

THE ROLES OF PARENTAL ATTACHMENT ON THE PSYCHOLOGICAL WELL-BEING OF ISLAMIC BOARDING SCHOOL STUDENTS

Nabilah Cahyani¹, Vidya Anindhita², Fitri Ariyanti Abidin³

^{1,2,3}Department of Psychology, Faculty of Psychology, Universitas Padjadjaran
^{1,2,3}Center for Family Life and Parenting Studies, Faculty of Psychology, Universitas Padjadjaran
^{1,2,3}Bandung Sumedang Street KM. 21, Jatinangor, Sumedang, West Java, Indonesia
Email: nabilah19001@mail.unpad.ac.id¹, vidya.anindhita@unpad.ac.id²,
fitri.ariyanti.abidin@unpad.ac.id³

Received February 23, 2024; Revised June 1, 2024; Accepted June 10, 2024

Abstract:

Adolescent psychological well-being has emerged as a global concern. This cross-sectional study investigates the relationship between parental attachment and the psychological well-being of adolescents residing in an Islamic boarding school in West Java. A total of 313 participants, aged 11-18, were included in this supervised online survey, comprising 133 boys and 180 girls. Data analysis was conducted using Pearson correlation tests and regression analysis. The findings reveal a significant positive correlation between parental attachment and adolescents' psychological well-being. These results offer valuable insights into the unique context of Islamic boarding schools, carrying significant implications for educators, parents, and policymakers. This association underscores the fundamental role of establishing trust and emotional connections between parents and adolescents, particularly prior to considering enrollment in Islamic boarding schools. Furthermore, these findings hold importance for educators and policymakers in designing policies within Islamic boarding schools that support well-being.

Abstrak:

Kesejahteraan psikologis remaja telah menjadi perhatian global. Studi *cross-sectional* ini menyelidiki hubungan antara keterikatan orang tua dan kesejahteraan psikologis remaja yang tinggal di pondok pesantren di Jawa Barat. Sebanyak 313 partisipan berusia 11-18 tahun berpartisipasi dalam survei daring dengan pengawasan, terdiri dari 133 laki-laki dan 180 perempuan. Analisis data dilakukan dengan menggunakan uji korelasi Pearson dan analisis regresi. Hasil temuan menunjukkan adanya korelasi positif yang signifikan antara keterikatan orang tua dan kesejahteraan psikologis remaja. Hasil penelitian ini memberikan wawasan yang berharga, menyoroti konteks unik pesantren, dan membawa implikasi penting bagi pendidik, orang tua, dan pembuat kebijakan. Asosiasi ini menggarisbawahi peran penting dalam membangun kepercayaan dan hubungan emosional antara orang tua dan remaja, terutama sebelum mempertimbangkan pendaftaran di pondok pesantren. Selain itu, temuan ini juga penting bagi pendidik dan pembuat kebijakan dalam merancang kebijakan di pesantren yang mendukung kesejahteraan santri.

Keywords:

Parental Attachment, Psychological Well-Being, Islamic Boarding School

How to Cite: Cahyani, N., Anindhita, V., & Abidin, F. A. (2024). The Roles of Parental Attachment on the Psychological Well-Being of Islamic Boarding School Students. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 27(1), 101-114. <https://doi.org/10.24252/lp.2024v27n1i7>.

Copyright 2024 © The Author(s)

The work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/)



INTRODUCTION

Islamic boarding schools (well-known as *pesantren*) are prevalent in Indonesia due to the nation's Muslim-majority demographic (Data Indonesia.id, 2022). *Pesantren* represent the oldest extant education system in Indonesia.. Based on differing Islamic legal, pedagogical, and epistemological foundations, *pesantren* can be categorized into traditionalist and modernist types. Traditionalist *pesantren* primarily emphasize the study of classical Islamic texts (*kitab kuning*), alongside the Al-Qur'an and Sunnah. Conversely, modernist *pesantren* integrate Islamic studies with the national curriculum (Alwi, 2013; Hefner, 2019). This research focuses on modern *pesantren*, which henceforth is referred to as Islamic boarding schools.

Many Muslim parents perceive Islamic boarding schools as the optimal choice for their children's education for several reasons. They believe these schools provide convenient access to a high-quality educational environment (Mander, 2015; Martin, Burns, Kennett, & Pearson, 2020). Additionally, parents assert that Islamic boarding schools offer protection against undesirable behaviors, such as promiscuity (Wawan, Awalia, Nisa, & Hendriani, 2018). The provision of religious knowledge, which parents believe contributes to the development of good moral conduct (Nudin, Abdurakhman, & Indra 2020; Supriatna, 2018), is highly valued. Furthermore, parents contend that these schools fosters greater independence in their children (Nudin, Abdurakhman, & Indra, 2020). Some parents also express a sense of inadequacy in their ability to educate their children, prompting them to choose Islamic boarding schools as an alternative (Supriatna, 2018). A study on parents residing in rural areas revealed strong advocacy for the cultivation religious values as a fundamental cornerstone in their children's upbringing. Consequently, these parents express substantial support for the critical role played by Islamic boarding schools in instilling and reinforcing these deeply cherished values (Agung, Devaera, Medise, Jamarin, & Abidin, 2023).

