

The Influence of Parents on Adolescent Independence: A Study in the Context of Islamic Boarding Schools and Its Implications for Counseling

Hanan Ainul Birri Anwar Munawar^{1*}, Arif Rahman Hakim², Ananda Saadatul Maulidia³

¹ Faculty of Psychology, Universitas Buana Perjuangan Karawang, Indonesia,
ps20.hananainulbirrianwarmunawar@mhs.ubpkarawang.ac.id

² Faculty of Psychology, Universitas Buana Perjuangan Karawang, Indonesia,
arif.hakim@ubpkarawang.ac.id

³ Faculty of Psychology, Universitas Buana Perjuangan Karawang, Indonesia,
ananda.saadatul@ubpkarawang.ac.id

*Corresponding Author

ABSTRACT

This study investigates the influence of parental attachment on the independence of students in Islamic boarding schools, with a focus on understanding how this attachment contributes to the development of autonomy among adolescents. The research, conducted with 181 students aged 13-18 years, examines the relationship between parental attachment and student independence, employing a quantitative approach with data collected through the Inventory of Parent and Peer Attachment (IPPA) scale. The results demonstrate that parental attachment accounts for 10.4% of the variance in student independence, while the remaining 89.6% is influenced by other factors such as genetics, parenting styles, educational environments, and birth order within the family. The study highlights the critical role of parental attachment in fostering independence but also emphasizes the importance of a multifaceted approach to guidance and counseling that considers the complex interplay of various influences on student development. The findings suggest that counseling professionals should incorporate strategies that strengthen parental involvement, even in the context of limited interaction in boarding schools, through structured communication programs and family counseling sessions. Additionally, tailored counseling interventions that focus on building resilience, self-efficacy, and decision-making skills are essential for addressing the unique challenges faced by students in Islamic boarding schools. By integrating educational strategies with counseling practices, a supportive learning environment can be created that promotes critical thinking and autonomy. The study concludes that a comprehensive and holistic approach to guidance and counseling is necessary to effectively support the development of independent, resilient, and well-rounded students in Islamic boarding schools, maximizing their potential in both academic and personal spheres.

Keywords: parental attachment, student independence, islamic boarding schools, adolescent development, guidance and counseling



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INTRODUCTION

Education in Indonesia has developed into three parts, namely formal education which means a structured and tiered education path, informal education which is the family and environmental education path, and the last non-formal education which is a path outside formal education contained in the Constitution Number 22 of 2003 concerning the national education system in Indonesia (Silaswaty, 2018). One of the formal education that has developed in Indonesia is Islamic boarding schools, the existence of Islamic boarding schools has been stated in Law Number 20 of 2003 in article 30 where it is said that Islamic boarding schools are

religious educational institutions that can be organized by the government or community groups both in formal, informal and informal forms (kemdikbud.go.id). According to Tohir (2020) Islamic boarding schools are a place for students to learn, while pondok comes from the Arabic language, funduk which means hotel or dormitory. Meanwhile, from the meaning of the terminology, pesantren is an institution of Islamic educational institutions that has a boarding house with a boarding or dormitory system. Santri is identified with the word susastri (Sanskrit) which means religious students, students who always carry the book of sacred teachings (religion). According to Latipah (2019), during the era of Hindu Buddhist influence in the archipelago, the name santri was better known as cantrik, where the cantrik stayed in a dormitory with the teacher for a long time to deepen religious knowledge.

