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Exploring Loneliness and Homesickness among Students at Dayah in Aceh Besar

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Exploring Loneliness and Homesickness among Students at Dayah in Aceh Besar

Abstract: Students (*santri*) attending *Dayah* and separated from their families frequently experience negative emotions, including difficulty adapting to a new environment and a longing for the atmosphere of home, a condition referred to as homesickness. One of the factors that influences homesickness is loneliness. This study aims to examine the relationship between loneliness and homesickness among *santri* at *dayah*. This study employed a quantitative approach using a correlational method. The instruments used in this study were the loneliness scale and the homesickness scale. The sampling technique employed total sampling, encompassing all 90 *santri* at the *dayah*, aged 13 to 19 years, enrolled in grades 7 through 12. This study employed quantitative analysis using Pearson's product moment correlation test. The results indicated a highly significant positive relationship between loneliness and homesickness among *santri* at the *dayah*, with a correlation coefficient (r) of 0.644 and a significance value of 0.000 ($p < 0.05$). This implies that higher levels of loneliness are associated with higher levels of homesickness, and vice versa.

Keywords: *loneliness, homesickness, students (santri)*

Gambaran Kesepian dan Kerinduan terhadap Rumah pada Santri Dayah di Aceh Besar

Abstrak: Santri yang sedang menempuh sekolah di Dayah dan terpisah dari keluarga sering merasakan emosi negatif yaitu sulit beradaptasi dengan lingkungan baru dan memiliki kerinduan pada suasana rumah yang disebut dengan homesickness. Salah satu faktor yang mempengaruhi homesickness yaitu kesepian. Penelitian ini bertujuan untuk melihat hubungan kesepian dengan homesickness pada Santri di Dayah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasi. Instrumen yang digunakan dalam penelitian ini yaitu skala kesepian dan skala homesickness. Teknik pengambilan sampel dalam penelitian ini menggunakan total sampling yaitu seluruh santri di Dayah sebanyak 90 orang berusia 13 sampai 19 tahun dengan jenjang pendidikan kelas VII-XII. Penelitian ini menggunakan analisis kuantitatif dengan uji korelasi product moment dari Pearson. Hasil analisis menunjukkan bahwa terdapat hubungan positif yang sangat signifikan antara kesepian dengan homesickness pada Santri di Dayah dengan nilai koefisien korelasi (r) sebesar 0,644 dengan nilai signifikansi 0,000 ($p < 0,05$). Artinya, semakin tinggi kesepian maka semakin tinggi pula homesickness dan sebaliknya.

Kata kunci: kesepian, homesickness, santri dayah

Introduction

Santri is a term used to refer to students who study at *dayah* or *pesantren* (Shiddiq, 2015). *Dayah* itself is an educational institution that equips *santri* with knowledge of Islamic religion and daily life. In general, educational institutions such as *dayah*, commonly referred to as *pesantren*, constitute a system of education in which each student resides in a dormitory as an integral component of the academic process (Hamdan, 2017). Safrilsyah, Ulfa, Karjuniwati, and Barmawi (2022) revealed that *pesantren*, in implementing their educational system, differ from conventional formal schools. Education conducted by *pesantren* requires students, commonly known as *santri*, to reside within the *pesantren* environment.

The goal of *pesantren* education is to enhance morality, spirit, respect for humanitarian values, and to teach students to live simply with a pure heart (Safrilsyah et al., 2022). The obligation to reside in a dormitory is one of the fundamental characteristics of *dayah* education. As stipulated in the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 30 of 2020, the obligation to reside in a dormitory is intended to further intensify the educational process, encompassing the practice of worship, religious understanding, foreign language proficiency, internalization of religious values and noble character, as well as skill development (Kementerian Agama Republik Indonesia, 2020). The obligation to reside in a dormitory indirectly results in the separation of *santri* from their familiar environments, including their home, habitual patterns, routines, family, and social circles that form part of their lives (Stroebe et al., 2015). The majority of new students are required to adapt to the *pesantren* environment (Safrilsyah et al., 2022).