During their adolescent years, junior and senior high school students undergo significant biological changes while embarking on a journey of self-discovery. This developmental phase entails grappling with fundamental inquiries concerning identity, life goals, and future aspirations, all of which constitute pivotal facets of adolescence (Santrock, 2018). However, adolescents enrolled in Islamic boarding schools often encounter distinctive constraints that may impede their process of self-exploration. These limitations primarily emanate from the stringent regulations imposed by the schools and dormitories, which curtail their ability to engage in open communication with parents, friends, and relatives beyond the school premises. Moreover, students encounter constraints on outings and the utilization of electronic devices, thereby severely curtailing their interpersonal interactions. Consequently, the regulatory

framework within boarding schools possesses the potential to constrict students' avenues for exploration and autonomy.

The significance of autonomy as a pivotal psychological requisite in the process of maturation cannot be underestimated. The aforementioned circumstances may potentially precipitate adverse emotional experiences. The amalgamated factors of negative and positive emotions, in conjunction with the degree of autonomy and the quality of relationships, collectively comprise indispensable components of overall well-being (Ryan & Deci, 2001; Ryff & Singer, 2013). Consequently, this particular scenario engenders concern regarding the well-being of boarding school students. Numerous studies have endeavored to elucidate adolescent well-being within Islamic boarding schools. When assessed through the lens of subjective well-being, adolescents within these institutions generally fall within the moderate spectrum (Ismail & Yudiana, 2020). However, examinations of spiritual well-being yield inconsistent results. Research conducted by Rahmah and Lisnawati (2018) indicates that adolescents' spiritual well-being tends to hover within the moderate realm, whereas Hilmi, Nugraha, Imaddudin, & Kartadinata (2020) found that 46.2% of adolescents exhibit low spiritual well-being, with the most pronounced deficiencies revolving around the sense of meaning and purpose in life. Comparative analyses of well-being (both subjective and spiritual) between adolescents enrolled in Islamic boarding schools and those who attending day schools reveal analogous outcomes: the majority of adolescents in both settings fall within the moderate category. Though disparities are not markedly significant, adolescents in day schools demonstrate marginally higher levels of well-being compared to their counterparts in Islamic boarding schools (Ismail & Yudiana, 2020; Rahmah & Lisnawati, 2018).

In contrast to subjective or spiritual well-being, research on psychological well-being among adolescents in Islamic boarding schools remains sparse. Although the discussion regarding psychological well-being in adolescents at Islamic boarding schools is limited, several studies have addressed this issue within the general boarding school population. For instance, a study by Martin, Papworth, Ginns, & Liem (2014) involving Australian adolescents compared the well-being of those attending boarding schools with those attending day schools. The findings indicated no significant differences in overall psychological well-being. However, disparities were observed in specific dimensions of well-being, with boarding school students reporting higher scores in areas such as meaning and purpose in life, life satisfaction, participation in extracurricular activities, and relationships with parents. Similarly, a study conducted by Oluka et al. (2021) found that 89% of boarding school adolescents exhibited moderate psychological well-being, and among those categorized as having low psychological well-being, 82.4% were boys. Despite these insights, research specifically focusing on psychological well-being of adolescents at Islamic boarding schools remain limited.

Islamic boarding schools are characterized by the physical absence of parents, distinguishing them from day schools. However, this characteristic does not preclude the fulfillment of essential family functions typically carried out by parents. Rather, other

individuals, notably homeroom and dormitory teachers, can play a pivotal role in meeting these functions. Although face-to-face interactions are limited, parents can still convey their affection for their children through various means, such as dormitory phones and weekend visits (Mutmainnah & Waliyanti, 2020). The extent to which family functions are fulfilled in Islamic boarding schools is contingent upon the specific conditions of the school and the strength attachments formed between parents and adolescents.

