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The Relationship Between Emotion Regulation and Resilience Among Boarding School Students

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ABSTRACT

Students living in boarding schools generally face various adaptation challenges, particularly the demand to live independently while being away from their families. Such conditions require adequate emotion regulation and resilience. This study aimed to examine the relationship between emotion regulation and resilience among Grade X–XI students at SMA Xaverius 5 Belitang who live in a boarding environment and come from diverse cultural backgrounds, thereby facing relatively high adaptation demands. The study employed a quantitative approach with a correlational design. A total of 62 students were selected as participants using purposive sampling. The data were analyzed using Pearson's correlation analysis. The results revealed a moderate positive relationship between emotion regulation and resilience ($r = 0.412$; $p < 0.001$). This finding indicates that higher levels of emotion regulation are associated with higher levels of resilience among students. The results further suggest that emotion regulation is related to students' capacity to cope with stress and adapt to various demands within the boarding school environment. Theoretically, this study strengthens the understanding of the relationship between emotion regulation and resilience in individuals' adaptation to stress, particularly in the context of boarding school life. Practically, the findings highlight the importance of developing psychological programs focused on enhancing emotion regulation skills to support the resilience and psychological well-being of boarding school students.

Kata Kunci:

Regulasi Emosi;
Resiliensi; Siswa Asrama;
Adaptasi Psikologis;
Kesejahteraan Remaja.

ABSTRAK

Siswa yang tinggal di asrama pada umumnya menghadapi berbagai tantangan adaptasi, terutama tuntutan untuk hidup mandiri karena berada jauh dari keluarga. Kondisi tersebut memerlukan kemampuan regulasi emosi dan resiliensi yang memadai. Penelitian ini bertujuan untuk menguji hubungan antara regulasi emosi dan resiliensi pada siswa kelas X–XI SMA Xaverius 5 Belitang yang tinggal di asrama dan memiliki latar belakang budaya yang beragam sehingga menghadapi tuntutan adaptasi yang relatif tinggi. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Sebanyak 62 siswa dipilih sebagai partisipan menggunakan teknik purposive sampling. Data dianalisis menggunakan korelasi Pearson. Hasil penelitian menunjukkan adanya hubungan positif dengan kekuatan sedang antara regulasi emosi dan resiliensi ($r = 0,412$; $p < 0,001$). Temuan ini menunjukkan bahwa semakin tinggi kemampuan regulasi emosi siswa, semakin tinggi pula tingkat resiliensi mereka. Hasil tersebut mengindikasikan bahwa kemampuan regulasi emosi berkaitan dengan kapasitas siswa dalam menghadapi tekanan dan beradaptasi dengan berbagai tuntutan kehidupan di lingkungan asrama. Secara teoretis, penelitian ini memperkuat pemahaman mengenai keterkaitan regulasi emosi dengan resiliensi dalam proses adaptasi individu terhadap stres, khususnya dalam konteks kehidupan asrama. Secara praktis, temuan ini menunjukkan pentingnya pengembangan program psikologis yang berfokus pada peningkatan keterampilan regulasi emosi untuk mendukung resiliensi dan kesejahteraan psikologis siswa asrama.

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INTRODUCTION

Boarding schools are educational institutions in which students, educators, and school staff reside within an integrated residential environment for a specified period of time (Sukmaningpraja & Santhoso, 2016). This context is particularly relevant for senior high school students, who are generally in the developmental stage of middle to late adolescence, approximately between 15 and 18 years of age. At this stage, students who live in boarding schools are required to leave their homes despite still needing direct support from their families or significant others (Abdillah et al., 2023). Adolescence is considered a critical developmental period characterized by continuous physical and psychological changes. During this stage, adolescents develop a broader understanding of real-life experiences, seek greater independence from their parents, and gradually become more integrated into society and their social communities (Cripps & Zyromski, 2015).