The Ministry of Religious Affairs of the Republic of Indonesia stated that in January 2022 the number of Islamic boarding schools in Indonesia amounted to 26,975 Islamic boarding schools, while the province with the most Islamic boarding schools was in West Java with a total of 8,343 Islamic boarding schools or around 30.92% of the total national Islamic boarding schools. Banten Province is ranked second, with a total of 4,579 Islamic boarding schools. The third position is East Java Province with a total of 4,452 Islamic boarding schools (jurnalpesantren.kemenag.go.id). According to khamid (2020). Independence is one of the goals to be achieved in the educational process at this pesantren so that students not only develop their potential but also become human beings who believe and fear Allah SWT, have noble character, are healthy, knowledgeable, capable, creative, and become democratic and responsible citizens. Zakarysi (in Romdhoni & Malihah 2021) said that the five souls of the boarding school are a foundation or reference in the movement of the Islamic boarding school, of the five five souls of the boarding school, one of which is independence or independence. According to Steinberg and Lerner (2009), independence plays an important role in the behavior of individuals who operate independently, and is considered one of the main aspects in achieving personal autonomy in adolescence. Erikson (in Candra & Leona, 2019) states that independence is an attempt to break away from one's parents with the intention of finding oneself through the process of finding one's ego identity, namely independence. Steinberg (in Candra & Leona, 2019) explained that there are three aspects to achieve independence, the first aspect is emotional autonomy, independence which expresses changes in the closeness of emotional relationships between individuals, such as students' emotional relationships with teachers or with their parents. The second aspect is the aspect of behavioral autonomy, the ability to make decisions without depending on others and do it responsibly. And the last is the aspect of value autonomy, which is the ability to interpret a set of principles about right and wrong about what is important and what is not important.

The development of independence is influenced by various stimuli that come from the environment, in addition to the potential that students have had since birth as descendants of their parents, factors that can affect the development of independence include genetic or hereditary factors, parental parenting, life systems in the community and education systems at school. Kurniawan et al. (2022) added that another factor that can affect independence is parental attachment. Attachment was first introduced by Bowlby who is a Psychologist from the United Kingdom. Bowlby revealed that attachment is an affectionate bond between two individuals with strong intensity (Giddens & Bowlby, 1982). According to Arsmnden and Greenberg (1987), attachment is an affectionate bond between two individuals that has a strong intensity. As Armden and Greenberg (1987) said, there are three aspects in the first

attachment variable, namely, the aspect of trust (trush) trust which is defined as a feeling of security and the belief that others will help or meet the needs of the individual in the time of need. Trust is the result of a strong relationship. The basis for the formation of a sense of security emphasizes the belief about the existence of a figure at the time of need. The second aspect of communication is defined as communication that occurs in harmony, which is an aspect that helps create a strong emotional bond between parents and children in infancy. A strong parent-child relationship is important throughout life. The last aspect of alienation is alienation, which is closely related to avoidance and rejection, and are two very important constructions for the formation of attachments. Bowlby divides two attachment styles, namely the secure attachment style or secure attachment style and the insecure attachment style or insecure attachment style (Aulya Purnama & Wahyuni, 2018). Secure attachment is divided into two dimensions, namely trust and communication. Meanwhile, insecure attachment is marked by the existence of an alienation dimension. Monks, Knoers, & Hadinoto (in Wahyuni, 2018) mentioned that the influence of attachment does not only affect childhood or adolescence, but also during adulthood until marriage. Attachment still plays an important role in every stage of development. When insecure attachment occurs along with independence, it can lead to excessive attention to self-interest. However, if insecure attachment occurs at the same time as dependence, then it can lead to anxiety-filled isolation. According to Kurniawan, et al. (2022) children living in Islamic boarding schools are required to be able to follow separate circumstances from their parents, meet new people, live with new people, be required to be able to establish social interaction with the social environment in the Islamic boarding school, face the values and habits that exist in the Islamic boarding school environment. Students who have lived separately from their parents do not mean that they no longer have attachment to their parents, because the nature according to the eternal attachment is timeless, special and binding between individuals using their attachment figures. Even though peers, ustadz/ustadzah and those closest to them have become role models, permanent children suspect that parents are the first security base.

Based on the results of the distribution of the questionnaire on November 17, 2023, a pre-research has been conducted at the X Islamic Boarding School involving 30 student respondents. The results were obtained from the aspect of emotional independence as many as 18 respondents with a percentage of 60% had a feeling of being able to overcome negative emotions without seeking support from adults, and from the results of the behavioral independence aspect as many as 22 respondents with a percentage of 73% had the habit of being independent in completing academic or religious tasks without always having to be supervised. In addition, when viewed from the aspect of independence, as many as 17 respondents with a percentage of 57% felt able to make their own decisions without relying on adults. Based on the results of observations found in the field, namely the lack of parents understanding and respecting children and the lack of mutual trust between children and parents. Observations were strengthened by interviews with several students, students stated that when they met their parents during vacations, when at home students told their complaints at the pesantren, and told some things that were not liked by the students, the students revealed that parents sometimes scold and assume that this is usually felt by children in the pesantren. Some of the students have poor communication quality between children and parents, this is shown by the perception of parents who are less sensitive and less willing to express their children's emotions. Santri said that when he returned home for the holidays, his parents rarely asked

