

The Influence of Emotional Intelligence to Adjustment among First-Year Students at Dayah (Boarding School)

Suci Zahratulliza, Zulkarnain, Rahma Yurliani

Faculty of Psychology, University of Sumatera Utara, Indonesia

Abstract— Dayah is an Islamic education institute in Aceh which is collaborating an Islamic educational and general science education. Dayah has rules and routine activities which are must be followed by the students. It can make the students learn to be disciplined, independent and must adjust themselves to these conditions. Several factors influence the adjustment of students, including emotional intelligence. This research has the objective to analyze the influence of emotional intelligence to adjustment among first-year students at Dayah. This research using a saturated sampling technique with 200 subjects range from 12-13 years old. The measurement tools used are adjustment scale and emotional intelligence scale. The result of research data analysis showed that emotional intelligence positively and significantly influenced to adjustment among first-year students at Dayah.

Keywords— Adjustment, emotional intelligence, first-year students, Dayah (Boarding school).

I. INTRODUCTION

Dayah is an Islamic educational institution in Aceh which has been deeply rooted since Islam was adopted in Aceh in the first century Hijriyah (Saifullah, 2013). Dayah in Aceh are grouped into two, namely Salafiah (traditional) Dayahs and integrated (modern) Dayahs. Dayah Salafiah adheres to an education system that is passed down from generation to generation, while integrated Dayah adheres to a more modern and formal education system (Almujahir, 2015).

One of the modern dayahs in Banda Aceh, besides providing religious-based education, this institution also provides general education similar to other schools. The Dayah also applied a number of regulations to familiarize students with discipline and independence. In addition to having regulations that must be followed, Dayah also has daily activities that are structured and routine to be carried out every day by the students. The activity starts from 04.30 am until 23.00 pm for the students to rest again. The students who do not obey the rules imposed in Dayah, will get punishment in accordance with the wrongdoing. This will make the students learn to be disciplined and must adjust themselves to the situation (Khalis & Hasyim, 2013).

Based on the results of researchers' interviews with teacher in Dayah, around the first 6 months it is usually difficult for students to adapt. Their reactions also vary. There are still many who complain, cry, often ask to go home, rebel at the same time, fight with friends, and some even run away from Dayah. They find it difficult to regulate their emotions. On

average every year 5-10% are not comfortable and move from Dayah.

The problems that are often felt by the students at the boarding school are obstacles to adjustment, difficulty in getting along and difficult to communicate with friends, causing stress and affect the duties and responsibilities as a santri (Handono and Bashori, 2013). Some other impacts that can occur when students find it difficult to adjust are students who feel inferior, fight, violate school rules, oppose teachers, do not carry out schoolwork, play truant, and be late for coming to school (Kusumaningsih & Mulyana, 2013). In addition, they will also have a negative attitude towards themselves and feel unhappy if they are unable to adjust to their environment (Kumalasari & Ahyani, 2012).

The success or failure of the students in adjusting can also be influenced by various things, one of which is emotional intelligence (Fatimah, 2010). Goleman (2015) says that the success or failure of an individual in managing his emotions depends on emotional intelligence. The higher one's emotional intelligence, then the individual will be more able to overcome various problems especially those that require strong emotional control.

Positive emotional intelligence will make an impact, such as happier, confident, popular, can establish a good relationship with the environment, be able to manage emotions, be able to control stress, and be more successful in school. Conversely, negative emotional intelligence will have an impact, such as aggression behavior, anxiety, poor performance in school, antisocial behavior, and poor relationships with peers (Chandri et. Al, 2004; Santrock, 2009).

Based on the explanation above, researchers are interested in investigating whether there is an influence of emotional intelligence on self-adjustment in first-year students at Dayah.

Adjustment

Haber & Runyon (1984) defines self-adjustment as an application that is carried out in everyday life to achieve the desired goals and continues continuously throughout life and varies from time to time. There are 5 criteria in self-adjustment, namely an accurate perception of reality, the ability to deal with stress and anxiety, a positive self-image, the ability to express various emotions, and good interpersonal relationships.

