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## **THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STUDENTS' SELF-ADJUSTMENT**

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### **Abstrak**

Penelitian ini mengkaji hubungan antara kecerdasan emosional dan penyesuaian diri pada siswa kelas X di salah satu sekolah SMK Negeri di Jawa Timur. Dengan menggunakan pendekatan kuantitatif, data dikumpulkan melalui kuesioner dan dianalisis menggunakan korelasi Product Moment Pearson. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki tingkat kecerdasan emosional yang baik, dengan 80% dikategorikan sebagai memiliki kecerdasan emosional yang baik dan 10% diklasifikasikan sebagai sangat baik. Demikian pula, tingkat penyesuaian diri juga didominasi oleh kategori baik, di mana 70% siswa menunjukkan keterampilan penyesuaian diri yang baik. Analisis statistik mengungkapkan adanya korelasi positif yang signifikan ( $r = 0.990$ ) antara kecerdasan emosional dan penyesuaian diri, yang menunjukkan bahwa siswa dengan kecerdasan emosional yang lebih tinggi cenderung lebih mampu menyesuaikan diri dengan lingkungannya. Studi ini sejalan dengan penelitian sebelumnya, yang menegaskan pentingnya pengembangan kecerdasan emosional dalam lingkungan pendidikan. Sekolah dan pendidik sebaiknya mengintegrasikan program pengembangan kecerdasan emosional untuk meningkatkan kemampuan adaptasi, hubungan sosial, dan kesejahteraan siswa secara keseluruhan.

*Kata kunci:* Kecerdasan Emosional, Penyesuaian Diri, Adaptasi Siswa, Psikologi Pendidikan

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**Abstract**

This study examines the relationship between emotional intelligence and self-adjustment among tenth-grade students at once SMK Negeri in East Java. Using a quantitative approach, data were collected through questionnaires and analyzed using Pearson's Product Moment correlation. The findings indicate that most students possess a good level of emotional intelligence, with 80% categorized as having good emotional intelligence and 10% classified as very good. Similarly, self-adjustment levels were also predominantly good, with 70% of students demonstrating good self-adjustment skills. The statistical analysis revealed a significant positive correlation ( $r = 0.990$ ) between emotional intelligence and self-adjustment, indicating that students with higher emotional intelligence tend to adjust better to their environment. This study aligns with previous research, reinforcing the importance of fostering emotional intelligence in educational settings. Schools and educators should integrate emotional intelligence development programs to enhance students' adaptability, social relationships, and overall well-being.

Keywords: Emotional Intelligence, Self-Adjustment, Student Adaptation, Educational Psychology

**Introduction**

Emotional intelligence is a vital aspect of personal development that can be cultivated through learning and mastery of its key elements, including self-awareness, emotion regulation, productive emotional utilization, empathy, and relationship building. Emotions play a significant role in driving human behavior (Wang et al., 2023). Feelings such as fear, anger, happiness, love, and sadness often reflect the dynamic interplay of psychological states and influence how individuals interact with their environment (Pitoyo & Sitawati, 2017). Students with strong emotional intelligence can effectively recognize their own emotional states and understand those of others, allowing them to build positive relationships and adapt well to social settings. As Hadian et al., (2022) explains the ability to manage emotions, empathize with others, and practice self-regulation contributes significantly to the maturity required for meaningful interpersonal relationships. Thus, students who manage their emotions well are likely to achieve better social adjustments, which is essential for personal and academic success.

While intellectual intelligence has long been recognized as an important factor in achieving success, it alone is insufficient. Emotional intelligence must complement intellectual capabilities to ensure effective functioning in various life domains Heo et al., (2022). Emotional intelligence empowers students to navigate challenges, solve problems, and build healthy relationships in their social environments. However, the absence of emotional regulation is increasingly evident in behavioral issues among students. Reports of negative behaviors such as breaking school rules, absenteeism, lying, theft, and violence have become common Syakur et al., (2023). These behaviors, often rooted in poor emotional intelligence, disrupt social harmony and hinder the ability of students to adjust to their surroundings.

Adjustment, commonly referred to as adaptation in psychology, is a dynamic process through which individuals modify their behaviors to align with the demands and expectations of their environment. (Dewi & Wirama, 2016) defines adjustment as the continuous effort to balance personal needs with external demands and maintain harmony between oneself and one's surroundings. According to Raza et al., (2021) successful adjustment enables individuals to handle stress effectively and foster healthy relationships, while failure to adapt can lead to inner conflict, anxiety, and an overall sense of imbalance. For students, the ability to adjust is particularly crucial, as it impacts their interactions at home, school, and within their wider social circles.

