



The impact of resilience on psychological well-being through emotional intelligence among students at Islamic boarding schools in Kendal Regency

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Article Info	Abstract
Keywords: Emotional intelligence; Islamic boarding school students; psychological well-being; resilience.	Psychological well-being is essential for students' positive development, particularly in Islamic boarding schools, where adolescents must adapt to academic demands, religious responsibilities, and communal living. This study aimed to examine the relationship between resilience and psychological well-being through the mediating role of emotional intelligence among Islamic boarding school students in Kendal Regency, Indonesia. A quantitative approach with an ex-post facto design was employed, involving 387 students selected through multistage cluster sampling. Data were collected using the Ryff Scale of Psychological Well-Being (RPWB-18), Wong and Law Emotional Intelligence Scale (WLEIS-16), and Dispositional Resilience Scale (DRS-15). Data were analyzed using partial least squares structural equation modeling (PLS-SEM) with SmartPLS version 4. The results revealed that resilience was positively associated with emotional intelligence ($\beta = .363, p < .001$), while emotional intelligence was positively associated with psychological well-being ($\beta = .283, p < .001$). However, the direct relationship between resilience and psychological well-being was not statistically significant ($\beta = .072, p = .265$). The indirect relationship through emotional intelligence was significant ($\beta = .103, p < .001$), supporting an indirect-only mediation pattern. These findings highlight the importance of emotional intelligence in understanding the relationship between resilience and psychological well-being and suggest the relevance of integrating emotional competencies and resilience development into guidance and counseling programs in Islamic boarding schools.

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Introduction

Psychological well-being is a fundamental aspect of positive mental health, reflecting individuals' capacity to develop meaningful relationships, achieve personal growth, and function effectively in everyday life. Ryff (1989, 2014) conceptualized psychological well-being through six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. These dimensions are particularly relevant to adolescents attending Islamic boarding schools (pesantren), where students must adapt to structured academic activities, religious responsibilities, communal living, and continuous peer interactions. Although these environments provide opportunities for character development and independence, they may also present challenges involving academic pressure, separation from family, and interpersonal adjustment. Martin et al. (2014) emphasized the importance of individual and contextual factors in understanding psychological well-being among boarding school students, highlighting the need to identify psychological resources that support their positive development.

Resilience is considered an important psychological resource associated with individuals' capacity to adapt to adversity and maintain adaptive functioning under challenging circumstances. Students with greater resilience may demonstrate stronger coping abilities, persistence, and psychological flexibility when

encountering academic and interpersonal difficulties. Suryatiningsih et al. (2024) identified significant relationships between resilience, religiosity, and psychological well-being among Islamic boarding school students, while Ginting et al. (2025) examined the contribution of academic resilience and social support to students' psychological well-being. However, resilience may not independently account for all dimensions of positive psychological functioning, suggesting that additional emotional and interpersonal processes warrant investigation.

Emotional intelligence represents a potential psychological mechanism connecting resilience with psychological well-being. It encompasses individuals' abilities to recognize, understand, utilize, and regulate emotions, which may facilitate adaptive coping, interpersonal relationships, and positive psychological adjustment. Carmeli et al. (2009) reported positive associations between emotional intelligence and psychological well-being, while Guerra-Bustamante et al. (2019) identified significant relationships between emotional intelligence and perceived happiness among adolescents. Furthermore, Llamas-Díaz et al. (2022), through a systematic review and meta-analysis, demonstrated positive associations between emotional intelligence and adolescents' subjective well-being. These findings suggest that emotional competencies may contribute to positive psychological functioning, although subjective well-being and Ryff's multidimensional psychological well-being are conceptually distinct.

The potential mediating role of emotional intelligence provides a more comprehensive perspective on the relationship between resilience and psychological well-being. Resilience-related dispositions may support adaptive emotional responses, while emotional intelligence may help individuals translate these psychological resources into more constructive emotional and interpersonal functioning. Tortosa Martínez et al. (2023) demonstrated that emotional intelligence mediated the relationship between resilience and academic engagement among adolescents. Nevertheless, the extent to which emotional intelligence mediates the relationship between resilience and psychological well-being, particularly within Islamic boarding school environments, warrants further investigation. Existing research involving boarding school students has examined resilience alongside religiosity and social support, whereas integrating emotional intelligence as a mediator offers an opportunity to extend understanding of the psychological processes associated with students' well-being.