about their daily activities at the pesantren, rarely asked about the problems they faced at the pesantren. Santri said that he always misses his parents, when the vacation to go home has not yet arrived, the student will call his parents through the school phone or borrow the ustadz/ustadzah phone to vent his longing for his parents. The students have also cried several times and asked to go home with the excuse of being sick to their parents at home. Based on the description that has been stated above, a study was conducted to measure the level of parental attachment relationship with the independence of students in Islamic boarding schools.

Several studies prove that there is a significant positive correlation between the level of parental attachment and the level of independence of adolescents. Kurniawan, et al. (2022) in their study showed that the variable of parental attachment had an effective contribution of 27% to adolescent independence. This shows how important the close relationship between parents and adolescents is in influencing the level of independence of adolescents. With a strong attachment between parents and adolescents, adolescents will tend to be more independent in facing various challenges and decisions in their lives. This research provides a deeper understanding of the factors that affect adolescent independence, as well as providing guidance for parents in building positive relationships and supporting their children's independence. The hypothesis in this study is that there is an influence of parental attachment on the independence of students in Islamic boarding school X. Based on the problems that occurred above and the discovery of a little research related to research conducted on students in Islamic boarding schools, the researcher wants to make a study to be able to find out the influence of parental attachment and student independence. Therefore, this study is entitled *The Influence of Parental Attachment on the Independence of Students in Islamic Boarding School X*.

METHOD

The research method carried out in this study uses a quantitative approach. The research population is students at Islamic Boarding Schools which totals 181 students. The sampling technique uses saturated samples, which means that all members of the population are sampled (Sugiyono, 2017). This data collection technique uses the Inventory of Parent and Peer Attachment (IPPA) scale adopted by the researcher by referring to three aspects according to Armsden and Greenberg (in Rahman et al., 2023). Namely communication, trust, and alienation. The IPPA scale totals 25 items for parent attachment with the following example of items: "I feel that my parents have succeeded in carrying out their role as parents". If the item produces a correlation coefficient value > 0.25 , it is declared valid. As for the reliability test, if the reliability coefficient > 0.70 , the data is said to be reliable, the reliability test produced is 0.90, then the data is declared reliable. The independence variable uses an independence scale that is constructed and arranged based on the aspects of independence proposed by Steinberg (1993), namely the aspects of emotional autonomy, behavioral autonomy and value autonomy). The scale of independence that is constructed amounts to 13 items with the following examples: "I feel that my parents have succeeded in carrying out their role as parents". The reliability test produced is 0.75, then the data is declared reliable. The assumption test carried out was a normality test using the Kolmogorov-Smirnov test. The linearity test aims to find out whether two variables have a linear relationship or not.

RESULTS AND DISCUSSION

There 181 respondents with details of 78 male students and 103 female students with vulnerable ages of 13-18 years. And all respondents live in Islamic boarding schools. The following is a recap of the participants in this study.

Table 1. Characteristics of Respondents

Characteristic	Sum	Percentage
Gender		
Man	78	43%
Woman	103	57%
Class		
Grade 1 Junior High School	30	16,6%
Grade 2 Junior High School	43	23,7%
Grade 3 Junior High School	42	23,2%
Grade 1 High School	26	14,4%
Grade 2 High School	40	22,1%

Normality Test

The normality test is used to find out whether the data population is normally distributed or not. The normality test was carried out using *the kolmogorof-smirnov* test with the help of SPSS version 25.0 *for windows*. According to Sugiyono (2018), a data can be said to have a normal data distribution if the P value > 0.05. With this method, a data is said to have a normal distribution if it meets the conditions, namely the significant value is less than 0.05 (P < 0.05), then the data is not distributed normally. The data can be called normal if the *asympt. sig* level is greater than 0.05 (P>0.05). The normality test in this study produced. SIG (2-tailed) is 0.200, where 0.200 > 0.05 so that it can be concluded that the data is normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		181
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,69775035
Most Extreme Differences	Absolute	,051
	Positive	,043
	Negative	-,051
Test Statistic		,051
Asymp. Sig. (2-tailed)		,200c,d

Linearity Test

The results of the linearity test in the figure above show that the value of sig. The linearity for parent attachment to independence is 0.000. The data is said to be linear if sig. Linearity <

0.05 so the conclusion is that the variables of this study are linear. Then the next data analysis is the linearity test. Here are the results of the analysis.