Adolescents are susceptible to various developmental changes and psychological challenges that may generate emotional distress. Heightened emotional sensitivity during adolescence can be understood as part of the normative developmental process (Sholin et al., 2024). Senior high school students, as adolescents, may encounter numerous challenges, including identity crises, emotional instability, and interpersonal conflicts within their social environments (Helmaliah et al., 2024). Considering these developmental characteristics, adolescents may experience fluctuations in emotional states and difficulties in managing emotional responses. These conditions are also associated with ongoing cognitive development, which may influence their emotional functioning (Nur et al., 2023). Emotional functioning is particularly relevant to the development of resilience because emotional processes constitute an important component of individuals' capacity to adapt to adversity and psychological stress (Connor & Davidson, 2003). Adolescents may also experience difficulties in controlling impulses when facing stressful situations and may therefore require guidance and support from adults. From a cognitive perspective, individuals' interpretations of events influence the emotional responses that arise when they encounter those events (Yulianto et al., 2020). Accordingly, appropriate emotion regulation strategies are essential, particularly for students living in boarding schools, to help them function adaptively in their daily lives.

The process through which individuals attempt to recover from crisis and successfully cope with challenging circumstances represents an important aspect of resilience development (Khadijah et al., 2021). Resilience can be understood as a phenomenon or process that reflects adaptive and constructive adjustment despite exposure to substantial psychological stress (Novianti, 2018). Resilience enables individuals to perceive failure not merely as an adverse experience, but also as a challenge, an opportunity for growth, and a source of motivation toward future success. Individuals differ considerably in how they respond to difficulties; some are able to persist and adapt, whereas others may struggle to cope effectively. In some circumstances, difficulties in coping may contribute to maladaptive or destructive behaviors. Such behaviors may reflect destructive aggression and other maladaptive psychological responses that can adversely affect individuals' psychological functioning (Wahidah, 2018). These conditions further suggest that emotional processes influence the way individuals evaluate situations and make decisions, which may subsequently affect their behavioral responses (Richelling, 2023).

Emotion regulation refers to the processes through which individuals manage and express their emotional experiences appropriately in terms of both context and timing. It involves the use

of various strategies, including those related to situation selection and response modification (Gross & John, 2003). Effective emotion regulation enables individuals to exercise greater control over their emotional responses, particularly negative emotions that may affect both themselves and others. Difficulties in managing emotions have also been associated with psychological problems such as depression, anxiety, and impulsive behavior. Emotion regulation can therefore be understood as the capacity to manage emotions effectively in order to maintain psychological well-being and engage in adaptive behavior (Rahma et al., 2024). It is also conceptualized as a mechanism through which individuals exercise self-control over their emotional responses (Nabilah & Hadiyati, 2021). The ability to regulate emotions develops as individuals learn to identify, understand, and organize the various emotions they experience (R. M. Putri et al., 2023). Consequently, successful adaptation is partly determined by how effectively individuals regulate their emotions. In contrast, inadequate emotion regulation may contribute to maladaptive behaviors that negatively affect both individuals and their surrounding environment, including aggressive behaviors that may result in harmful consequences for themselves, their families, and others.

A study conducted by A. Putri et al. (2023) found that family social support and emotion regulation contributed 25.9% to students' academic resilience, while the remaining 74.1% was associated with other factors. These findings indicate that both family social support and emotion regulation are relevant to students' academic resilience. Family support may facilitate emotion regulation while simultaneously strengthening students' ability to cope with academic challenges. Family social support can take the form of informational assistance as well as experiences of being valued, cared for, and loved (Putri, 2022). Such support may contribute to students' academic functioning and foster greater optimism when they encounter academic challenges at school.