As defined by Armsden and Greenberg (1987), attachment represents an enduring and intense affectional bond. Previous studies underscore the critical importance of parental attachment for adolescents' psychological well-being. Positive correlations have been identified between parental attachment and various aspects of psychological well-being, including autonomy, environmental mastery, personal growth, purpose in life, and overall psychological well-being among Indian adolescents (Singh, 2021). These findings highlight the pivotal role of parental attachment's in shaping adolescents' emotional and psychological development. However, empirical findings regarding the relationship between parental attachment and psychological well-being in adolescent boarding schools have been inconsistent. For instance, a study conducted in China revealed that students attending boarding schools displayed more symptoms of depression and anxiety compared to adolescents enrolled in day schools. The separation from parents was found to mediate the relationship between boarding school attendance and adolescent mental health (Xing, Leng, & Ho, 2021). Conversely, research by Martin, Papworth, Ginns, & Liem (2014) in Australia demonstrated that the parent-adolescent relationship in boarding schools was more positive than in day schools. These conflicting findings contribute to the ongoing debate and uncertainty regarding the association between parental attachment and psychological well-being among boarding school adolescents.

Currently, numerous studies assess well-being -both subjective and spiritual - among adolescents at Islamic boarding schools (Hilmi, Nugraha, Imaddudin, & Kartadinata, 2020; Ismail & Yudiana, 2020; Rahmah & Lisnawati, 2018). However, research on psychological well-being within this context remains limited. Subjective well-being pertains happiness, evaluated through an individual's subjective assessment of their satisfaction levels (Diener, 1984). In contrast spiritual well-being emphasizes the quality of an individual's spiritual achievements, which foster a belief in God (Imaduddin, 2019). Psychological well-being, as conceptualized by Ryff, diverges from subjective assessments and is instead measured through six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989; Ryff & Singer, 2013).

Given the paucity of research on psychological well-being among adolescents in Islamic boarding schools, this study aims to further explore this area. While attending a boarding school has been shown to positively impact adolescent-parent attachment (Martin, Papworth, Ginns, & Liem, 2014), it is also associated with increased depressive symptoms (Xing, Leng, & Ho, 2021). Research conducted by Singh (2021) on adolescents

residing with both parents demonstrate a significant correlation between parental attachment and psychological well-being. Despite the established importance of parental attachment for adolescents' psychological well-being (Singh, 2021), specific research within the context of Islamic boarding schools in Indonesia remains limited. This study aims to fill this gap by examining the relationship between parental attachment and the psychological well-being of students in Islamic boarding schools. It is hypothesized that parental attachment would be positively associated with psychological well-being among adolescents attending Islamic boarding schools.

RESEARCH METHOD

Participants

Participants were recruited from an Islamic Boarding School located in West Java. Initially, 323 adolescents participated in this study. However, ten participants were identified as outliers and subsequently excluded from the analysis, resulting in a final sample size of 313 adolescents. The sample consisted of 42.5% boys and 57.5% girls. The age range of the participants was between 11 and 18 years old, with a mean age of 14.10 years ($SD=1.60$). Participants were distributed across grades 7, 8, 9, 10, 11, and 12. Grade 8 had the highest number of participants (21.4%), followed closely by grade 10 (20.4%), while grades 7, 9, 11, and 12 accounted for 19.2%, 15.3%, 13.3%, and 9.9% of the sample, respectively.

Measures

Demographic Questions

The survey included six multiple-choice questions pertaining to participants' gender, age, grade level, motivation for attending an Islamic boarding school, intensity of communication with parents, and duration of enrollment.

Parental Attachment

Parental attachment was measured using the Inventory of Parent and Peer Attachment - Revised (IPPA-R) (Gullone & Robinson, 2005). Initially comprising 28 items, the questionnaire underwent refinement following consultations with the authors, resulting in the removal of five items due to inadequate factor loadings in subsequent analyses. The final instrument comprised 23 items encompassing three dimensions of parental attachment: trust (8 items) (e.g., "My parents are good parents"), communication (7 items) (e.g., "I seek my parents' perspective on issues I'm concerned about"), and alienation (8 items) (e.g., "I experience distress that my parents are unaware of"). Participants rated their responses using a three-point Likert scale ranging from 1 (never true) to 3 (always true). The Indonesian version of the scale was validated in accordance with the "ITC Guidelines for Translating and Adapting Tests (Second Edition)" (2017), demonstrating satisfactory internal consistency (Cronbach's $\alpha = .788$ for trust; $\alpha = .791$ for communication; and $\alpha = .678$ for alienation). Furthermore, content-based validity evidence was collected for the Indonesian version of the Inventory of Parent and Peer Attachment-Revised (IPPA-R). This process assessed the extent to which

the instrument's items accurately represented the intended content. The assessment revealed an average Item-Content Validity Index (I-CVI) of 1.00, indicating the validity of the instrument's scores based on content.