Previous studies have explored the link between emotional intelligence and self-adjustment, indicating that students with higher emotional intelligence demonstrate greater adaptability in their academic and social environments. A study by Arias et al., (2022) found that students with well-developed emotional intelligence were better equipped to manage stress, resolve conflicts, and maintain positive peer relationships. Similarly, (Alzoubi & Aziz, 2021) highlighted that emotional intelligence plays a significant role in first-year university students' ability to cope with academic and social transitions. These findings underscore the importance of emotional intelligence in fostering students' overall adjustment and success.

Self-adjustment, often referred to as psychological adaptation, is the process through which individuals modify their behaviors and attitudes to align with the demands of their environment Haktanir et al., (2021). It involves the ability to cope with stress, build relationships, and adapt to new social and academic challenges. Previous research has consistently shown that emotional intelligence enhances self-adjustment by promoting emotional stability, self-control, and empathy Schuyler et al., (2021). Conversely, low emotional intelligence has been linked to behavioral issues such as aggression, social withdrawal, and academic disengagement Deng et al., (2023).

Despite extensive research on emotional intelligence and self-adjustment, gaps remain in understanding how these variables interact among high school students, particularly in the Indonesian educational context. Several studies have examined emotional intelligence among university students (Alzoubi & Aziz, 2021), but limited research has focused on high school students, who face unique social and academic pressures. Addressing this gap is crucial for developing effective intervention programs aimed at improving students' emotional regulation and social adaptation skills.

This study aims to examine the relationship between emotional intelligence and self-adjustment among high school students. Specifically, it seeks to answer the following research question: How does emotional intelligence influence students' ability to adjust to academic and social environments? By investigating this link, the study aims to provide empirical evidence supporting the importance of emotional intelligence in fostering students' psychological and social well-being. Findings from this research may inform educational policies and practices aimed at enhancing students' emotional and social competencies, ultimately contributing to their academic success and personal development.

## Method

This study aims to describe the relationship between emotional intelligence and self-adjustment. The research design used is descriptive correlation which is a quantitative research design used to identify relationships between variables without manipulating them. According to Weyant, (2022) in *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, descriptive research aims to systematically describe a phenomenon, while correlational research examines the statistical relationship between two or more variables.. According to (Tarmidi & Ade, 2010), the objectives of descriptive research include: (1) seeking detailed factual information to describe existing phenomena, (2) identifying and classifying problems or ongoing practices, (3) conducting comparisons and evaluations, and (4) understanding how others address similar problems or situations to learn from them for future planning and decision-making.

Yulia et al., (2023) states that “correlational research aims to identify the presence or absence of relationships between three or more phenomena and, if present, to determine the strength and

significance of those relationships.” Therefore, this study adopts a correlational approach to explore the relationship between emotional intelligence (X) as the independent variable and self-adjustment (Y) as the dependent variable, both partially and simultaneously.

The population comprises 413 students from grades X to XII (Arieska & Herdiani, 2018) provides guidance on sample size, stating, “For a rough estimation, if the number of subjects is less than 100, it is better to include all subjects, making it a population study. If the number of subjects is large, 10-30% or more can be taken depending on: 1. The breadth of observation for each subject, which affects the volume of data collected. 2. The level of risk borne by the researcher. For high-risk studies, a larger sample size generally yields better results.” Based on this rationale, the sample for this study consists of 30% of the population from grade X. The selected sample includes students from classes X-1 to X-5, with 30% of students from each class chosen randomly. This sampling method resulted in a total sample size of 60 students.

## Result and Discussion

To present the data collected on emotional intelligence using a questionnaire, the findings can be summarized in table

**Table1. Students’ Emotional Intelligence**

Interval Score	Score Classification	Frequency	Percentage (%)	Category
82-100	Very Good	6	10 %	Very Low
63-81	Good	48	80 %	High
44-62	Not Good	6	10 %	Very High
25-43	Poor	0	0 %	-

The data analysis of 60 tenth-grade students at SMK Negeri 2 Malang reveals that the majority of students possess a good level of emotional intelligence. Specifically, the results show that only a small portion of students—6 individuals, or 10%—exhibit very good emotional intelligence, meaning they have excellent self-awareness, emotion regulation, and empathy skills. Meanwhile, 48 students, representing 80% of the population, fall into the good emotional intelligence category. This finding suggests that most students demonstrate well-developed emotional skills that help them navigate their social and academic environments effectively.

