

Revisiting Teacher Support and Psychological Well-Being among Santri in Pesantren: An Explanatory Analysis

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Abstract

Santri psychological well-being is an important aspect of *pesantren* (Islamic boarding school) education, as it supports students' adaptation, emotional stability, and engagement in daily activities. Teacher support is often considered a key factor in shaping positive psychological outcomes in educational settings. However, empirical evidence within the *pesantren* context remains limited. This study examines whether teacher support has a measurable effect on *santri* psychological well-being at Alif Laam Miim Islamic Boarding School, Surabaya. This study employed a quantitative approach using an explanatory survey design involving 118 *santri* selected through a census sampling technique. Data were collected using Likert-scale questionnaires measuring teacher support and psychological well-being. The instruments demonstrated acceptable internal consistency. Data analysis was conducted using simple linear regression following classical assumption testing. The results indicate that teacher support has a positive but statistically non-significant relationship with psychological well-being ($p = 0.535 > 0.05$). The coefficient of determination ($R^2 = 0.003$) and the negative adjusted R^2 value suggest that teacher support provides minimal explanatory value within the model. These findings indicate that teacher support does not have a measurable effect on *santri* psychological well-being in this context. The study highlights the importance of considering psychological well-being in *pesantren* as a multidimensional construct shaped by a combination of internal and external factors, including personal resilience, peer relationships, and institutional context.

Keywords: *Teacher Support; Psychological Well-Being; Pesantren; Santri*

A. Introduction

In Indonesia, *pesantren* (Islamic boarding schools) represent one of the most influential institutions in Islamic education, shaping not only religious understanding but also students' character formation and everyday conduct. As stated in Law No. 18 of 2019 on *Pesantren*, these institutions develop their own educational systems rooted in classical Islamic scholarship and the *muallimin* model, which integrates religious instruction with daily life practices (Lembaga Negara Republik Indonesia, 2019). Within this system, education is embedded in a residential environment where students live, learn, and interact under a

structured set of values and norms. Such conditions position *pesantren* as both educational and socio-cultural spaces that regulate students' cognitive, moral, and emotional development (Chotimah et al., 2023; Sofanudin et al., 2021).

Despite this structured environment, life in *pesantren* presents a range of adjustment demands that may affect students' psychological conditions. *Santri* (students in Islamic boarding schools) are required to adapt to new social arrangements, follow strict routines, and manage academic as well as religious expectations within a communal setting. Empirical studies have shown that these conditions may lead to homesickness, emotional strain, and difficulties in interpersonal adjustment, particularly among new students (Hafidhuddin et al., 2023; Nuryani, 2020). When such challenges are not effectively managed, they may disrupt students' psychological well-being and limit their capacity to engage fully in both academic and social activities.

Psychological well-being refers to an individual's capacity to function positively across multiple dimensions, including self-acceptance, autonomy, environmental mastery, purpose in life, personal growth, and the ability to build meaningful relationships (Ryff, 2018). Within the *pesantren* context, these dimensions are shaped through continuous interaction between personal adaptation and the structured social environment of the boarding school. Students who demonstrate higher levels of psychological well-being tend to show stronger emotional stability, clearer life orientation, and greater resilience in facing academic and social demands (Danyalin & Tantiani, 2022; Tanjung et al., 2025).

Psychological well-being is closely related to the quality of social interactions within the educational environment. In *pesantren*, where daily life is organized collectively, the presence of supportive relationships becomes particularly important. Social support has been widely recognized as a factor that contributes to students' emotional stability and engagement in learning activities (Ariyanti, 2024). Among various sources of support, teachers occupy a central position due to their continuous interaction with students in both academic and non-academic settings.

