Research Article

Measuring New Learners' Adaptability and Psychological Health: Using School Wellbeing's Intervening Role at Islamic Boarding Schools

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Article Info	Abstract
	The study aims to test the adaptability to psychological well-being through the role of the intervening variable, school well-being at Miftahul Ulum Islamic Boarding School, Lumajang Regency. The study's limitations include its emphasis on three variables, which could restrict its depth of understanding. Furthermore, data collecting using a single-location sample. This research is quantitative with an associative approach. The population in this study was new students at Miftahul Ulum Lumajang Islamic boarding school, with a purposive sampling technique using the Slovin formula of 102 new students. Data collection in this study used a questionnaire/questionnaire via Google Form. The data processing techniques used in this study used the SMART-PLS version 4.0 application. The research findings in the hypothesis testing concluded: 1) adaptability has a significant positive effect on the psychological well-being of new students by 22.3%, 2) adaptability has a significant positive effect on the school well-being of new students, by 69.1%, 3) school well-being has a significant positive effect on the psychological well-being of new students by 60.5%, 4) adaptability has a significant positive effect on the psychological well-being of new students through the intervening role of school well-being variables by 41.8%.

To Cite this article:

INTRODUCTION

The new school year and the admission of new learners in 2025 have begun. When children start enrolling in school, they will be faced with new challenges, new cultures, new teachers, new academic activities, and especially the acceptance of the school environment, especially new friends, to be able to be part of a new peer group (Van den Beemt et al., 2023). Especially children who enroll in boarding schools. According to information from the Indonesian Ministry of Religious Affairs, there were 3.4 million new students enrolled in Islamic boarding schools in 2024 (Mulyanti & Khasanah, 2024) . East Java Province had 541,910 new students, more than any other province. West Java Province had 503,710 new students (M.A Caniago & M Wibowo, 2024). A child who was used to being helped by his parents now has to live in an Islamic Boarding School and away from his parents, so that they needs an adaptation process in a new environment (Yusuf, 2022) .

Therefore, self-adjustment is one of the important things in determining the success of a child in groups to meet the demands of the surrounding environment (Patrinos, 2021). The adaptation process is a process that affects psychological health positively (Sofa, 2023). Adaptation or self-adjustment according to (Octavira H & Wicaksono, 2023) is a process that includes mental and behavioral responses to overcome tensions,

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frustrations, needs, and conflicts that come from within themselves properly and produce a degree of compatibility between the demands that come from within themselves and the objective world in which individuals live (Kalyegira et al., 2025). Researchers use aspects put forward by Baker and Siryk, which include academic adjustment, social adjustment, and emotional adjustment (Deng et al., 2025).

In addition to adaptability, there is also a school well-being factor that influences the emergence of positive behavior and is also a mediator variable, as in (Hutapea, 2024) research that which is a significant positive influence between adaptability and psychological well-being in high school students. Similar research is explained by (Klemp et al., 2025) that school well-being in schools arises from interactions between students, school satisfaction, and has positive and negative influences on students' academic processes. School well-being refers to cognitive evaluations of students' daily experiences at school (Blasco-Belled et al., 2024). School well-being is a subjective evaluation of students' school conditions, which includes several indicators, including school conditions (having), social relationships (loving), self-fulfillments (being), and health status (health status) at school (Hämäläinen et al., 2023).

Low adaptability in dealing with the density of activities at Islamic boarding schools and the desire to achieve academic achievement are some of the indications of the causes of new students facing a lot of pressure. This can affect the psychological well-being of new students. (Zhang, 2025), in his research, mentioned that students who live in Islamic boarding schools or dormitories, if they are unable to adapt or implement good self-management, can experience academic stress. In line with research that heavy academic burdens and new social environments are the causes of children's psychological development in the education process being hampered (Setiawan & Handayani, 2024). Individuals with the ability to manage and control themselves and their social environment, and who can fulfill aspects of psychological well-being, are said to be in a state of psychological well-being (Hernández-Torrano et al., 2025).

According to Ryff on (Shofia & Syukur, 2024), there are six components of psychological well-being, including: (1) individuals accept themselves as they are; (2) individuals can create goals in their lives; (3) individuals can maximize their potential; (4) individuals can build healthy relationships with others. (5) Individuals can act independently in various situations, and (6) individuals have power over their environment. Every individual needs to have good psychological health because good self-quality is the result of high psychological well-being (Almas, 2023). This can increase life expectancy and enable individuals to improve their function and quality of life (Feng et al., 2025)

Based on the description of the problem and previous research, the researcher found a research gap and a novelty of the model in measuring the ability to adapt to psychological well-being through the role of the intervening variable of school well-being at Miftahul Ulum Islamic Boarding School, Lumajang Regency. The results of this study will contribute to providing input and considerations in efforts to provide services, create comfortable boarding schools, and have an impact on the academic achievement of new students in the Islamic boarding school environment in general.