Psychological Well-being

The assessment of psychological well-being utilized the Brief Scale of Psychological Well-being (BSPWB-A), developed by Viejo, Gomez-Lopez, & Ortega-Ruiz (2018). An Indonesian version of the BSPWB-A, as validated by Sunardy, Abidin, & Qodariah (2023), was employed in this study. The questionnaire consists of 20 items aimed at measuring psychological well-being across four dimensions: self-acceptance (5 items) (e.g., "When I look at the story of my life, I am pleased with how things have turned out"), positive interpersonal relationships (5 items) (e.g., "I feel that my friends bring me a lot of things"), autonomy (6 items) (e.g., "I tend to worry what other people think of me"), and life development (4 items) (e.g., "I think life is a continuous process of learning, changing, and growth"). Participants provided responses on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The validity of the measurement was evaluated through construct validity using Confirmatory Factor Analysis (CFA), yielding a satisfactory fit: $\chi^2_{S-B}(140) = 385.585$, $p < .001$, $\chi^2_{normed} = 2.754$; CFI = .954; GFI = .943; SRMR = .060; RMSEA = .048 (90% CI [.042, .053]) (Sunardy, Abidin, & Qodariah, 2023). Furthermore, the Indonesian version of BSPWB-A demonstrated good internal consistency. Cronbach's α coefficient for the BSPWB-A is .821 ($\alpha = .768$ for self-acceptance; $\alpha = .754$ for positive interpersonal relationship; $\alpha = .729$ for autonomy; and $\alpha = .783$ for life development), indicating satisfactory internal consistency.

Procedures

All procedures were ethically approved by the Research Ethics Committee of Universitas Padjadjaran (Approval Number 859/UN6.KEP/EC/2022). Data collection occurred at the Islamic boarding school after obtaining permission from the school authorities. The decision to conduct offline data collection was based on the adolescents' circumstances; they were situated in the dormitory at the time and lacked independent access to complete an online survey. Nonetheless, online questionnaires were also employed to optimize the efficiency of data collection and subsequent analysis. Then, research information was disseminated through presentations conducted in each class, where students interested in participating voluntarily enlisted their names in a prospective participant list. Data collection sessions were held in the computer lab at the specified time, with each session overseen by two researchers. One researcher supervised and reminded potential respondents about the upcoming session, while the other facilitated the process, explained questionnaire completion instructions, and emphasized the anonymity and confidentiality of participation, underscoring participants' right to withdraw from the study at any time. Furthermore, the researcher on duty remained present in the computer lab during data collection to directly address any participant inquiries. Moreover, data collection took place during non-school hours to minimize disruption to students' regular academic activities. Online questionnaires

were administered via Google Forms. As a token of appreciation for their participation, participants received snacks upon completing the questionnaires. On average, participants spent approximately 30 minutes completing the questionnaires.

Data Analysis

Descriptive statistics were employed to summarize the data, offering an overview of the variables under investigation. To scrutinize the relationship between parental attachment and psychological well-being, the Pearson correlation coefficient was utilized to gauge the strength and direction of the association. Regression analysis was then executed to predict the relationship between parental attachment and psychological well-being, evaluating the extent to which parental attachment serves as a predictor of psychological well-being. The, before conducting the correlation and regression analyses, assumptions such as normality, linearity, and heteroscedasticity were meticulously assessed. Normality was scrutinized via the Kolmogorov-Smirnov test, yielding no evidence of non-normality ($p = .200$, $p > .05$). The scatterplot of standardized predicted values was scrutinized to evaluate the assumptions of heteroscedasticity, affirming that the data met this criterion. Data analysis was conducted utilizing the IBM SPSS 26.0 statistical software.

RESULTS AND DISCUSSION

Results

Table 1 presents participant background details, delineated by their educational level into Junior and Senior high school groups. Concerning motivation to attend Islamic Boarding School, a noteworthy proportion of participants in both Junior High School and Senior High School conveyed a 'Moderate' level of motivation as the predominant sentiment. Additionally, the prevalent pattern of remote communication among participants in both educational levels was observed to be '3-4 times' per month. Similarly, regarding in-person communication, the prevailing pattern for participants in both groups was '0-2 times' per month.