In contrast, 6 students, or 10% of the sample, scored in the "Not Good" category, indicating that they may struggle with managing emotions, understanding social cues, or maintaining emotional balance in challenging situations. However, it is notable that no students were classified in the "Poor" category, meaning that all participants exhibit at least a moderate level of emotional intelligence.

These findings suggest that the overall emotional intelligence of the students is predominantly in the good category, which reflects their ability to manage emotions effectively, engage in healthy interpersonal relationships, and adapt to social situations. Emotional intelligence plays a crucial role in students’ ability to communicate effectively, handle stress, and solve conflicts constructively. The fact that a significant majority of students scored in the good range indicates that they likely possess the necessary emotional skills to navigate both academic and personal challenges.

Furthermore, the results highlight the importance of fostering emotional intelligence among students to ensure continuous improvement. Schools and educators should encourage activities and programs that promote emotional awareness, empathy, and self-regulation. Emotional intelligence development can positively impact students' self-confidence, academic performance, and overall well-being. These findings align with previous research that suggests a strong connection between emotional intelligence and various aspects of student success, including self-adjustment, motivation, and academic achievement.

By understanding the current emotional intelligence levels among students, educators and policymakers can implement targeted interventions to further enhance these skills, ensuring students are better prepared for their future academic and social challenges. To analyze self-adjustment, the findings are summarized in Table 2

**Table 2. Students' Self-Adjustment**

Score Interval	Score Classified	Frequency	Percentage (%)	Category
120-127	Very Good	12	20 %	Very Low
92-119	Good	42	70 %	Almost High
64-91	Not Good	6	10 %	Very Low
36-63	Poor	0	0 %	-

Based on the data analyzed, with a research population of 60 tenth-grade students. The following results were obtained: Only a small number of students, 12 individuals or 20%, demonstrated excellent self-adjustment skills. A larger group of 42 students, or 70%, were categorized as having good self-adjustment skills. Similarly, 6 students, or 10%, exhibited poor self-adjustment, while no students were classified as having very poor self-adjustment. Therefore, it can be concluded that the majority of the students at SMK Negeri 2 Malang possess a good level of self-adjustment.

This study aims to examine the relationship between emotional intelligence and self-adjustment among students. The findings suggest that emotional intelligence plays a significant role in self-adjustment. As shown in Table 1, only 6 students (10%) had a very good level of emotional intelligence, while the majority, 48 students (80%), had good emotional intelligence. This indicates that emotional intelligence among these students is generally well-developed, contributing to their ability to adjust well to their environment, as supported by the self-adjustment findings in Table 2.

Students with high emotional intelligence tend to be sociable, friendly, empathetic, and quick to adapt to their surroundings. Interviews revealed that none of these students had been involved in fights, which aligns with (AL-Qadri & Zhao, 2021) view that individuals who manage their emotions well, recognize the emotions of others, and exhibit self-management and empathy are better at forming mature relationships. Consequently, students who effectively manage their emotions are more likely to adjust to their social environments. In contrast, the students with poor emotional intelligence (10% of the population) displayed behaviors such as haste, anxiety, and reluctance to engage socially. These students tended to struggle with self-adjustment, as described by Deng et al., (2023) who explained that failure to adjust can lead to feelings of unrest, fear, and anxiety, ultimately disrupting personal balance.

The study also shows a positive correlation between emotional intelligence and self-adjustment. Students with higher emotional intelligence tend to show better self-adjustment, while those with lower

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emotional intelligence are more likely to struggle with adjustment. This relationship aligns with previous research, such as the study by (Alzoubi & Aziz, 2021) which found a similar connection between emotional intelligence and self-adjustment among university students. Additionally, research by Conefrey, (2021) and Haktanir et al., (2021) has shown that emotional intelligence significantly impacts students' social adaptation and stress management, supporting the present study's findings.

In comparison with international studies Schuyler et al., (2021) found that individuals with higher emotional intelligence demonstrate superior coping mechanisms and interpersonal skills, reinforcing the current study's results. Parinussa et al., (2023) further emphasize that emotional intelligence enhances self-regulation, reducing behavioral issues and fostering social harmony in educational settings. These findings highlight the universal importance of emotional intelligence in promoting self-adjustment across different educational contexts.