Therefore, this study aims to examine the relationship between resilience and psychological well-being through the mediating role of emotional intelligence among Islamic boarding school students in Kendal Regency, Indonesia. By integrating these psychological constructs within the distinctive context of Islamic boarding school education, the study seeks to clarify the direct and indirect associations underlying students' psychological well-being. The findings are expected to contribute to the literature on adolescent psychological development and provide a conceptual foundation for culturally responsive guidance and counseling programs that strengthen resilience and emotional competencies.

Method

This study employed a quantitative approach using a non-experimental, ex-post facto research design to examine the relationships among resilience, emotional intelligence, and psychological well-being among Islamic boarding school students. Specifically, the study investigated the direct relationship between resilience and psychological well-being and the indirect relationship through emotional intelligence as a mediating variable. The ex-post facto design was selected because the variables were examined without experimental manipulation, allowing the researchers to investigate naturally occurring psychological characteristics and their associations. The hypothesized mediation model is illustrated in Figure 1.

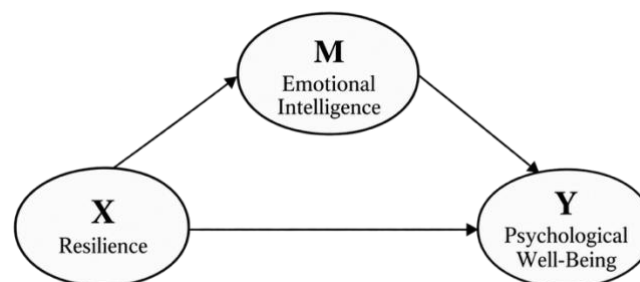


Figure 1. Conceptual framework of the mediating role of emotional intelligence in the relationship between resilience and psychological well-being.

The population in this study consisted of all students enrolled in Islamic boarding schools across Kendal Regency, totaling 12.123 individuals distributed across 20 sub-districts. The population characteristics included students attending modern or mixed-type (khalafiyah) boarding schools, residing full-time (24 hours) in Islamic boarding schools, comprising both male and female students, and aged between 12 and 18 years. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in a total of 387 respondents. Sampling was carried out using a multistage cluster sampling technique. Kendal Regency was divided into three regional clusters—northern (coastal), central, and southern (highland) zones. From each cluster, one Islamic boarding school was randomly selected to represent the region: Pondok Pesantren Darul Muqorrobin (Kendal sub-district, northern zone), Sabilurrasyad Islamic Boarding School (Ngampel sub-district, central zone), and Pondok Pesantren Darul Amanah (Sukorejo sub-district, southern zone).

The sample was proportionally distributed across the three Islamic boarding schools using proportional random sampling: 65 students were selected from Darul Muqorrobin, 44 from Sabilurrasyad, and 278 from Darul Amanah. Within each boarding school, cluster random sampling was employed by randomly selecting class groups to determine the respondents.

The research instruments comprised three psychological scales, each utilizing a Likert-type response format ranging from 1 (strongly disagree) to 5 (strongly agree). Resilience was measured using the Dispositional Resilience Scale (DRS-15), which consists of 15 items. Emotional intelligence was assessed with the Wong and Law Emotional Intelligence Scale (WLEIS), comprising 16 items. Psychological well-being was measured using the Ryff Scale of Psychological Well-Being (RPWB), consisting of 18 items.

Data analysis was conducted using Structural Equation Modeling based on Partial Least Squares (PLS-SEM), with the assistance of SmartPLS Version 4 software. This method was selected for its advantages as a non-parametric statistical technique capable of handling non-normally distributed data, modeling complex relationships among variables, and remaining effective even with relatively small sample sizes (Hair et al., 2022).