Table 1. Participants' background

Participants' Actual Condition	Junior High School (n=175)		Senior High School (n=138)	
	Frequency	Percentage	Frequency	Percentage
Motivation to attend Islamic Boarding School				
Very high	20	11.4%	13	9.4%
High	39	22.3%	33	23.9%
Moderate	83	47.4%	66	47.8%
Low	27	15.4%	26	18.8%
Very low	6	3.4%	0	0%
Remote communication with parents (in a month)				
0-2 times	15	8.6%	11	8%

3-4 times	135	77.1%	93	67.4%
5-6 time	17	9.7%	18	13%
>6 time	8	4.6%	16	11.6%
In person communication with parents (in a month)				
0-2 times	154	88%	132	95.7%
3-4 times	15	8.6%	6	4.3%
5-6 times	0	0%	0	0%
>6 times	6	3.4%	0	0%

Table 2 presents the descriptive statistics and correlation matrix elucidating the associations among demographic variables, psychological well-being, and parental attachment. Psychological well-being exhibits modest negative correlations with gender and motivation to attend the Islamic Boarding School. As anticipated, there are moderate positive correlations between psychological well-being and parental attachment ($r = .42$), along with its positive dimensions, trust ($r = .36$) and communication ($r = .28$). Conversely, a negative correlation is observed between psychological well-being and the negative dimension of parental attachment, specifically, alienation ($r = -0.44$).

Table 2. Matrix Correlation

	M (SD)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Gender																
2 Age		.21**														
3 Grade		.26**	.94**													
4 Motivation		-.12*	.03	.03												
5 Remote communication		.19**	.18**	.18**	.00											
6 Face-to-face communication		-.13*	-.13*	-.15**	.05	.25**										
7 Psychological Well-being (PWB)	3.90 (0.56)	-.22**	.02	.04	-.22**	.03	.00									
8 Self-acceptance (SA)	4.11 (0.77)	-.19**	-.05	-.06	-.22**	.03	.09	.73**								
9 Positive Relationships (PIR)	3.92 (0.95)	-.16**	.09	.13*	-.09	.00	-.01	.74**	.31**							
10 Autonomy (Au)	2.92 (0.79)	-.22**	-.03	-.03	-.14*	.00	-.04	.69**	.32**	.37**						
11 Life Development (LD)	5.06 (0.76)	.04	.06	.06	-.17**	.08	-.03	.50**	.44**	.18**	-.01					
12 Parental Attachment	2.53 (0.30)	-.14*	-.09	-.11*	-.09	.04	-.04	.42**	.37**	.19**	.28**	.32**				
13 Trust	2.69 (0.30)	-.15**	-.07	-.10	-.12*	.06	-.03	.36**	.36**	.14*	.22**	.31**	.89**			
14 Communication	2.47 (0.40)	-.12*	-.07	-.09	-.08	-.01	-.04	.28**	.29**	.10	.15**	.25**	.86**	.68**		
15 Alienation	2.44 (0.34)	-.09	-.09	-.10	-.04	.06	-.04	-.44**	-.31**	-.26**	-.35**	-.25**	-.84**	-.64**	-.53**	

Note. N = 313. *p < .05; **p < .01

The regression model investigated the relationship between parental attachment and psychological well-being. The equation for the fitted regression model is Psychological Well-being = 38.571 + 0.675*(parental attachment). The overall regression model yielded statistical significance ($R^2 = .173$, $F(1, 311) = 64.859$, $p < .001$). The regression coefficient for parental attachment ($\beta = .415$) indicates a significant predictive effect on psychological well-being ($p < .001$). The adjusted R^2 value of .170 suggests that parental attachment explains 17% of the variance in psychological well-being.

Discussion

The primary objective of this study is to investigate the relationship between parental attachment and psychological well-being among adolescents attending Islamic boarding schools. Our findings indicate a significant association between parental attachment and psychological well-being within this specific demographic. These results are consistent with prior research conducted on Indian adolescents residing with their parents, which also highlighted a connection between parental attachment and psychological well-being, mediated by adolescents' self-esteem (Singh, 2021). This research underscores the enduring nature of the association between parental attachment and psychological well-being, irrespective of adolescents' living arrangements, be it with parents (Singh, 2021) or in a boarding school setting (current study). Thus, parental attachment emerges as a consistent determinant influencing the psychological well-being of adolescents across diverse living conditions.

Furthermore, the findings are consistent with prior research indicating significant associations between parental attachment and various well-being indicators within a broader context. For instance, Monaco, Schoeps, & Montoya-Castilla (2019) conducted a study that demonstrated positive correlations between attachment to both parents and life satisfaction, as well as positive affect. Conversely, they observed negative correlations with somatic complaints, stress, and negative affect. Moreover, findings from Moreira, Pedras, Silva, Moreira, & Oliveira (2020) indicated that even after controlling for age, gender, and personality dimensions, attachment dimensions remained significant predictors of well-being, encompassing both cognitive and affective aspects.