Emotional intelligence consists of several key components, including self-awareness, self-regulation, motivation, empathy, and social skills Zhi et al., (2024). Each of these aspects contributes significantly to a student's ability to adjust to different situations. For instance, self-awareness helps students recognize their emotions and understand how these emotions influence their behavior. This awareness allows them to respond to challenges more effectively and maintain better relationships with peers and teachers.

Self-regulation, another crucial component, enables students to manage their emotions in stressful or unfamiliar situations Zimmerman et al., (2023). Students who can control their impulses and stay calm in difficult circumstances are more likely to make rational decisions and maintain positive interactions with others. This skill is especially important in a school setting, where students frequently face academic pressures and social challenges.

Motivation plays a vital role in self-adjustment as well. Students with high emotional intelligence often exhibit intrinsic motivation, which drives them to achieve their goals despite setbacks Heckhausen, (2020). These students are more likely to stay engaged in their studies and persevere through difficulties, contributing to a greater sense of stability and confidence in their academic and social lives. Empathy, or the ability to understand and share the feelings of others, is another key factor in emotional intelligence. Empathetic students tend to build stronger relationships with their peers, as they can perceive and respond to the emotions of those around them. This ability fosters a supportive social environment, which is essential for effective self-adjustment.

Finally, social skills enable students to interact successfully with others, navigate social situations, and constructively resolve conflicts. Strong social skills help students establish friendships, collaborate effectively in group settings, and communicate their thoughts and emotions clearly (Grant et al., 2022). The implications of this study highlight the importance of integrating emotional intelligence training into the school curriculum. Schools should consider implementing programs that teach students how to recognize, understand, and manage their emotions. Such programs could include activities like role-playing exercises, mindfulness training, and group discussions on emotional awareness. By fostering emotional intelligence, schools can help students develop the skills necessary for effective self-adjustment, ultimately improving their academic performance and overall well-being.

Moreover, educators should be trained to recognize the signs of poor emotional intelligence in students and provide appropriate support. Teachers can play a crucial role in guiding students toward better emotional regulation by modeling positive behaviors, offering constructive feedback, and creating a classroom environment that encourages open communication and mutual respect. Parental

involvement is also essential in the development of emotional intelligence. Parents should be encouraged to engage in activities that promote emotional awareness and resilience in their children Hadian et al., (2022). Open discussions about emotions, encouragement of empathy, and reinforcement of positive social interactions at home can significantly enhance a child's ability to adjust to different environments.

Future research should explore intervention strategies that enhance emotional intelligence, ultimately improving self-adjustment and social interactions among students. Longitudinal studies could provide deeper insights into how emotional intelligence develops over time and its long-term impact on academic and social success. Additionally, comparative studies across different educational settings and cultural contexts could offer valuable perspectives on the universal applicability of emotional intelligence training.

This study supports the idea that emotional intelligence is crucial in helping individuals adjust to their environment. The findings emphasize the need for fostering emotional intelligence in educational settings to improve students' overall well-being and adaptability. By integrating emotional intelligence development into school curricula, training educators, and involving parents, we can create a more supportive and emotionally intelligent generation of students who are better equipped to navigate the challenges of life and education.

## Conclusion

This study concludes that emotional intelligence plays a significant role in shaping self-adjustment among tenth-grade students. The results indicate that students with higher emotional intelligence exhibit greater adaptability in both social and academic contexts. This suggests that emotional intelligence not only facilitates better interpersonal relationships but also enhances students' ability to cope with academic challenges and environmental changes (Alzoubi & Aziz, 2021). The findings emphasize the need for schools to foster emotional intelligence as a crucial factor in promoting students' overall well-being and success..

The results suggest that fostering emotional intelligence in students is essential for their personal and academic growth. Schools should integrate emotional intelligence training into their curricula to enhance students' adaptability and interpersonal relationships (Gómez-Leal et al., 2022). Educators and school counselors should actively develop programs that promote emotional awareness, regulation, and empathy to support student well-being. This study is limited to a single school and a specific grade level, which may affect the generalizability of the findings. Additionally, the reliance on self-reported questionnaires may introduce response biases. Future research should consider a broader sample size and utilize mixed-method approaches to provide deeper insights into the relationship between emotional intelligence and self-adjustment.

Further studies should explore intervention strategies aimed at improving emotional intelligence among students. Longitudinal studies can examine the long-term impact of emotional intelligence on self-adjustment, while cross-cultural comparisons can provide a broader perspective on how different educational settings influence this relationship.

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