Teacher support refers to the extent to which students perceive their teachers as providing guidance, attention, encouragement, and emotional responsiveness during the learning process (Kumalasari & Desiningrum, 2016). In the *pesantren* context, the role of teachers extends beyond academic instruction, as they are also involved in shaping students' daily experiences and behavioral adjustment. This close interaction positions teachers as a key relational figure who may influence how students interpret challenges and regulate their emotional responses (Fitriyani & Gusripanto, 2021). Previous studies have shown that teacher support can strengthen students' engagement and contribute to

positive psychological outcomes, although the magnitude of its influence may vary across educational settings (Cahyani et al., 2025).

Although a growing body of research has examined social support and psychological well-being, studies within *pesantren* settings have largely focused on peer relationships or general forms of social support, with limited attention to teacher support as a distinct construct. Existing findings indicate that peer support plays an important role in reducing stress and enhancing well-being among *santri* (Afriliani & Subaidi, 2025), while broader forms of social support have been associated with students' mental health and academic engagement (Maryama et al., 2025). However, the specific role of teacher support within the unique socio-religious structure of *pesantren* remains insufficiently examined. This gap is particularly relevant given the intensive interaction between teachers and *santri* in daily boarding school life, which may shape students' psychological experiences in ways that differ from formal school settings.

Building on this gap, the present study examines whether teacher support has a measurable effect on *santri* psychological well-being within a *pesantren* environment. The analysis focuses on identifying the direction and significance of this relationship, while acknowledging that psychological well-being may also be shaped by other contextual and individual factors beyond the scope of this study. By providing empirical evidence from an Islamic boarding school setting, this study contributes to a more context-sensitive understanding of psychological well-being in *pesantren* education.

B. Methods

This study employed a quantitative approach using an explanatory survey design to examine whether teacher support has a measurable effect on *santri* psychological well-being within a *pesantren* (Islamic boarding school) environment. The explanatory design was selected to assess the direction and significance of the relationship between variables based on empirical data and predefined hypotheses (Amruddin et al., 2022; A. Siroj et al., 2024). The study was conducted at Alif Laam Miim Islamic Boarding School, Surabaya, between October and December 2025. The population consisted of all enrolled *santri*, totaling 118 individuals. Given the relatively small and accessible population, a census sampling technique was applied, allowing all members of the population to be included as participants (Hardani et al., 2020).

The study involved two variables, namely teacher support as the independent variable and psychological well-being as the dependent variable. Teacher support was operationalized as *santri* perceptions of the guidance, attention, encouragement, and emotional as well as academic support provided by teachers in both instructional and daily boarding school contexts (Kumalasari & Desiningrum, 2016). Psychological well-being was defined in line with Ryff's

multidimensional framework, encompassing self-acceptance, autonomy, environmental mastery, purpose in life, personal growth, and positive relations with others (Ryff, 2018). Data were collected using a structured questionnaire consisting of 30 items, with 15 items measuring teacher support and 15 items measuring psychological well-being. The psychological well-being scale was adapted from Khusumadewi and Pramesti (2023), while the teacher support scale was adapted from Kumalasari and Desiningrum (2016). All items were measured using a Likert-type scale to capture respondents' perceptions in a standardized and quantifiable form (Ardiansyah et al., 2023).

Prior to hypothesis testing, the instrument was evaluated for validity and reliability to ensure measurement quality. Content validity was established through expert judgment, while construct validity was assessed using item-total correlation with Pearson's product-moment approach (Amruddin et al., 2022). All items met the validity criteria. Reliability testing using Cronbach's Alpha yielded coefficients of 0.697 for teacher support and 0.715 for psychological well-being, indicating acceptable internal consistency for both scales in social science research contexts. These results suggest that the instrument was sufficiently reliable for further statistical analysis.

Data analysis was conducted using SPSS version 26. Preliminary analysis included classical assumption tests to ensure that the data met the requirements for linear regression, including normality, linearity, and homoscedasticity (Waruwu, 2023; Sholihah et al., 2023). After these assumptions were satisfied, simple linear regression analysis was performed to examine the effect of teacher support on *santri* psychological well-being and to identify the direction and statistical significance of the relationship between the two variables. This analytical approach was used to determine whether teacher support contributes meaningfully to variations in psychological well-being within the *pesantren* context.

