

Locus of Control as a Psychological Mechanism in Overcoming Homesickness in Santri

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ABSTRACT: For adolescents, leaving home and living in a new environment without the presence of their parents becomes a significant challenge at the beginning of their journey as a student (santri) at a Pesantren. This is particularly true in terms of psychological impacts, such as stress, homesickness, missing their parents, and longing for the familial environment, coupled with new demands they must face. This phenomenon is often referred to as homesickness. The aim of this study is to determine whether there is an influence of locus of control on homesickness among new students at Pesantren. The subjects of this research are 108 new students from Pondok Pesantren Ngalah. The study employed simple linear regression analysis, with the results showing an F-value of 24.529 and $p = 0.000$ ($p < 0.05$). This indicates that the hypothesis regarding the influence of locus of control on homesickness among new students at Pondok Pesantren Ngalah is accepted.

KEYWORDS: Locus of control, Homesickness, Students, santri

I. INTRODUCTION

In this phase of transition to adolescence, parents feel confident that their children are able to live independently in a dormitory without the presence of their parents for a long period of time (1). This decision is based on the hope that children will be more focused on pursuing education in the pesantren environment. The regulations and systems implemented in Islamic boarding schools, such as the prohibition of leaving the dormitory without permission, the prohibition of carrying mobile phones, and the obligation to live in the dormitory, are part of the effort to create an environment conducive to effective learning. Although these rules have a positive impact on the educational process, especially in supporting discipline and order, for new students who are in their teens, adapting to a strict pesantren environment can be a challenge in itself. For adolescents who are not yet fully prepared for the changing environment, adjusting to these rules is not easy. In the age range of 11–14 years, adolescents begin to be encouraged to live more independently, although emotionally they are still very dependent on their parents (2). Especially for new students, the transition to dormitory life and the obligation to obey the pesantren system are often felt as pressure. This is due to the striking difference between the habits and atmosphere in the pesantren environment and the previous environment. For some adolescents, these changes can eliminate social circles, important role roles, and habits that previously provided comfort, thus triggering feelings of pressure or stress (3). Students are faced with a very different pesantren routine than staying at home, ranging from five-time congregational worship, the recitation of the yellow book, to the obligation to take care of themselves such as washing dishes, washing clothes, cleaning beds, this move often involves interaction with peers from different regions and cultural backgrounds, so it requires intensive social and emotional adjustment (Sulastri et al., 2020). When individuals start to leave home and settle in dormitories, especially during the first year, feelings of homesickness are likely to arise (Zulkarnain et al., 2020).

The condition of homesickness has an impact on the psyche of adolescents in the form of depression and stress (5). According to Poyrazli and Lopez, homesickness that is not handled properly can worsen mental and emotional conditions (Rohmatun, 2024). Homesickness itself is a negative emotional state, characterized by frequent thinking about home, longing for friends, the desire to return to familiar environment and sometimes causes physical complaints (7). Separation from family during early adolescence can trigger stressful conditions, reminding that accustomed to a busy new life can cause symptoms of depression and anxiety for vulnerable individuals (4) while according to Thurber & Walton explained that students living in dormitories are more likely to experience homesickness with a prevalence between 16% to 91% (8).

This homesickness phenomenon also occurs in new students at the Ngalah Pasuruan Islamic boarding school. The condition of new students who have difficulty sleeping, many cry because they are not used to the new conditions in the Islamic Boarding School environment, so that the students' appetite decreases. Homesickness is defined as a negative emotion caused by

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separation from attachment to home, which is characterized by difficulty adapting to a new environment and having a longing for activities and the atmosphere of the house (3)

According to Kagel, there are four factors that can cause homesickness, including interpersonal factors, intrapersonal factors, environmental factors, and cultural factors(9) specifically there are factors that cause the appearance of feelings of homesickness in students, one of which is the locus of control (10). Supported by the results of the research conducted by Zulkarnain, et al. there is a significant influence between the locus of control on homesickness in new first-year students living in dormitories, students who have an internal locus of control who view a change as a challenge so that it can minimize stress, tend to be able to control, reduce and even eliminate the possibility of homesickness (11). Students who have a low locus of control are more likely to experience high homesickness when leaving home, because they are less able to control the negative emotions they experience. Individuals with an internal locus of control believe that their abilities, efforts, and personal decisions determine the outcomes experienced, while those with an external locus of control tend to consider events to be controlled by external factors such as fate, external forces, or luck (2)

