Abstract

Life in Islamic boarding schools places students in a dormitory environment with strict rules, structured schedules, and social interaction patterns that differ significantly from family life. This environment demands a high degree of adaptability, especially for students leaving their family environment for the first time. Students' self-adjustment is thought to be closely related to their level of self-esteem. This study aims to determine the relationship between self-esteem and self-adjustment among students at Sirojuth Tholibin Islamic Boarding School in Gorontalo Regency. The research method used a quantitative correlational approach with Pearson correlation analysis. The population consisted of 94 students at MTs Sirojuth Tholibin, and a sample of 76 students was determined using Proportionate Stratified Random Sampling based on the Slovin formula with a 5% margin of error. Data were collected using self-esteem and self-adjustment scales, which were distributed directly. The Pearson correlation analysis yielded a significant value of $p = 0.000$ ($p < 0.05$) and a correlation coefficient of $r = -0.492$, indicating a significant negative relationship between self-esteem and self-adjustment. This means that the higher a student's self-esteem, the lower their self-adjustment, and vice versa. This finding suggests that students with very high self-esteem tend to find it more difficult to adapt to the norms and regulations of the Islamic boarding school environment, which demands collective obedience. Therefore, the balance between self-esteem and adaptability is crucial in student development.

Keywords: *Self-Esteem, Self-Adjustment, Students, Islamic Boarding School*