C. Results and Discussion

1. Results

Data collection was conducted at Alif Laam Miim Islamic Boarding School, Surabaya, on 13 November 2025, involving all *santri* (*students in Islamic boarding schools*) as respondents. The questionnaires were administered directly by the researcher to ensure that each participant clearly understood the instructions and responded based on their actual experiences. This procedure supported the accuracy and consistency of the data in relation to the research objective, which focuses on identifying whether teacher support has a measurable effect on psychological well-being.

Instrument validity testing was conducted using Pearson's product-moment correlation to assess whether each item accurately measured the

intended constructs. An item was considered valid when its correlation coefficient exceeded the critical value ($r = 0.152$, $df = 116$, $\alpha = 0.05$). The detailed results are presented in Table 1.

Table 1
Validity Test

| Variable | Item | r-value | Variable | Item | r-value |
|---------------------|------|---------|------------------------------|------|---------|
| Teacher Support (X) | X01 | 0.581 | Psychological Well-Being (Y) | Y01 | 0.406 |
| | X02 | 0.498 | | Y02 | 0.494 |
| | X03 | 0.513 | | Y03 | 0.450 |
| | X04 | 0.473 | | Y04 | 0.418 |
| | X05 | 0.498 | | Y05 | 0.391 |
| | X06 | 0.499 | | Y06 | 0.439 |
| | X07 | 0.538 | | Y07 | 0.389 |
| | X08 | 0.460 | | Y08 | 0.408 |
| | X09 | 0.629 | | Y09 | 0.426 |
| | X10 | 0.544 | | Y10 | 0.508 |
| | X11 | 0.461 | | Y11 | 0.441 |
| | X12 | 0.531 | | Y12 | 0.480 |
| | X13 | 0.574 | | Y13 | 0.499 |
| | X14 | 0.729 | | Y14 | 0.528 |
| | X15 | 0.457 | | Y15 | 0.447 |

Source: Data processed using SPSS 26, 2025

All items for both variables exceed the critical value, indicating that each item contributes meaningfully to the measurement of the intended constructs. This confirms that the instrument has adequate construct validity and is suitable for analyzing the relationship between teacher support and psychological well-being.

Table 2
Reliability Test

| Variable | Cronbach's Alpha | Number of Items |
|------------------------------|------------------|-----------------|
| Teacher Support (X) | 0.697 | 15 |
| Psychological Well-Being (Y) | 0.715 | 15 |

Source: Data processed using SPSS 26, 2025

The reliability test indicates that both variables meet the acceptable threshold for internal consistency. The Cronbach's Alpha value for psychological well-being exceeds 0.70, indicating good reliability, while the value for teacher support is slightly below this benchmark but still acceptable for explanatory research. These results suggest that the instrument produces consistent measurements across items and can be used for further statistical analysis.

Before conducting regression analysis, classical assumption tests were performed to ensure that the data met the required conditions.

Table 3
Normality Test

| Indicator | Value |
|------------------------|-------|
| Asymp. Sig. (2-tailed) | 0.200 |

Source: Data processed using SPSS 26, 2025

The normality test shows that the residuals are normally distributed, as the significance value exceeds 0.05. This indicates that the data meet the normality assumption required for regression analysis.

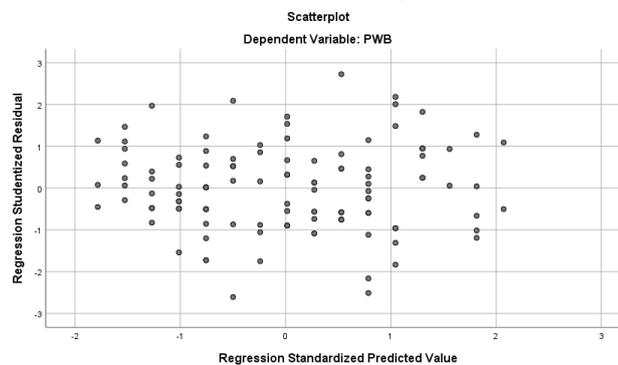
Table 4
Linearity Test

| Component | F | Sig. |
|--------------------------|-------|-------|
| Linearity | 0.392 | 0.532 |
| Deviation from Linearity | 1.131 | 0.341 |

