

THE EFFECT OF MINDFULNESS THERAPY ON ENVIRONMENTAL ADAPTATION ANXIETY IN NEW FEMALE STUDENTS AT THE DARUL HIKMAH BALEN ISLAMIC BOARDING SCHOOL, BOJONEGORO BASED ON ROY'S ADAPTATION THEORY

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Abstract

New female students at Islamic boarding schools often experience environmental adaptation anxiety due to significant changes in their social environment and lifestyle. This condition can affect their emotional balance, learning process, and adjustment abilities. Mindfulness therapy is known as a non-pharmacological intervention that can improve emotional regulation and reduce anxiety. This study aims to analyze the effect of mindfulness therapy on environmental adaptation anxiety in new female students at Darul Hikmah Balen Islamic Boarding School in Bojonegoro based on Roy's Adaptation Theory. The study used a quantitative pre-experimental design with a one-group pretest-posttest approach. The study population consisted of 23 new female students, with a sample of 20 respondents selected using purposive sampling. Data collection used a mindfulness therapy module and the Hamilton Anxiety Rating Scale (HARS) questionnaire. Data analysis was performed univariately and bivariately using the Friedman test in SPSS 20.0. The results showed that before the intervention, 85% of respondents experienced severe anxiety. After four sessions of mindfulness therapy for two weeks, all respondents (100%) experienced mild anxiety. The statistical test results showed a p-value of 0.000 (<0.05), indicating a significant effect of mindfulness therapy on environmental adaptation anxiety. The conclusion of this study is that mindfulness therapy is effective in reducing environmental adaptation anxiety in new female students at Islamic boarding schools.

Keywords: Adaptation Anxiety, Islamic Boarding School, Mindfulness Therapy, Nursing Theory, Roy Adaptation Model

INTRODUCTION

Adolescence is a developmental phase marked by complex biological, psychological, and social changes. During this phase, adolescents are challenged to adapt to new environments, including boarding-based educational settings such as Islamic boarding schools (pesantren). The disciplined lifestyle of Islamic boarding schools, distinct from the home environment, often triggers psychological stress in the form of adaptation anxiety. In recent years, mental health issues among adolescents in boarding schools and Islamic boarding schools have increased, particularly related to anxiety and stress caused by environmental changes (Hidayati *et al.*, 2022; Murnitania *et al.*, 2023).

Many new students experience environmental adaptation anxiety as they must adjust to strict rules, busy schedules, and limited interaction with their families. Research shows that new students often experience symptoms such as insomnia, sadness, nervousness, and a desire to return home due to difficulties adapting (Retnowuni & Yani, 2021). A similar phenomenon was also found at the Darul Hikmah Balen Islamic Boarding School in Bojonegoro, where new students showed signs of anxiety during the adjustment process to the boarding school environment.

Various previous studies have shown that anxiety in Islamic boarding school students is influenced by low adaptation and coping skills in new environments (Annisa & Suprpto, 2020; Muwakhidah, 2021).

One intervention considered effective in reducing anxiety is mindfulness, a technique for fully recognizing the present without negative judgment. Recent research shows that mindfulness can improve emotional regulation and help individuals remain calmer when facing environmental stress (Rinera & Retnowati, 2020; Fitria & Karnelia, 2020).

However, research on the effectiveness of mindfulness still shows variation. Some studies have found that mindfulness is effective in reducing anxiety in adolescents, while others suggest that its effectiveness is influenced by individual and environmental factors (Khusumadewi, 2021). Furthermore, most previous research has focused on public school and university students, so studies on mindfulness among Islamic boarding school students are still limited, particularly those using Roy's Adaptation Theory approach.

Based on these conditions, there is still a gap in research regarding the application of mindfulness therapy to environmental adaptation anxiety in new students at Islamic boarding schools. Previous research has not integrated mindfulness with Roy's Adaptation Theory to understand students' psychological adaptation abilities. Therefore, this study is important to determine the effect of mindfulness therapy on environmental adaptation anxiety in new female students at the Darul Hikmah Balen Islamic Boarding School in Bojonegoro.