Even so, the relationship between locus of control and homesickness in the context of pesantren religious culture has not been widely revealed, in the integration of the locus of control perspective in the cultural context of religious and communal pesantren culture, as well as the exploration of religious values and pesantren norms that have never been explicitly discussed in the literature. However, Iles Caven shows that individuals with internal locus of control are not necessarily less religious, in fact they (12) are more likely to be active in religious practices and maintain belief in divine power in the long term. Therefore, this study aims to explore the role of locus of control in overcoming homesickness in pesantren students, by considering the nuances of religious culture in the pesantren environment, focusing on how the orientation of control of students is related to the intensity of homesickness they experience. The findings are expected to fill the research gap on the psychological mechanism of student coping and provide insight into the integration of personal control perceptions with religious values in the process of student adaptation in Islamic boarding schools.

Empirical Studies

Several previous studies that directly examined the relationship between the locus of control and homesickness, Zulkarnain et al., conducted a study on first-year boarding school students and found that the internal locus of control was negatively correlated with homesickness, while the locus of control external increase vulnerability. However, the study also emphasizes that social support is more dominant than the locus of control in predicting homesickness. These findings indicate that the locus of control is indeed relevant, but it does not stand alone (2) Stroebe, Schut, & Nauta in a systematic review affirmed that the locus of control affects the intensity of homesickness, Individuals with a high locus of control tend to adapt more quickly to the new environment, while those who view the situation as out of control tend to experience more severe homesickness (3). Shojae & French support these findings that individuals with internal locus of control are mentally healthier and more resistant to stress, including stress due to separation from home, providing a theoretical basis that internal locus of control is one of the main psychological mechanisms for preventing homesickness (13)

In line with the findings of an interview conducted with one of the administrators of the Ngalah Islamic Boarding School in Dormitory Complex C dominated by students who are in their teens, explained that 50% of new students experience feelings of homesickness with different time spans, from the results of the researcher's interviews with 15 students when they first entered the Islamic boarding school they often called their parents more than 3 times a week as much as 87%, When in the dormitory, students experience various kinds of complaints such as difficulty sleeping as much as 40%, daydreaming, crying as much as 53%, appetite decreases by 66%, students often think about home 93% and sometimes the worst every day do not want to participate in any activities, often experience sickness, desperate to run away from the dormitory 33%, often ask for visits as much as 60%, there are also students who decide to stop studying at the pesantren and decide to change schools as much as 13%.

The causes of students experiencing homesickness are related to missing the atmosphere of the house, the home environment or longing for their parents or longing for their friends while at home, longing for routine habits, facilities that are usually used at home such as mobile phones, motorcycles, comfortable beds. This condition is justified by research conducted by Maya, with 184 students of Islamic boarding schools in North Sumatra experiencing homesickness by crying, withdrawing from the environment, fighting with peers and experiencing somatic (14) At the Dayah Insan Qurani Islamic Boarding School, Aceh Besar Regency, it shows that the higher the internal locus of control, the lower the homesickness, and vice versa, the lower the internal locus of control, the higher the homesickness of students (15) Therefore, to find out the influence of the locus of control on homesickness in students of the Ngalah Islamic Boarding School, research is needed in order to provide concrete information and data, so it is hoped that there will be an influence of the locus of control on the homesickness of the students of the Ngalah Islamic Boarding School, Pasuruan.

II. METHOD

Locus of Control as a psychological mechanism in overcoming homesickness in students, uses a quantitative approach to find the influence of cause and effect, impact and causal factors directly with statistics, where the variable Y is in the form of homesickness and the variable that affects is X in the form of the locus of control. The research subject used in this study is the students of Dormitory C of the Ngalah Islamic Boarding School, Purwosari, Pasuruan Regency with a population of 180 students, with a sample used of 108 students, according to Isaac & Michel the determination of the sample has levels of 1%, 5% and 10% (16) to obtain varied and specific data, the researcher took a sample of 10% of the population (17) The sampling technique was carried out by purposive sampling, namely selecting new students living in Dormitory C of the Ngalah Islamic Boarding School because this group represents an initial transition condition that is prone to homesickness.

