

PATTERN ADAPTION OF STUDENTS WHO PERFORCE ENTERING ISLAMIC BOARDING SCHOOL

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Abstrak

Tujuan penelitian ini untuk mengetahui bagaimana pola adaptasi atau yang biasa disebut dengan penyesuaian diri santri yang terpaksa masuk pesantren karena pilihan orang tuanya di pondok pesantren modern al Amanah. Di samping itu penelitian ini juga bertujuan untuk mengetahui : faktor – faktor apa sajakah yang menghambat proses adaptasi di pondok pesantren modern al Amanah dan Faktor - faktor yang mendukung lancarnya adaptasi di pondok pesantren modern al Amanah. Penelitian ini menggunakan metode kualitatif dengan metode pendekatan studi kasus. Informan dalam penelitian ini terdiri dari 3 santri putri yang dipaksa masuk pesantren oleh orang tuanya yang tercatat sebagai santri kelas VII di pondok pesantren al Amanah. Pengumpulan data menggunakan teknik wawancara secara mendalam.. Berdasarkan hasil penelitian ini menunjukkan bahwa santri yang dipaksa masuk pesantren membutuhkan waktu yang cukup lama untuk beradaptasi dan harus mempunyai keterampilan dalam mengatasi stressor untuk meningkatkan prestasi belajarnya. Banyaknya peraturan yang ada dipesantren membuat santri sulit beradaptasi. Namun begitu dengan mengenal banyak teman yang senasib dan saling memotivasi bisa mendukung lancarnya proses adaptasi.

Kata kunci : pola adaptasi, keterpaksaan , pesantren.

Abstract

The purpose of this research was to know how the adaption pattern or self adaption of students who perforce entering islamic boarding school because of their parents' choice in Al Amanah Modern Islamic boarding school. Besides, this research was also purposed to know what factors which hampered and supported the adaption process in that school. The research used qualitative methode with case-study approach. The informen were three 7th grade-girl students who perforce entering the boarding school by their parents in Al Amanah Modern Islamic boarding school. Data collecting used Deeplly Interview methode. According to the research result, showed that students who perforce entering boarding school needed more time to adapt and should have ability or skill to handle stressor to increase their achievement. Many rules in boarding school made them get difficulty to adapt. Meanwhile, by making more friends who had same problem and motivating each other can support the adaption process.

Keywords: adaption pattern, perforce, Islamic boarding school

Preliminary

Before 1960, the center of pesantren education in Indonesia was better known as the Islamic boarding school. The term cottage comes from Arabic, funduq, which means hotel or dormitory. The term pesantren is derived from the word santri which with the prefix pe in front and end means the residence of the santr. Viewed from the perspective of openness to the changes that occur, the pesantren is divided into two categories: salafi and khalafi pesantren. Salafi pesantren is often referred to as traditional pesantren which teaches the teaching of classical Islamic books as the core of education without introducing general teaching. While khalafi boarding schools are often referred to as modern boarding schools that have integrated traditional systems and formal school systems by introducing general lessons in pesantren. In addition, the pesantren also has elements including kiai who educate and teach, students who study, mosques, huts and study rooms Students who live in Islamic boarding schools are better known as santri. Students in Islamic boarding schools are required to have independence that can be a provision in facing the challenges of life in the future (Dhofier, 2011)

Islamic boarding schools offer a different curriculum compared to public schools. Some Islamic boarding schools combine government curricula with curriculum created by pesantren, so that in addition to being equipped with general knowledge the students can also deepen their religious knowledge. The students who study at the Islamic boarding school are expected to master science also have faith and piety as a provision for living in a community. Santri live in a typical community, with kyai, clerics, santri and pesantren administrators, based on Islamic religious values complete with their own norms and habits, which are often different from the general public who surrounds them (Bashori, K 2003)

In essence, parents have the hope that their children grow and develop into good children, can distinguish what is good and what is not good, not easily fall into actions that can harm themselves or harm others. These expectations will be more easily realized when, from the beginning, parents have been aware of their role as parents who have a great influence on the moral development of children. In the world of education there is now a moral and moral shift among students in particular. Most of these shifts with the expanding world of promiscuity among students and are due to the increasingly widespread western culture adopted by students. Because of the times and technological advances, child association is increasingly worrying about parents. So that in order to save the child from the bad influence of association, and to be more easily formed into a pious child, parents who have the initiative to put their sons and daughters in boarding schools. So parents have to apply various ways so that the child wants to stay home.