This study aims to analyze the effect of mindfulness therapy on environmental adaptation anxiety based on Roy's Adaptation Theory. This research is important because it can provide a simple and effective psychological intervention solution for new students in Islamic boarding schools. The novelty of this study lies in the use of a mindfulness approach combined with Roy's Adaptation Theory in the context of Islamic boarding schools. The results are expected to provide theoretical contributions to the development of psychiatric nursing science and serve as a basis for developing mental health programs in Islamic boarding schools.

METHOD

This study employed a quantitative approach with a pre-experimental one-group pretest-posttest design. This design was used to determine the effect of mindfulness therapy on environmental adaptation anxiety in new female students through pre- and post-intervention measurements. This approach is considered appropriate for nursing and psychological intervention research on a single subject group without a control group (Nursalam, 2020; Sugiyono, 2022). The study was conducted at the Darul Hikmah Balen Islamic Boarding School in Bojonegoro in February 2025 for two weeks.

The study population consisted of 23 new female students at the Darul Hikmah Balen Islamic Boarding School in Bojonegoro. A sample of 20 respondents was selected using a purposive sampling technique based on specific criteria aligned with the research objectives (Sudaryono, 2021). Inclusion criteria included new female students in the 2024/2025 academic year living at the Islamic boarding school and experiencing environmental adaptation anxiety. This technique was used to ensure the sample obtained was relevant to the research focus (Emzir, 2022).

The independent variable in this study was mindfulness therapy, while the dependent variable was environmental adaptation anxiety. Mindfulness therapy was conducted four times over two weeks, each session lasting 15 minutes. Meanwhile, environmental adaptation anxiety is defined as the students' emotional response to the difficulty of adjusting to the new Islamic boarding school environment (Roy *et al.*, 2020; Rinera & Retnowati, 2020).

The research instruments consisted of a mindfulness therapy module and the Hamilton Anxiety Rating Scale (HARS) questionnaire. The mindfulness module was developed based on the Mindfulness-Based Cognitive Therapy approach and was declared valid through the Aiken's V test of 0.87 (Wuryansari & Subandi, 2020). Anxiety levels were measured using the HARS questionnaire, which has a validity of 0.93 and a reliability of 0.97, making it suitable for use in anxiety research (Pravitasari Agustin Vena, 2021).

The research procedure began with a preliminary survey and selection of respondents according to inclusion criteria. After respondents agreed to provide informed consent, researchers conducted an initial assessment of their anxiety levels using the HARS. Next, respondents received four sessions of mindfulness therapy over two weeks. After the intervention was completed, further assessments were conducted to determine changes in their anxiety levels (Sugiyono, 2022).

Data analysis was conducted using univariate and bivariate analysis using SPSS 20.0. Univariate analysis was used to describe the distribution of respondents' anxiety levels, while bivariate analysis used the Friedman test to determine the effect of mindfulness therapy on environmental adaptation anxiety (Notoatmodjo, 2018). Data processing stages included editing, coding, scoring, tabulating, and data entry to ensure more accurate and systematic research results.

This study complies with ethical research principles, including informed consent, confidentiality, and the right of respondents to withdraw at any time. The study also obtained ethical clearance from the Health Research Ethics Committee of Rajekwesi Health College, Bojonegoro, with the number 008/KEPK/LPPM.STIKes.R/III/2025. Implementing research ethics is crucial to ensure the safety and comfort of respondents during the study (Nursalam, 2020).

RESULTS AND DISCUSSION

General Data

Table 1 Frequency Distribution of Respondents' Demographic Data

No	Characteristics	Criteria	Amount	%
1.	Gender	Woman	20	100%
	Total		20	100%
2.	Age	12 years old	9	45%
		13 years old	11	55%
	Total		20	100%
3.	What order are you in the family	1	11	55%
		2	8	40%
		3	1	5%
	Total		20	100%

Based on the table above regarding the demographic characteristics of the respondents, it shows that the majority of respondents are new female students, amounting to 20 students (100%), with an age of 13 years or more, as many as 11 students (55%) and more than half of the students are first children, as many as 11 students (55%).