Quantitative data analysis in this study focused on evaluating the structural model (inner model) following confirmation of the adequacy of the measurement model (outer model). The structural model was assessed using standard criteria, including collinearity diagnostics, the significance and relevance of structural relationships, the model's explanatory power, and its predictive strength.

Results and Discussion

The descriptive analysis provided an overview of resilience, emotional intelligence, and psychological well-being among 387 Islamic boarding school students in Kendal Regency. As presented in Table 1, resilience ($M = 3.697$) and emotional intelligence ($M = 3.746$) were classified as high, whereas psychological well-being ($M = 2.689$) was categorized as moderate. These findings suggest that students generally possessed relatively strong psychological resources for coping with challenges and managing emotional experiences, although their psychological well-being had not reached a similarly high level. This pattern highlights the distinction between adaptive psychological resources and broader positive psychological functioning. According to Ryff (2014), psychological well-being encompasses self-acceptance, autonomy, environmental mastery, positive relationships, purpose in life, and personal growth. Therefore, resilience and emotional intelligence may represent important psychological resources without necessarily accounting for all dimensions of students' well-being.

Table 1. Descriptive Statistics of Research Variables

Variable	<i>N</i>	<i>M</i>	Category
Resilience	387	3.697	High
Emotional intelligence	387	3.746	High
Psychological well-being	387	2.689	Moderate

Note. *M* = mean. Categories were determined according to the classification criteria used in the study.

The measurement model was evaluated to establish indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. At the dimension level, all outer loadings exceeded .70, while Cronbach's alpha, composite reliability, and average variance extracted (AVE) ranged from .717 to .835, .824 to .897, and .539 to .744, respectively. At the construct level, composite reliability exceeded .70 for all variables, indicating satisfactory internal consistency. However, as shown in Table 2, the AVE values for emotional

intelligence (.480) and psychological well-being (.464) were below the recommended threshold of .50, indicating that convergent validity was not fully established for these constructs. Meanwhile, all heterotrait–monotrait ratio (HTMT) values were below .90, with maximum values of .876 at the dimension level and .365 at the construct level, supporting discriminant validity. Collectively, these findings indicate generally adequate reliability and discriminant validity, although the limitations in convergent validity require further attention (Hair et al., 2022).

Table 2. Reliability and Convergent Validity of the Measurement Model

Construct	Cronbach's α	CR	AVE
Resilience	.803	.875	.707
Emotional intelligence	.670	.783	.480
Psychological well-being	.781	.836	.464

Note. CR = composite reliability; AVE = average variance extracted. Values of AVE below .50 indicate insufficient convergent validity according to the conventional criterion.

The structural model assessment indicated that the reported variance inflation factor (VIF) values ranged from 1.086 to 2.770, suggesting no serious collinearity among the evaluated indicators. Hypothesis testing was subsequently performed using bootstrapping in SmartPLS version 4. As presented in Table 3, resilience was positively and significantly associated with emotional intelligence ($\beta = .363$, $t = 8.573$, $p < .001$). Emotional intelligence also demonstrated a significant positive relationship with psychological well-being ($\beta = .283$, $t = 6.306$, $p < .001$). However, the direct relationship between resilience and psychological well-being was not statistically significant ($\beta = .072$, $t = 1.115$, $p = .265$). Importantly, the indirect relationship through emotional intelligence was positive and statistically significant ($\beta = .103$, $t = 5.230$, $p < .001$), supporting the proposed statistical mediating role of emotional intelligence.

Table 3. Direct and Indirect Effects Among Research Variables

Structural relationship	β	t	p
Resilience → Emotional intelligence	.363	8.573	< .001
Emotional intelligence → Psychological well-being	.283	6.306	< .001
Resilience → Psychological well-being	.072	1.115	.265
Resilience → Emotional intelligence → Psychological well-being	.103	5.230	< .001

Note. β = standardized path coefficient. The fourth row represents the specific indirect effect. Statistical significance was evaluated at $p < .05$.