Accounting (Said & Psikologi, 2015) In addition, parents prefer to send their children to Islamic boarding schools because they think that conventional education focuses more on academic education, while religious education which influences character and character development is only given as additional subjects. As a result,

there was a lot of moral damage in the community due to lack of religious education both at home and at school.

This is where many parents worry about their children, when their children become the target of free association. Therefore many parents choose solutions for their children by choosing to be placed in an educational institution that is still awake from these things, namely the pesantren. Pesantren educational institutions or commonly called boarding schools are currently in great demand. Some people think that institutions that are capable of producing people who have high morality and faith are pesantren, so that many people are interested in pesantren institutions, especially Islamic boarding schools that contain balanced religious and general curricula (Yuniar et al, 2005)

However, the good thinking of parents by entering their children into the pesantren institution makes the child's mental shock shaken when they are forced to enter the pesantren institution and hear that he will be admitted to a pesantren institution because in their minds every child will lose his freedom when they are put in pesantren institutions include, they cannot leave pesantren without permission, cannot carry electronic goods, and also cannot use their vehicles. And besides that they also have to follow the rules and discipline at the pesantren as long as they become santri. Nowadays most children are not alone. The encouragement of parents and even coercion is the most common background for santri, the problem is when parents who force their children to learn in the village are too stressful.

This is where a santri who enters the pesantren with compulsion has a negative impact, namely his psychological impact which will affect his academic achievements. A child who is forced when he is admitted to a pesantren institution often looks moody, anxious, and sometimes they burst out with tears that reduce focus on learning. Looking at it from various sources, many parents force their children on their daughters who are entering adolescence, after graduating from 6th grade elementary school, they enter the pesantren to get education. Adolescence is a transition period from children to adults is a difficult time. Often referred to as puberty or a period of stress because at this time teenagers are often confused by the many changes. Both changes in physical form and changes in emotional form.

Children who leave home to study at the boarding school will face various challenges. . Moving from the old environment, namely the house, to a new environment, namely the Islamic boarding school, certainly requires adjustment (adaptation). In this adaptation process, there are many problems that arise, then for the part of santri who do not have self-defense (defense mechanism) who are good in dealing with problems will determine whether a santri can continue to survive in the pesantren or not. If he is able to deal with stress, he will be able to survive and continue to gain knowledge in pesantren. Vice versa, if he is unable to deal with stability properly, then he will not be able to survive, maybe even he chooses to leave the boarding school without the permission of the board or commonly referred to as escaping. Changes that occur in the boarding school environment can cause stress in the early days of school (Widiastono, 2001).

Circumstances with different rules and conditions than at home can be a source of stress (stressor) so that they can cause stress. Not to mention the stress caused by being forced into boarding schools because of their parents, students thought they were banished. The bad effects of stress are fatigue and result in decreased productivity in learning and personal activities (Rumiani in Naili, 2010). Harlock (1978) explains that interest is a strong source of motivation for learning. Santri also have to face the changes that occur within themselves without parents and the Islamic boarding school environment demanding students to live independently. Every day the students will undergo solid activities starting from waking up to going back to sleep and all of them have been arranged in such a way. This situation requires the santri to adjust well so that there are no problems when living life in the pesantren. So that children who enter the pesantren are not because of their own will or desire (coercion from parents) will experience a process of adaptation two times longer than those who wish themselves.

In the study (Setiawan, Kosasih, & Komariah, 2015) Previous researcher Sutris (2008), who since 1998 has managed Islamic boarding schools. Data shows that almost 75% of students living in Islamic boarding schools are willingness from parents not from students themselves. As a result, it takes a long time (average 4-6 months) for students to adapt themselves to the integrated cottage education concept. In addition, the results of research by Yuniar, Zainul and Tri (2005) at the Assalam Sukoharjo Islamic boarding school showed that 5% -10% of students experience mutations each year.

Based on the data above the researcher needs to conduct research on adaptation patterns, factors that hinder the process of adaptation and the factors that support it.

LITERATION REVIEW

Adaptation

According to Sarafino (2005) Adaptation is the process of adjusting to environmental loads so that organisms can survive. Whereas according to Gerungan (2006) states that adaptation or self-adjustment is changing oneself according to environmental conditions, but also changing the environment in accordance with the circumstances (self-desires).