Special Data

Table 1 Frequency Distribution of Environmental Adaptation Anxiety Before Mindfulness Therapy was Given to New Female Students at Darul Hikmah Islamic Boarding School

Environmental Adaptation Anxiety Level Score	Environmental Adaptation Anxiety Level Before Mindfulness Therapy	Frequency (N)	Presentation (%)
<14	No Anxiety	0	0%
14-20	Mild Anxiety	0	0%
21-27	Moderate Anxiety	3	15%
28-41	Severe Anxiety	17	85%
42-56	Extreme Anxiety	0	0%
Total		20	100%

Based on table 2, it was found that in the intervention group before mindfulness therapy, the majority, namely 17 respondents (85%), experienced severe anxiety and 3 respondents (15%) experienced moderate anxiety.

Table 2 Distribution of Environmental Adaptation Anxiety Frequency After Mindfulness Therapy at the First Meeting for New Female Students at Darul Hikmah Islamic Boarding School

Environmental Adaptation Anxiety Level Score	Environmental Adaptation Anxiety Level Before Mindfulness Therapy	Frequency (N)	Presentation (%)
<14	No Anxiety	0	0%
14-20	Mild Anxiety	2	10%
21-27	Moderate Anxiety	11	55%
28-41	Severe Anxiety	7	35%
42-56	Extreme Anxiety	0	0%
Total		20	100%

Based on table 3, it was found that in the intervention group after the first mindfulness therapy meeting on Friday in the first week, the majority, namely 11 respondents (55%) experienced moderate anxiety, 7 respondents (35%) experienced severe anxiety and 2 respondents (10%) experienced mild anxiety.

Table 3 Distribution of Environmental Adaptation Anxiety Frequency After the Second Meeting of Mindfulness Therapy for New Female Students at the Darul Hikmah Islamic Boarding School

Environmental Adaptation Anxiety Level Score	Environmental Adaptation Anxiety Level Before Mindfulness Therapy	Frequency (N)	Presentation (%)
<14	No Anxiety	0	0%
14-20	Mild Anxiety	13	65%
21-27	Moderate Anxiety	7	35%
28-41	Severe Anxiety	0	0%
42-56	Extreme Anxiety	0	0%
Total		20	100%

Based on table 4, it was found that in the intervention group after the second mindfulness therapy meeting on Sunday in the first week, the majority, namely 13 respondents (65%), experienced mild anxiety, and 7 respondents (35%) experienced moderate anxiety.

Table 4 Distribution of Environmental Adaptation Anxiety Frequency After the Third Meeting of Mindfulness Therapy for New Female Students at the Darul Hikmah Islamic Boarding School

Environmental Adaptation Anxiety Level Score	Environmental Adaptation Anxiety Level Before Mindfulness Therapy	Frequency (N)	Representation (%)
<14	No Anxiety	0	0%
14-20	Mild Anxiety	16	80%
21-27	Moderate Anxiety	4	20%
28-41	Severe Anxiety	0	0%
42-56	Extreme Anxiety	0	0%
Total		20	100%

Based on table 5, it was found that in the intervention group after the third mindfulness therapy meeting on Friday in the second week, the majority, namely 16 respondents (80%), experienced mild anxiety, and 4 respondents (20%) experienced moderate anxiety.

Table 5 Distribution of Environmental Adaptation Anxiety Frequency After the Fourth Meeting of Mindfulness Therapy for New Female Students at the Darul Hikmah Islamic Boarding School

Environmental Adaptation Anxiety Level Score	Environmental Adaptation Anxiety Levels After Mindfulness Therapy	Frequency (N)	Representation (%)
<14	No Anxiety	0	0%
14-20	Mild Anxiety	20	100%
21-27	Moderate Anxiety	0	0%
28-41	Severe Anxiety	0	0%
42-56	Extreme Anxiety	0	0%
Total		20	100%

Based on table 6, it was found that in the intervention group after the fourth mindfulness therapy meeting on Sunday in the second week, the majority of respondents, namely 20 respondents (100%), experienced a decrease in anxiety to mild anxiety.