Source: Data processed using SPSS 26, 2025

The linearity test results indicate that the deviation from linearity is not statistically significant. This suggests that the relationship between teacher support and psychological well-being can be appropriately modeled as linear, supporting the use of simple linear regression.

Figure 1
Heteroscedasticity Test



Source: Data processed using SPSS 26, 2025

The scatterplot shows a random distribution of residuals without a clear pattern, indicating that the variance of residuals is constant. This confirms that the homoscedasticity assumption is satisfied.

To address the research objective, a simple linear regression analysis was conducted to determine whether teacher support has a measurable effect on *santri* psychological well-being.

Table 5
Model Summary

| R | R Square | Adjusted R Square | Std. Error |
|-------|----------|-------------------|------------|
| 0.058 | 0.003 | -0.005 | 5.776 |

Source: Data processed using SPSS 26, 2025

The R^2 value of 0.003 indicates that teacher support explains only 0.3% of the variance in psychological well-being. The adjusted R^2 value is negative (-0.005), which suggests that the regression model does not provide a better fit than a model without predictors. This indicates that teacher support provides minimal explanatory value within the model and does not meaningfully account for variation in psychological well-being.

Table 6
ANOVA

| Model | F | Sig. |
|------------|-------|-------|
| Regression | 0.386 | 0.535 |

Source: Data processed using SPSS 26, 2025

The ANOVA results show that the regression model is not statistically significant. The significance value ($p = 0.535$) exceeds the 0.05 threshold, indicating that teacher support does not have a statistically significant effect and cannot be considered a meaningful predictor of psychological well-being at the population level.

Table 7
Regression Coefficients

| Variable | B | Beta | Sig. |
|-----------------|--------|-------|-------|
| Constant | 36.977 | — | 0.000 |
| Teacher Support | 0.085 | 0.058 | 0.535 |

Source: Data processed using SPSS 26, 2025

The regression coefficient shows a positive direction, indicating that increases in teacher support are associated with slight increases in psychological well-being. However, the effect size is very small and not statistically significant. The standardized coefficient ($\beta = 0.058$) further indicates that the strength of the relationship is negligible.

These findings indicate that teacher support does not have a statistically significant or practically meaningful effect on *santri* psychological well-being in this study. The analysis, which focuses on identifying the direction and significance of the relationship, shows that the observed association is weak and not sufficient to explain variations in psychological well-being. This suggests that other contextual or individual factors may play a more substantial role in shaping *santri* psychological well-being within the *pesantren* environment.

2. Discussion

This study examined whether teacher support has a measurable effect on *santri* psychological well-being within a *pesantren* (Islamic boarding school) environment. The findings indicate that teacher support does not have a statistically significant effect on psychological well-being, as reflected in the regression results ($p = 0.535 > 0.05$) and the very low coefficient of determination

($R^2 = 0.003$). The negative adjusted R^2 value further suggests that the model does not provide meaningful explanatory power beyond what would be expected by chance. These results indicate that variations in *santri* psychological well-being cannot be accounted for by teacher support alone within the scope of the present model.

The findings provide an important point of reflection in relation to previous research that has emphasized the positive role of teacher support in shaping students' psychological outcomes. Studies have shown that teacher support is associated with emotional stability, academic engagement, and reduced levels of stress among students (Wang, 2023; Ruzek et al., 2016). In addition, teacher support has been linked to the fulfillment of basic psychological needs, which in turn contributes to improved well-being and learning motivation (Wang et al., 2025). However, the present findings suggest that the influence of teacher support may not operate uniformly across educational contexts. In the *pesantren* setting, where students experience a highly structured social and religious environment, the relative contribution of teacher support may be less pronounced when compared to other influencing factors.