The locus of this research was conducted on new students in class X of Madrasah Aliyah (MA) at the Miftahul Ulum Lumajang Islamic Boarding School. The largest Islamic boarding school in Lumajang Regency with an average number of students of 1000 to 1500 new students. The new students are, on average, teenagers with an age range of 15 to 16 years. This age is still considered very unstable both in terms of emotions and behavior. So, at that age, new students need guidance from teachers, peers to help and guide them in the process of adapting to their new social environment (Zarkasyi, 2021). The role of the managers of the Miftahul Ulum Lumajang Islamic Boarding School is also very important in order to facilitate and help new students in the process of adapting to their new environment by creating a safe, comfortable, and friendly interaction environment.

METHOD

The type of research used in this study is quantitative with an associative approach that aims to test a theory, present and show a fact (Barroga & Janet, 2023), describe the frequency of variables from indicators and continue testing the hypothesis of the adaptability variable towards psychological well-being through the role of the intervening variable school well-being at the Miftahul Ulum Islamic Boarding School, Lumajang Regency. This study took two months from January to March 2025.

The population used in this study was new students of class X of Madrasah Aliyah (MA) at the Miftahul Ulum Islamic Boarding School, Lumajang. Based on observations made by researchers, the population of new students at the Miftahul Ulum Islamic Boarding School is 825 new students. The sample selection method used is the probability sampling method, namely, a random sample selection method (Ringle et al., 2023). With this method, the entire population is assumed to have the same opportunity to become a research sample.

The data collection method used in this study was by using a Likert model scale, with a valid number of 36 items, with a reliability of 0.886, with the lowest item discrimination power of 0.596, the highest 0.885, and an average item discrimination power of 0.77. The adaptability scale was adapted from (Subhaktiyasa, 2024), and the psychological well-being scale was compiled by the researcher. Thus, the criteria for describing the mean value obtained by each instrument can be arranged as follows (Kelley-Quon, 2018):

Table 1. Descriptive analysis scores and categories

Value	Statement Category
4,2 – 5,0	Strongly agree
3,4 – 4,1	Agree
2,6 – 3,3	Doubtful
1,8 – 2,5	Do not agree
1,0 – 1,7	Strongly Disagree

Source: Likert scale by Hair and Ghozali (2022)

Data analysis using the SMART-PLS statistical application with outer and inner model stages. Outer model analysis can be seen from several indicators: Convergent Validity, Discriminant Validity, Composite Reliability, and Cronbach's Alpha (Fernanda et al., 2022). While the inner model analysis can be evaluated using R-square for dependent constructs, the Stone-Geisser Q-square test for predictive relevance, and t-test and significance of the structural path parameter coefficients (Darwin & Umam, 2020). Meanwhile, for hypothesis testing using statistical values, it is measured at the output of the 5% alpha value, with the t-statistic value used being 1.96. So that the criteria for accepting/rejecting the hypothesis are Ha accepted and H0 rejected when the t-statistic> 1.96 (Afthanorhan et al., 2020).

RESULTS AND DISCUSSION
Results
Descriptive analysis of variables
a. New student adaptability variable

The new student adaptability variable consists of five main indicators, including: 1) effective problem solving, 2) dealing with uncertain and unexpected situations, 3) ability to learn tasks and procedures, 4) interpersonal adaptability, 5) ability to demonstrate cultural adaptation. The results of descriptive analysis on primary data of new students' answers obtained the following results:

Table 2. New Students' Adaptability Variables

No	Item	Mean Value
	Effective problem solving	
1	I ask for advice from others in finding solutions to my problems 4.36	4.36
2	I try my best to solve problems immediately so that they do not affect my learning outcomes	4.32
3	I can separate personal problems so that they do not hurt my learning process at school	4.16
	Mean value of effective problem solving	**4.28**
	Dealing with unexpected situations	
4	I often panic when experiencing unexpected situations, such as new habits and activities	4.30
5	I am optimistic that I can do all the tasks from new teachers well	4.54