Table 6 Tabulation of Score Data and Interpretation of Environmental Adaptation Anxiety Pre-Test, PTM 1, PTM 2, PTM 3, and PTM 4 Mindfulness Therapy Intervention on New Female Students at Darul Hikmah Islamic Boarding School

No	Pre-Test Score	Interpretation	PTM Score 1	Interpretation	PTM Score 2	Interpretation	PTM Score 3	Interpretation	PTM Score 4	Interpretation
1.	33	Severe Anxiety	30	Severe Anxiety	27	Moderate Anxiety	21	Moderate Anxiety	18	Mild Anxiety
2.	27	Moderate Anxiety	28	Moderate Anxiety	18	Mild Anxiety	15	Mild Anxiety	14	Mild Anxiety
3.	36	Severe Anxiety	29	Severe Anxiety	23	Moderate Anxiety	20	Mild Anxiety	17	Mild Anxiety

4.	28	Severe Anxiety	26	Moderate Anxiety	17	Mild Anxiety	16	Mild Anxiety	14	Mild Anxiety
5.	31	Severe Anxiety	26	Moderate Anxiety	20	Mild Anxiety	20	Mild Anxiety	16	Mild Anxiety
6.	29	Severe Anxiety	29	Severe Anxiety	22	Mild Anxiety	20	Mild Anxiety	18	Mild Anxiety
7.	28	Severe Anxiety	19	Mild Anxiety	16	Mild Anxiety	18	Mild Anxiety	18	Mild Anxiety
8.	30	Severe Anxiety	27	Moderate Anxiety	20	Mild Anxiety	20	Mild Anxiety	16	Mild Anxiety
9.	37	Severe Anxiety	30	Severe Anxiety	23	Moderate Anxiety	23	Moderate Anxiety	18	Mild Anxiety
10.	29	Severe Anxiety	25	Moderate Anxiety	19	Mild Anxiety	19	Mild Anxiety	16	Mild Anxiety
11.	32	Severe Anxiety	27	Moderate Anxiety	16	Mild Anxiety	18	Mild Anxiety	14	Mild Anxiety
12.	32	Severe Anxiety	27	Moderate Anxiety	20	Mild Anxiety	20	Mild Anxiety	16	Mild Anxiety
13.	30	Severe Anxiety	30	Severe Anxiety	25	Moderate Anxiety	22	Moderate Anxiety	18	Mild Anxiety
14.	28	Severe Anxiety	22	Moderate Anxiety	18	Mild Anxiety	14	Mild Anxiety	14	Mild Anxiety
15.	22	Moderate Anxiety	18	Mild Anxiety	16	Mild Anxiety	14	Mild Anxiety	14	Mild Anxiety
16.	29	Severe Anxiety	27	Moderate Anxiety	18	Mild Anxiety	18	Mild Anxiety	16	Mild Anxiety
17.	31	Severe Anxiety	29	Severe Anxiety	23	Moderate Anxiety	20	Mild Anxiety	18	Mild Anxiety
18.	37	Severe Anxiety	35	Severe Anxiety	25	Moderate Anxiety	24	Moderate Anxiety	16	Mild Anxiety
19.	26	Moderate Anxiety	24	Moderate Anxiety	18	Mild Anxiety	18	Mild Anxiety	14	Mild Anxiety
20.	28	Severe Anxiety	24	Moderate Anxiety	22	Moderate Anxiety	20	Mild Anxiety	16	Mild Anxiety

Table 7 shows that the female students' environmental adaptation anxiety scores decreased after receiving a two-week mindfulness therapy intervention with four sessions. Prior to the intervention, anxiety scores ranged from 22 to 37, categorizing them as moderate to severe. After mindfulness therapy, the majority of respondents experienced a decrease in scores to 14 to 18, categorizing them as mild anxiety. Measurements were conducted using the HARS questionnaire at the pretest and at each intervention session.