Thurber and Walton (2007) revealed that students living in dormitories are highly likely to experience homesickness, with a prevalence ranging from 16% to 91%. Research conducted by Yasmin and Daulay (2017) indicated that the majority of students residing in dormitory environments experience homesickness. Fisher stated that 50% to 75% of people in the general population have experienced homesickness at some point in their lives, and between 10% and 15% of these cases involve a sense of longing. Although the extent to which the level of longing contributes is unknown, homesickness has a significant influence on a person's emotions (Fisher et al., 1985). Watt and Badger (in Sabila, 2022) explained that the causes of homesickness are leaving loved ones and familiar environments that are capable of providing affection to an individual.

Homesickness is defined as a "mini grief," or a negative emotion caused by separation from attachment to home, characterized by difficulty adapting to a new environment and a longing for home activities and atmosphere (Stroebe et al., 2015). Preliminary observations and informal interviews with administrators and several students indicate that some students experience feelings of loneliness, particularly during the initial adaptation period at the *pesantren*. This condition is influenced by separation from family, limited access to communication with parents, and the demands of adjusting to the relatively strict rules and routines of the *pesantren*.

Additionally, symptoms of homesickness were observed, characterized by an excessive longing for home, a decline in academic motivation, and a tendency to withdraw from social interactions among some students. This phenomenon tends to emerge among early adolescent students in a developmental transition phase, where the need for emotional closeness with family remains quite high (Stroebe et al., 2015). In some cases, these conditions also impact academic concentration and participation in religious and social activities at the boarding school.

Furthermore, the collective living context at the boarding school—which demands high discipline and involves limited private space—has the potential to intensify experiences of subjective loneliness, even though students are physically situated within a bustling social environment. This

aligns with findings that loneliness is not solely determined by the quantity of social interactions, but rather by the quality of interpersonal relationships as perceived by the individual (Perlman & Peplau, 1981). Research conducted by Aurora (2019) found that loneliness can be one of the factors contributing to homesickness in *santri* (Yunawan, 2019). Sermat (in Peplau and Perlman, 1981) argued that loneliness is the result of an individual's interpretation and evaluation of social relationships deemed unsatisfactory. A person will feel lonely when the intensity of the social relationships they expect does not correspond to or falls short of reality.

Theoretically, loneliness is defined as a subjective experience arising from the gap between expected and perceived social relationships (Perlman & Peplau, 1981). This underscores that loneliness is not determined by the quantity of social interactions, but by the quality and meaning of those relationships for the individual. In the context of Islamic boarding schools, which are structurally rich in social interaction, students still have the potential to experience loneliness because their emotional needs are not optimally met. Thus, compared to more objective forms of social support (such as the availability of social networks), loneliness is better able to capture an individual's internal psychological experience (Hawkley & Cacioppo, 2010).

Empirically, loneliness has been shown to have a strong and consistent association with various indicators of mental health, such as depression, anxiety, and stress (Cacioppo, Hawkley, & Thisted, 2010; Heinrich & Gullone, 2006). Furthermore, several studies indicate that loneliness acts as a mediator between social support and psychological well-being. This means that social support does not always have a direct impact on mental health but rather depends on the extent to which an individual feels connected or, conversely, feels lonely (Cohen & Wills, 1985). In other words, low social support does not necessarily have a negative impact if it is not accompanied by loneliness, but when loneliness arises, the risk of psychological disorders increases significantly.

Meanwhile, compared to adjustment, loneliness has a more specific focus on the emotional-relational dimension. Adjustment is a multidimensional construct that encompasses academic, social, and emotional aspects (Baker & Siryk, 1984), so its impact on psychological well-being tends to be more indirect. In many psychological models, difficulties with adjustment are closely linked to the emergence of loneliness; thus, loneliness can be positioned as an earlier antecedent factor in explaining an individual's psychological dynamics. Lonely individuals, according to Baron and Byrne (in Nafira Aswar & Prastuti, 2022), tend to feel sad and dissatisfied with themselves. Furthermore, such individuals tend to be either overly open or overly closed toward others, and experience hopelessness. Loneliness is a state of disconnection from others and a lack of desire for close interpersonal relationships.

Developed theories of loneliness explain that perceived social isolation is equivalent to feeling insecure, and this triggers vigilance toward the surrounding environment. This vigilance causes cognitive bias in individuals who feel lonely, leading them to perceive the social world as a more threatening place and to anticipate more negative social interactions. This tends to elicit behaviors from others that confirm their negative expectations, thereby reinforcing the cycle of loneliness and potentially impairing a person's ability to self-regulate, which is crucial for achieving personal goals or fulfilling social norms; this effect occurs automatically and appears to operate beyond conscious awareness (Haraux, 1984).