Based on the preceding discussion, adolescents, as individuals undergoing an important developmental transition, require effective and stable emotion regulation skills to support the development of resilience. The present study is grounded in phenomena commonly found within boarding school environments, where students may be exposed to multiple sources of pressure, including high academic demands and difficulties in maintaining social relationships with peers and family members. These difficulties may be reflected in experiences such as bullying associated with cultural differences, which can increase psychological stress and create substantial challenges for students' adaptation, emotional well-being, and resilience (Wijayanti et al., 2024). Peer support is also relevant because it may influence how individuals express their emotions within their social environment (Siswandi & Caninsti, 2020). Emotion regulation is therefore important for coping effectively with various problems because it concerns how emotions influence individuals, as well as how and when those emotions are expressed. In addition, homesickness is relatively common among boarding school students because they live away from their parents and families. Feelings of loneliness associated with separation from family may contribute to negative experiences such as boredom, poor communication, and emotional difficulties. In this context, resilience reflects students' capacity to persist, adapt, and succeed in their education despite encountering numerous challenges and adversities.

Although numerous studies have examined emotion regulation and resilience, an important research gap remains, particularly within the context of boarding schools. Previous studies have tended to focus on general educational settings and have not sufficiently explored how the distinctive dynamics of residential school environments may be associated with both emotion

regulation and resilience. Furthermore, relatively limited research has examined these variables within specific local cultural and geographical contexts, such as SMA Xaverius 5 Belitang in South Sumatra, Indonesia. As a Catholic school with a residential system, SMA Xaverius 5 Belitang may have particular values, social norms, and support structures that differ from those of other boarding schools. These contextual characteristics may be relevant to students' emotion regulation strategies and levels of resilience. Therefore, this study aims to examine whether there is a significant relationship between emotion regulation and resilience among boarding school students at SMA Xaverius 5 Belitang.

METHODS

This study employed a correlational design to examine the relationship between two variables without manipulating either variable. Considering the limited timeframe and the absence of longitudinal observations, a cross-sectional correlational design was selected. The relationship between the two variables was examined using the Pearson Product-Moment correlation, which is used to assess the strength and direction of the linear relationship between variables. The data were normally distributed, with a significance value of 0.200 ($p > 0.05$), and the linearity test yielded a significance value of 0.491. These results indicated that the prerequisite assumptions for hypothesis testing were satisfied. The Pearson correlation analysis subsequently produced a correlation coefficient of $r = 0.412$.

Data were collected during the second week of June 2025 after formal permission had been obtained from the school. The data collection process was conducted with the support of the school and was arranged so as not to interfere with classroom teaching and learning activities. Data were collected using a five-point Likert scale (1–5) administered through Google Forms. Instructions for completing the questionnaire were communicated to participants with the assistance of the boarding school coordinator.

Emotion regulation was measured using the 10-item Emotion Regulation Questionnaire (ERQ), adapted and subjected to construct validity testing through Confirmatory Factor Analysis (CFA) by Radde et al. (2021), based on the original instrument developed by Gross and John (2003). The reliability of the scale was evaluated by Radde et al. using Cronbach's alpha, yielding a coefficient of $\alpha = 0.951$ for the cognitive reappraisal strategy and $\alpha = 0.790$ for the expressive suppression strategy. The instrument was designed to assess two dimensions of emotion regulation: cognitive reappraisal and expressive suppression.

Resilience was measured using the Connor-Davidson Resilience Scale (CD-RISC), which was adapted into Indonesian by Listiyandini and Akmal (2015) based on the original scale developed by Connor and Davidson (2003). The adapted instrument consists of 25 items. Its reliability was assessed using Cronbach's alpha, which yielded a coefficient of 0.870, and all items were reported to be valid.