The correlation analysis reveals a positive association between adolescents' trust in their parents and their psychological well-being. Trust, as conceptualized by Armsden and Greenberg (1987), denotes a reciprocal understanding and respect existing between parents and their offspring. This reciprocal trust dynamic within the parent-adolescent relationship suggests that parental trust in adolescents is mirrored by adolescents' trust in their parents. Consequently, adolescents feel more inclined to share their personal experiences and feelings with their parents, fostering emotional security and facilitating ongoing self-development (Smetana, 2010). Previous research has consistently underscored the significance of trust in the parent-child relationship for positive psychological functioning in adolescents (Kaniušonytė & Žukauskienė, 2017; Sugimura, Crocetti, Hatano, Kaniusonyte, Hihara, & Zukauskiene, 2018). Moreover, among emerging adults, parental trust is associated with life satisfaction, both directly and indirectly through subjective markers of adulthood (e.g., self-perception as an adult), rather than via objective markers of adulthood (Žukauskienė, Kaniušonytė, Nelson, Crocetti, Malinauskienė, Hihara, & Sugimura, 2020). These findings underscore the critical role of trust within the parent-child relationship in fostering overall well-being among adolescents and emerging adults.

Concerning the communication dimension, the findings reveal a positive correlation with psychological well-being. This implies that adolescents perceiving their parents as sensitive and responsive to their emotional states, engaging in high-quality

involvement and effective verbal communication, tend to demonstrate elevated levels of psychological well-being. Prior research in this domain suggests that youths with enhanced communication with their mothers (though not with their fathers) are more likely to contribute to and display greater care for their families and communities (Kaniušonytė & Žukauskienė, 2017). However, it is noteworthy that the study by Moreira Pedras, Silva, Moreira, & Oliveira (2020) identified a negative association between communication with fathers (but not mothers) and affective well-being. Nonetheless, this finding necessitates cautious interpretation and further investigation.

In contrast, alienation from parents demonstrates a negative correlation with adolescent psychological well-being. This suggests that adolescents experiencing feelings of isolation, anger, and detachment from their parents tend to exhibit lower levels of psychological well-being. This observation aligns with previous research indicating that adolescents who perceive a disconnection from their parents may also encounter challenges in forming positive peer relationships and may struggle with feelings of self-hate and inadequacy (Barcaccia, Cervin, Pozza, Medvedev, & Baiocco, 2020). However, the findings of the current study diverge from those of Moreira, Pedras, Silva, Moreira, & Oliveira (2020). Their study revealed that adolescents reporting higher levels of alienation from their parents displayed increased cognitive well-being. Moreira, Pedras, Silva, Moreira, & Oliveira (2020) proposed that this discrepancy might stem from the strong adolescent need for autonomy. They argued that experiencing and managing negative experiences could be perceived as a desirable "status" by adolescents, even if their parents fail to fully understand them (an indicator of alienation), as it signifies autonomy. It is crucial to acknowledge that these disparities in results may arise from differences in the variables assessed. While our study focuses on psychological well-being, Moreira's study centers on cognitive well-being.

CONCLUSION

This study elucidates the correlation between parental attachment and psychological well-being among adolescents enrolled in Islamic boarding schools. Specifically, it reveals that heightened levels of trust between adolescents and their parents correspond to enhanced psychological well-being. Additionally, perceptions of high-quality communication with parents are associated with increased psychological well-being. Conversely, sentiments of neglect or detachment from parents are indicative of diminished psychological well-being.

The implications of these findings extend to both parents and boarding school educators. The results underscore the substantial relationship between parental attachment and the psychological well-being of boarding school students. Thus, for educators, it is imperative to establish protocols and policies conducive to enabling students adequate time to maintain connections with their families and social networks beyond the confines of the school environment. For parents, nurturing a robust and supportive bond with their children from an early age is crucial for fostering their

psychological well-being during adolescence. Furthermore, recognizing adolescence as a period of exploration, boarding schools can play a pivotal role in offering activities that facilitate students' self-discovery and pursuit of interests. Such an environment supportive of personal growth can significantly contribute to the overall well-being of students. From a theoretical standpoint, this study affirms the existence of a discernible relationship between parental attachment and psychological well-being among boarding school adolescents. Future research endeavors could delve deeper into this relationship by investigating potential mediating or moderating variables that elucidate the underlying mechanisms. Such inquiries hold promise for advancing our comprehension of the factors influencing the well-being of adolescents within boarding school contexts.

Despite providing evidence concerning the relationships between parental attachment and psychological well-being, this study has several acknowledged limitations. Firstly, it employed a cross-sectional design, precluding definitive conclusions about causality. Future research should adopt longitudinal designs to elucidate the causal pathways between parental attachment and psychological well-being among adolescents in Islamic boarding schools. Secondly, non-probability sampling was utilized, constraining the generalizability of the findings beyond the study sample. Future studies should employ probability sampling methods to enhance the representativeness of the results to the broader population. Lastly, this study assessed parental attachment as a composite measure, rather than separately evaluating attachment to fathers and mothers, despite potential variations in attachment styles. Subsequent investigations should explore maternal and paternal attachment independently to offer a more nuanced understanding of the phenomenon.