Table 7 Friedman Analysis Test Results of the Effect of Mindfulness Therapy on Environmental Adaptation Anxiety in New Female Students at Darul Hikmah Islamic Boarding School

Characteristics of Environmental Adaptation Anxiety Levels	Mean Rank
Environmental Adaptation Anxiety Level Before Mindfulness Therapy	4.78
Environmental Adaptation Anxiety Level After the First Mindfulness Therapy Meeting	4.05
Environmental Adaptation Anxiety Level After the Second Mindfulness Therapy Meeting	2.33
Environmental Adaptation Anxiety Level After the Third Mindfulness Therapy Meeting	2.08
Environmental Adaptation Anxiety Level After the	1.78

Fourth Mindfulness Therapy Meeting	
Statistical Test	
N	20
Chi-Square	70,871
Df	4
Asymp. Sig.	0,000

Based on the results of data analysis from the Friedman test conducted with the SPSS software application to determine the influence between independent and dependent variables. The results of the analysis obtained a p-value (Asymp. Sig.) = 0.000, which means the p-value in this study is smaller than $\alpha = 0.05$ or below 0.05. It can be concluded that H1 is accepted, which shows that mindfulness therapy has an effect on environmental adaptation anxiety in new female students at the Darul Hikmah Balen Islamic Boarding School, Bojonegoro.

Discussion

Results of Identification of Environmental Adaptation Anxiety Levels in New Female Students at Darul Hikmah Islamic Boarding School Before Mindfulness Therapy

Based on the results of the identification of the level of environmental adaptation anxiety in new female students at the Darul Hikmah Balen Bojonegoro Islamic Boarding School before mindfulness therapy was carried out, the results showed that the majority of 20 respondents, namely 17 respondents (85%), experienced severe environmental adaptation anxiety and 3 respondents (15%) experienced moderate environmental adaptation anxiety.

Anxiety is a feeling of unease, worry, and even fear about something uncertain, which then triggers physical and behavioral responses. The more anxious a person feels, the more it impacts their activities and can even affect their balance. This means that people experiencing anxiety feel a lack of freedom and a sense of being confined.(Nurul Fitriani, 2024). Anxiety is a negative mental health condition that has emotional and physiological manifestations in individuals both directly and indirectly (Jennifer, 2023) in(Heriyana & Batari Toja Bone, 2025).

Anxiety is a condition that is often ignored by people, even though it can cause disturbing symptoms such as difficulty sleeping, muscle tension, fear, and excessive feelings of anxiety. New female students at the Darul Hikmah Islamic Boarding School also experience symptoms of anxiety, including bad feelings, fear of one's own thoughts, anxiety, feeling tense, trembling, restlessness, fear of the dark, of strangers, difficulty falling asleep, waking up at night, difficulty concentrating, sadness, palpitations, chest pain, feeling weak, frequent heavy breathing, weight loss, sweating easily, headaches, a feeling of pain and heaviness in the head, restlessness, and trembling fingers. The feelings of anxiety experienced by new female students at the Islamic Boarding School are partly due to the new environmental changes, the transition from home to a more structured Islamic Boarding School environment. Many students are sometimes unaware that they are experiencing anxiety, so they do not seek the necessary help. If left untreated, anxiety can develop into a more serious disorder, affecting mental health, physical health, and social relationships. Therefore, it is important to recognize the symptoms of anxiety before the condition worsens.

Results of Identification of Environmental Adaptation Anxiety Levels in New Female Students at Darul Hikmah Islamic Boarding School After Mindfulness Therapy

Based on the results obtained after mindfulness therapy was carried out at the first meeting, the majority, namely 11 respondents (55%) experienced moderate environmental adaptation anxiety, at the second meeting the majority, namely 13 respondents (65%) experienced mild environmental adaptation anxiety, at the third meeting the majority, namely 14 respondents (70%) experienced mild environmental adaptation anxiety and at the fourth meeting the majority, namely 20 respondents (100%) experienced mild environmental adaptation anxiety.

Anxiety is a normal part of life and can happen to anyone. Anxiety is also considered a sign that something bad is about to happen. However, if the anxiety persists abnormally and increases in intensity, disrupting daily activities, it is considered an anxiety disorder (Rahmawati, 2021). (Fadilah *et al.*, 2025). Anxiety management consists of pharmacological and non-pharmacological, (Fayzun & Cahyati, 2019) in (Fadilah *et al.*, 2025) One non-pharmacological therapy that can be used is mindfulness therapy. Mindfulness is an intervention that involves intentionally paying attention to internal and external experiences occurring in the present moment (Baer, 2003). Mindfulness practice is also associated with improved immune function, decreased psychological distress, increased well-being, reduced anxiety, and increased empathy and compassion (Stinson *et al.*, 2020). (Heriyana & Batari Toja Bone, 2025). Mindfulness therapy has benefits including reducing pain, forgiving the past and living in the present, reducing anxiety, self-awareness, acceptance, responsibility for decisions, and careful attention to thoughts, feelings, and actions. (Rinera & Retnowati, 2020).