No	Statement	Mean Value
6	I can adapt when experiencing situations and conditions that I just know.	4.15
	Mean value dealing with unexpected situations	**4.33**
	Learning assignments and procedures	
7	I follow all new activities without feeling burdened	4.19
8	I can complete school assignments on time as determined by the teacher	4.46
9	I accept and respect the authority and rules of the school	4.35
	Mean value learning assignments and procedures	**4.33**
	Interpersonal adaptability	
10	I easily interact and adapt with new friends at school	4.41
11	I am closer to my classmates than with other classes	4.47
12	I have a good relationship with teachers	4.57
	Mean value Interpersonal adaptability	**4.48**
	Ability to demonstrate cultural adaptation	
13	I routinely participate in extracurricular activities at school	4.68
14	I help the school in realizing school goals	4.57
15	I want to participate in school activities	4.79
	Mean value ability to demonstrate cultural adaptation	**4.68**
	Total mean value of adaptability variables	4.42

Source: Primary data processed, 2025

The table above explains the average variable of new students' adaptability is 4.42. This result means that respondents strongly agree that new students' adaptability is formed by 1) the ability to demonstrate adaptation to culture, 2) interpersonal adaptability, 3) learning tasks and procedures, 4) being able to solve unexpected problems, 5) being able to solve problems effectively. The results of the description of the new students' adaptability variable show that the indicator of the ability to demonstrate cultural adaptation indicated by students' efforts to routinely participate in extracurricular activities at school is the main indicator that can measure adaptability with the highest mean value of 4.79, followed by the willingness of new students to participate in school activities with a mean value of 4.68.

b. School well-being variable

The school well-being variable consists of four indicators, namely: 1) Having (school conditions), 2) Loving (social relationships), 3) Being (students' self-fulfillment), and 4) Health (health status). The results of the description of school well-being for each indicator are presented as follows.

Table 3. Results of Descriptive Analysis of the School Well-Being Variable.

No	Statement	Mean Value
	Having (School condition)	
1	The condition of the school's physical environment can make students comfortable in learning.	4.26
2	Conditions of the learning environment can make students comfortable in learning	4.48
	The total number of Having indicators (school conditions)	**4.37**
	Loving (social relationship)	
3	There is a positive relationship between students and teachers and school employees	4.52
4	There is a positive relationship between students and other students	4.50
	The total number of Loving indicators (social relationships)	**4.51**
	Being (student self-fulfillment)	
5	Schools offer facilities and infrastructure to maximize student potential	4.19
6	Students received awards for their work	4.50
	The total mean indicator of Being (student self-fulfillment)	**4.34**

No	Item	Mean Value
	Status Health	
7	Schools implement health education health services and foster a healthy environment	4.10
8	Absence of symptoms of psychological disorders in a specific period	4.07
	The total mean number of Health indicators (Health status)	**4.08**
	Total Mean Value of the School Well-Being Variable	**4.43**

Source: Primary data processed, 2025

Based on table 3, the average for the school well-being variable is 4.33. These results mean that respondents strongly agree that school well-being is formed by 1) loving (social relationships), 2) having (school conditions), 3) being (students' self-fulfillment), and 4) health (health status). The results of the description of the school well-being variable show that the Loving indicator (social relationships), shown by the existence of a positive relationship between students and teachers and school employees, is the leading indicator capable of measuring school well-being with the highest mean value of 4.51

c. Description of psychological well-being variables

The psychological well-being variables of new students consist of five main indicators, including: (1) self-acceptance, (2) positive relationships, (3) autonomy/independence, (4) environmental mastery, (5) personal growth, and (6) life goals. The results of the descriptive analysis of the psychological well-being variables based on primary data from the answers of new students obtained the following results:

Table 5. Description of Psychological Well-being Variables of New Students

No	Item	Mean Value
	Self-acceptance	
1	I am happy with what has happened in my life.	4.37
2	I like all aspects of my personality	4.49
3	I never compare myself to others	4.38
	Mean value of self-acceptance score	**4.41**
	Positive relationships with others	
4	I am a caring and compassionate person, according to most people.	4.64
5	People would describe me as someone happy or willing to share their time with others.	4.38
6	I can trust my friends, and they know they can trust me.	4.37
	Mean positive relationships with others score	**4.46**
	Autonomy and independence	
7	I express my opinions even when they are contrary to most people	4.53
8	The decisions I make are usually not influenced by others.	4.32
9	I judge myself according to what I feel is important, not according to the values that other people think are important.	4.31
	Mean autonomy and independence score	**4.39**
	Environmental mastery	
10	I am quite good at managing responsibilities in my daily life.	4.37
11	I can build a lifestyle that suits my interests	4.35
12	I feel that life is a continuous process of learning, changing, and growing	4.24
	Mean environmental mastery score	**4.32**
	Personal growth	
13	I feel that it is important to experience new things that challenge the way I think about myself	4.35
14	I feel that I have developed myself a lot over time	4.31
15	I can build a lifestyle that suits my interests..	4.34
	Mean personal growth score	**4.33**
	Life Goals	

