



(RESEARCH ARTICLE)



The relationship between emotional quotient and self-adjustment among students at the Anwarul Huda Islamic boarding school in Jombang regency

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Abstract

Background: Poor self-adjustment can lead to stress, anxiety, and discomfort, which may disrupt students' learning processes and social lives. One factor believed to play an important role in self-adjustment is emotional intelligence. This study aims to examine the relationship between emotional intelligence and self-adjustment in students at Anwarul Huda Islamic Boarding School in Jobbing.

Methods: This study employed a quantitative method with cross-sectional analytic correlation. A sample of 96 students was drawn using simple random sampling. The Self-Adjustment Scale by Eustalia Gunavati et al. and the Emotional Intelligence Questionnaire by Daniel Goleman were used for this study. Data analysis was performed using the Spearman Rank Test to determine the relationship between emotional quotient and self-adjustment in Islamic boarding school students.

Results: The results of the study showed that most respondents had moderate emotional quotient, as many as 49 respondents (51%), and almost half had sufficient self-adjustment, as many as 47 respondents (49%), where the results of the Spearman rank test obtained a p value = 0.000 < 0.05, meaning H1 is accepted.

Conclusion: The conclusion of this study is that there is a relationship between emotional quotient and self-adjustment in students who attend Anwarul Huda Islamic Boarding School, Jobbing. It is hoped that health workers will be more active in providing health education to the community, especially in the Islamic boarding school environment, not only physical health, but also mental health.

Keywords: Emotional Quotient; Self-Adjustment; Student ; Islamic Boarding School; Jombang regency

1. Introduction

Students often face various challenges that affect their ability to apply self-adjustment to daily life. This can lead to stress, anxiety, and discomfort, which can disrupt their learning process and social life. One factor believed to play a crucial role in this self-adjustment ability is emotional quotient, which refers to a person's ability to understand and manage their own and others' emotions (Mohammadiani and Homaei, 2018).

The WHO reports that 10-20% of adolescents worldwide experience mental health problems, one of which is emotional quotient disorders, which can affect their self-adjustment (World Health Organization, 2021). In Indonesia, 55% of

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adolescents demonstrate good emotional self-adjustment, 30% experience mild difficulties in emotional control, and 15% experience serious difficulties in emotional control. Meanwhile, in East Java, 50% of adolescents demonstrate good emotional self-adjustment, 35% experience mild difficulties in emotional control, and another 15% experience serious difficulties in emotional control (Pranata et al., 2022). In Jombang Regency, 47.5% of Islamic boarding school students (santri) can use self-adjustment effectively, while 52.5% experience poor self-adjustment (Fitriani et al., 2020).

A factor influencing self-adjustment in Islamic boarding school students is emotional quotient, commonly known as emotional intelligence. This is because emotional quotient enables students to recognize, understand, and manage their own emotions and those of others. Students with a high emotional quotient tend to have good self-adjustment. Students who are able to apply self-adjustment well will feel more confident, comfortable, and motivated in their daily lives at the Islamic boarding school. They are more able to control their emotions, such as dealing with anger or frustration constructively, and are more sensitive to the feelings of others. Meanwhile, students with a low emotional quotient will have poor self-adjustment (Sulistio et al., 2018).

There are two strategies for overcoming adjustment problems in the Islamic boarding school environment: self-control and proactively addressing these challenges. These factors are found in the students' emotional quotient. As a result of good self-adjustment, students' emotional quotients will also develop optimally, as they become accustomed to facing and managing various emotional situations wisely. Therefore, good self-adjustment helps students build a strong emotional quotient, as they learn from daily experiences to recognize, understand, and regulate emotions, both within themselves and in interactions with others (Ketkaew et al., 2021).