Based on research conducted over 2 weeks with 4 meetings, each meeting was held on Friday and Sunday. Before mindfulness therapy was conducted, it was found that most of the new female students experienced severe environmental adaptation anxiety. And at the fourth meeting, it was found that the level of environmental adaptation anxiety in new female students at the Islamic Boarding School decreased to mild, meaning that if the level of environmental adaptation anxiety in new female students decreased, it indicated that mindfulness therapy could reduce the level of environmental adaptation anxiety in new female students. Mindfulness therapy showed significant potential in reducing environmental adaptation anxiety experienced by new female students during the process of adapting to a new environment. This shows that mindfulness therapy has benefits, including reducing environmental adaptation anxiety in new female students at the Islamic Boarding School. The results obtained indicate that mindfulness techniques, such as meditation and awareness training, not only help new female students to better recognize and accept the feelings of anxiety they experience, but also improve their ability to manage and reduce that anxiety. By implementing this mindfulness therapy, new female students can develop better mental resilience, which can support the learning process and improve the quality of life.

Results of the Analysis of the Effect of Mindfulness Therapy on the Level of Environmental Adaptation Anxiety in New Female Students at the Darul Hikmah Islamic Boarding School

Based on the results of the study, before mindfulness therapy was carried out, the majority of 17 respondents (85%) experienced severe environmental adaptation anxiety and after mindfulness therapy was carried out at the first meeting, the majority of 11 respondents (55%) experienced moderate environmental adaptation anxiety. At the second meeting, the majority of 13 respondents (65%) experienced mild environmental adaptation anxiety. At the third meeting, the majority of 14 respondents (70%) experienced mild environmental adaptation anxiety. And at the fourth meeting, it was found that the majority of

respondents, namely 20 respondents (100%), experienced mild environmental adaptation anxiety. Based on table 5.7, the results of the analysis using the Friedman statistical test with a significance level of $\alpha = 0.05$ obtained a p-value of $0.000 < 0.05$. This shows that there is an effect of mindfulness therapy on environmental adaptation anxiety in new female students at the Darul Hikmah Balen Islamic Boarding School, Bojonegoro.

The results of this study support the theory that mindfulness therapy effectively reduces anxiety levels.(Dhamayanti & Yudiarso, 2020)This can happen because mindfulness therapy is a therapy that uses cognitive principles and meditation techniques, which have two important components: first, awareness of the moment without giving judgment, and second, an attitude of acceptance. So, during mindfulness therapy, individuals learn to develop awareness of negative feelings and thoughts and individuals do not try to avoid them, thus making individuals increasingly able to free themselves from negative thoughts, which of course with a therapy process that is not short and requires several meetings. In addition, mindfulness therapy can make individuals aware of the mood they are feeling without first giving judgment or reaction and individuals become more open, have curiosity and have an attitude of acceptance (Hofman & Gomez 2017) in(Dhamayanti & Yudiarso, 2020).

The effectiveness of mindfulness therapy is also supported by research conducted by Keng, Smoski, and Robins (2011) in(Dhamayanti & Yudiarso, 2020), which states that mindfulness therapy is considered an effective therapy for treating common forms of psychological distress, such as anxiety, worry, fear, and even maladaptive behavior. In another study by Ernst & D'Mello, 2020,(Keumala Sari *et al.*, 2023), said that mindfulness meditation has widely recognized benefits in addressing symptoms of anxiety and depression.

This research is in line with the results of research by(Fadilah *et al.*, 2025). The results of the study used the Wilcoxon test and showed a p-value = 0.000, which stated that there was an effect of mindfulness meditation therapy on the level of anxiety in facing the thesis in final year nursing students at STIK "X" Palembang in 2024. The difference between this study and Fadilah's study lies in the intended target, the number of respondents, sampling techniques and statistical tests carried out. In the study conducted by Fadilah, the target respondents were final year nursing students aged 20-23 years, with a total number of respondents of 14 students, using the total sampling technique and also using the Wilcoxon statistical test.

