

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE RESEARCH

It is said in the fairy tale of Cinderella that there is a woman who waits for a “man” to come and help her to take control of her life, so Cinderella can live happily ever after by always standing behind the prince. This Cinderella tendency suppresses women’s behavior to reach the maximum level of thinking and acting excessively just to wait for someone or something from outside to change their lives.¹

The Cinderella fairy tale is used as a term introduced by psychiatrist Colette Dowling with the term Cinderella Syndrome Complex. Colette Dowling in a book entitled “*The Cinderella Complex: Women’s Hidden Fear of Independence*” refers to a tendency that exists in women psychologically, indicated by a strong desire to be protected and cared for by others, especially men. Because they believe that there will be someone who will help and protect them someday.²

In accordance with the times, the role of women is getting bigger and bigger in various aspects of life. Now there are not few women in society who participate in it. The increase in this role is evident from the various kinds of work that women are engaged in during this period Especially office work, in the factories, and the traders. In addition, in the field of science women even have a very large share as teachers, researchers, and doctors. When the competition in the world of work is too tight, as a sensitive person a woman can easily let her self-esteem drop and become discouraged. Lack of self-confidence in women leads to the idea that as a woman, there is no need to hard work, just find an established husband and she

¹ Tasya Aulia Zahrawaany dan Siti Suminarti Fasikhah. “Pengaruh Kematangan Pribadi Degan Kecenderungan Cinderella Complex Pada Wanita Dewasa Awal” *Cognicia*. Vol. 7, No. 1 (2019). p. 140

² Nur Azizah Al Thuba Septa Priynggasari. “Persepsi Pola Asuh Permisif Terhadap Kecenderungan Cinderella Complex Pada Mahsiswi Rantau Di Fakultas Psikologi Universitas Merdeka Malang” *Jurnal Psikologi Tabularasa*, Vol. 16, No. 2 (Oktober 2021). p.100

Hasn't to think about the next day for her life. In this case she has someone to rely on.³

The Cinderella Syndrome Complex is also related to Alfred Adler's theory of inferiority. According to Adler, feelings of inferiority exist in all people because humans are born as a small and weak dependents on the help of others. Feelings of inferiority appear more and more in line with new tasks that must be completed. The problem of inferiority is a big problem in life itself.⁴

Dowling says that women who have a tendency toward the Cinderella Syndrome Complex are used to being spoiled since childhood, so they are not taught to accept the reality of life, and they are always fed with many expectations about stories that have a happy ending. In essence, a happy ending is the result of a struggle and a long journey. The factors of parenting have a very serious impact on the growth of the Cinderella syndrome complex in women, because the independence of a child is determined by how their parents nurture and direct their children to the challenges that exist in life.⁵

The women who experience the Cinderella syndrome complex often have a lack of self-confidence. They are less able or unable to make independent decisions and often want to be cared for and protected by others. This inhibits women's independence, and they often feel incompetent and suppress their own initiative. In their hearts they tend to want to be protected and cared for by others. This can prevent them from continuing their education and be one of the factors accelerating early marriage.⁶

The Cinderella syndrome complex has a negative impact on women's survival. The first impact can affect women's responses to the environment, this condition reduces women's sense of productivity. The example is inhibiting the

³ Ibid. p. 101

⁴ Haritz Asmi Zanki. "Teori Psikologi Dan Sosial Pendidikan (Teori Interaksi Simbolik)" *Scolae: Journal of Pedagogy*. Vol. 3, No. 2 (2020). p.116

⁵ Maharani Dwindu Mardhotillah dan Rahmi Agustriarini. "Pola Asuh Authorian Terhadap Cinderella Complex Dimediasi Dengan Self-Esteem" *Psychological Journal: Science and Practice*. Vol. 10, No. 2 (Februari 2022). p.68-71

⁶ Nur Fahmi Abidah dan Dyah Siti Septiningsih. "Cinderella Complex Pada Mahasiswa Millenial" *Psimphoni*. Vol. 1, No. 2 (2022). p. 24-27

women from being themselves, reducing their enthusiasm for life, and lacking commitment in the environment. The tendency of the Cinderella Syndrome Complex can be one of the causes of the lack of social adaptability level in the female students at the boarding school.⁷