The population of this study consisted of 151 Grade X and XI students at SMA Xaverius 5 Belitang. A total of 62 students were selected as the study sample using purposive sampling. The sampling procedure was based on the specific focus of the study, namely students who resided in the school's boarding facilities. The boarding school environment represents a distinct social and psychological context that may be associated with students' emotion regulation and resilience. Purposive sampling was therefore considered appropriate because boarding students have

experiences that differ from those of students who do not live in the boarding school environment. In addition, this sampling technique allowed the researchers to focus on participants whose characteristics were directly relevant to the research objectives. Accordingly, the 62 boarding students were considered the most appropriate participants for examining phenomena associated with boarding school life. The inclusion criteria for participants were as follows:

1. Aged between 14 and 18 years;
2. Enrolled as an active student at SMA Xaverius 5 Belitang; and
3. Residing in the boarding facilities of SMA Xaverius 5 Belitang.

RESULT

The results of this study were obtained from data collected from 62 boarding school students at SMA Xaverius 5 Belitang. The data were analyzed to provide an overview of the participants' levels of emotion regulation and resilience and to examine the relationship between these two variables. The results are presented in two main stages. First, descriptive statistics are reported to summarize the distribution, mean, standard deviation, minimum, and maximum scores for each variable. Second, Pearson Product-Moment correlation analysis is presented to determine the strength and direction of the relationship between emotion regulation and resilience. The descriptive statistics for both variables are presented in Table 1.

Table 1. Descriptive Statistics

Variable	N	Mean	SD	Minimum	Maximum
Emotion Regulation	62	53.77	8.563	16	65
Resilience	62	74.23.00	8.847	57	96

Table 1 presents the descriptive statistics for emotion regulation (X) and resilience (Y). A total of 62 participants were included in the analysis. For emotion regulation, the observed scores ranged from 16 to 65, with a mean score of 53.77 ($SD = 8.563$). For resilience, the scores ranged from 57 to 96, with a mean score of 74.23 ($SD = 8.847$).

The findings were obtained from data collected through an online questionnaire administered to 62 boarding school students. The categorization of emotion regulation scores showed that most participants demonstrated relatively high levels of emotion regulation. Specifically, 36 participants (58%) were classified in the high category and 17 participants (27%) in the very high category. Seven participants (11%) were categorized as having a moderate level of emotion regulation. Meanwhile, only one participant (2%) was classified in the low category and one participant (2%) in the very low category.

These findings indicate that the majority of participants demonstrated relatively strong emotion regulation abilities. Variations in emotion regulation levels may be associated with individual and contextual factors experienced by each participant. The categorization of emotion regulation scores was determined using ideal-score intervals to describe the distribution of participants across the five predetermined categories. The score categorization procedure involved the following steps:

1. Determining the maximum and minimum possible scores of the instrument;
2. Calculating the score range by subtracting the minimum score from the maximum score; and

3. Determining the class interval width by dividing the score range into five categories (Sugiyono, 2007).

Table 2. Categorization of Emotion Regulation Scores

Score Interval	Category	Frequency	Percentage
11–23	Very Low	1	2%
24–35	Low	1	2%
36–47	Moderate	7	11%
48–59	High	36	58%
60–71	Very High	17	27%
Total		62	100%

The categorization of resilience scores also indicated generally high levels of resilience among the participants. No participants were classified in either the very low or low categories. In contrast, 41 participants (66%) were categorized as having high resilience, while 15 participants (24%) were classified in the very high category. Thus, a total of 90% of the participants demonstrated high to very high levels of resilience. The remaining six participants (10%) were classified in the moderate category.

Overall, these findings indicate that the majority of participants demonstrated a relatively strong capacity to cope with challenges and maintain adaptive functioning in their daily lives.

Table 3. Categorization of Resilience Scores

Score Interval	Category	Frequency	Percentage
0–20	Very Low	0	0%
21–40	Low	0	0%
41–60	Moderate	6	10%
61–80	High	41	66%
81–100	Very High	15	24%
Total		62	100%

Correlation Analysis

A Pearson Product-Moment correlation analysis was conducted to examine the relationship between emotion regulation and resilience. As presented in Table 4, the analysis yielded a Pearson correlation coefficient of $r = 0.412$, indicating a positive relationship between the two variables.