With reference to several other studies on homesickness, no research has been found that focuses exclusively on loneliness as a factor influencing the occurrence of homesickness, furthermore, the study conducted by Aurora (2019) employed a qualitative method. Therefore, the researchers sought to conduct a study with a different sample size, method, and timeframe to

determine the relationship between loneliness and homesickness among *santri* at Dayah Sinar Desa Insan Qurani.

Methods

This study used a quantitative approach. Quantitative research is grounded in positivist philosophy, used to investigate a specific population or sample, with data collection conducted using research instruments, and data analysis of a quantitative or statistical nature, with the aim of testing predetermined hypotheses (Sugiyono, 2017). The research method used in this study was the correlational research method. The correlational research method is used to examine the relationship between independent and dependent variables, including the nature and direction of such relationships (Periantalo, 2016). In this study, the researchers aimed to examine the relationship between loneliness and homesickness among *santri* at Dayah Sinar Desa Insan Qurani. The research population is defined as the group of subjects to whom the research findings are to be generalized. Sugiyono (2017) described population as a generalization domain consisting of objects or subjects possessing certain qualities and characteristics determined by the researcher for study, from which conclusions are subsequently drawn.

Based on data from the academic division of Dayah Sinar Desa Insan Qurani in 2024, the total number of *santri* at the dayah was 90, meaning that the population in this study comprised 90 individuals. The sampling technique employed in this study was non-probability sampling through total sampling, encompassing all 90 *santri* of Dayah Sinar Desa Insan Qurani. The measurement of homesickness in this study was conducted by developing items based on the aspects of homesickness proposed by Thurber and Walton (2007), who identified four symptoms of homesickness, namely emotional, physical, social, and cognitive aspects. The loneliness scale, meanwhile, referred to the aspects of loneliness proposed by Peplau and Perlman (1982), namely affective, motivational, cognitive, and behavioral aspects.

Validity testing was conducted on the homesickness scale and the loneliness scale; this constitutes content validity. Content validity is a type of validity that is estimated and quantified by evaluating the scale's content through expert judgment, with the aim of determining whether each item reflects the behavioral characteristics intended to be measured (Azwar, 2016). The results of the Content Validity Ratio calculation for the Loneliness Scale, which the researcher used with the expert judgment of 3 people, showed that 34 items had a coefficient of 1.

The reliability test results for the loneliness scale yielded a value of $\alpha = 0.821$, indicating that the scale has high reliability. The researcher then removed items with low discriminant validity and conducted a second-stage analysis, resulting in a value of $\alpha = 0.913$, indicating that the scale has high reliability. The reliability test results for the loneliness scale yielded a value of $\alpha = 0.785$, indicating that the scale has high reliability. The researcher then removed items with low discriminant validity and conducted a second-stage analysis, resulting in a value of $\alpha = 0.844$, indicating that the scale has high reliability. The data analysis technique employed in this study used Pearson's product moment correlation analysis through the stages of editing, coding, calculation, and tabulation. Data processing was performed using SPSS 20.0.

Result

The research findings among 90 *santri* at the *dayah* indicated that 79 participants (87.78%) were male and 11 (12.22%) were female, demonstrating that the majority of *santri* at the *dayah* were male. In terms of age distribution, 8 participants (8.89%) were 13 years old, 18 (20%) were 14 years

old, 25 (27.78%) were 15 years old, 18 (20%) were 16 years old, 14 (15.56%) were 17 years old, 6 (6.67%) were 18 years old, and 1 (1.11%) was 19 years old. In terms of age, the average santri fell within the category of late adolescence to early adulthood. The data analysis results encompassed data categorization, prerequisite tests consisting of normality and linearity tests, and hypothesis testing.

Categorization Data

The categorization results for loneliness among santri at Dayah Sinar Desa Insan Qurani, Aceh Besar indicated that *santri* with low levels of loneliness numbered 11 (12.2%), those with moderate levels numbered 68 (75.6%), and those with high levels numbered 11 (12.2%).

Table 1.