Many parents overlook their children's emotional development, so it goes unnoticed that when emotional development is hampered, social development can also be affected. Most social and emotional problems are considered to be the result of environmental factors such as inconsistent parenting, stressful living conditions, violent environments, the parents who are busy working, etc. By those factors, many parents in this period send their children to the Islamic Boarding School, because the parents think that the Islamic Boarding Schools can educate and develop their children both in knowledge and emotionally.⁸

The current reality shows that the Islamic boarding school has to develop variably in terms of the curriculum and management. Islamic boarding school was formed through a long process, beginning with the formation of leadership in the community. Many various styles of Islamic Boarding Schools have grown and scattered in all corners of Indonesia. Some of the existing styles of Islamic boarding schools in Indonesia are modern Islamic boarding schools, because the models of modern Islamic boarding schools are developed to prioritize both worldly and afterlife knowledge simultaneously.⁹

Islamic boarding school is an institution that not only offers knowledge in the learning process, but also upholds the moral and ethical values of the students for 24 hours. Developing moral and ethical values can help students know their identity as teenagers. When the students arrive at the boarding school, they must often experience difficulties because they have to leave the comfort of home and

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⁷ Nur Fahmi Abidah dan Dyah Siti Septiningsih. "*Cinderella Complex Pada Mahasiswa Millenial*" p. 28

⁸ Lathifatun Nur Aini. "*Pengaruh Pola Asuh Orang Tua Terhadap Munculnya Permasalahan Perilaku Sosial Emosional Anak Usia Dini*" *Journal of Early Childhood and Character Education*. Vol. 3, No. 2 (2023). p.198-200

⁹ Moch Iqbal. "*Pesantren Di Bengkulu: Sejarah Dan Perkembangannya*" *Nuansa*. Vol. XVI, No. 1 (2023). p. 11

adapt to a strictly regulated life. They must follow a strict schedule from early morning to night, including the learning activities, worship, and other daily tasks.¹⁰

Islamic Boarding Schools have various rules that must be obeyed by their students. In addition to being obliged to live in the dormitories provided, students must also follow all the activities that have been determined from waking up to going back to sleep, such as night pickets and maintaining the cleanliness of the cottage. Broadly speaking, students who live in the Islamic boarding school are required to live independently.¹¹ In the boarding school itself, it is clear that Islamic education has the aim of producing good human beings in terms of material and spiritual aspects, with little emphasis on the formation of ideal individuals, because a good society is created from good individuals. So it can be concluded that Islamic education must be able to produce the perfect humans (*insan kamil*), who are not only materially oriented but more that as a form of devotion to Allah and as a caliph.¹²

The life of a student who is nomad must be able to adapt to the Islamic boarding school environment. The form of adaptation that appears can take the form of assimilation, which is the adjustment of attitudes, thoughts, and behavior to the prevailing social values and norms. The adaptation ability can be in terms of interaction and communication with the environment where the students live. Most female students find it difficult to open themselves to others, especially when they are just starting out in the boarding school.¹³ It takes a long time for female students to accept a new culture and the environment.

In fact, communication problems always arise in everyday life, which is very popular and must be carried out in human relationships. According to Wursanto, communication is the process of conveying messages or information that

¹⁰ Amrina dan Melia Afdayani. "Sejarah Dan Perkembangan Pondok Pesantren MTI Paninggahan" *Nazharat: Jurnal Kebudayaan*. Vol. 29, No. 2 (Desember 2023). p. 207-210

¹¹ Mukhamad Dafa Asadin, Abdul Basit, dan Khusnul Khotimah. "Kontrol Diri Santri Putra Dalam Menyikapi Peraturan Di Pondok Pesantren Al-Hikmah 1 Benda Sirampong" *Assertive: Islamic Counseling Journal*. Vol. 2, No 2 (Desember 2022). p. 58-90

¹² Ahmad Saifulloh dan Elia Monika. "Benang Merah Antara Kebebasan Dan Ilmu Dalam Pendidikan Islam" *Tawazun: Jurnal Pendidikan Islam*. Vol. 16, No. 2 (2023). p. 171