Data collection using a construction scale in the form of a locus of control scale focuses on the theory of Phares (18) with 40 items and the homesickness scale also uses 40 items with the theory of Thurber & Walton (8) with each scale in the form of a Likert scale, to be able to measure individual attitudes, opinions or perceptions related to the phenomenon (19), before taking data, scale tests were carried out on other subjects that had the same characteristics as the sample, and calculations of validity and reliability were carried out to determine the validity of the items and the reliability of the measuring instruments used in carrying out the research. To minimize social bias in filling out questionnaires, confidentiality and anonymity of respondents are the responsibility of the researcher so that the initial instructions emphasize that there are no right or wrong answers, and the answers will not be known to teachers or parents. Filling out the questionnaire is carried out independently in the classroom without direct supervision from the Islamic boarding school, so that respondents are free to answer according to their actual psychological condition.

Table 1. Validity of the Research Scale

Variabel	Aitem Uji coba	Uji validitas	
		Valid	Gugur
Homesickness	40	34	6
Locus of control	40	25	15

It can be seen from the validity table above that the homesickness scale of 40 items has 34 valid items and 6 items that have been lost, while the locus of control scale of 40 items has 25 valid items and 15 items that have fallen as many as 15 items.

Table 2. Research Reliability Test Results

Variabel	Koefisien reliabilitas	Keterangan
Homesickness	0,880	Reliabel
Locus of control	0,706	Realibel

From the results of the reliability test, the coefficient value for the homesickness variable was 0.880 and the locus of control coefficient was 0.706. When interpreted into criteria according to Guilford, the variables of homesickness and locus of control are declared reliable, so that the scale of homesickness and the scale of locus of control are suitable to be used as research instruments

III. RESULTS

The researcher used a classical assumption test to test whether the regression model used in this study was feasible or not, in the study using the normality test and the linearity test. Next, a hypothesis test was carried out to find out the truth of the provisional allegations. The hypothesis test in this study was calculated using the help of SPSS Statistic version 16. To see the correlation between variables. Where if the indigo is significant < 0.05 , there is a correlation between the variables being studied. Meanwhile, if the significant value is > 0.05 , there is no correlation between the variables being studied.

A. Normality Test

Table 3. Normality Test Results

One-sample Kolmogorov-Smirnov Test		
		Unstandardized residual
N		108
Normal Parameters	Mean	.0000000
	Std.Deviation	12.42763682
Most Extreme	Absolute	.096

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Differences	Positive	.096
	Negative	-.051
Kolmogorov-Smirnov Z		.996
Asymp. Sig.(2-tailed)		.275

Based on the calculation of the normality test above, an Asymp.Sig value of 0.275 was obtained, which means $p > 0.05$, so it can be concluded that the data distribution is normal.

B. Linearity Test

Table 4. Results of the Linearity Test

ANOVA Table			Sum of square	df	Mean Square	F	Sig
Homesickness	Between	(combinett)	6465.520	22	293.887	1.863	.024
Locus of control	Groups	Linierity	2291.365	1	2291.365	14.528	.000
		Deviassen from linierity	4174.155	21	198.769	1.260	.226
		Whitin groups	13406.138	85	157.719		
		total	19871.657	107			

Based on the results of the calculation in the table above, a significance value of 0.226 was obtained, which means $p > 0.05$, so it can be concluded that there is a linear relationship between the locus of control and homesickness.

C. Uji Hipotesis

Tabel 5. Hasil F Hitung

ANOVA					
Model	Sum of Square	df	Mean Square	F	Sig.
1 Regresion	3824.141	1	3824.141	24.529	.000
Recidual	16525.793	106	155.903		
Total	20349.880	107			

Tabel 6. Hasil Hitung Koefisien

Coefficients					
Model	Untandardized Coefficients		Standardizet coefficient	t	Sig.
	B	Std. Error	Beta		
1. (Constart)	135.131	10.774		12.542	.000
Locus of Control	-.782	.158	-.433	-4.953	.000

