be explored further. Thus, future research can use experimental designs or more sophisticated mediation analyses to uncover the psychological processes that link these variables; (e) Regarding individual differences: The researcher views that the results of this research only focus on general trends in the personal adjustment of Quranic memorization students. Thus, it is hoped that future studies can conduct further exploration of individual differences in personal adjustment trajectories with person-centred approaches such as latent profile analysis; (f) Integration with neurobiology: Given advances in neurobiology, future research should be able to explore neural correlates of personal adjustment in Quranic memorization students using neuroimaging techniques. This is important to do in order to understand how the practice of Quran memorization affects brain structure and function; (g) Conducting intervention studies: Based on these findings, future research can focus on the development and evaluation involving targeted interventions in improving the personal adjustment of Quranic memorization students. In the future, this study may involve randomized controlled trials of programs designed to enhance self-acceptance, ability to act objectively, or self-confidence as determinants of personal adjustment for Quranic memorization students; Lastly (h) conducting cross-religious comparisons: The researcher views that conducting comparative

research comparing the personal adjustment of Quranic memorization students with students in other religion-based educational institutions that also focus on memorizing sacred texts, can provide interesting insights about the role of spirituality in adolescent personal adjustment (in the context of students).

As a closing mark, the researcher views that this research provides a more comprehensive understanding of the dynamics of personal adjustment among Quranic memorization students through integrating primary data from field studies with meta-analysis from previous studies. The main findings affirm the central role of self-acceptance, ability to act objectively, and self-confidence in the personal adjustment of Quranic memorization students. At the same time, these results also reveal the important contribution of memorization intensity and social support in Quranic boarding schools. Thus, the researcher believes that this research has expanded the understanding of personal adjustment dynamics in the context of Islamic education, challenging some previous assumptions and paving the way for developing more nuanced theory and practice. Additionally, the identified practical implications offer valuable guidance for boarding school managers and educators in designing environments and programs that better support the positive development of personal adjustment in Quranic memorization students. Lastly, the researcher views that, despite limitations, these results provide a strong foundation for further exploration of personal adjustment in religion-based education. Thus, by better understanding the factors contributing to successful personal adjustment, academics will be better able to support the holistic development of Quranic memorization students, preparing students for academic and spiritual success and long-term psychological well-being.

5. CONCLUSION

This study explores the dynamics of personal adjustment among Quranic memorization students through a mixed methods approach, combining quantitative primary data analysis with meta-analysis of previous studies. This research aims to provide a more comprehensive understanding of the dynamics of personal adjustment among Quranic memorization students and the factors influencing it in the context of Islamic boarding school education in Indonesia.

The study's main results confirm relatively high levels of personal adjustment among Quranic memorization students, with an average score of 3.66 (SD = 0.52) on a 5-point scale. Among the three aspects/factors of personal adjustment studied, the ability to act objectively emerged as the aspect with the highest score (M = 3.85, SD = 0.48), followed by self-confidence (M = 3.62, SD = 0.53) and self-acceptance (M = 3.51, SD = 0.55). These findings provide a nuanced picture of Quranic memorization students' strengths and challenges in their personal adjustment process. Furthermore, regression analysis results reveal that self-acceptance is the

strongest predictor of personal adjustment ($\beta = 0.301$, $p < .001$), followed by the ability to act objectively ($\beta = 0.232$, $p < .001$) and self-confidence ($\beta = 0.231$, $p < .001$). These findings are reinforced by meta-analysis results showing a strong positive relationship between self-acceptance and personal adjustment ($r = 0.53$, 95% CI [0.47, 0.59]). The consistency of these results between primary and secondary data confirms the central role of self-acceptance in the personal adjustment process of Quranic memorization students. Lastly, this study also identifies contextual factors contributing significantly to the personal adjustment of Quranic memorization students. Memorization intensity ($\beta = 0.145$, $p < .001$) and social support in boarding schools ($\beta = 0.127$, $p < .001$) emerge as important predictors, affirming that active involvement in the Quranic memorization program and a supportive social environment can facilitate positive personal adjustment.

Another important finding, according to the researcher, is the gender difference analysis which revealed interesting and complex findings. Male students showed slightly higher levels of personal adjustment, especially in self-confidence. However, meta-analysis results indicate a stronger relationship between self-acceptance and personal adjustment in samples with a higher proportion of females. These results affirm the complexity of gender roles in personal adjustment and demonstrate the need for a more nuanced approach to understanding and supporting students' personal adjustment across genders. Additionally, variations between boarding schools have also emerged as an important factor. Although the field study results did not find significant differences in total personal adjustment scores between the two boarding schools studied, meta-analysis confirms a stronger relationship between self-acceptance and personal adjustment in Quranic memorization boarding schools than in general boarding schools. These results indicate that the dynamics of personal adjustment can differ across various types of Islamic educational institutions. Furthermore, these results emphasize the importance of considering contextual factors in understanding and supporting the personal adjustment of Quranic memorization students.

Regarding the theoretical implications of this research, the researcher formulates them as: Support for a multidimensional model of personal adjustment, the need for greater integration between personal adjustment theory and spirituality, developing more contextual personal adjustment theory, and reconceptualizing gender roles in personal adjustment. The researcher believes these findings have paved the way for developing a more comprehensive theoretical framework for understanding personal adjustment in the context of religion-based education. From a practical perspective, these results affirm the importance of self-acceptance development programs, training to act objectively, gender-based interventions, optimization of memorization programs, strengthening social support systems, and a holistic approach to student well-being.

These implications can provide valuable guidance for boarding school managers and educators in designing environments and programs that better support positive personal adjustment of Quranic memorization students.

Besides the implications mentioned above, the researcher acknowledges that while this research provides valuable insights, there are several limitations to consider. For instance, the cross-sectional design of the field study limits the ability to draw causal conclusions. Additionally, the sample was limited to two boarding schools in Indonesia, which restricts the generalizability of findings. Reliance on self-report measures may introduce subjective bias. Consequently, future research will address these limitations through longitudinal designs, more diverse samples, and integration of objective measurements. Based on these limitations, the researcher has formulated directions for future research, including exploring mechanisms underlying relationships between studied variables, investigating individual differences in personal adjustment trajectories, integrating with neurobiological perspectives, developing and evaluating targeted interventions, and presenting cross-religious comparative studies. According to the researcher, these recommended studies can deepen understanding of personal adjustment in the context of religion-based education and provide a stronger empirical basis for evidence-based practice development.

As a closing mark for this conclusion section, the researcher views that this research significantly contributes to understanding the personal adjustment of Quranic memorization students. By integrating primary and secondary data, this study offers a more comprehensive and nuanced perspective on the complexities of personal adjustment in Islamic boarding school education. Furthermore, the researcher believes these findings are relevant for developing educational and developmental psychology theories and have important practical implications for improving the quality of education and psychological well-being of Quranic memorization students. Lastly, these results also affirm the importance of considering psychological, social, and spiritual aspects in supporting the holistic development of Quranic memorization students. With a better understanding of factors contributing to successful personal adjustment, practitioners and academics in the future will be better able to prepare for the well-being of Quranic memorization students in the context of academic and spiritual success and long-term psychological well-being and positive contributions of students to society.

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