Adjustment can be defined as your continuous interaction with yourself, with others, and with your world (Calhoun and Acocella in Sobur, 2003: 526). Adjustment is a psychological construction / building that is broad and complex, and involves all individual reactions to demands both from the outside environment and from within the individual itself. In other words, the problem of self-adjustment involves aspects of the individual's personality in his interaction with his inner and outer environment (Desmita, 2009: 191). Adaptation is a process that includes mental and behavioral responses, where individuals try to be able to successfully overcome their inner needs, the tensions, conflicts, and frustrations they experience, so as to realize a level of harmony or harmony between demands within with what is expected by the environment in which he lives (Schneiders in Desmita, 2009: 192).

Adjustment is the process of how individuals achieve a life balance in meeting the needs according to the environment. Adaptation is more of a lifelong process, and humans continually try to find and overcome life's pressures and challenges in order to achieve a healthy person. Adjustment is a process towards a harmonious relationship between internal and external demands. In the process of self-adjustment there can be conflict, pressure and frustration, and individuals are encouraged to examine various possible behaviors to free themselves from tension. The individual is said to be successful in making adjustments if he can meet his needs in ways that can be accepted by the environment without harming or disturbing his environment.

According to Schneiders 1964 (Pritaningrum & Hendriani, 2013) there are five factors that influence the adjustment process in adolescents, including : 1. Physical condition Physical conditions have a strong influence on adolescent adjustment process. Aspects related to physical conditions that can affect adolescent adjustments are: (1)Heredity and physical constitution, Identifying the influence of heredity on self-adjustment, a more physical approach is used because heredity is seen as closer and inseparable from physical mechanisms. The general principle develops that the closer the personal capacity, nature, or tendency is related to physical constitution, the greater will be the effect on conformity. (2)The main system of the body, Included in the main system of the body that has an influence on self-adjustment are the nervous, glandular and muscular systems. The normal and healthy nervous system is an absolute requirement for psychological functions in order to function optimally and which ultimately also affects the individual's adjustment. (3)Physical health, A person's adjustment will be easier to do and be maintained in a healthy physical condition than an unhealthy person. A healthy physical condition can lead to self-acceptance, self-confidence, self-esteem, and the like which will make a very favorable condition for the adjustment process. 2. Personality. (1) Willingness and ability to change (modifiability), Willingness and ability to change are personality characteristics whose influence is very prominent on the adjustment process. As a dynamic and sustainable process, self-adjustment requires a tendency to change in the form of ability, behavior, attitude, and other similar characteristics. The more rigid and there is no willingness and ability to respond to the environment, the more likely it is to experience difficulties in adjusting. That will and ability arise and develop through the learning process. Individuals who are serious about learning to change their adaptive abilities will develop as well. (2) Self regulation, Self-regulation is as important as the process of self-adjustment and maintenance of mental stability, the ability to regulate oneself, and to direct oneself. The ability to self-regulate can prevent personality deviations. Self-regulation ability can direct normal personality to achieve self-control and self-realization. (3) Self realization, Self-regulation implies potential and ability towards self-realization. The process of adjusting and achieving the results gradually is closely related to personality development. Personality development runs normally throughout childhood and adolescence, in which implied latent potential in the form of attitudes, responsibilities, appreciation of values, self-esteem and environment, as well as other characteristics towards the formation of adult personality, from which the elements

underlying self-realization. (4) Intelligence, The ability of self-regulation actually arises depending on other basic qualities which are important in the role of self-adjustment, namely the quality of intelligence. Not a good bit of bad self-adjustment is determined by its intellectual capacity. Intelligence is very important for the acquisition of the development of ideas, principles, and goals to play an important role in the process of adjustment. 3. Learning process. (1) Learn, An important element in adjusting oneself is learning continuously. Because the response and personality traits needed in self-adaptation can absorb the learning process and strong will. (2) Experience, All individuals in the world have experience in their lives, but not all experiences can determine the process of self-adjustment. Experiences that affect individual adjustment are exciting experiences and traumatic experiences. Because this will always be remembered in the memory of his brain. (3) Exercise, Through practicing earnestly you can certainly achieve maximum self-adjustment. Exercise is a learning process that is oriented towards habituation. (4) Self Determination, Apart from being determined by the factors already mentioned. The driving force to achieve complete self-adjustment is the person who determines himself. 4. Environment, The environment in which individuals process can also influence individual adjustments both from the family environment, school environment and community environment. 5 Religion and culture, Religion is related to cultural factors. Religion contributes values, beliefs, practices that give a very deep meaning, goals and stability and balance of individual life. In addition to religion, culture also provides factors that influence the lives of individuals (Ali and Asrori, 2004).

