

Islamic boarding school and the capacity to bounce back: The role of parental attachment on psychological resilience among santri in Palembang

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Abstract: This study aims to examine the simultaneous and partial effects of father and mother involvement on students' mental resilience. A quantitative approach with a correlational design was employed. The study population consisted of junior high and high school students at the Al-Fahd Foundation in Palembang. The study sample consisted of student participants (n=252) selected using non-probability sampling. Data were collected using the *Inventory of Parent and Peer Attachment (IPPA)* and *Connor-Davidson Resilience Scale-25 (CD-RISC-25)*. Both instruments used a Likert scale format. Multiple linear regression analysis conducted with JASP version 0.16.4.0 showed a significant simultaneous effect of father and mother attachment on student resilience, with $F(2, 249) = 9.299$ and $p < .001$. Partial analysis revealed that father-child attachment had a significant effect on resilience ($\beta = .155$; $t = 2.247$; $p = .026$), as did mother-child attachment ($\beta = .152$; $t = 2.206$; $p = .028$). The coefficient of determination ($R^2 = .069$) indicates that father and mother attachment together account for 6.9% of the variance in student resilience. Specifically, a one-point increase in father attachment increases resilience by .155 points, while a one-point increase in mother attachment increases resilience by .152 points. These findings suggest that strengthening the quality of parent-child attachment may contribute to enhancing students' mental resilience.

Keywords: father attachment; mother attachment; psychological resilience; islamic boarding school; santri



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Introduction

Initial interviews with students at the Al-Fahd Islamic Foundation in Palembang revealed that although most stated that their decision to attend an Islamic boarding school was a personal choice, they still experienced significant emotional distress during their initial stay. Reported reactions included stress, intense longing for their parents, a desire to return home, crying after separation, difficulty sleeping, and

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impaired concentration while studying. Various efforts were made to manage these feelings, such as increasing religious devotions, sharing stories with peers, and calming down. However, feelings of sadness still frequently emerged, especially when their parents said goodbye after dropping them off at the dormitory (Personal Communication, September 3, 2025). This situation suggests that the process of adapting to boarding school not only demands academic adjustments and discipline but also involves intense emotional dynamics resulting from separation from key attachment figures, thus straining students' resilience in coping with the demands of boarding school life.

Adolescence is a critical developmental period characterized by increased demands for autonomy and emotional regulation, while psychosocial maturity is still developing (Santrock, 2012). Successful adaptation to a new environment is a crucial factor for psychological well-being, particularly when facing major transitions that challenge previously established feelings of security (Hurlock, 1990). Prolonged separation from caregivers in a boarding school environment can increase emotional vulnerability because it is often accompanied by stress reactions such as anxiety, sleep disturbances, and somatic complaints. According to Bowlby (1973), these reactions reflect the activation of the attachment system when closeness with a primary attachment figure is disrupted, requiring adolescents to rely on internal resources to maintain emotional stability.

Resilience refers to an individual's psychological capacity to adapt positively in the face of adversity. Connor and Davidson (2003) proposed five dimensions of resilience: personal competence, tolerance of negative influences, acceptance of change and secure relationships, control, and spirituality. Personal competence reflects self-confidence and perseverance; tolerance of negative influences indicates the ability to remain resilient in the face of stress; acceptance of change and secure relationships reflects a positive attitude toward change coupled with the presence of secure relationships; control relates to the ability to manage emotions realistically; and spirituality provides a source of inner strength through faith. In the context of boarding schools, resilience is not simply understood as an individual trait, but as a function of an internal protective system that enables adolescents to remain adaptive despite separation from their parents (Connor & Davidson, 2003).

Evidence further suggests that attachment to mothers and fathers may contribute to resilience through partially distinct pathways. Positive relationships with mothers have been associated with higher levels of resilience, reflecting the importance of emotional availability and perceived warmth in fostering psychological security (Kennison & Spooner, 2023). Attachment to fathers, in turn, has been found to uniquely predict ego resilience, highlighting the potential role of father relationships in supporting autonomy, confidence, and adaptive coping (Yang & Kim, 2024). These differential contributions indicate that parental attachment is not a unitary construct, and that mother and father bonds may play complementary roles in shaping adolescents' resilience (Sulaeman & Shaleh, 2023). From Bowlby (1973, 1980, 1982) perspective, relational experiences with attachment figures shape internal working models that serve as blueprints for emotional regulation, threat perception, and how individuals seek and utilize support. Therefore, attachment is not simply an additional variable, but a structural determinant (Bowlby, 1988) that explains why some students are able to survive and thrive, while others struggle to adapt despite being in the same environment (Masten et al., 1990). This finding confirms that the quality of the