This research has several novel elements such as the specific subject context, namely focusing on Islamic boarding school students, a population that has not been widely studied in the relationship between EQ and self-adjustment; the unique social and cultural environment because Islamic boarding schools have a culture of spiritual discipline, group social structures, and community dynamics that are different from public schools; and the relevance of the results of this study can provide information on designing emotional development programs that are appropriate to the needs of Islamic boarding school students, including strategies for improving social adaptation and psychological well-being in Islamic boarding schools (Himmah and Desiningrum, 2017). The aim of this study is to analyze the relationship between emotional quotient and self-adjustment in Islamic boarding school students.

2. Materials and Method

This type of research is observational analytic with a cross-sectional approach. The population of this study was all students at the Anwarul Huda Islamic Boarding School in Jombang, with a sample size of 96 respondents using a simple random sampling technique. Data collection for emotional equations used the emotional intelligence questionnaire from Daniel Goleman, with 5 indicators totaling 50 statements (Goleman, 2006), and for self-adjustment using the self-adjustment scale from Eustalia Wigunawati et al with 5 indicators totaling 40 statements (Wigunawati et al., 2022). Data processing with editing, coding, scoring, tabulating, and analysis using the Spearman Rank nonparametric statistical test, using alpha 0.05. This research has been declared to have passed the ethical test by the KEPK ITSkes ICMe Jombang Team with number 204/KEPK/ITSKES-ICME/IX/2024.

3. Results

The research results show that the majority (60 respondents) were aged 14-16 (62.5%). The majority (60 respondents) were female (62.5%). Most (60 respondents) had a high school education (62.5%). Almost all (84 respondents) were very close to their families (84%). Most (66 respondents) reported family as a source of support. Most (57 respondents) were family members (59%). The majority (49 respondents) showed moderate emotional quotient, while almost half (47 respondents) showed sufficient self-adjustment.

Table 1 Respondent Characteristics

Age	Frequency (f)	Percentage (%)
14 – 16	60	62,5
17 – 19	36	37,5
Gender	Frequency (f)	Percentage (%)
Female	60	62,5
Male	36	37,5
Level of education	Frequency (f)	Percentage (%)
Junior high school	36	37,5
Senior high school	60	62,5
Closeness to family	Frequency (f)	Percentage (%)
Very close	84	87,5
Not close enough	12	12,5
Support provider	Frequency (f)	Percentage (%)
Family	66	69
Friends/colleagues	24	25
Teachers	3	3
Other people	3	3
Closest person	Frequency (f)	Percentage (%)
Family	57	59
Friends/colleagues	36	38
Teachers	0	0
Other people	3	3

Table 2 Cross-tabulation emotional quotient and self-adjustment

Self-adjustment Emotional quotient	Good		Enough		Less		Total	
	f	%	f	%	f	%	f	%
Low	0	0	4	4	19	20	23	24
Medium	6	6	43	45	0	0	49	51
High	24	25	0	0	0	0	24	25
Total	30	31	47	49	19	20	96	100
Rank Spearman test p-value = 0,000								

The cross-tabulation results showed that almost half of the respondents had a moderate emotional quotient, and 43 respondents (45%) had a moderate adjustment. The Spearman Rank Analysis test yielded a p-value of 0.000, which was less than 0.05, thus accepting H1, indicating a relationship between emotional quotient and self-adjustment.

4. Discussion

Based on the research results, half of the respondents at the Anwarul Huda Islamic Boarding School in Jombang fell into the moderate emotional quotient category, comprising 49 respondents (51%). According to the researchers, the self-adjustment of students in Islamic boarding schools is often categorized as moderate because the Islamic boarding school environment has rules and traditions that differ from their previous lives.

Students need to adjust to a disciplined lifestyle, interacting with friends from diverse backgrounds, and intense academic and spiritual demands. During this adaptation process, students may face emotional and social challenges, which can make their adjustment process unstable, but not entirely problematic either. A moderate level of adjustment indicates that students are able to adapt but still need time and support to become fully comfortable and develop optimally in the Islamic boarding school environment (Ajhuri, 2019).