¹³ Saira Latsiar Naibaho dan Juliana Murniati. "Dukungan Sosial Sebagai Factor Pendukung Keberhasilan Adaptasi Mahasiswa Perantau Yang Tinggal Di Asrama Jakarta" *Jurnal Psikologi Ulayat* (2022). p. 1-2

contains meaning from one party to another in an effort to gain understanding. Berlo suggests that communication is an atmosphere full of success, if the recipient of the message has the same meaning as what is intended by the source.¹⁴ Given the importance of communication in daily life, it is necessary to have the right communication pattern to establish a relationship with various individuals. Individual communication can be done through interaction with other individuals.¹⁵

Social adaptability is very necessary for the students who live in the Islamic Boarding School, because if the students are not able to adapt, they will have difficulty socializing with the surrounding community and feel uncomfortable or threatened by the surrounding environment. In fact, many of the students choose to avoid certain situations. Not a few students experience failure in the adaptation process. But in essence, humans are the social creatures, where there is one way to continue life: to socialize with others. The adaptation process in this socialization requires mutual understanding, as everyone has different desires, beliefs, and opinions.¹⁶

The students must learn to interact with new friends from different backgrounds. They must build positive relationships with other students to create a harmonious and supportive environment. In this process, the student will learn the values such as cooperation, tolerance, and empathy. In addition, social adaptability also includes adjusting to the norms and values that apply in the Islamic boarding school, which may be different from those with which they are familiar at home.

Children's social skills develop in a relative and predictable way, as a social network grows out of the close relationship of parents and family. Social development reflects the influence of a number of environmental systems, namely the environment in which the individual lives. According to Hurlock, positive parenting attitudes will have a positive and good impact on children's behavior. But

¹⁴ Ahmad Saroji, Triana Harmini, dan Muhammad Taqiyuddin. "Sejarah Evolusi Generasi Internet" Jurnal Lani: Kajian Ilmu Sejarah & Budaya. Vol. 2, No. 2 (2021). p.66

¹⁵ Azqi Zakiatal Fitri. "Pola Komunikasi Antar Budaya Santri: Studi Kasus Santri Putra Pondok Pesantren Nurul Huda NU Pesanggrahan" Jurnal Dakwah. Vol. 21, No. 2 (2020). p. 171-172

¹⁶ I'if Annisatun Faiqoh, Renie Tri Herdiani, dan Hastini Budisiwi. "Penyesuaian Diri Santri Baru Terhadap Stress Di Lingkungan Pondok Pesantren Al-Amin Kabupaten Tegal" MARAS: Jurnal Penelitian Multidisiplin. Vol.1, No. 2 (2023). p. 116-120

on the contrary, if the parents give an indifferent attitude to children, the children will tend to be irresponsible and have poor behavior.¹⁷

The adjustment process in the boarding school is not always easy and requires a long time period. Because, adjusting means that we must be willing to leave the comfort zone and start adapting to a strictly regulated life routine. Students in the boarding school must follow the schedule starting from waking up, learning activities, worship, and other daily tasks.¹⁸ That way the process of self-adjustment in the Islamic boarding school begins with a sense of independent spirit.

Social adaptability to Cinderella syndrome complex tendencies refer to an individual's ability to cope with or manage feelings of inferiority, lack of self-esteem, or marginalization that may be experienced as a result of the tendencies. The Cinderella Syndrome Complex can hinder one's social adaptability as it can affect self-confidence, social interaction, and the ability to form healthy relationships with others.¹⁹

Independence is an element of personality whose relationship is very important for the survival of the students in the boarding school. This need for independence is especially important for students who can live independently while living in the new environment. This happens because women are dependent, fear independence, and have a strong desire to be protected by others. The patriarchal culture that spreads in Indonesia causes women to be raised and educated as the week begins.²⁰

Social adaptability is a change that results in a person being able to live well with the environment. The change is evident, because humans will always try to change themselves to fit the environment. Social adaptability is the capacity of an

¹⁷ Lathifatun Nur Aini. "Pengaruh Pola Asuh Orang Tua Terhadap Munculnya Permasalahan Perilaku Sosial Emosional Anak Usia Dini" *Journal of Early Childhood and Character Education*. Vol. 3, No. 2 (2023). p. 203-204