REFERENCES

- Agung, F. H., Devaera, Y., Medise, B. E., Jamarin, V., Abidin, F. A., Sancu, L. A., & Sawyer, S. M. (2023). A Qualitative Exploration of Parenting Adolescents in Indonesia. *Matern Child Health J*, 27(5), 878-887. <https://doi.org/10.1007/s10995-023-03632-5>.
- Alwi, B. M. (2013). Pondok Pesantren: Ciri Khas, Perkembangan, dan Sistem Pendidikannya. *Lentera Pendidikan*, 16(2), 205-219. <https://doi.org/10.24252/lp.2013v16n2a8>.
- Armsden, G. C., & Greenberg, M. T. (1987). The Inventory of Parent and Peer Attachment: Individual Differences and Their Relationship to Psychological Well-Being in Adolescence. *Journal of Youth and Adolescence*, 16(5), 427-454.
- Barcaccia, B., Cervin, M., Pozza, A., Medvedev, O. N., Baiocco, R., & Pallini, S. (2020). Mindfulness, Self-Compassion and Attachment: a Network Analysis of Psychopathology Symptoms in Adolescents. *Mindfulness*, 11(11), 2531-2541. <https://doi.org/10.1007/s12671-020-01466-8>.
- DataIndonesia.id. (2022). *Sebanyak 86,9% Penduduk Indonesia Beragama Islam*. DataIndonesia.id. <https://dataindonesia.id/ragam/detail/sebanyak-869-penduduk-indonesia-beragama-islam>.

-
- Diener, E. (1984). Subjective Well-being. *Psychological Bulletin*, 95(3), 542-575.
- Gullone, E., & Robinson, K. (2005). The Inventory of Parent and Peer Attachment—Revised (IPPA-R) for Children: A Psychometric Investigation. *Clinical Psychology and Psychotherapy*, 12, 67-79. <https://doi.org/10.1002/cpp.433>.
- Hefner, C.-M. (2019). On fun and Freedom: Young Women's Moral Learning in Indonesian Islamic Boarding Schools. *Journal of the Royal Anthropological Institute*, 25(3), 487-505. <https://doi.org/10.1111/1467-9655.13079>.
- Hilmi, I., Nugraha, A., Imaddudin, A., Kartadinata, S., Ln, S. Y., & Muqodas, I. (2020). *Spiritual Well-Being Among Student in Muhammadiyah Islamic Boarding School in Tasikmalaya* Proceedings of the 4th International Conference on Learning Innovation and Quality Education,
- Imaduddin, A. (2019). Developing Student Spiritual Wellness. 1st International Conference and Workshop UPI Tasikmalaya, Tasikmalaya.
- Ismail, A. N., & Yudiana, W. (2020). Studi Komparasi Subjective Well Being pada Siswa Pesantren Modern dan Siswa Madrasah Aliyah. *Jurnal Psikologi Islam dan Budaya*, 3(1), 13-22. <https://doi.org/10.15575/jpib.v3i1.5689>.
- ITC Guidelines for Translating and Adapting Tests (Second Edition). (2017). *International Journal of Testing*, 18(2), 101-134. <https://doi.org/10.1080/15305058.2017.1398166>.
- Kaniušonytė, G., & Žukauskienė, R. (2017). Relationships With Parents, Identity Styles, and Positive Youth Development During the Transition From Adolescence to Emerging Adulthood. *Emerging Adulthood*, 6(1), 42-52. <https://doi.org/10.1177/2167696817690978>.
- Mander, D. J. (2015). Enabling Voice: Aboriginal Parents, Experiences and Perceptions of Sending a Child to Boarding School in Western Australia. *The Australian Journal of Indigenous Education*, 44(2), 173-183. <https://doi.org/10.1017/jie.2015.21>.
- Martin, A. J., Burns, E. C., Kennett, R., Pearson, J., & Munro-Smith, V. (2020). Boarding and Day School Students: A Large-Scale Multilevel Investigation of Academic Outcomes Among Students and Classrooms. *Front Psychol*, 11, 608949. <https://doi.org/10.3389/fpsyg.2020.608949>.
- Martin, A. J., Papworth, B., Ginns, P., & Liem, G. A. D. (2014). Boarding school, Academic Motivation and Engagement, and Psychological Well-being. *American Educational Research Journal*, 51(5), 1007-1049. <https://doi.org/10.3102/0002831214532164>.
- Monaco, E., Schoeps, K., & Montoya-Castilla, I. (2019). Attachment Styles and Well-Being in Adolescents: How Does Emotional Development Affect This Relationship? *Int J Environ Res Public Health*, 16(14). <https://doi.org/10.3390/ijerph16142554>.
- Moreira, P., Pedras, S., Silva, M., Moreira, M., & Oliveira, J. (2020). Personality, Attachment, and Well-Being in Adolescents: The Independent Effect of Attachment After Controlling for Personality. *Journal of Happiness Studies*, 22(4), 1855-1888. <https://doi.org/10.1007/s10902-020-00299-5>.