16	I have a direction and purpose in life.	4.20
17	I enjoy making plans for the future and trying to make them happen	4.31
18	Some people's lives are uncertain, but I'm not like that	4.14
	Mean Life Goals score	**4.21**
	Total mean value of new student psychological well-being variables	4.35

Source: Primary data processed, 2025

The table above explains that the average of new student psychological well-being variables is 4.35. This result means that respondents strongly agree that new students' psychological well-being is formed by (1) positive relationships with others, (2) self-acceptance, (3) autonomy/independence, (4) personal growth, (5) mastery of the environment, and (6) life goals. The results of the description of new student psychological well-being variables show that the indicator of positive relationships with others, which is shown by being able to be a caring and loving person, according to most people, is the main indicator that can measure psychological well-being with the highest mean value of 4.64.

SMART-PLS Analysis
a. Measurement Model Testing (outer model)
1) Model Validity Test

The results of data processing with the SMART-PLS application measurement model (outer model), to test the construct validity and reliability of the instrument. Get the results in the following figure 2:
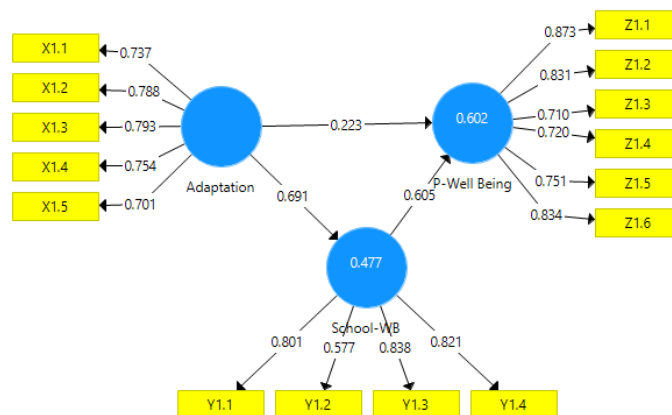

Figure 1. Path Coefficient Output Diagram Model with Loading Factor (LF)

Based on the figure, the numbers in the direction of the arrows indicate the validity value of each indicator. To clarify, the researcher presents it in the following table:

Table 6. Validity Test Results (Outer Loading):

	Adaptation	Psycho-Well Being	School Well Being
X1.1	0.737		
X1.2	0.788		
X1.3	0.793		
X1.4	0.754		
X1.5	0.701		
Y1.1			0.801
Y1.2			0.577
Y1.3			0.838
Y1.4			0.821

Z1.1	0.873
Z1.2	0.831
Z1.3	0.710
Z1.4	0.720
Z1.5	0.751
Z1.6	0.834

Data sources are processed with SMART PLS 4.0

Based on the table of outer loading values above, it can be said that all are valid because the validity values are all > 0.5.

2) Model Reliability Test

Reliability testing is a test of the consistency of the instrument to measure data. To test reliability with the smart pls application, it is divided into 2, namely composite reliability and Cronbach's alpha. Reliability testing with Cronbach's Alpha can be seen from the Alpha value, if the Alpha value is > than the rtable value of 0.7, then it can be said to be reliable. Or it can be said that the variable is reliable if > 0.70. The following is a table of the results of the reliability test

Table 7. Fornell-Larcker Criterion Test Results

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Adaptation	0.812	0.869	0.571
P-Well Being	0.879	0.908	0.623
School-WB	0.758	0.848	0.588

Data sources are processed with SMART PLS 4.0 (2025)

The results of the SMART PLS analysis with the Calculate PLS Algorithm Output Cronbach's Alpha and Composite Reliability of the variables of adaptability, psychological well-being, school well-being, show that all variables are reliable and can be used in the next analysis process because all variables have a Cronbach's Alpha value greater than 0.7 and Composite Reliability greater than 0.7.