Table 4. Pearson Product-Moment Correlation Between Emotion Regulation and Resilience

Variable	1	2
1. Emotion Regulation	1	.412**
2. Resilience	.412**	1

Note. $N = 62$. **Correlation is significant at the 0.01 level (two-tailed). $p < .001$.

The correlation analysis showed that emotion regulation was positively and significantly associated with resilience, $r(60) = .412$, $p < .001$. The magnitude of the correlation indicates a

moderate positive relationship between the two variables. Thus, students with higher emotion regulation scores tended to report higher levels of resilience.

The statistical significance of this relationship was also supported by the comparison between the observed correlation coefficient ($r = .412$) and the critical correlation value ($r = .250$) at 60 degrees of freedom. The observed correlation coefficient exceeded the critical value, further supporting the statistical significance of the relationship.

Accordingly, the research hypothesis stating that “there is a positive and significant relationship between emotion regulation and resilience among boarding school students at SMA Xaverius 5 Belitang” was supported. These findings provide empirical evidence of an association between emotion regulation and resilience within the boarding school student population examined in this study.

DISCUSSION

The study conducted among boarding students at SMA Xaverius 5 Belitang revealed several important findings regarding students' emotion regulation and resilience, as well as the relationship between these two variables. Most participants demonstrated high (58%) to very high (27%) levels of emotion regulation. Similarly, resilience was predominantly categorized as high (66%) and very high (24%), indicating that 90% of the participants exhibited high to very high levels of resilience. This relatively high level of resilience may reflect the students' capacity to adapt to the social, psychological, and academic demands of boarding school life. The study also identified a significant positive correlation between emotion regulation and resilience ($r = .412, p = .001$), indicating that students with higher levels of emotion regulation tended to demonstrate higher levels of resilience.

Students with high and very high levels of resilience may have greater potential to maintain optimal psychological well-being (Ramadhani & Nur, 2025). Resilience enables individuals to persist, recover, and adapt when confronted with difficult life circumstances. More specifically, within school and boarding environments, students with stronger resilience may be better prepared to manage and resolve potential interpersonal, academic, and emotional challenges. However, resilience is unlikely to be associated solely with emotion regulation. Other factors that were not examined in the present study, such as social support, emotional support, individual experiences, and other psychosocial resources, may also contribute to differences in students' resilience.

The capacity to endure adversity and recover from unpleasant experiences is an important construct in positive psychology. In *The Resilience Factor*, Reivich and Shatté (2002) identified seven factors that contribute to resilience, one of which is emotion regulation, defined as the capacity to remain calm under pressure. The findings of the present study are consistent with this theoretical perspective, as the majority of boarding students demonstrated relatively high levels of resilience. Nevertheless, the other dimensions proposed by Reivich and Shatté may also play important roles in students' development. Together, these dimensions represent psychological resources that may facilitate adaptation and help students respond constructively to challenges and conflicts within the boarding school environment.

The high resilience scores observed in this study are also consistent with the conceptualization of resilience proposed by Connor and Davidson (2003), who describe resilience as an individual's ability to adapt, recover, and continue functioning in the face of adversity. From this perspective, the findings suggest that the students participating in this study possessed

characteristics that may enable them not only to endure difficulties but also to adapt constructively when facing the demands of boarding school life and academic responsibilities.

The relatively high emotion regulation scores are similarly consistent with the view that individuals who regulate their emotions effectively tend to experience more adaptive emotional functioning and better psychological adjustment. The ways in which individuals manage their emotional experiences may therefore be closely associated with how they respond to challenges and develop resilience in everyday life. Sekarini (2021) reported that effective emotional control may strengthen self-confidence and independence by helping individuals become more aware of their own strengths and limitations. According to Gross (2007), effective emotion regulation involves efforts to modify the intensity, duration, or type of emotional response in accordance with personal goals and environmental demands. The variation in participants' ages also provides a relevant developmental context because the capacity for emotion regulation continues to develop alongside cognitive and emotional maturation. Therefore, the ability to regulate emotions represents an important psychological resource for adolescents as they encounter increasingly complex developmental challenges.