"secure base" provided by parents is the primary anchor for adolescent resilience in high-pressure transitions (Bowlby, 1988; Masten, 2015)

Attachment theory explains that the parent-child relationship is internalized as an internal working model that shapes expectations for support, emotion regulation, and coping strategies throughout development (Bowlby, 1988). According to Armsden and Greenberg (1987), this attachment is determined by three primary dimensions: Communication, which refers to open dialogue and empathy between both parties; Trust, which is the child's belief that parents will consistently provide protection and support; and Alienation, which describes feelings of isolation or emotional distance resulting from unresolved conflicts or a perceived lack of understanding. Secure attachments are associated with a greater capacity to explore the environment and recover from stress, while insecure attachments are associated with emotional dysregulation and vulnerability to distress (Aini et al., 2021; Ainsworth et al., 2015). Research also suggests that attachments to mothers and fathers can make distinct but complementary contributions to resilience; relationships with mothers are often associated with emotional availability and psychological security, while relationships with fathers play a role in the development of autonomy and self-confidence (Kennison & Spooner, 2023; Yang & Kim, 2024). Thus, parental attachment is not simply an additional variable, but rather a relational foundation that explains variations in adolescents' adaptive abilities in boarding school life.

In the Indonesian family context, adolescents tend to report stronger emotional closeness to mothers than to fathers, reflecting culturally distributed parenting roles (Raudatussalamah, 2020). Variations in parenting practices in South Sumatra are also associated with the development of assertiveness, emotional strength, and social competence as components of resilience (Selvi, 2021; Ulfah, 2022). Upon entering Islamic boarding schools, physical separation from parents requires adolescents to rely increasingly on internal relational representations to manage distress, as reflected in experiences of homesickness and stress during early adaptation (Vamelia & Yasmin, 2023). While previous studies have extensively documented the independent dynamics of adolescent resilience, homesickness, and parental attachment, a notable empirical gap remains regarding how secure parental bonds concurrently buffer acute relocation stress in highly collectivistic, closed institutional environments. Theoretically, although attachment theory (Bowlby, 1982) traditionally emphasizes the physical proximity of primary caregivers, there is a critical need to test its applicability when adolescents experience abrupt physical separation but must maintain psychological proximity. This highlights the contextual gap of the pesantren (Islamic boarding school) setting. Unlike Western boarding schools, a pesantren is a unique socio-cultural and religious ecosystem where students (santri) undergo strict, 24-hour communal living, highly disciplined schedules, and heavily restricted parental contact (Thahir, 2020). Despite a growing body of literature on the relationship between attachment and resilience, most studies still emphasize proximal mediators such as coping strategies or social support, leaving the direct role of attachment as a predictor of resilience in adolescents living apart from caregivers underexplored. Therefore, this study aims to test whether there is a significant influence of attachment on resilience in students of the Al-Fahd Islamic Foundation in Palembang (Hypothesis 1), the influence of mother attachment on resilience (Hypothesis 2), and the influence of father attachment on resilience (Hypothesis 3).

Method

Research design

This study employed a quantitative research approach with a non-experimental survey design to analyze the influence of father attachment and mother attachment on resilience among students (Azwar, 2022; Gravetter & Forzano, 2021). The research was conducted at the Al-Fahd Islamic Foundation in Palembang, a setting chosen based on preliminary observations indicating significant adaptation challenges among students, such as separation anxiety and difficulties transitioning to independent boarding life. The population consisted of junior and senior high school students, with a total sample of (n=252) selected through a non-probability sampling approach, specifically using a purposive sampling technique based on predefined theoretical criteria.

Participants' characteristics

The participants for this study were selected based on specific inclusion criteria: (1) active students residing in the dormitory for at least three months, a threshold theoretically grounded in Fisher's (1989) transition framework, which identifies the first 90 days of relocation as a critical window of heightened transition stress and environmental adaptation, (2) having intact parents (both alive and married), and (3) participating voluntarily. To ensure data quality based on these specific characteristics, a non-probability purposive sampling technique was employed to recruit the final sample of 252 students from the student population at the Al-Fahd Islamic Foundation, Palembang.