The results of the SMART PLS analysis with the Calculate PLS Algorithm output latent variables all variables have an Average Variance Extracted (AVE) greater than 0.4. This means that all variable constructs can explain an average of more than half of the variance of their indicators and can be used in the next analysis process.

b. Structural Model Testing (Inner Model)

Part of hypothesis testing used to test the significance of exogenous latent variables (independent) against endogenous latent variables (dependent) and the value of R^2. Which consists of R square, path coefficient, T statistic, predictive relevance, model f.

1) R-Square Value

The R-square value (coefficient of determination) is a number that shows how well the regression model predicts the dependent variable. The R-square value of the independent variables in the model can explain most of the variation in the dependent variable, as detailed below::

Tabel 8. R-Square score

Endogen Variable	R Square
Psychological-Well Being	0.602
School Well Being	0.477

Data sources are processed with SMART PLS 4.0 (2025)

The calculation results of table 7 show the coefficient value of psychological-well-being of 0.602 and school well-being of 0.477, which means that the independent variables of adaptability are factors that influence psychological-well-being by 60% and the remaining 40% are influenced by other variables outside

the study, and school well-being by 48% and the remaining 52% are influenced by other variables outside the study.

2) Path Coefficient Value

The path coefficient is used to indicate the direction of the study whether it is positive or negative. The following are the results of data analysis after being processed with smart PLS 4.0

Tabel 9. Path Coefficient Score

Variable	Adaptation	Psycho-Well Being	School-WB
Adaptation		0.223	0.691
Psycho-Well Being			
School-WB		0.605	

Data sources are processed with SMART PLS 4.0 (2025)

Based on the table above, if the path coefficient value is 0 to 1, it indicates positive, while -1 to 0 indicates negative. According to the results, it can be seen that the influence of adaptability on psychological well-being shows positive results with a value of 0.223, the influence of adaptability on school well-being shows positive results with a value of 0.691, school well-being on psychological well-being shows positive results with a value of 0.605.

3) T statistic (bootstrapping)

T statistic (bootstrapping) is used to determine the significance of the variable, whether it has a significant or insignificant effect. The following are the results of the T statistic (bootstrapping) from the data that has been processed with smart PLS 4.0:

Table 10. T Statistic Score

Arah Pengaruh	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Adaptation -> P-Well Being	0.223	2.252	0.025
Adaptation -> School-WB	0.691	4.624	0.000
School-WB -> P-Well Being	0.605	6.987	0.000

Data sources are processed with SMART PLS 4.0 (2025)

Based on the data above, it can be concluded that a T Statistic below 1.96 is not significant and above 1.96 is significant, so that it can be concluded:

(a) Adaptability has a significant positive effect on the psychological well-being of new students, because the output T Statistic is found to be 2.252>1.96, with a magnitude of influence of 0.223 or 22.3%.

(b) Adaptability has a significant positive effect on the school well-being of new students, because the output T Statistic is found to be 4.2624>1.96, with a magnitude of influence of 0.691 or 69.1%.

(c) School well-being has a significant positive effect on the psychological well-being of new students, because the output T Statistic is found to be 6.987>1.96, with a magnitude of influence of 0.605 or 60.5%.

Meanwhile, for the influence of the intervening role of school well-being variables on the influence of adaptability on the psychological well-being of new students, it can be seen from the indirect effects value in the following table:

Tabel 11. Indirect Effect Variabel Intervening Score

Direction of Influence	Original Sample (O)	T Statistics (|O/STDEV|)	P Values
Adaptation -> School Wb->Psyco-Well Being	0.418	6.041	0.000

Based on the indirect effect output table above, it can be concluded that a T Statistic below 1.96 is not significant and above 1.96 is significant, so that it can be concluded:

(a) Adaptability has a significant positive effect on the psychological well-being of new students through the intervening role of school well-being variables, because the T Statistic output is found to be 6.041>1.96, with a magnitude of influence of 0.418 or 41.8%.

Discussion

The results of this research model are based on an analysis of 102 new students at the Miftahul Ulum Lumajang Islamic Boarding School. In the adaptability variable, it was discovered that the indicators that formed the success of new students were 1) the ability to demonstrate adaptation to culture, 2) interpersonal adaptability, 3) learning tasks and procedures, 4) being able to solve unexpected problems, and 5) being able to solve problems effectively. These findings can be used in conjunction with psychological theory (Blasco-Belled et al., 2024) and educational management (Klemp et al., 2025) to measure the adaptability that has an impact on the effectiveness of the learning process of new students, especially in Islamic boarding school educational institutions.