The principal finding of the present study was the positive and significant relationship between emotion regulation and resilience. This finding is consistent with Sembiring and Tarigan (2022), who examined emotional control and academic resilience among students in a different educational context, namely a seminary school. Their study also demonstrated a positive and significant relationship between emotional control and academic resilience. However, the strength of the relationship differed between the two studies. In the present study, the correlation coefficient of $r = .412$ indicated a moderate positive relationship between emotion regulation and resilience, whereas Sembiring and Tarigan (2022) reported a stronger positive correlation of $r = .708$ between emotional control and academic resilience.

Differences and similarities between the present findings and those of previous studies may be understood by considering potential moderating and mediating variables. For example, the characteristics of Catholic educational environments, including institutional norms, disciplinary expectations, and school values, may potentially shape the association between emotion regulation and resilience. Social support from peers, teachers, and boarding staff may also function as an important psychosocial mechanism, as effective emotion regulation may facilitate healthier and more constructive interpersonal relationships. Another important distinction concerns the type of resilience assessed. Whereas Sembiring and Tarigan (2022) specifically examined academic resilience, the present study measured resilience as a broader psychological construct.

Putri et al. (2023) similarly reported significant positive associations among emotion regulation, social support, and resilience. Their findings suggest that students who receive adequate social support may be better able to regulate their emotions and demonstrate greater resilience. The consistency of these findings may be explained by the psychological principle that effective emotion management represents an important resource for coping with stressors and recovering from adversity, whether in general life circumstances or specifically within academic contexts.

Similar findings were reported by Sukmaningpraja and Santhoso (2016), who examined the role of emotion regulation in resilience among students attending a semi-military boarding high school. Their findings indicated that emotion regulation was an important factor associated with resilience. This evidence reinforces the relevance of emotion regulation in environments

characterized by substantial adaptation demands, such as boarding schools. Students who are able to manage negative emotions arising from separation from family, academic demands, and intensive social interaction may be better equipped to cope with the challenges of residential education. Accordingly, schools may consider creating environments that promote students' psychological well-being, for example by providing constructive opportunities for emotional expression through physical and extracurricular activities and by strengthening the capacity of teachers and boarding staff to recognize signs of stress among adolescents.

The consistency between the present findings and those of previous studies highlights the relevance of emotion regulation to psychological resilience, particularly when adolescents face demanding educational environments. This relationship is also consistent with the theoretical framework proposed by Reivich and Shatté (2002), in which emotion regulation is explicitly identified as one of the core components of resilience. Individuals who are better able to manage their emotions—for example, by cognitively reappraising stressful situations so that they are perceived as less threatening or by regulating physiological responses to stress—may be better able to face challenges without experiencing substantial disruption to their psychological functioning. Such adaptive responses represent an important feature of resilience.

The ability to regulate emotional responses may therefore be closely associated with an individual's capacity to “bounce back” when confronted with adversity, as conceptualized by Connor and Davidson (2003). For instance, students who are able to regulate anxiety when facing examinations may be more capable of maintaining concentration, continuing their learning activities, and adapting to academic pressures. The present findings consequently provide empirical support for the theoretical proposition that emotion regulation is an important psychological factor associated with resilience. Students who manage their emotional experiences more effectively tend to demonstrate greater resilience when dealing with various challenges, particularly within the distinctive social and psychological context of boarding school life.

Overall, the findings demonstrate a significant positive relationship between emotion regulation and resilience among boarding school students at SMA Xaverius 5 Belitang. Students' ability to regulate their emotions adaptively was positively associated with their level of resilience. Thus, the present study provides empirical support for the association between these two psychological constructs within the boarding school context.