Loneliness Data Categorization

Category	Interval	Frequency	Percentage (%)
Low	$X < 30,41$	17	18,9%
Moderate	$30,41 \leq X < 37,61$	53	58,9%
High	$37,61 \geq X$	20	22,2%
Total		90	100%

Subsequently, the categorization results for homesickness among santri at Dayah Sinar Desa Insan Qurani, Aceh Besar indicated that *santri* with low homesickness levels numbered 17 (18.9%), those with moderate levels numbered 53 (58.9%), and those with high levels numbered 20 (22.2%).

Table 2.

Homesickness Data Categorization

Category	Interval	Frequency	Percentage (%)
Low	$X < 30,41$	17	18,9%
Moderate	$30,41 \leq X < 37,61$	53	58,9%
High	$37,61 \geq X$	20	22,2%
Total		90	100%

Assumption/Prerequisite Tests

1. Normality Test

The normality test results for the loneliness variable yielded a K-S Z coefficient value of 1.264 with $P = 0.082$, while the homesickness variable yielded a K-S Z coefficient value of 1.091 with $P = 0.185$. The normality test data for both the loneliness and homesickness variables had p values > 0.05 , indicating that both variables were normally distributed. Consequently, the results of this study can be generalized to the research population.

Table 3.

Normality Test

Research Variable	K-S Z Coefficient	P
Loneliness	1,264	0,082
Homesickness	1,091	0,185

2. Linearity Test

Furthermore, the F Linearity value for both variables was obtained, with $F = 65.009$ and a significance value (p) of 0.000 ; two variables are considered linear and significant when the significance value $p > 0.05$ or p is greater than 0.05 . It can therefore be concluded that there is a linear or significant relationship between the loneliness variable and the homesickness variable.

Table 4.

Linearity Test of Loneliness and Homesickness

Research Variable	Linearity	P
Loneliness		
Homesickness	65,009	0,000

3. Hypothesis Testing

After the prerequisite tests were met, the next step was to conduct a hypothesis test using Pearson's product-moment correlation analysis. The results of this hypothesis test indicate that there is a relationship between loneliness and homesickness among students at Dayah Sinar Desa Insan Qurani in Aceh Besar. Based on the results of the hypothesis test above, it can be concluded that the hypothesis in this study is accepted. The results of the analysis can be seen in Table 5 below:

Table 5.

Hypothesis Test of Research Data

Research Variable	Pearson Correlation	P
Loneliness		
Homesickness	0,644	0,000

Based on the table above, the hypothesis test results indicated a correlation coefficient value (r) = 0.644 and a significance value of 0.000 . These analysis results indicated that the significance value $p < 0.05$, meaning that there is a relationship between loneliness and homesickness among *santri* at Dayah Sinar Desa Insan Qurani, Aceh Besar. Based on the results of the hypothesis test above, it can be concluded that the hypothesis in this study is accepted.

Discussion

This study aimed to examine the relationship between loneliness and homesickness among *santri* at Dayah Sinar Desa Insan Qurani, Aceh Besar. Following the application of Pearson's product moment correlation test, a correlation coefficient value (r) of 0.644 and a significance value of $p = 0.000$ were obtained. The analysis results of this study indicated that the significance value $p < 0.05$, meaning that there is a relationship between loneliness and homesickness among *santri* at Dayah Sinar Desa Insan Qurani, Aceh Besar. Based on the results of the hypothesis test above, it can be concluded that the hypothesis in this study is accepted. This finding reinforces the theoretical framework stating that homesickness is not only triggered by physical separation from home, but also by dissatisfaction in social relationships within a new environment (Stroebe et al., 2015; Perlman & Peplau, 1981).

From the research conducted on 90 *santri* at Dayah Sinar Desa Insan Qurani, Aceh Besar, several important conclusions can be drawn. First, through demographic data analysis, it was apparent that the majority of *santri* were male, numbering 79 or approximately 87.78% of the total sample. Female *santri* numbered only 11, or approximately 12.22%. When reviewed by age range,

the majority of *santri* were of adolescent age, with the most common age being 15 years, followed by 14 years, with 25 and 18 individuals, respectively. In terms of grade level, the majority of *santri* were from Grade IX, numbering 23 or 25.56%, with an even distribution across Grades VII to XII. Meanwhile, in terms of regional origin, the majority of *santri* were from Aceh Besar, numbering 31 or 34.44%. The data above indicated that *santri* who experienced homesickness were not only new students, as long-standing *santri* could also experience homesickness. Additionally, proximity of origin to the *dayah* did not guarantee that a *santri* would not experience homesickness.

