

HUBUNGAN ANTARA KELEKATAN ORANG TUA-ANAK DAN IKLIM SEKOLAH DENGAN PENYESUAIAN DIRI REMAJA DI PESANTREN X

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ABSTRAK

Penelitian ini bertujuan mengetahui hubungan antara kelekatan orang tua-anak dan iklim sekolah dengan penyesuaian diri remaja di Pesantren X. Penyesuaian diri merupakan kemampuan individu beradaptasi terhadap tuntutan internal maupun eksternal sehingga tercapai keseimbangan antara kebutuhan pribadi dan tuntutan lingkungan. Kelekatan orang tua-anak mengacu pada penilaian anak terhadap keterikatan emosional dengan orang tua yang mencakup kepercayaan, komunikasi, dan keterasingan. Iklim sekolah mengacu pada persepsi siswa terhadap pengalaman di lingkungan sekolah yang mencakup *school connectedness*, *school safety*, dan *peer relationship*. Subjek berjumlah 101 siswa kelas 10 di Pesantren X (laki-laki = 53,5%; perempuan = 46,5%) berusia 14–16 tahun, dipilih menggunakan teknik cluster random sampling. Data dikumpulkan menggunakan Skala Penyesuaian Diri (37 aitem; $\alpha = 0,970$), Skala Kelekatan Orang Tua-Anak adaptasi IPPA (25 aitem; $\alpha = 0,947$), dan Skala Iklim Sekolah adaptasi Fisher dkk. (14 aitem; $\alpha = 0,894$). Analisis data menggunakan regresi linear berganda. Hasil menunjukkan hubungan positif dan signifikan antara kelekatan orang tua-anak dengan penyesuaian diri ($R = 0,467$; $p < 0,001$; $SE = 14,48\%$), iklim sekolah dengan penyesuaian diri ($R = 0,559$; $p < 0,001$; $SE = 25,27\%$), serta keduanya secara simultan dengan penyesuaian diri ($R = 0,631$; $p < 0,001$; $R^2 = 0,398$). Temuan ini mengimplikasikan pentingnya penguatan kualitas iklim sekolah oleh pihak pesantren sekaligus peran aktif orang tua dalam menjaga kedekatan emosional dengan anak sebagai bekal penyesuaian diri di lingkungan pesantren.

Kata kunci: kelekatan orang tua-anak; iklim sekolah; penyesuaian diri; remaja; pesantren

***RELATIONSHIP BETWEEN PARENT-CHILD ATTACHMENT AND
SCHOOL CLIMATE WITH ADOLESCENT ADJUSTMENT
AT PESANTREN X***

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ABSTRACT

This study aims to examine the relationships between parent-child attachment, school climate, and self-adjustment among adolescents at Pesantren X. Self-adjustment refers to an individual's ability to adapt to both internal and external demands in order to achieve a balance between personal needs and environmental requirements. Parent-child attachment refers to the child's appraisal of their emotional bond with parents, encompassing trust, communication, and alienation. School climate refers to students' perceptions of their experiences within the school environment, comprising school connectedness, school safety, and peer relationships. Participants consisted of 101 tenth-grade students at Pesantren X (male = 53,5%; female = 46,5%), aged 14–16 years, selected using cluster random sampling. Data were collected using the Self-Adjustment Scale (37 items; $\alpha = 0,970$), the Parent-Child Attachment Scale adapted from the IPPA (25 items; $\alpha = 0,947$), and the School Climate Scale adapted from Fisher et al. (14 items; $\alpha = 0,894$). Data were analyzed using multiple linear regression. Results indicated a positive and significant relationship between parent-child attachment and self-adjustment ($R = 0,467$; $p < 0,001$; $SE = 14,48\%$), between school climate and self-adjustment ($R = 0,559$; $p < 0,001$; $SE = 25,27\%$), and between both variables simultaneously and self-adjustment ($R = 0,631$; $p < 0,001$; $R^2 = 0,398$). These findings imply the importance of strengthening school climate quality by the pesantren, alongside the active role of parents in maintaining emotional closeness with their children as a foundation for self-adjustment within the pesantren environment.

Keywords: *parent-child attachment; school climate; self-adjustment; adolescents; pesantren*