From the results of a simple regression analysis, it shows that the locus of control has a significant effect on homesickness in new students. The value of $F = 24.529$ with $p < 0.001$, so the research hypothesis is accepted. The negative correlation coefficient ($r = -0.433$) showed that the higher the internal locus of control that the student had, the lower the level of homesickness he experienced. Based on the results of the analysis in the table above, it shows a t of -4.953 with a significance of $0.00 < 0.05$, it can be interpreted that the hypothesis is accepted and there is an opposite influence, the higher the locus of control in the students, the lower the homesickness they experience, and if the locus of control of the students is lower, the higher the feeling of homesickness that he experienced. Based on the results of the regression coefficient above, there is a negative correlation of the X regression coefficient of (-0.782) which states that for every 1% addition of the value to the locus of control variable, then the value of the level of Homesickness is equal (-0.782) which means that the more students have a high locus of

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control, the lower the feeling of homesickness experienced, and vice versa, the lower the locus of control that the student has, the higher the feeling of homesickness that he experienced. However, the coefficient of determination (R^2) is only 0.188 or 18.8%, which means that the locus of control explains only a small fraction of the variation in homesickness. In other words, although this relationship is statistically significant, the strength of the relationship is weak, and there are still around 81.2% of other factors that also affect homesickness, such as social support, sense of belonging, parental parenting, religiosity, and personal experience.

IV. DISCUSSION

The findings of this study confirm the important role of the locus of control, especially the orientation of internal control, in overcoming homesickness in students. Students with a high level of internal locus tend to actively seek solutions such as communicating with other students or involving themselves in pesantren activities so that home-related longing is more managed. Lefcourt's theory states that internal individuals see change as a challenge and try to minimize stress (Zulkarnain et al., 2020), and Nursafitri also reports queues who feel they have control over the situation adapt better and experience lower homesickness (Aqil & Fakhurrozi, 2025). In contrast, students with an external orientation tend to be passive and feel that events are beyond their control, making it difficult to cope with symptoms of homesickness, according to the observations of Rotter (1966) and Stevens (2002) (Zulkarnain et al., 2020), and reinforced by Shojaee & French, who show that external locus of control is associated with higher stress and lower psychological well-being (Shojaee & French, 2014). However, the strength of the locus of control influence in this study was relatively weak ($R^2 = 0.188$). This means that the locus of control only explains about 18.8% of the homesickness variation, while the rest is influenced by other factors. Some of them are internal factors such as motivation to achieve, confidence, previous experience and external factors in the form of social support, sense of belonging, and parenting (Tambunan, 2021) (Tambunan, 2021) (Lestari, 2021). These results are consistent with the meta-analysis of Demetriou et al. which showed that homesickness has a strong correlation with social factors (support, friends, family, and community), while personality factors such as locus of control play a role as an additional protective factor (Demetriou et al., 2022). In the context of pesantren, the locus of control also interacts with spirituality and social norms. Students with an internal orientation not only emphasize personal effort (endeavor), but also interpret the experience of homesickness through religious values such as tawakkul which means surrender to God. This is in line with the findings of Ossai & Amedu who developed the concept of faith-based locus of control, where internal control is reinforced by religious beliefs. Thus, in pesantren students, the internal locus of control is not only individual psychological ability, but is also supported by a framework of spiritual and communal cultural values (Osita Victor Ossai & Amos Nnaemeka Amedu, 2023). Supported by research conducted by Imamy on regional students, there is an influence between the locus of control on homesickness from the results of the research he conducted, there are significant results in the opposite direction which means that the higher the locus of control in students, the lower the homesickness experienced and the lower the locus of control in students, the higher the homesickness experienced.

The above explanations are supported by research conducted by April, K.A that adolescents with a low locus of control tend to experience stress with a higher level than adolescents with a high locus of control (April K A, 2012). Another study by Shojaee & French also showed that individuals with a high locus of control had good mental health and thus avoided stress (Shojaee & French, 2014). The existence of better psychological well-being can then help individuals avoid various negative emotions, including homesickness.

V. CONCLUSION

Based on the results of the study, there was a negative correlation between locus of control and homesickness in college students, with a correlation value of -0.433. This means that the higher the locus of control a person has, the lower the level of homesickness experienced. On the other hand, the lower the locus of control, the higher the homesickness experienced. The results of the analysis showed that the locus of control affected homesickness by 18%, while the remaining 82% were influenced by other factors, both internal (such as confidence, motivation, and independence) and external (such as luck, luck, and life experience). These findings are reinforced by several previous studies that showed that individuals with high locus of control tend to have lower stress levels and better mental health, making them better able to cope with negative emotions including homesickness.

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