Emotional Intelligence

Goleman (2000) defines emotional intelligence as the ability to motivate oneself, survive in the face of frustration, control impulse, not to exaggerate pleasure or distress, regulate mood so that stress burden does not interfere with the ability to think, empathize, and pray. There are 5 aspects of emotional intelligence, namely self-awareness, self-regulation, self-motivation, empathy, and building relationships.

II. OBJECTIVES & METHODS

This research has the objective to investigate whether there is an influence of emotional intelligence to adjustment among first-year students at Dayah. This study uses a scale in gathering data, namely the scale of adjustment and the scale of emotional intelligence. Participants in this study were 200 first-grade students of VII in the Modern Dayah Darul Ulum Banda Aceh.

III. RESULTS AND DISCUSSIONS

Result

The hypothesis in this research is that there is an influence of emotional intelligence to adjustment among first-year students at Dayah. The result of data processing using regression analysis of the variable emotional intelligence towards adjustment obtained a correlation coefficient (r) .593 sig value .000 (p <.05) and effective contribution by 34.8% while the remaining 65.2% was caused by the other factors outside this research.

TABLE 1. Regression Analysis

Model	R	R Square	Adjusted R Square	F	Sig.
1	.593	.351	.348	107.310	0.000

Further analysis will look at the similarity of the regression line between emotional intelligence and adjustment, which can be seen from the following table:

TABLE 2. Coefficient Correlation

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	B		
(Constant)	25.687	3.885		6.611	0.00
Emotional Intelligence	.522	.050	.593	10.359	0.00

Based on the above table, beta emotional intelligence is obtained of .593 with t of 10.359 and a significance value .000 <.005. This shows that emotional intelligence has a significant effect on adjustment. The influence that emotional intelligence has on adjustment is a positive direction. This shows that emotional intelligence tends to increase adjustment.

Discussion

The results showed that there was an influence between emotional intelligence and adjustment, with a significance value of p <.000. This shows that emotional intelligence tends to increase adjustment. These results are consistent with the statement expressed by Dwiperdanasari (2010) that emotional

intelligence in adolescents who live in Islamic boarding schools is higher than emotional intelligence in adolescents who do not live in Islamic boarding schools. individuals who can control emotions well, will be able to cope with situations and be able to adjust to the environment. Vice versa, an individual who is too excessive in responding to a situation, so he is less able to control himself and can lead to poor adjustment (Schneider, 1964).

The effective contribution of the variable of emotional intelligence in influencing adjustment amounted to 34.8%, while the remaining 65.2% was caused by other factors outside this study. Desmita (2010) explains that there are several factors that influence self-adjustment and emotional intelligence, one of which is the school environment. School environment factors are the main factors related to individual adjustment. School environment is one of the factors that influence adjustment and has a role in determining the level of adjustment in adolescents (Annisa & Alfiasari, 2017).

In addition, the school environment also has a large influence on adolescent emotional intelligence. Schools need to develop effective and appropriate interventions in overall complex school programs, so schools will produce teenage students who have high emotional intelligence (Kidger, Araya, Donovan, & Gunnell, 2011).

IV. CONCLUSION

Based on the research that has been done, it can be concluded that the results obtained are as follows:

- a. There is a significant influence between emotional intelligence to adjustment among first-year students at Dayah.
- b. Emotional intelligence made an effective contribution in influencing adjustment by 34.8%, while the remaining 65.2% was caused by other factors outside this study.

V. SUGGESTION

Providing counseling guidance services by involving child consultants or psychologists, counseling teachers, or other practitioners. This aims to help students in solving problems appropriately, can educate coaches, teachers in treating students appropriately and can create a friendly and comfortable school environment for students. Dayah can also design a counseling guidance program for students who aim to develop themselves, understand themselves, be able to make decisions, adjust well, and learn optimally at school.

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