Adolescents experience various physical and emotional changes, which sometimes make them more vulnerable to stress, social pressure, and confusion in determining their identity. A strong emotional quotient helps individuals recognize, manage, and express emotions more healthily, enabling them to face the psychological challenges that arise during this stage of life. During adolescence, skills such as empathy, conflict resolution, and the ability to maintain social relationships become crucial. Adolescents with a high emotional quotient tend to be better able to establish harmonious relationships with peers and adapt more easily to school and family environments. These skills can increase their self-confidence, reduce the tendency to engage in risky behaviors, and help them make better decisions in their daily lives. This research shows that the development of emotional quotient can have a positive impact on adolescent mental health. Those with a strong emotional quotient are less likely to experience excessive anxiety, depression, or feelings of isolation. Therefore, strengthening emotional quotient at the age of 14-16 is not only beneficial for their current emotional development but also builds a strong foundation for their future well-being (Pusat Inovasi Psikologi Universitas Padjajaran., 2025).

Based on the questionnaire data, the average value of the five emotional quotient indicators was found to be moderate for empathy and social skills. Students with moderate emotional quotient will demonstrate a fairly good ability to understand and manage emotions, but may still have limitations in certain aspects. Empathy, which is the ability to understand and feel the emotions of others, is one of the main components of emotional quotient. Someone with a high emotional quotient is able to perceive the feelings and perspectives of others more deeply, which allows them to respond more appropriately and understandingly. This empathy is an important foundation in building positive and harmonious social relationships, because the ability to understand and appreciate the feelings of others creates strong bonds in everyday interactions (Hidayati, 2024).

Social skills are also greatly influenced by emotional intelligence, particularly in terms of effective communication, adaptability, and conflict resolution. A person with good emotional quotient is able to express their feelings and opinions assertively without hurting or offending others, which is crucial in social interactions. This skill enables them to communicate openly, listen attentively, and respond constructively. Furthermore, emotional quotient helps a person adapt to different social situations, enabling them to read others' emotional cues and adjust their behavior accordingly. In addition to aiding communication and social adaptation, a high emotional quotient also makes it easier for a person to manage conflict. By possessing empathy and good emotional regulation skills, a person is more likely to resolve differences or tensions in a constructive and tactful manner. They can understand the reasons behind others' feelings or attitudes and seek solutions that respect the needs of both parties (Husnunnisa, 2025).

Overall, the relationship between emotional quotient, empathy, and social skills is mutually reinforcing and creates a solid foundation for a healthy social life. People with a high emotional quotient are not only able to understand others but also have the ability to create supportive relationships, foster collaboration, and foster a positive environment wherever they are.

Based on research results, self-adjustment among students attending the Anwarul Huda Islamic Boarding School in Jombang shows that almost half, 47 students (49%), have moderate self-adjustment. Students at Islamic boarding schools are often categorized as moderate because they are in a transition period from a free life at home to an environment with strict rules. Islamic boarding schools have strict schedules, disciplined worship routines, and different social interactions, requiring physical and mental adaptation. Although some students are able to adjust to their new environment, many still experience difficulties in terms of comfort and emotional stability. This moderate level of self-adjustment indicates that students have been able to adapt in some aspects, but still need time and further support to be fully comfortable and achieve success in the Islamic boarding school environment (Idris, 2023).

Adolescents often experience shifts in how they view themselves and the world around them. The process of self-adjustment is crucial to help them navigate these changes. Adolescents with strong self-adjustment skills tend to be better able to adapt to new environments, whether at school, at home, or in their relationships with peers. They can adjust to changes in academic demands, such as increasingly complex exams or assignments, and adapt to frequently changing social dynamics (Misnita, 2016).

The family plays a primary role as a source of emotional and social support for individuals, especially in the process of self-adjustment in facing various life challenges. In a supportive family environment, individuals feel safe to express their feelings and address the problems they face (Hidayat and Sudrajad, 2025). When family members provide support, such as listening attentively, offering advice, or offering encouragement, this strengthens the individual's ability to adapt to changes and stresses. Open and communicative families help individuals learn important skills, such as empathy, conflict resolution, and emotional management, all of which contribute to their ability to adapt well (Ajhuri, 2019).