Based on the results obtained in this study, the researchers assume that mindfulness therapy is an effective intervention given to new female students experiencing environmental adaptation anxiety at Islamic boarding schools, especially new female students. The provision of mindfulness therapy has been proven to reduce the level of environmental adaptation anxiety in new female students at Islamic boarding schools after being administered for 2 weeks, 4 times: 2 days in the first week and 2 days in the second week.

Mindfulness therapy is conducted through stages tailored to the respondents, which can reduce environmental adaptation anxiety. During the pre-test meeting, respondents will be explained the procedures, objectives, and benefits of the study, and an informed consent form will be provided to them to demonstrate their willingness to participate. Upon completion, the researcher and respondents will sign a time contract for the first mindfulness therapy session. From the first to the fourth meeting, the researcher re-explains the procedures, objectives, and benefits of the intervention. Afterward, the researcher conducts mindfulness therapy with the respondents for approximately 15 minutes. At each meeting after the mindfulness therapy session, the researcher administers the same questionnaire to the respondents to determine whether there is a decrease in their scores. The results from the fourth meeting showed that

environmental adaptation anxiety among new female students at the Islamic Boarding School significantly decreased, from moderate to severe levels of environmental adaptation anxiety to mild levels of environmental adaptation anxiety.

The results of this study indicate that mindfulness therapy can reduce environmental adaptation anxiety in new female students at Islamic boarding schools. One stage of mindfulness therapy that can reduce anxiety is the stage that focuses on the Islamic boarding school and has better expectations at the Islamic boarding school. Mindfulness therapy is one of the easy non-pharmacological measures in reducing environmental adaptation anxiety in a person. Many symptoms of environmental adaptation anxiety were reduced in new female students at the Darul Hikmah Balen Islamic Boarding School in Bojonegoro, including feelings of anxiety, offense, tension, sadness, restlessness, and restlessness. This decrease in symptoms indicates that mindfulness therapy can manage and control emotions, feelings, and anxiety, thereby improving overall mental well-being. It is hoped that new female students who experience environmental adaptation anxiety can pay more attention to their current conditions and actively seek support from both peers and Islamic boarding school administrators, to create a more supportive environment in their adaptation process.

CONCLUSION

The results of the study showed that mindfulness therapy had a significant effect on reducing environmental adaptation anxiety in new female students at the Darul Hikmah Balen Islamic Boarding School in Bojonegoro. Before the intervention, the majority of respondents experienced severe anxiety, whereas after two weeks of mindfulness therapy with four meetings, all respondents experienced a decrease in anxiety levels to the mild category. The results of the Friedman test showed a p-value of 0.000 (<0.05), which indicated the effect of mindfulness therapy on environmental adaptation anxiety in new female students. This finding confirms that mindfulness therapy can help students increase self-awareness, manage emotions, and reduce negative psychological responses during the adaptation process to the Islamic boarding school environment. In addition to contributing to the development of psychiatric nursing science based on Roy's Adaptation Theory, this study also shows that mindfulness can be used as an effective, simple, and easy-to-implement non-pharmacological intervention in the Islamic boarding school environment.

However, this study has several limitations, including a relatively small sample size, the use of a one-group pretest-posttest design without a control group, and the study's scope being limited to a single Islamic boarding school, making the results difficult to generalize. Furthermore, the instrument used only measured general anxiety and did not specifically identify environmental adaptation anxiety in new students. Therefore, it is recommended that future research use an experimental design with a control group, a larger sample size, and involve several Islamic boarding schools for more representative results. Future research could also develop a specific instrument related to environmental adaptation anxiety and explore other factors influencing the success of mindfulness therapy. Practically, the results of this study are expected to serve as a basis for Islamic boarding school managers and health professionals in developing mindfulness-based psychological support programs to help new students adapt more healthily and positively to the Islamic boarding school environment.

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Syani Laily Anggrina *et al*

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