-
- Mutmainnah, S., & Waliyanti, E. (2020). Family Affective Function: A Phenomena Adolescents In Boarding School. Universitas Muhammadiyah Yogyakarta Undergraduate Conference, Yogyakarta.
- Nudin, M. I., Abdurakhman, O., & Indra, S. (2020). Motivasi Orang Tua Memilih Pesantren sebagai Sarana Pendidikan. *E-Journal Skripsi: Fakultas Keguruan dan Ilmu Pendidikan*, 3(1), 14-27.
- Oluka, R., Orach-Meza, F., & Sessanga, J. B. (2021). Psychological Well-being Among Boarding Secondary School Student in Uganda. *Researchjournali's Journal of Education*, 3(5).
- Rahmah, I. A. D. A., & Lisnawati. (2018). Kesejahteraan Psikologis Ditinjau dari Spiritualitas Siswa di Lembaga Pendidikan Berbasis Agama Pesantren dan Non Pesantren. *Jurnal Psikologi Integratif*, 6(2), 190-212.
- Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-being. *Annu. Rev. Psychol*, 52, 141-166.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the Meaning of Psychological Well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- Ryff, C. D., & Singer, B. H. (2013). Know Thyself and Become What You Are: A Eudaimonic Approach to Psychological Well-being. In *The Exploration of Happiness* (pp. 97-116). https://doi.org/10.1007/978-94-007-5702-8_6.
- Santrock, J. W. (2018). *A Topical Approach to Life-span Development* (9 ed.). McGraw-Hill Education.
- Singh, D. (2021). Parental Attachment and Psychological Wellbeing in Adolescents: Mediating Role of Self-esteem. *Indian Journal of Youth & Adolescent Health*, 08(01), 13-17. <https://doi.org/10.24321/2349.2880.202103>.
- Smetana, J. G. (2010). The Role of Trust in Adolescent-Parent relationships: To Trust You is to Tell You. In *Interpersonal Trust during Childhood and Adolescence*, 223-246. <https://doi.org/10.1017/cbo9780511750946.011>.
- Sugimura, K., Crocetti, E., Hatano, K., Kaniusonyte, G., Hihara, S., & Zukauskienė, R. (2018). A Cross-Cultural Perspective on the Relationships between Emotional Separation, Parental Trust, and Identity in Adolescents. *J Youth Adolesc*, 47(4), 749-759. <https://doi.org/10.1007/s10964-018-0819-4>.
- Sunardy; G. N., Abidin; F. A., & Qodariah, L. (2023). Adolescents' Psychological Well-being: Adaptation and Validation of the Brief Scale of Psychological Well-Being for Adolescents (BSPWB-A) in Indonesia. *Psychology Hub*, 40(3), 51-58. <https://doi.org/https://doi.org/10.13133/2724-2943/18019>.
- Supriatna, D. (2018). Motivasi Orang Tua Memilih Pondok Pesantren untuk Anaknya. *Intizar*, 24(1), 1-18.
- Viejo, C., Gomez-Lopez, M., & Ortega-Ruiz, R. (2018). Adolescents' Psychological Well-Being: A Multidimensional Measure. *Int J Environ Res Public Health*, 15(10). <https://doi.org/10.3390/ijerph15102325>.
- Wawan, Awalia, S., Nisa, K., & Hendriani, W. W. (2018). *Sekolah Menengah Atas Berasrama*. Direktorat Pembinaan SMA.
-

-
- Xing, J., Leng, L., & Ho, R. T. H. (2021). Boarding School Attendance and Mental Health Among Chinese Adolescents: The Potential Role of Alienation from Parents. *Children and Youth Services Review*, 127. <https://doi.org/10.1016/j.chilyouth.2021.106074>.
- Žukauskienė, R., Kaniušonytė, G., Nelson, L. J., Crocetti, E., Malinauskienė, O., Hihara, S., & Sugimura, K. (2020). Objective and Subjective Markers of Transition to Adulthood in Emerging Adults: Their Mediating Role in explaining the Link Between Parental Trust and Life Satisfaction. *Journal of Social and Personal Relationships*, 37(12), 3006-3027. <https://doi.org/10.1177/0265407520948621>.