The limited effect observed in this study can be understood in relation to the distinctive characteristics of *pesantren* life. Unlike formal schools, *pesantren* function as integrated environments in which educational, social, and spiritual dimensions are closely interconnected. Daily routines are structured around collective activities, religious practices, and communal living arrangements, which shape students' experiences beyond the classroom (Prasetyaningrum et al., 2022). In such a setting, psychological well-being is not solely influenced by interactions with teachers but emerges from a broader network of relationships and institutional structures.

From an internal perspective, individual factors such as resilience and religiosity appear to play a substantial role in shaping *santri* psychological well-being. Previous research has shown that these factors contribute significantly to students' ability to cope with the demands of *pesantren* life and maintain emotional balance (Suryatiningsih et al., 2024). These internal resources may function as primary mechanisms that support adaptation, thereby reducing the relative influence of external support from teachers. This may help explain why teacher support, while still relevant, does not emerge as a strong predictor in the present analysis.

From an external perspective, the social structure of *pesantren* also contributes to shaping students' psychological experiences. The role of the *kyai* (*religious leader*) is central in establishing moral authority, discipline, and the overall cultural climate of the institution (Sartini, 2025). In addition, the communal dormitory system fosters intensive peer interaction, allowing peer relationships to become a major source of emotional and social support. Research

has shown that peer support within *pesantren* environments plays an important role in maintaining emotional stability and strengthening interpersonal connections among *santri* (Faizah & Widyastuti, 2023; Afriliani & Subaidi, 2025). These findings suggest that the influence of teacher support operates alongside, rather than independently from, other forms of social and cultural support within the *pesantren* environment.

The findings of this study do not negate the relevance of teacher support, but rather indicate that its role may be more limited within the specific context examined. The positive direction of the regression coefficient suggests that teacher support is associated with higher levels of psychological well-being, even though the relationship is not statistically significant. This indicates that teacher support may still contribute to students' experiences, but its effect is relatively small and may depend on the presence of other supporting factors. In this sense, teacher support can be understood as part of a broader system of influences that collectively shape *santri* psychological well-being.

These results contribute to a more context-sensitive understanding of psychological well-being in *pesantren* education. Rather than assuming that findings from formal school settings apply directly to *pesantren*, this study highlights the importance of considering the unique socio-religious structure of the boarding school environment. The findings suggest that future research should examine multiple factors simultaneously in order to better capture the complexity of psychological well-being among *santri*. Approaches that incorporate additional variables or mixed methods may provide a more comprehensive understanding of how different forms of support interact within the *pesantren* context.

D. Conclusion

This study examined whether teacher support has a measurable effect on *santri* psychological well-being within a *pesantren* environment. The findings indicate that teacher support does not have a statistically significant effect and provides minimal explanatory value in accounting for variations in psychological well-being. The very low coefficient of determination and the negative adjusted R^2 value suggest that teacher support alone is not sufficient to explain *santri* psychological well-being within the context examined.

These findings highlight the importance of understanding psychological well-being in *pesantren* as a multidimensional construct shaped by a combination of internal and external factors. While teacher support remains relevant as part of the educational experience, its role appears to be limited when considered independently. The results suggest that individual characteristics such as resilience and religiosity, as well as contextual factors including peer

relationships, institutional culture, and the influence of the *kyai* (religious leader), may play a more substantial role in shaping *santri* psychological well-being.

This study contributes to a more context-sensitive perspective on psychological well-being in Islamic boarding school settings by showing that the influence of teacher support may differ from patterns commonly reported in formal education contexts. The findings underscore the need to move beyond single-variable models and to consider the interaction of multiple factors in future research. Further studies are recommended to incorporate additional variables and alternative research designs in order to better capture the complexity of psychological well-being within the *pesantren* environment.

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