Table 1

Demographic Characteristics of Participants (n = 252)

Characteristics	Category	n	%
Gender	Girl	129	51.2%
	Boy	123	48.8%
Grade Level	Grade 8	49	19.4%
	Grade 9	26	10.3%
	Grade 10	69	27.4%
	Grade 11	60	23.8%
	Grade 12	48	19.0%
School Background	Islamic Middle School	61	24.2%
	Public Elementary School	56	22.2%
	Islamic Elementary School	37	14.7%
	Public Middle School	24	9.5%
	Others	74	29.4%
Birth Order	First-born	136	54.0%
	Second child	68	27.0%
	Third child	36	14.3%
	Fourth or more	12	4.7%
Number of Siblings	2 Siblings	73	29.0%
	3 Siblings	112	44.4%
	4 Siblings	67	26.6%

Participants showed a balanced gender distribution, with girls (n = 129, 51.2%) and boys (n = 123, 48.8%). Based on grade level, Grade 10 students formed the largest group (n = 69, 27.4%), followed by Grade 11 (n = 60, 23.8%), Grade 8 (n = 49, 19.4%), and Grade 9 (n = 26, 10.3%). Regarding their school background, most participants graduated from Islamic middle schools (n = 61, 24.2%), public elementary

schools ($n = 56$, 22.2%), and Islamic elementary schools ($n = 37$, 14.7%), while the remaining came from public middle schools ($n = 24$, 9.5%) and other private institutions. In terms of birth order, first-born children were dominant ($n = 136$, 54.0%), followed by second children ($n = 68$, 27.0%), and third children ($n = 36$, 14.3%), with the majority originating from families with three siblings ($n = 112$, 44.4%) or two siblings ($n = 73$, 29.0%). A total of 252 students participated in the study. The demographic characteristics of the participants, including gender, grade level, educational background, and birth order, are presented in Table 1.

Procedures

Data collection was conducted over three days (November 7, 27, and 28, 2024) at the Al-Fahd Islamic Foundation, Palembang. The process began with administrative clearance from the Faculty of Psychology, UIN Raden Fatah Palembang (Letter No. B-2047/Un.09/IX/PP.09/11/2025). Formal approval and research permits were subsequently obtained from SMP Plus Al-Fahd (Letter No. 700/SMP/YIA/XII/2025) and SMA Plus Al-Fahd (Letter No. 421.3/000-2673/SMAUIALFAHD/2025). Participants who met the purposive criteria were provided with informed consent and a brief explanation of the study's objectives. After completing the sociodemographic section, respondents independently filled out the CD-RISC-25 and IPPA (Father and Mother subscales) instruments under the researcher's guidance to ensure data completeness.

Measurements

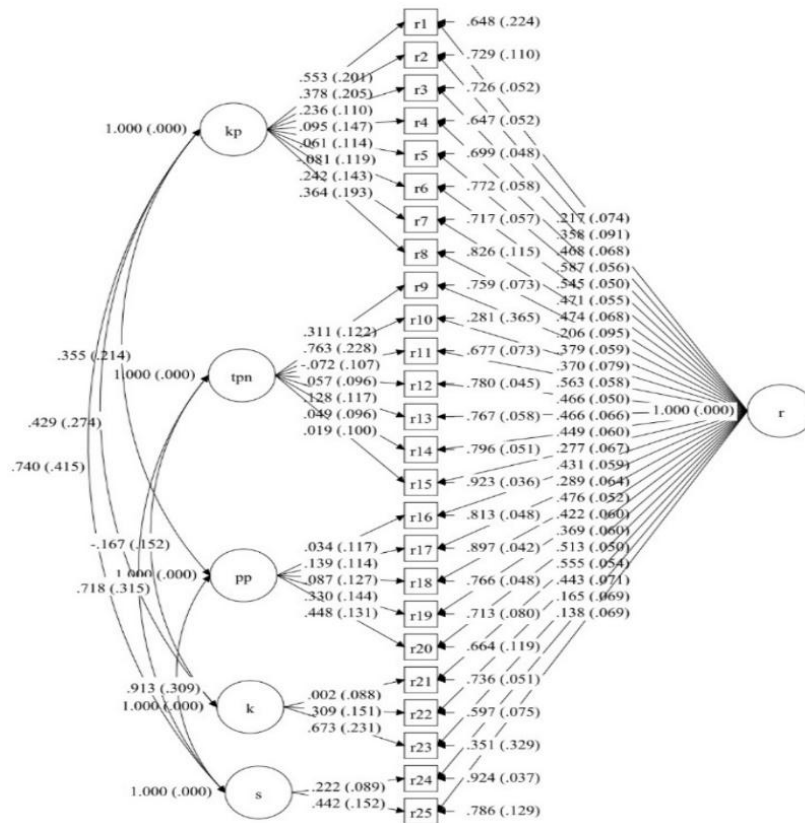
Connor-Davidson Resilience Scale-25 (CD-RISC-25). Resilience was measured using the Connor-Davidson Resilience Scale-25 (CD-RISC-25) (Connor & Davidson, 2003), adapted by Almasyhur et al. (2021). It consists of 25 favorable items across five dimensions: Personal Competence, Tolerance of Negative Affect, Acceptance of Change and Secure Relationships, Control, and Spiritual Influences. All instruments used a 4-point Likert frequency format (1=Never to 4=Always). This modification was strategically implemented to ensure measurement consistency across all items (Dillman et al., 2014) and to eliminate central tendency bias by removing the neutral response option (Tourangeau et al., 2009).