¹⁸ Lidya Ira Irviana, Hetti Rahmawati, dan Farah Farida. "Hubungan Kemandirian Dengan Penyesuaian Diri Remaja Pondok Pesantren" *Flourishing Journal*. Vol. 1, No. 2 (2021). p. 120-126

¹⁹ Descanita Auliasari. "Kecenderungan Cinderella Complex Pada Remaja Putri Yang Mengalami Broken Home" *Psikoborneo*. Vol. 6, No. 2. p. 175-177

²⁰ Rizal et al. "Adaptasi Sosial Mahasiswa Papua Di Universitas Halu Oleo" (Kendari: Literacy Institute, 2019). p. 25-26

individual to make changes in life that aim to overcome the difficulties and obstacles that occur in a new environment in order to live a better life.²¹

Al-Basyariyah Islamic Boarding School is one of the Islamic educational institutions that focuses not only on religious education, but also on developing the character and social skills of the students. However, in recent years the staff of the boarding school has observed an alarming phenomenon related to the decline in social adaptability in the students. One of the issues that has surfaced is the indication of Cinderella Syndrome Complex among the students.

Field observation reveals that some students show signs of the Cinderella Syndrome Complex, such as excessive dependence on authority figures and difficulty making their own decisions. This phenomenon can hinder their ability to develop independently and adapt to the new situations. This condition is very worrying and considering that Islamic boarding school should be a place that educates the students to become independent individuals with strong character.²²

The administrators and educators at Al-Basyariyah Islamic Boarding School 02 also revealed that they face challenges in managing the students who show the tendencies of the Cinderella Syndrome Complex. They feel the need to provide extra attention and special guidance for these students, which in turn can divert focus from other students who also need attention. This suggests the need for more effective strategies and approaches in addressing this issue.²³

The results of interviews with the student caregivers corroborate these observational findings. The student caregivers revealed that some students often show passivity and dependence on others in completing the daily tasks. They also noted that these students often avoid responsibility and show anxiety when faced with situations that require independent decisions. The caregivers stated that overprotective parenting at home may have contributed to the development of the Cinderella Syndrome Complex.²⁴

²¹ Helsi Zulfan Ramadani, Inraddin, dan Azwar. "Adaptasi Sosial Dalam Masyarakat Multicultural Era Keterbukaan Informasi" Reformasi. Vol. 12. No. 1 (Juni 2022). p. 88-90

²² 01/W/03/VI/2024

²³ 02/W/03/VI/2024

²⁴ 03/W/03/VI/2024

It can be concluded from the descriptions above that the Cinderella Syndrome Complex is a psychological condition in which a person who has excessive expectations is rescued from life's difficulties, usually by others who are considered stronger or more powerful. This syndrome is often associated with a lack of independence, low self-confidence, and high dependence on others in solving personal and social problems. In the context of Islamic Boarding Schools, this can affect the ability of the students to interact effectively, cooperate, and adjust to the dynamic and demanding surrounding environment.

There are some students who feel that they cannot adjust when they are in a new environment, they tend to do things that make themselves free from the regulations. For the examples, pretending to be sick when there is an assembly in the meeting hall, choosing to be alone when exercising, and expecting the mercy of others when they are in trouble. Some of these tendencies indicate that most of them feel that they do not deserve emotional support from anyone.

The Cinderella Syndrome Complex is one of the factors that should be examined. The students who experience this syndrome tend to show a lack of independence and high dependence on authority or support figures. They prefer to wait for direction rather than take the initiative, which ultimately hinders the development of their social adaptability. This dependency not only affects their academic and religious performance, but also their ability to interact and contribute to the Al-Basyariyah Islamic boarding school 02.