According to Gunarsa ((Pritaningrum & Hendriani, 2013) these forms of self-adjustment can be classified into two groups, namely adaptive, adaptation of terms that are often used for adaptive forms of self-adjustment. This form of self-adjustment is more physical. That is to make changes in the physical process to adjust to the environment. Individuals who want themselves to be members in a new group, in addition to fulfilling their needs, they are also required to adjust or change themselves with the kinds of activities they have. And Adjustive, adjustive is a form of self-adjustment that is related to our psychic life, this self-adjustment is related to behavior towards the environment in which there are rules or norms in the environment. (Sobur, 2003)

Pesantren and santri

Understanding Islamic Boarding Schools is a traditional Islamic educational institution to study, understand, explore, appreciate, and practice Islamic teachings by emphasizing the importance of religious morality as a guide to everyday behavior (Mastuhu, 1994: 55). Whereas According to M Arifin that: "Pesantren are Islamic religious education institutions that arise and are recognized by the surrounding community with a dormitory system (campus) where students receive religious education through the recitation system or madrasa which is fully under the leadership sovereignty of one or several Kyai with its distinctive charismatic and independent in everything (M. Arifin, 1981: 104). Mujamil Qomar stated that Islamic boarding schools are moral development institutions, da'wah institutions and the most popular as Islamic

education institutions that experience the romantic process of life in the face of various internal and external challenges.

the term pesantren is derived from the word santri with the prefix "pe" and the suffix "an" which means the residence of the santri. Whereas Prof. John argues that the term santri comes from the Tamil language which means the teacher is reciting, while C.C. Berg argues that the term santri comes from the term shastri which in Indian language means that people know the holy books of Hinduism or a scholar of Hindu scriptures (Zamakhsyari Dhofir, 2011). The origins of the words "santri" have at least two opinions that can be used as a reference. First, santri comes from the word "santri" from the Sanskrit language which means literacy. Second, the word santri comes from the Javanese "cantrik" which means someone who follows a teacher wherever he goes or stays with the aim of learning from him a science.

Based on the description above, it can be concluded that the pesantren is an Islamic educational institution that is boarding school to explore the science of Islam, and practice it as a guide to daily life by emphasizing the importance of morality in people's lives with a 24-hour teaching and learning system.

Methods

This study uses a qualitative approach research method, namely research that intends to understand the phenomenon of what is experienced by research respondents such as behavior, perception, motivation, actions and others holistically and by way of description in the form of words or language in a specific natural context and by utilizing various scientific methods. (Moelong, 2007: 6)

This research is a case study, which is research used to investigate and understand an event or problem that has occurred by collecting various kinds of information which are then processed to get a solution so that the problems revealed can be solved (Creswell, 2007). The focus of this research is how santri adaptation patterns, factors that inhibit and and factors that support it.

This data collection technique uses basic techniques in qualitative research, namely interviews. The interview was carried out in depth aiming to obtain detailed information and information from the informant. The interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks the question, and the interviewee who provides answers to the question. (Moleong, 2007). In this study, researchers used semi-official and structured interviews, because interview activities in the dormitory between researchers as teachers and informants as students. So before conducting the interview, researchers have prepared questions that will be submitted to the informant. Although the implementation adjusts to the state of the answers submitted by the informant.

This research was carried out at Al Amanah Modern Islamic Boarding School with subjects that had characteristics including junior high school students who were forced to enter the pesantren because of their parents' strong impulses or coercion.