Several limitations should be considered when interpreting the findings of this study. First, the study was conducted at a single institution, namely SMA Xaverius 5 Belitang. The school has specific cultural, institutional, and religious characteristics as a private Catholic school. Consequently, the findings regarding students' levels of emotion regulation and resilience, as well as the relationship between these variables, may not be directly generalizable to students in other boarding school settings with different institutional characteristics, such as public boarding schools, schools affiliated with other religious traditions, or semi-military boarding schools.

Second, data were collected exclusively through an online self-report questionnaire. Reliance on a single method of data collection may increase the possibility of response bias, including social desirability bias, whereby participants may provide responses that they perceive to be more socially acceptable. This possibility should be considered particularly in interpreting the relatively homogeneous distribution of resilience scores, with 90% of participants classified in the high or very high categories.

Third, the cross-sectional design captures data at only one point in time. Although this design is appropriate for examining statistical associations between variables, it does not provide sufficient evidence to establish causal relationships. Therefore, the observed relationship between emotion regulation and resilience may be bidirectional or may be influenced by other variables that were not examined in this study, including social support, family relationships, peer relationships, personality characteristics, and individual life experiences.

Finally, purposive sampling was employed to recruit participants who met specific criteria relevant to the objectives of the study, particularly students residing in the boarding school environment. Although this sampling strategy was appropriate for examining the specific phenomenon under investigation, it limits the broader generalizability of the findings. Future studies may therefore involve larger and more heterogeneous samples from multiple boarding schools and employ longitudinal or mixed-method designs to provide a more comprehensive understanding of the relationship between emotion regulation and resilience.

CONCLUSION

Based on the results of the analysis, most boarding students at SMA Xaverius 5 Belitang demonstrated high levels of emotion regulation, with 85% of respondents classified in the high and very high categories. These findings suggest that the demanding and challenging nature of boarding school life may provide a context that contributes to adolescents' psychological development. A similar pattern was observed for resilience, with 90% of respondents demonstrating high to very high levels of resilience. However, the relatively homogeneous distribution of scores warrants critical consideration regarding the possibility of response bias. In particular, the findings may have been influenced by social desirability bias, whereby respondents tended to provide answers that they perceived as more socially acceptable.

The findings also demonstrated a positive and significant relationship between emotion regulation and resilience. Students with higher levels of emotion regulation tended to exhibit higher levels of resilience. In other words, the ability to manage emotions effectively is closely associated with students' capacity to remain resilient when facing the challenges of boarding school life. Nevertheless, given the correlational and cross-sectional nature of the study, these findings should not be interpreted as evidence of a causal relationship between the two variables. Based on these findings, several recommendations are proposed for future research. Subsequent studies are encouraged to involve broader and more diverse samples, examine additional psychological and contextual variables, employ alternative research designs, and conduct longitudinal investigations to better understand the development of emotion regulation and resilience over time. Future research may also examine factors such as social support, family relationships, peer relationships, school climate, and individual characteristics that may contribute to students' resilience. Although the present findings indicate that students at SMA Xaverius 5 Belitang generally demonstrated high levels of emotion regulation and resilience, further research is required before concluding that the boarding school environment itself directly promotes students' psychological development.

The findings highlight the importance of developing sustainable psychoeducational programs that focus on emotional competence and adaptive emotion regulation strategies. School counselors and guidance teachers may provide preventive and developmental counseling services

aimed at helping students recognize, understand, and manage their emotional experiences while strengthening their resilience.

Such programs should not be limited to students who demonstrate low levels of emotion regulation. They may also be beneficial for the entire student population as part of a preventive and developmental approach to maintaining emotional stability and strengthening psychological resilience. Furthermore, teachers, school counselors, and boarding staff may work collaboratively to create a supportive environment in which students are able to express emotions appropriately, develop adaptive coping strategies, and seek psychological support when encountering academic, interpersonal, or personal difficulties.

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