The low self-esteem of the students shows that they are still very confused about how to guide themselves to negative or positive behavior. So there is a tendency to depend on others to guide or direct the path of life that they must take. In addition to low self-esteem, the lack of control in themselves makes this tendency of Cinderella syndrome complex dominate behavior in the daily life. The students who have a high level of self-control are able to carry or direct their lives and adjust

their behavior in a positive direction, so that there will be low results on the tendency of the Cinderella Syndrome Complex.²⁵

Therefore, the researcher decided to make a study with the title *“The Influence Of Cinderella Syndrome Complex On The Social Adaptability Of Female Students At Al-Basyariyah Islamic Boarding School 02”*

B. PROBLEM FORMULATION

1. What is the level of Cinderella Syndrome Complex in female students at Al-Basyariyah Islamic boarding school 02?
2. What is the level of social adaptability of female students at Al-Basyariyah Islamic Boarding School 02?
3. Is there a significant influence between Cinderella Syndrome Complex and the social adaptability of female students at Al-Basyariyah Islamic Boarding School 02?

C. THE PURPOSE OF THE STUDY

1. To determine the level of Cinderella Syndrome Complex in female students at Al-Basyariyah Islamic boarding school 02.
2. To determine the level of social adaptation of female students at Al-Basyariyah Islamic Boarding School 02.
3. To determine the influence of Cinderella Syndrome Complex on the social adaptability of female students at Al-Basyariyah Islamic Boarding School 02.

²⁵ Mitta Kurniasari. “Hubungan Antara Kesepian Dan Kontrol Diri Dengan Intensitas Bermain Game Online Pada Siswa Di Yogyakarta” Jurnal Bimbingan dan Konseling Pandohop. Vol. 1. No. 2 (2021). p. 20-27

D. RESEARCH BENEFITS

a. Theoretical Benefits

This research contributes to the theoretical understanding of the Cinderella Syndrome Complex in the context of education. This research can complement the existing literature by exploring the relationship between the Cinderella Syndrome Complex and the social adaptability of female students of Al-Basyariyah Islamic Boarding School.

b. Practical Benefits

1. For staff MP3 (Majelis Pimpinan Pondok Pesantren), to understand the factors that influence the social adaptability of female students. By knowing the influence of the Cinderella Syndrome Complex they can design appropriate strategies and interventions to improve the social adaptability of the students.
2. For parents and counselors, to support female students in overcoming the Cinderella Syndrome Complex and improve their social adaptability. This recommendation can be in the form of coaching programs or workshops at the boarding school.
3. For students, to understand the impact of certain psychological syndromes on learning behavior and social adaptability. The results of the study can be used as a basis for developing broader intervention strategies outside the boarding school.
4. For the researcher, it opens new insight for the researcher and academics to understand the psychological dynamics that may affect the behavior and learning achievement of female students at Al-Basyariyah Islamic boarding school 02. The results of the study can be used as a basis for further research in the field of educational psychology.
5. For further researchers, to find out efforts to overcome the Cinderella syndrome complex tendency on the social adaptability of female students.

This research not only contributes to the development of theory in the field of educational psychology, but also has practical implications that are relevant to boarding school managers, educators, parents, and individuals who are interested in understanding the dynamics of social adaptability of female students.



E. WRITING SYSTEMATICS

To facilitate the researchers in writing a thesis, the discussion is organized systematically to facilitate understanding of the subject matter raised in the study. So the systematics in writing in research on the Influence of Cinderella Syndrome Complex on the Social Adaptability of Students at Al-Basyariyah Islamic Boarding School 02 are as follows:

In the first chapter. This chapter includes the background of the problem, problem formulation, research objectives, research benefits and writing systematics.

In the second chapter, this chapter discusses the theoretical basis which includes: Cinderella syndrome complex: understanding Cinderella syndrome complex, factors that influence the occurrence of Cinderella Syndrome Complex, and aspects of Cinderella Syndrome Complex. Social adaptability: understanding social adaptability, and factors that affect the process of social adaptability, and the relationship between Cinderella syndrome complex and social adaptability, then the results of relevant research, theoretical framework and research hypotheses.

In the third chapter, it contains the research methodology. This chapter presents the place and time of research, research methods, types of research, data collection techniques, and data analysis techniques.

In the fourth chapter, it contains Data Presentation, Analysis and Discussion. In this chapter the researcher will present the presentation of data (general and specific data), an analysis of the results of Cinderella syndrome complex data, the results of social adaptability data, and the influence of Cinderella syndrome complex on the social adaptability of students, as well as a discussion of research findings.

The fifth chapter is the closing, which consists of conclusions and suggestions. At the end of the thesis, the writing contains a bibliography and attachments.