Research Result

Adaptation pattern of santri who are forced to enter pesantren

In this study can be seen from the results of interviews with the subjects of the pattern of adaptation of students who were forced to enter the pesantren because of the wishes of their parents. As stated by the subject as follows:

"I first entered the pesantren I felt uncomfortable and just cried remembering the house, a few weeks I did not go to class to take lessons I just kept quiet I felt dizzy and had a constant fever. Lazy chat with other friends. Because of the diligence of the ustadzah who picked up dormitory when I was not in class and continued to motivate, about 1 meter I often did not attend class, I finally thought of intending and willing to change, I continued to practice to encourage myself against my pain, "

"Trying to find solutions and solve problems by asking for help from seniors or clerics who guide them, for example because here they have to wash and hang their own clothes when the clothes are dried and they must be worn by the school the next day I report to the security department to ask for help finding my clothes . Or sometimes when I can't do homework from my school I usually go to the cleric who is boarded to ask for guidance. "

From this study, we can understand that the pattern of adaptation made by students who are forced to enter the pesantren is a. want (intention) and have the ability to change, b. continuous exercise to fight the source of stress that causes physical pain, and c. change the attitude to adjust the environment.

factors that hinder the adaptation process

To find out the factors that hinder the adaptation process Researchers have conducted interviews with a number of research subjects. Subjects as a representation of santri with the characteristics that have been determined as above. The results of the interviews submitted by the subjects are as follows:

"Well because I don't want to enter the pesantren. There are some friends who mock, sometimes also being cynical about me. Regulations that are far different from home also make it difficult for me to adapt, in the strict regulation board must speak Arabic and English, must wear clothes that are like this and that model and there are many other rules, plus many lessons, besides general lessons like other schools are also added with diniyah lessons "

"A tight schedule starting at 02:30 has been awakened to prepare for the Tahajjud prayer until 10:00 p.m. the bell to enter the room and rest makes me melancholy and does not feel comfortable at school, plus if I remember that parents who are forced and must be here (pesantren) I feel kept away from the family , feeling discarded by my parents, it feels annoyed to want to be angry, cry. "

The factors that hinder the process of adaptation of students who are forced to enter the pesantren are the first is the internal factor, namely the willingness / interest of the santri itself to enter the pesantren. Secondly from external influences is friendship with new friends who are different characters (emotional maturity in interacting with others). The three influences The many regulations that exist in the village make it difficult for students to adapt (attitude towards reality).

Factors that support smooth adaptation

While to find out the factors that support the adaptation process, the researcher has conducted interviews with a number of research subjects. The results of the interviews submitted by the subjects are as follows:

"Confide with friends - friends who are the same or who are both forced to enter their parents' pesantren. When I come home from school I often gather with them to share stories. Because we are not one class. "

"There was a mushrifah which always reminded and advised when I saw that I was cornered by myself, he always said that if the old man lives his life would be successful, he would become a pious child. Because it is guaranteed by Allah that birrul, though, it will definitely enter heaven. When I was angry and crying, I was told to take ablution water for sunnah prayer 2 rokaat so that his heart was calmer "

"So as not to remember mama, who had forced me to enter the pesantren, I chose extracurricular activities that I liked, and wanted to be willing to have to change the attitude to be able to follow the rules in the boarding school so as not to judge the punishment (punishment). Because if you don't know, iqob adds more problems and won't focus on learning "

From the interview results it can be seen that the factors that support the process of adaptation of students who are forced into pesantren are as follows a. motivation of fellow friends, b. Religion (birrul walidain).

DISCUSSION

In the dimensions proposed by WA Gerungan 1996 that there are 5 adaptation dimensions, namely physiological adaptation, psychological adaptation, developmental adaptation, socio-cultural adaptation and spiritual adaptation. Psychological adaptation is a person's ability to deal with stressors based on psychological behavior.

Behavior is divided into two, namely kontriktfi behavior is to help individuals to accept the challenge to resolve conflicts and destructive behavior that is affecting the reality of problem solving abilities. Psychological adaptation behavior is also called a coping mechanism. This mechanism can be task-oriented, which includes the use of direct problem-solving techniques to deal with threats or can also be an ego defense mechanism, the purpose of which is to regulate emotional distress and thus provide

individual protection against anxiety and stress. Ego defense mechanism is an indirect method of coping with stress. a) Task oriented behavior Task-oriented behavior includes the use of cognitive abilities to reduce stress, solve problems, resolve conflicts and meet needs (Stuart & Sundeen, 2005), b. Ego Dependent Mechanism Unconscious behavior that provides psychological protection against tense events (Sigmund Fried). This mechanism is often activated by short-term stressors and usually does not cause psychiatric disorders.