The significant association between resilience and emotional intelligence indicates that students with stronger resilience-related characteristics tend to demonstrate greater emotional competencies. Resilience may help individuals maintain adaptive functioning when facing difficulties, while emotional intelligence supports the recognition, understanding, and regulation of emotional experiences. Tortosa Martínez et al. (2023) similarly identified positive relationships between resilience and emotional intelligence among adolescents, suggesting that these psychological resources are closely interconnected. In the present study, resilience was measured using the Dispositional Resilience Scale (DRS-15), which specifically assesses psychological hardness through commitment, control, and challenge (Hystad et al., 2010). These characteristics may help students maintain constructive attitudes toward demanding situations and manage emotional responses more effectively.

This relationship is particularly relevant within Islamic boarding school environments, where students participate in structured academic activities, religious practices, and communal living arrangements. Such environments may provide opportunities for discipline, independence, and personal development while also requiring adaptation to institutional expectations and continuous peer interactions. Martin et al. (2014), in a large-scale study of boarding and day school students, highlighted the importance of considering both individual psychological characteristics and educational environments when examining students' adjustment and well-being. Their findings suggest that residential education is not inherently associated with poorer psychological functioning. Accordingly, resilience may represent an important personal resource associated with emotional adjustment in Islamic boarding schools, although the specific environmental mechanisms were not directly examined in the present study.

The significant positive relationship between emotional intelligence and psychological well-being further highlights the importance of emotional competencies in adolescents' psychological functioning. Students who are better able to recognize and regulate emotions may demonstrate greater capacity to manage interpersonal difficulties, maintain supportive relationships, and respond constructively to stressful experiences. Guerra-Bustamante et al. (2019) identified significant associations between emotional intelligence and perceived happiness among adolescents. Similarly, Llamas-Díaz et al. (2022), through a systematic review and meta-analysis, demonstrated positive associations between emotional intelligence and adolescents' subjective well-being. More recently, Mancini et al. (2024) reviewed 34 studies and highlighted the protective role of trait emotional intelligence in adolescent psychological functioning and social adjustment. Although these studies employed different conceptualizations of emotional intelligence and well-being, their findings support the relevance of emotional competencies to positive adolescent development.

The relationship between emotional intelligence and psychological well-being can also be interpreted through Ryff's (2014) multidimensional framework. Emotional awareness may facilitate self-acceptance by enabling students to understand their psychological experiences, while emotional regulation may support environmental mastery by helping them respond adaptively to challenges. Furthermore, recognizing others' emotions may contribute to positive interpersonal relationships, particularly in residential environments where students interact closely with peers. These mechanisms suggest that emotional intelligence may support not only emotional adjustment but also broader aspects of psychological functioning. Nevertheless, the present study did not directly examine the relationships between emotional intelligence and the individual dimensions of psychological well-being.

An important finding was the absence of a statistically significant direct relationship between resilience and psychological well-being after emotional intelligence was included in the model. This result differs from Suryatiningsih et al. (2024), who reported significant relationships between resilience, religiosity, and psychological well-being among Islamic boarding school students. Their findings indicated that resilience and religiosity jointly explained 30.7% of the variance in psychological well-being. The difference may reflect variations in research models, measurement instruments, and contextual characteristics. In the present study, the nonsignificant direct relationship suggests that resilience did not explain significant unique variation in psychological well-being after accounting for emotional intelligence. However, this result does not indicate that resilience is unrelated to psychological well-being in general.

One possible explanation concerns the distinction between coping with adversity and experiencing positive psychological functioning. Resilience-related characteristics may enable students to withstand difficult situations and maintain their responsibilities, whereas psychological well-being involves broader developmental experiences, including autonomy, meaningful relationships, personal growth, and purpose in life. Therefore, students may demonstrate relatively high resilience while maintaining only moderate psychological well-being. This interpretation corresponds to the descriptive findings and suggests that psychological adjustment should not be understood solely in terms of students' capacity to endure challenges. Rather, positive psychological functioning may require additional emotional, interpersonal, and contextual resources.

