Abstract

Students at Islamic boarding schools face various complex psychological pressures, including homesickness, a dual academic load between general and religious curricula, and minimal guidance and counseling services. These conditions have the potential to weaken resilience if not supported by adequate internal and external factors. This study aims to determine the effect of emotional intelligence and family support on the resilience of students at Al-Fatwa Islamic Boarding School, both partially and simultaneously. This study used a quantitative approach with multiple regression methods. The sample consisted of 67 students selected through purposive sampling from a total population of 109 students. Data collection was carried out using three validated scales, namely the Resilience Scale, Emotional Intelligence Scale, and Family Support Scale, then analyzed using SPSS version 25. The results of the study showed: Emotional intelligence has a significant effect on the resilience of students ($t = 2.917$; sig. $= 0.005 < 0.05$), Family support does not have a significant effect partially ($t = 0.723$; sig. $= 0.472 > 0.05$), Emotional intelligence and family support simultaneously have a significant effect on the resilience of students ($F = 7.744$; sig. $= 0.001 < 0.05$). The majority of students are in the medium category for all three variables. Emotional intelligence is proven to be the main predictor of resilience, while family support plays a more indirect role. Strengthening emotional intelligence needs to be a priority in the student development program in the Islamic boarding school environment.

Keywords: *Resilience, Emotional Intelligence, Family Support, Students, Islamic Boarding School*