**ABSTRAK**

**Roudhotus, Alfi, 2024**.“Pengaruh Kecerdasan Emosional Terhadap Penyesuaian Diri Siswa Asrama Kelas X MAN 3 Sleman”. Tugas Akhir. Program Studi Bimbingan dan Konseling Fakultas Bisnis & Humaniora. Universitas Teknologi Yogyakarta. Pembimbing Nararya Rahadyan. S.Pd., M.Pd

Siswa baru di asrama perlu keterampilan adaptasi untuk menghadapi berbagai rintangan. Namun, kenyataannya, tidak semua siswa mampu beradaptasi dan mengatasi masalah yang muncul. Hal ini terlihat dari beberapa fenomena di lapangan, seperti kesulitan bergaul, merasa kesepian, merasa superior, dan kebingungan berinteraksi karena perbedaan budaya dan bahasa. Tujuan penelitian ini adalah untuk mengetahui pengaruh kecerdasan emosional siswa asrama terhadap penyesuaian diri di lingkungan asrama. Penelitian ini menggunakan metode kuantitatif yang bertujuan untuk mengetahui apakah terdapat pengaruh kecerdasan emosional terhadap penyesuaian diri siswa asrama. Sampel penelitian ini terdiri dari 78 siswa kelas X asrama di MAN 3 Sleman, yang dipilih menggunakan teknik *purposive sampling*. Hasil penelitian berdasarkan hasil analisis regresi linear sederhana diperoleh nilai thitung sebesar 11.773 > ttabel 1.99167, sehingga dapat disimpulkan bahwa terdapat pengaruh Kecerdasan Emosional Terhadap Penyesuaian Diri Siswa Asrama Kelas X MAN 3 Sleman. Hasil penelitian menunjukkan pula bahwa Kecerdasan Emosional memiliki pengaruh kuat karena membantu siswa mengelola emosi negatif, membangun hubungan positif, dan meningkatkan ketahanan mental dalam menghadapi transisi dan tantangan di lingkungan asrama. Temuan ini mendukung pentingnya pengembangan Kecerdasan Emosional bagi siswa asrama untuk meningkatkan penyesuaian diri. Koefisiensi regresi X sebesar 1.104 menyatakan bahwa setiap penambahan 1% nilai Kecerdasan Emosional, maka nilai Penyesuaian Diri bertambah sebesar 1.104. Koefisiensi regresi tersebut bernilai positif, sehingga dapat dikatakan semakin tinggi (positif) kecerdasan emosional akan diikuti semakin tinggi pula penyesuaian diri pada siswa asrama MAN 3 Sleman. Keterbatasan dalam penelitian ini antara lain terbatasnya sampel yang hanya mencakup siswa kelas X dari satu sekolah, sehingga hasilnya mungkin tidak dapat digeneralisasikan untuk populasi yang lebih luas. Sehingga disarankan agar peneliti selanjutnya melakukan eksplorasi yang lebih mendalam dengan memperluas variabel penelitian atau menggunakan metode penelitian yang berbeda.

**Kata Kunci:** *Kecerdasan Emosional, Penyesuaian Diri, Siswa Asrama*

**ABSTRACT**

Roudhotus, Alfi, 2024. “The Effect of Emotional Intelligence on Self-Adjustment of Dormitory Students in Class X MAN 3 Sleman”.

Final Project. Guidance and Counseling Department, Faculty of Business & Humanities. University of Technology Yogyakarta.

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Dormitory newcomers require adaptability to overcome a variety of challenges. However, not every student can adjust and get past the obstacles. This is evident in many phenomena observed in the field, including interpersonal difficulties, feelings of loneliness, superiority, and confusion resulting from linguistic and cultural differences. This study aimed to ascertain how dorm students' emotional intelligence affected their ability to self-adjust in a dorm setting. This study employs a quantitative approach to investigate the potential impact of emotional intelligence on the self-adjustment of students living in dorms. Purposive sampling was used to select the 78 class X dormitory students at MAN 3 Sleman who made up the study's sample. Based on the study's findings and simple linear regression analysis, which produced a tcount value of 11.773> ttable 1.99167, it is possible to conclude that emotional intelligence influences how well class X dormitory students at MAN 3 Sleman adjust to their new circumstances. The findings demonstrated that emotional intelligence has a significant impact since it aids in regulating negative emotions, developing strong bonds with others, and enhancing mental toughness when adjusting to changes and difficulties in the dorm environment. The results of this study provide evidence for the significance of enhancing Emotional Intelligence among boarding students to enhance their self-adjustment. The regression coefficient X, which is 1.104, indicates that with every 1% increase in Emotional Intelligence, there is a corresponding increase of 1.104 in Self-Adjustment. Since the regression coefficient is positive, it suggests that higher levels of emotional intelligence are associated with higher levels of self-adjustment among students residing in MAN 3 Sleman dormitory. However, it is essential to note that this study has limitations, such as the restricted sample size consisting only of grade X students from a single school, which may limit the generalizability of the findings to a broader population. Therefore, it is recommended that future researchers undertake a more comprehensive investigation by expanding the research variables or utilizing different research methodologies.

**Keywords:** *Emotional Intelligence, Self-Adjustment, Dormitory Students*