Table 3. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
INDEPENDENCE * PARENTAL ATTACHMENT	Between Groups	(Combined)	2242,456	50	44,849	2,658	,000
		Linearity	463,373	1	463,373	27,465	,000
		Deviation From Linearity	1779,083	49	36,308	2,152	,000
	Within Groups		2193,312	130	16,872		
	Total		4435,768	180			

Simple Linear Regression Test

A simple linear regression test is based on the functional and causal relationship of one independent variable with one dependent variable, Sugiyono (2018). In this study, there is one independent variable, namely parental attachment and one dependent variable, namely independence. The basis for decision-making if the significance level is less than 0.05 ($p < 0.05$), it can be said that there is an influence between the research variables.

Table 4. Simple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Mr.
		B	Std. Error	Beta		
1	(Constant)	34,547	2,602		13,279	,000
	PARENTAL ATTACHMENT	,124	,027	,323	4,569	,000

a. Dependent Variable: KEMANDIRIAN

Based on the results of the simple linear regression test in the table above, it is known that the variable significance value of parental attachment is $0.000 < 0.05$, then H_a is accepted and H_0 is rejected, so it can be concluded that there is an influence of parental attachment on the bathing of Islamic boarding school students. The coefficient, the simple linear regression equation of the constant value (B) is independence of 34.547 and the value of parental attachment is 0.124. Furthermore, it can be known that the regression equation is $Y = 34.547 + 0.124X$, this means that when parental attachment increases, the independence of students also increases by 34.671. So that the coefficient has a positive value between parental attachment to the independence of students in Islamic boarding schools.

Coefficient of Determination Test

The results showed that the parental attachment to the independence of students was 0.104 where $(R \text{ Squer} \times 100 \%) = 0.104 \times 100\% = 10.4\%$. So it can be said that the influence of parental attachment on the mandir in students is 10.4% and the remaining 89.6% is influenced by other variables outside this study. Such as genes or heredity, parenting, education system at school, life system in society, birth order in the family. According to Siregar (2013). The value of this coefficient shows the magnitude of the influence and independent variable (X) on the variable (Y).

Table 5. Coefficient of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,323a	,104	,099	4,711

The results of this study are in line with Dewi and Valentina (in Ngagho & Nancy, 2021) who obtained research results that show that parents play a role as safe attachment figures for adolescents and there is a positive relationship between parental attachment and adolescent independence. This opinion is reinforced by the results of Wilza and Sagita (2022) finding that children who have more secure attachment tend to be able to express and think about bad possibilities and can be responsible for their unwanted outcomes. In addition, Lubis et al. (2023) also conducted research related to the relationship between attachment and parents to independence in students of SMP Negeri 9 Padang Sidempuan, the results showed that there was a significant relationship between attachment with parents to independence in students of SMP Negeri 9 Padang Sidempuan. This is in accordance with one of the indications of attachment to parents is *the availability* of parents for their children. If children do not feel *the availability* of their parents as attachment figures, usually children are not interested in taking risks to explore the world, they choose to stay as close to their parents as possible. This result is in accordance with Montessori's opinion (in Putri, 2022) a child has a stage of development which is characterized by initiative in acting because the child will begin to have different thought patterns, they do everything they like and what they don't like. Therefore, children will be able to understand from previous changes that depend on parents to be more independent and able to make the right decisions about their own choices, as Mussen (in Candra & Leona, 2019) states that independence depends on the child's attachment to his parents.