Second, the categorization analysis of the loneliness scale indicated that the majority of *santri* experienced moderate levels of loneliness, comprising 68 individuals or approximately 75.6% of the total sample. Low and high levels of loneliness were each represented by 11 individuals, or approximately 12.2% of the total sample. These results are consistent with the research conducted by Febriani (2021), in which the sample comprised adolescents aged 14 to 21 years in West Sumatra. The results of that study indicated that loneliness levels among adolescents in West Sumatra were in the moderate category, with no significant difference in loneliness levels between male and female adolescents. Research conducted by Victor and Yang (2012) explained that loneliness levels peak during adolescence and decrease in old age. Furthermore, research conducted by Barreto, Victor, and Qualter (2021) stated that the highest levels of loneliness occur during adolescence compared to other age groups. Based on the above discussion, adolescence is an age that is particularly vulnerable to loneliness.

According to Weiss (Tilburg et al., 2021), there are two basic types of loneliness, social loneliness and emotional loneliness. Social loneliness stems from the absence of a broader network of contacts or an engaging social network, whereas emotional loneliness stems from the absence of an intimate figure or close emotional attachment. This type of emotional loneliness will manifest itself as longing.

For a *santri* who ordinarily lives with family and relatives, dormitory life is undoubtedly a challenging experience. The life of a *santri* when living with family will differ significantly from life at the *dayah*. It is not uncommon for *santri* to perceive the new environment as something foreign, where various habits, atmospheres, the roles of attachment figures, and social circles disappear, causing them to feel lonely (Novita, 2023). When *santri* feel lonely and the absence of close figures generates negative emotions toward their new environment, they long for the activities and atmosphere of home, a condition referred to as homesickness (Stroebe et al, 2002).

Research by Thurber and Walton (in Anike et al, 2019) conducted on university students found that high levels of loneliness were associated with higher levels of homesickness. Students who feel lonely tend to find it difficult to adapt to a new environment, just as *santri* adjusting to new dormitory life do, and they long for their place of origin and the emotional connections they once had. Daryasari et al. (2019) found that there is a significant relationship between homesickness and loneliness among non-local students residing in dormitories at Sistan and Baluchestan University, and that homesickness was a significant predictor of loneliness.

The categorization analysis results of the homesickness scale revealed that the majority of *santri* experienced moderate levels of homesickness, with 53 individuals or approximately 58.9% of the total sample. Low and high levels of homesickness were represented by 17 and 20 individuals, or approximately 18.9% and 22.2% of the total sample, respectively. These results are consistent with previous research conducted by Yasmin and Daulay (2017), which found that the majority of students' homesickness levels were in the moderate category, numbering 184 individuals (81.41%).

Fundamentally, low-level homesickness is a normal occurrence in which affected individuals will develop coping skills by exhibiting certain positive behaviors, such as establishing contact with people who can provide comfort (Hendrickson, Rosen & Aune, 2010). Meanwhile, Asnes, Feldman, Gersony, Morrison, and Weiss (1974) explained that adolescents experiencing moderate to severe homesickness typically display several negative behaviors, such as crying and withdrawal. This explanation is consistent with the conditions the researchers encountered when conducting personal interviews with one of the santri at Dayah Sinar Desa Insan Qurani.

Third, the assumption test results indicated that the data from both variables, namely loneliness and homesickness, were normally distributed, with significance values ($p > 0.05$). The linearity test also confirmed the existence of a significant linear relationship between the two variables, with significance values ($p > 0.05$). Fourth, through hypothesis testing using Pearson's product moment analysis, it was found that there is a significant relationship between the level of loneliness and the level of homesickness among santri at Dayah Sinar Desa Insan Qurani, Aceh Besar, with a correlation coefficient of 0.644 and a significance value of 0.000. However, the loneliness variable was only able to explain a small proportion of the variation in homesickness levels, approximately 41.5%. Several other factors that cause homesickness, according to Kegel (2009), include being far from family, leaving friends, problems with adjustment, and thoughts focused on home.

Psychologically, the relationship between loneliness and homesickness can be explained through the attachment mechanism. *Santri* who previously had strong emotional bonds with their families will experience distress when such attachment figures are no longer directly available. In this condition, loneliness functions as an indicator of the absence of meaningful emotional relational fulfillment, which subsequently triggers longing for home as a symbol of psychological safety and comfort (Fisher et al, 1985). In other words, homesickness is not merely a longing for a place, but rather a representation of unmet affective needs.