From the above opinion it can be understood that the pattern of adaptation The adaptation pattern used is psychological adaptation where the reactions that students can do are talking to other people, seeking information about the situation experienced, doing exercises that can reduce stress, and can make alternative problem solving.

Factors that hinder the adaptation process and that support the smooth adaptation

The factors that hinder the process of adaptation of santri who are forced to enter the pesantren are the first is the internal factor, namely the willingness / interest of the santri itself to change what initially did not feel at home in the school. Secondly from external influences is friendship with new friends who are different characters (emotional maturity in interacting with others). The three influences The many regulations that exist in the pesantren make it difficult for students to adapt (attitudes toward reality) and it can be seen that the factors that support the process of adaptation of santri are forced to enter pesantren as follows: a. motivation of fellow friends, b. Religion (birrul walidain).

The results of the study are in line with his teaching Fromm and Gilmore about the four aspects of personality in self-adjustment, namely a. emotional maturity or the stability of the life atmosphere of togetherness with others this is implemented from the statement of the subjects who meet and face the many friends who have different character backgrounds. b. intellectual ability or ability to take decisions, how students are faced with the many rules that are very much different from the conditions at home, here students must learn to make decisions so as not to reach kenak ta'zir c. social maturity or being tolerant and, d. responsibility for productive attitudes and in developing oneself.

Whereas according to Schneiders (1984) there are 3 elements in the adaptation process, namely a. Motivation, mootivation factors are the key to understanding the process of self-adjustment. This is implied that motivation is a factor supporting the smooth adaptation, which is motivating each other to share in the same boarding school because of the coercion of their parents. b. attitude towards reality, various aspects of self-adjustment are determined by the attitudes and ways of individuals reacting to humans around them in accordance with the subject's statement that the number of rules and the density of schedules that exist in the pesantren requires students to be able to behave or accept reality (existing feelings), c. archetypal adjustment process.

In the explanation above it has been explained that according to Schneiders (1984) there are 5 factors in influencing the process of adaptation (self-adjustment), one of which is Religion and culture, Religion contributes values, beliefs, practices that

give deep meaning, purpose and life balance individual, In addition to religion, culture also provides a factor that affects the lives of individuals (Ali and Asrori, 2004) in accordance with the answers given by subjects that belief in religion taught will lead to a successful life in the future, belief in obedience to parents, confidence in their closeness to the khaliq will bring peace in his life.

Conclusions And Implications

Based on the results and discussion of the above research, researchers can conclude that: first, The adaptation pattern used is psychological adaptation that is a process of psychological adjustment due to stressors, by providing a self-defense mechanism in the hope of protecting and surviving an unpleasant attack. Indicators There are two ways to be able to defend yourself from various stressors, namely: Ask Oriented Reaction (task-oriented reaction) This reaction is a coping that is used to overcome problems oriented to the process of solving problems, including affective, cognitive, and psychomotor. reactions that students can do are talking to other people, looking for information about the situation experienced, doing exercises that can reduce stress, and can make alternative problem solving. Second, Factors that prevent Santri from adapting are because they assume that they are discarded by their parents, kept away from the family so that this perception makes it difficult for students to open mind and accept reality. Plus the situation in the boarding school with strict regulations and a tight schedule starting from waking up until late at night and different conditions at home can be a source of stressors that can cause stress. Not to mention added to the lessons that are twice as much as students who just go to school. In the pesantren the students are required to be able to master both religious and general learning. . Sources of stress that are not handled properly will have a negative impact on students, namely fatigue and result in decreased productivity in learning and personal activities. Stress that is not handled properly will also cause disease. Thid, While the factors that support the smoothness of adaptation are that over time, students will get to know each other's friends, some of them have the same lot, they are boarding schools with the coercion of parents, so they feel the same and seek solutions to their problems together and motivate each other. In the pesantren is also provided by a mentor or commonly referred to as cleric and cleric who will guide and help solve problems other than that in the village is presented with a choice of various interesting extracurricular activities, such as drum band, scout, PMR, Sholawat banjari, nasyid and others that aim to divert attention from pressure and coercion from parents.

Based on the conclusions of the above research, the advice of researchers for parents is that good communication between children and parents is expected, this is to avoid so that children do not feel forced into boarding schools, parents give understanding that everything is done for the good of their future. While for boarding schools continue to approach, giving motivation and patience to students who have a background of compulsion to enter boarding schools

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