A supportive and understanding family can make individuals feel more secure and motivated to adapt. Positive interactions with family members, such as open communication and compassion, help individuals develop important skills, such as empathy and conflict resolution. Conversely, insufficient family support can hinder an individual's ability to adjust, leaving them feeling isolated and struggling to cope with stress. Therefore, strong and supportive relationships with family play a crucial role in strengthening self-adjustment skills, enabling individuals to grow and develop better in dealing with various life situations (Husnunnisa, 2025).

Based on questionnaire data, students attending the Anwarul Huda Islamic Boarding School in Jombang have moderate self-adjustment. The average score for six self-adjustment indicators—physical, sexual, moral, and religious adjustment, and adjustment at school—is midway between the lowest and highest scores. The ability to adapt is crucial for students facing life at an Islamic boarding school, particularly regarding physical adjustment. Physical adjustment encompasses students' ability to adapt to new environmental conditions that may differ from their home environment, such as busy schedules, limited facilities, and a strictly regulated lifestyle. Self-adjustment enables students to better navigate these challenges, helping them feel comfortable and stay healthy amidst the changes. With good self-adjustment, students will more easily adapt to eating patterns, rest periods, and physical activity that align with Islamic boarding school regulations. Stable physical and mental readiness contributes to students' well-being and success in their education at the Islamic boarding school (Mu'ti et al., 2023).

The results of this study reinforce the nursing perspective that emphasizes a holistic approach, namely bio-psycho-socio-spiritual. Emotional quotient has been shown to play a role in helping individuals recognize, manage, and express emotions adaptively, thus supporting their ability to adjust to new and highly regulated environments such as Islamic boarding schools. These findings align with the concept of adaptation in nursing theory, such as the Roy Adaptation Model, which views individuals as adaptive systems continuously interacting with their environment (Roy, 2009).

This research provides a scientific basis for the notion that emotional aspects are important determinants of adolescent mental health. This encourages nurses and nursing researchers to focus not only on physical problems but also on psychological factors that influence an individual's ability to cope with environmental stressors. This research also opens up opportunities for the development of nursing instruments to assess emotional intelligence and adjustment as part of psychosocial assessment (Santrock, 2019).

This research has implications for the development of evidence-based nursing interventions. The findings regarding the relationship between EQ and self-adjustment can serve as a foundation for further research focusing on the effectiveness of emotional intelligence-enhancing interventions, such as training in emotional management, social skills, and adaptive coping for Islamic boarding school students. These interventions have the potential to enhance self-adjustment, prevent psychosocial disorders, and improve the quality of life of Islamic boarding school students (Potter et al., 2021).

In the context of community nursing, this research provides a clear picture of the psychosocial needs of Islamic boarding school communities, as communities with distinct cultural and religious characteristics. Thus, nursing research can develop toward a more contextual and culturally sensitive approach, and strengthen the role of nurses in promoting and preventing mental health problems in boarding school settings (Stuart, 2016).

Overall, this research on the relationship between emotional quotient and self-adjustment in Islamic boarding school students has a positive impact on nursing research by expanding psychosocial studies, enriching the theoretical foundation, and encouraging the development of nursing interventions oriented towards improving adolescent mental health.

5. Conclusion

Based on research findings on the relationship between emotional quotient and self-adjustment in Islamic boarding school students, it can be concluded that there is a positive and significant relationship between emotional intelligence and students' ability to adjust. This means that the higher a student's level of emotional intelligence, the better their

ability to adjust to the Islamic boarding school environment, both socially, academically, and emotionally. Students with high emotional intelligence tend to be better able to recognize and manage their emotions, understand the feelings of others, and establish positive social relationships. This contributes to their ability to face the demands of life in an Islamic boarding school, resolve conflicts, and adapt to the prevailing rules and culture. Thus, emotional quotient is an important factor influencing students' self-adjustment, although it is not the sole factor, as adjustment is also influenced by other variables such as social support, personality, and environment.

Compliance with ethical standards

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Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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