Furthermore, the findings of this study can also be analyzed from a cognitive-social perspective. Individuals experiencing loneliness tend to harbor negative cognitive biases toward their social environment (Barreto et al., 2021). They may perceive the *dayah* environment as less welcoming or unsupportive, even when this is objectively not the case. This bias impairs the adaptation process, causing *santri* to become less active in building new social relationships. As a result, the cycle of loneliness intensifies and exacerbates homesickness. This finding is consistent with the loneliness cycle theory whereby negative perceptions of social interaction further reinforce the perceived social isolation.

From a developmental perspective, the majority of respondents were in the adolescent phase, which psychologically constitutes a transitional period characterized by emotional turbulence and identity search (Victor & Yang, 2012). During this phase, the need for social acceptance and emotional closeness increases significantly. When these needs are not met in a new environment such as the *dayah*, individuals become more vulnerable to experiencing loneliness that leads to homesickness. This indicates that the age factor constitutes an important context in understanding the psychological dynamics of *santri*.

In the context of *pesantren* or *dayah* life, these findings carry a more complex significance. Dayah is not merely an educational institution, but also a social and spiritual environment that demands comprehensive adaptation, both academically, socially, and religiously. The drastic changes in lifestyle, ranging from disciplinary rules and limited interaction with family to demands for independence, can constitute distinct psychological stressors for both new and long-standing

santri. When *santri* lack adequate social support within the *dayah* environment, loneliness intensifies and the likelihood of homesickness increases.

Notably, the findings of this study indicated that homesickness is not only experienced by new *santri*, but also by those who have resided at the *dayah* for a long time. This indicates that the adaptation process is not a linear process completed within a fixed time frame, but rather dynamic and influenced by various situational factors, such as interpersonal conflict, academic pressure, or changes in an individual's emotional state. Accordingly, the assumption that long-standing *santri* have fully adapted warrants re-examination. Research findings indicate that students who have lived at Dayah Sinar Desa Insan Qurani for a long time still experience homesickness. This suggests that the adaptation process does not always proceed in a linear and complete manner simply with the passage of time. Conceptually, homesickness is a complex emotional response to separation from environments with high attachment significance, such as family and home, and can therefore resurface under certain conditions even after an individual has passed the initial adjustment phase (Stroebe et al., 2015).

One factor that may explain this phenomenon is the failure to optimally meet the needs for affection and emotional attachment (attachment needs) within the *dayah* environment. According to attachment theory, individuals continue to need a secure attachment figure who provides a sense of safety and emotional support, even when they have been in a new environment for a relatively long time (Bowlby, 1988). When these needs are not fully met, feelings of homesickness may persist or resurface as a form of longing for a significant figure.

Furthermore, the adaptation experienced by students is likely to be more of a behavioral adjustment than an emotional adjustment. Students may have been able to externally follow the rules, routines, and demands of life at the Islamic boarding school, but internally they still experience emotional distress. This condition aligns with the concepts of loneliness and psychological adjustment, which emphasize that being in a social environment does not always guarantee the fulfillment of meaningful interpersonal relationships (Perlman & Peplau, 1981).

Another contributing factor is the developmental characteristics of adolescence, during which the need for closeness to family remains quite dominant. At this stage, individuals are in the process of seeking identity and emotional stability; thus, prolonged separation from the family environment can trigger the resurgence of homesickness, particularly when faced with academic or social pressures (Santrock, 2011).

Viewed from the perspective of Islamic psychology, the phenomena of loneliness and homesickness can also be understood as part of the dynamics of the heart (*qalb*) that requires tranquility (*sakinah*). When an individual is distant from their sources of emotional comfort, anxiety arises, which in Islam can be channeled through strengthening the spiritual relationship with God (*habluminallah*). Religious activities that form part of *dayah* life actually have the potential to function as a protective factor in reducing loneliness and homesickness, provided they are internalized meaningfully by the *santri*. Therefore, the integration of psychological and spiritual approaches becomes essential in understanding and addressing this phenomenon.