Implications in Guidance and Counseling

The findings of this study reveal a significant influence of parental attachment on the independence of students in Islamic boarding schools, where parental attachment accounts for 10.4% of the variance in student independence. The remaining 89.6% is influenced by other variables such as genetics, parenting styles, educational systems, and birth order within the family. These findings have critical implications for the practice of guidance and counseling, particularly within the unique context of Islamic boarding schools. While parental attachment plays a vital role, it is far from the only factor contributing to student independence. Guidance

and counseling professionals must adopt a multifaceted approach that considers the complex interplay of genetic predispositions, familial dynamics, educational environments, and social contexts. This approach should not only address the emotional and psychological needs of the students but also promote a holistic development strategy that integrates various aspects of a student's life. For instance, the counseling process should incorporate an understanding of how different parenting styles impact a student's ability to develop independence. Research by Baumrind (1991) has shown that authoritative parenting, characterized by warmth and structure, is most conducive to fostering independence in children. In contrast, overly permissive or authoritarian parenting styles can either undermine the development of autonomy or lead to rebellion, both of which are counterproductive to the goals of student development (Baumrind, 1991; Maccoby & Martin, 1983). Given the importance of parental attachment, it is imperative to enhance parental involvement in the lives of students, even within the boarding school environment where such interaction might be limited. This can be achieved through structured programs that facilitate regular communication between parents and students, such as scheduled virtual meetings, parent-teacher conferences, and workshops that equip parents with the tools to support their children's independence from afar. These initiatives are supported by research showing that consistent parental involvement positively influences adolescent development and academic outcomes (Epstein, 2001; Jeynes, 2007). The findings also underscore the need for counseling interventions that are tailored to the specific needs of students in boarding schools. The unique environment of a boarding school can present challenges to student independence, such as homesickness, peer pressure, and the need for self-regulation in a more autonomous setting. Counseling interventions should therefore focus on building resilience, self-efficacy, and decision-making skills. This is particularly relevant in the context of Islamic boarding schools, where cultural and religious values may also play a significant role in shaping students' identities and behaviors (Nugroho & Gurning, 2020). Family counseling sessions can be an effective tool to bridge the gap between students and parents, especially in addressing issues related to attachment and independence. These sessions can help parents understand the developmental needs of their children and provide them with strategies to support their growth. Moreover, involving the broader community, including teachers and religious leaders, in these counseling efforts can create a supportive network that reinforces positive behaviors and attitudes towards independence (Bronfenbrenner, 1979; Comer, 1988). Educational strategies should be integrated with counseling to promote a learning environment that supports independence. This can include fostering a classroom culture that encourages critical thinking, problem-solving, and self-directed learning. Teachers should be trained to recognize and nurture these qualities in students, working in tandem with counselors to identify and address any barriers to independence. Research has shown that such integrative approaches are effective in promoting student autonomy and success (Ryan & Deci, 2000; Zimmerman, 2002). In conclusion, the implications of this study highlight the importance of a comprehensive and holistic approach to guidance and counseling in fostering student independence. While parental attachment is a key factor, counselors must also consider a wide range of influences, including genetics, parenting styles, educational practices, and cultural contexts. By adopting a multifaceted strategy that involves parents, teachers, and the broader community, guidance and counseling can effectively support the development of independent, resilient, and well-rounded students in Islamic boarding schools.

CONCLUSION

This study highlights the significant role of parental attachment in fostering the independence of students in Islamic boarding schools, where it accounts for 10.4% of the variance in independence. However, the remaining 89.6% is shaped by a complex array of factors, including genetics, parenting styles, educational environments, and familial dynamics. These findings underscore the necessity for guidance and counseling professionals to adopt a comprehensive and multifaceted approach in supporting student development. This approach must integrate emotional and psychological support with strategies that address the diverse influences on a student's independence. Strengthening parental involvement, even in the context of limited interaction in boarding schools, is critical and can be facilitated through structured communication programs and family counseling sessions. Tailored counseling interventions that focus on resilience, self-efficacy, and decision-making skills are essential in addressing the unique challenges faced by students in boarding schools. Furthermore, integrating educational strategies with counseling practices can create a supportive learning environment that promotes critical thinking and autonomy. By involving parents, teachers, and the broader community, guidance and counseling can effectively nurture independent, resilient, and well-rounded students, thereby maximizing their potential in both academic and personal spheres.

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