The significant indirect effect provides the central contribution of this study. Emotional intelligence statistically mediated the relationship between resilience and psychological well-being ($\beta = .103, p < .001$), while the direct effect was not significant. This pattern is consistent with *indirect-only mediation*, suggesting that emotional intelligence may help explain the association between resilience and psychological well-being. Tortosa Martínez et al. (2023) reported a related mediating role of emotional intelligence in the relationship between resilience and academic engagement among adolescents. Although academic engagement differs from psychological well-being, their findings support the broader relevance of emotional intelligence as a potential explanatory mechanism linking resilience-related characteristics with positive developmental outcomes.

From a psychological perspective, resilience may be associated with students' ability to maintain adaptive responses to challenging circumstances, while emotional intelligence may help them interpret emotional experiences and maintain constructive interpersonal relationships. Within Islamic boarding schools, these competencies may be particularly relevant to adjusting to communal living, managing academic responsibilities, and developing positive peer relationships. The integration of emotional competencies with resilience-related characteristics may therefore provide a more comprehensive understanding of students' psychological adjustment. Nevertheless, the mediation observed in this study represents a statistical indirect association rather than evidence of a causal mechanism because the research employed a non-experimental design.

The explanatory power and predictive performance of the model are summarized in Table 4. Resilience explained 13.1% of the variance in emotional intelligence ($R^2 = .131$), whereas resilience and emotional

intelligence jointly explained 10.0% of the variance in psychological well-being ($R^2 = .100$). Positive Q^2 predict values were obtained for emotional intelligence (.123) and psychological well-being (.024), although predictive performance was more limited for psychological well-being. Furthermore, the standardized root mean square residual (SRMR) was .107, exceeding commonly recommended fit criteria. These results indicate that the model identified statistically meaningful relationships but explained a relatively limited proportion of psychological well-being. Other factors, such as social support, religiosity, school belonging, autonomy support, and peer relationships, may contribute to the unexplained variance.

Table 4. Explanatory Power and Predictive Performance of the Structural Model

Endogenous variable	R^2	Variance explained	Q^2 predict
Emotional intelligence	.131	13.1%	.123
Psychological well-being	.100	10.0%	.024

Note. R^2 = coefficient of determination; Q^2 predict = predictive performance indicator. The reported SRMR was .107.

These findings have practical implications for guidance and counseling services in Islamic boarding schools. Counseling programs may benefit from integrating resilience development with activities targeting emotional awareness, emotion regulation, empathy, and interpersonal communication. Structured group counseling, psychoeducational activities, and reflective discussions may provide opportunities for students to develop adaptive responses to academic and interpersonal challenges. Islamic boarding school values, including responsibility, patience, compassion, and mutual respect, may also provide a culturally relevant foundation for such programs. However, the effectiveness of these approaches requires further investigation through intervention-based research.

Conclusion

This study found that resilience was positively and significantly associated with emotional intelligence, which, in turn, was significantly associated with psychological well-being among Islamic boarding school students in Kendal Regency. Although resilience did not demonstrate a significant direct relationship with psychological well-being, its significant indirect effect through emotional intelligence supported an indirect-only mediation pattern. These findings highlight the important role of emotional intelligence in understanding the relationship between resilience and students' psychological well-being. Accordingly, Islamic boarding schools and school counselors are encouraged to develop integrated counseling programs that strengthen resilience, emotional awareness, emotion regulation, and interpersonal skills to support students' positive psychological functioning. Future research should incorporate additional psychological and contextual variables and employ longitudinal or experimental designs to further examine the underlying mechanisms and strengthen the empirical evidence for these relationships.

Author Contributions Statement

Sintiani: Project administration, Investigation, Data curation, Visualization, Writing – original draft. Heru Mugiarto: Conceptualization, Methodology, Supervision, Writing – review & editing. Mulawarman: Validation, Formal analysis, Resources, Writing – review & editing. All authors have read and agreed to the published version of the manuscript.

Declaration of Generative AI

AI tools were employed during the preparation of this manuscript to support language refinement and enhance the clarity and readability of the text. The authors carefully reviewed and revised the AI-assisted content and remain fully accountable for the accuracy, integrity, and final version of the published article.

Declaration of Competing Interest

The authors confirm that they have no known financial interests or personal relationships that could reasonably be perceived as having influenced the research presented in this article.

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