In addition, the coefficient of determination ($r^2 \approx 41.5\%$) indicated that loneliness makes a considerable contribution to homesickness, however, approximately 58.5% remains attributable to other influencing variables. Such factors may include social support, attachment to parents, personality traits (e.g., neuroticism), coping ability, and the quality of the social environment at the *dayah* (Kegel, 2009; Hendrickson et al., 2011). This opens opportunities for further research to develop a more comprehensive model in explaining homesickness among *santri*.

Attachment to family plays a significant role in the onset of homesickness. Individuals with strong emotional bonds to their parents tend to be more prone to experiencing homesickness when separated for extended periods. Bowlby (1988) asserts that separation from attachment figures can trigger persistent emotional distress if the need for security and closeness is not adequately met in the new environment. Additionally, social support within the boarding school environment is a key determinant. Students who lack warm and supportive interpersonal relationships with peers or teachers are at risk of facing difficulties in the emotional adjustment process. Research indicates that the quality of social support acts as a protective factor against homesickness, while a lack of social support actually intensifies feelings of isolation (Stroebe et al., 2015).

The next factor is an individual's emotional regulation and coping abilities. Students with less adaptive coping skills, such as avoidance or bottling up emotions, tend to experience more persistent homesickness. Conversely, the use of problem-solving and acceptance-focused coping can help individuals adapt better to a new environment (Compas et al., 2001). In the context of a *dayah*, the strict and structured nature of the environment can also serve as a potential trigger. A packed schedule, strict rules, and limited private space can increase psychological stress, especially for students who have not yet fully adapted. Such a collective environment can reinforce feelings of loss of autonomy and personal closeness, which ultimately contribute to the onset of homesickness.

Additionally, the adolescent developmental phase plays a role. During this period, individuals are in the process of seeking identity and emotional stability, making them more vulnerable to stress resulting from environmental changes and separation from family (Santrick, 2011). These changes can intensify emotional responses such as longing for home, particularly when individuals face academic or social challenges.

Finally, the frequency and quality of communication with family are also significant factors. Limited communication can prolong feelings of loss and longing, whereas maintained communication can serve as a source of emotional support that helps reduce homesickness. Practically, the results of this study affirm the importance of social and emotional-based interventions within the *dayah* environment. Efforts to reduce loneliness, such as building a peer support system, improving the quality of interaction among *santri*, and providing counseling services, can constitute effective strategies in reducing homesickness levels. This approach is crucial given that unaddressed homesickness can result in diminished psychological well-being, adaptation difficulties, and the desire to leave the *dayah*.

This study has several limitations, including the fact that the sample size was limited to only 90 individuals, with only 11 female participants. Furthermore, the dependent variable in this study, namely homesickness, is a feeling or emotion that may occur only momentarily, such that respondents may not have been experiencing homesickness at the time of completing the questionnaire.

Conclusion

Based on the results of the discussion, it can be concluded that Pearson's product moment correlation test yielded a correlation coefficient value (r) of 0.644 and a significance value of 0.000. The analysis results of this study indicated that the significance value $p < 0.05$, meaning that there is a highly significant positive relationship between loneliness and homesickness among *santri* at Dayah Sinar Desa Insan Qurani, Aceh Besar. Based on the results of the hypothesis test above, it can be concluded that the hypothesis in this study is accepted.

Suggestion

Based on the results of this study, several recommendations can be offered to the various parties involved:

1. *Santri*

Santri may seek social activities and participate in activities within the *dayah* environment in order to reduce feelings of loneliness and homesickness. Furthermore, developing emotional management skills is important for *santri* in learning to manage their emotions in healthy and constructive ways, such as through exercise, arts, or counseling.

2. *Dayah*

Dayah may consider developing mental well-being programs that provide psychological and emotional support to *santri*, such as counseling, support groups, or emotional skills training. The *dayah* may also organize more social and recreational activities to facilitate social interaction and strengthen bonds among *santri*, so that they do not experience loneliness that may subsequently lead to homesickness.

3. Future Researchers

Future research may be conducted to gain a deeper understanding of the factors that may influence levels of loneliness and homesickness among *santri*, including environmental, social, and individual factors. Future research may also evaluate the effectiveness of intervention programs aimed at reducing levels of loneliness and homesickness in *dayah* settings, as well as identify the best approaches in providing psychological support to *santri*. Future research should employ longitudinal methods or include mediator/moderator variables to enhance the research model.

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