Meanwhile, the indicators that form the variable of school well-being of students are sequentially formed by 1) loving (social relationships), 2) having (school conditions), 3) being (students' self-fulfillment), and 4) health (health status). The results of the description of the school well-being variable show that the Loving indicator (social relationships), shown by the existence of a positive relationship between students and teachers and school employees, is the leading indicator capable of measuring school well-being. The research findings strengthen the theory and research conducted by (Hämäläinen et al., 2023).

Meanwhile, the indicators that form the variable of psychological well-being of new students are sequentially formed by (1) positive relationships with others, (2) self-acceptance, (3) autonomy/independence, (4) personal growth, (5) mastery of the environment, and (6) life goals. The order of the research findings indicators is in line with the research conducted by (Feng et al., 2025) which concluded the same thing that the psychological well-being variable of new students is the ability to establish positive relationships with others as indicated by being able to be a caring and compassionate person according to most people.

The research findings in the first hypothesis test concluded that the ability to adapt has a significant positive effect on the psychological well-being of new students by 22.3%, meaning that the better the students' ability to adapt to participate in extracurricular activities at the Islamic boarding school, the better the psychological well-being in positive relationships with others as indicated by being able to be a caring and compassionate person. The research findings in the second hypothesis test concluded that the ability to adapt has a significant positive effect on the school well-being of new students, by 69.1%, meaning that the better the students' ability to adapt to participate in extracurricular activities at the Islamic boarding school, the better the school well-being in social relationships between students and teachers and school employees. The research findings strengthen the research conducted by (Shofia & Syukur, 2024) and being (Hernández-Torrano et al., 2025).

According to the results of the third hypothesis test, school well-being significantly improves the psychological well-being of new students by 60.5%. This indicates that the more positive relationships students have with their teachers and other school personnel, the more positive their psychological well-being is in forming loving and caring relationships with others. According to the research findings in the fourth hypothesis test, the ability to adapt significantly improves the psychological well-being of new students through the intervening role of the school well-being variable of 41.8%. This means that the more successfully students are able to adjust to participating in extracurricular activities at the Islamic boarding school, the better their psychological well-being is demonstrated by their ability to develop into caring and loving individuals, which in turn affects their ability to have positive relationships with others through caring and loving behavior. The research findings strengthen the research conducted by (Zhang, 2025), (Hutapea, 2024), and (Octavira H & Wicaksono, 2023).

The study's limitations include its focus on three variables: psychological well-being, school well-being, and adaptability. These factors may limit the study's scope and findings. The Miftahul Ulum Lumajang Islamic boarding school was also selected as a sample location for data gathering. Therefore, the researcher advises readers to include other variables in order to complete and refine the study's findings about new students' adaptability.

CONCLUSION

The following conclusions can be drawn from the description of the findings and theories analyzed: 1) the ability to adapt has a significant positive effect on the psychological well-being of new students by 22.3%. This means that the more successfully students can adjust to participate in extracurricular activities at Islamic boarding schools, the better their psychological well-being in positive relationships with others, as demonstrated by their ability to develop into loving and caring individuals.

2) The ability to adjust has a 69.1% positive impact on new students' school well-being. This means that the more successful Islamic boarding schools can adjust their students to participate in extracurricular activities, the better the social relationships between students and staff members and teachers. 3) The psychological well-being of new students is significantly positively impacted by school well-being by 60.5%. This indicates that the more positive relationships students have with teachers and other school personnel, the better their psychological well-being is in positive relationships with others, as demonstrated by their capacity to develop into loving and caring individuals.

Furthermore, the last test is the ability to adapt which has a significant positive effect on the psychological well-being of new students through the intervening role of the school well-being variable of 41.8%, meaning that the better the ability to adapt students to participate in extracurricular activities at the Islamic boarding school, the psychological well-being in positive relationships with others which is shown by being able to become a caring and loving person is also getting better so that it has an impact on positive relationships with others with caring and loving behavior. The research findings can collaborate the psychological theory initiated by Van den Beemt and educational management in Klemp's explanation in measuring the ability to adapt which has an impact on the effectiveness of the learning process of new students, especially in Islamic boarding school educational institutions, the findings of this research model are based on the results of an analysis of 102 new students at the Miftahul Ulum Islamic Boarding School in Lumajang.

One of the study's shortcomings is that it only looked at three factors: adaptability, school well-being, and psychological well-being. These elements can restrict the study's conclusions and scope. Additionally, the Islamic boarding school Miftahul Ulum Lumajang was chosen as a representative site for data collection. In order to complete and improve the study's conclusions about the adaptation of new pupils, the researcher suggests that readers incorporate other variables.

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