The validity of the instruments was evaluated based on Hu and Bentler (1999) criteria ($RMSEA \leq 0.06$; $CFI/TLI \geq 0.95$; $SRMR \leq 0.08$), with factor loadings ≥ 0.32 (Tabachnick & Fidell, 2019) and t -values ≥ 1.96 (Raykov & Marcoulides, 2011). CFA results for the CD-RISC-25 showed: $RMSEA = .040$ (90% C.I. = .032–.048), $CFI = .895$, $TLI = .871$, and $SRMR = .047$. While the incremental indices (CFI and TLI) fell slightly below the conservative .90 threshold, the structural validity was deemed acceptable based on a holistic model evaluation as suggested by Hair et al. (2019), given that the absolute fit indices securely satisfied the standard requirements ($RMSEA \leq .06$; $SRMR \leq .08$). Consequently, following the statistical significance requirements for the CFA proposed by Hair et al. (2019), all items are considered significant and valid (See Figure 1).

Reliability was assessed using Cronbach's Alpha (Nunnally & Bernstein, 1994) for dimensions and Stratified Alpha (Widhiarso, 2011) for the total scale. For the Resilience scale (CD-RISC-25), the reliability analysis showed that the Cronbach's Alpha values for its dimensions ranged from .234 to .705, with an excellent total Stratified Alpha of .999. Although individual dimension alphas appeared low, the scale is conceptually multidimensional, and we focused strictly on the reliability of the combined total composite score. Therefore, Stratified Alpha was employed as the definitive psychometric estimator to account for

this multidimensional structure, confirming excellent internal consistency for the cumulative scale without indicators of data entry or software errors.

Figure 1
CFA Model and Factor Loadings of the Connor-Davidson Resilience Scale-25



Inventory of Parent and Peer Attachment (IPPA). Parental attachment specifically for the father-child relationship was assessed using the Inventory of Parent and Peer Attachment (IPPA) developed by Armsden and Greenberg, (1987) and adapted by Safaria et al. (2024). This scale comprises 10 favorable items across three dimensions: Communication, Trust, and Alienation. All instruments used a 4-point Likert frequency format (1=Never to 4=Always). This modification was strategically implemented to ensure measurement consistency across all items (Dillman et al., 2014) and to eliminate central tendency bias by removing the neutral response option (Tourangeau et al., 2009). The CFA results for the Father Attachment scale showed a good fit: RMSEA = .058 (90% C.I. = .035–.081; $p = .254$), CFI = .957, TLI = .940, and SRMR = .040. Based on the criteria by Hair et al. (2019), all items are significant and valid. The reliability analysis for the father attachment dimensions showed Cronbach's Alpha values ranging from .069 to .790, with an excellent total Stratified Alpha of .999. Although individual dimension alphas for father attachment appeared low (ranging from .069 to .790), the instrument is conceptually multidimensional, and our analysis focused strictly on the reliability of the combined total composite score. Therefore, Stratified Alpha was employed as the definitive psychometric estimator to account for this multidimensional structure, confirming excellent internal consistency for the total father attachment scale.

Figure 2
CFA Model and Factor Loadings of the IPPA Father-Child Relationship

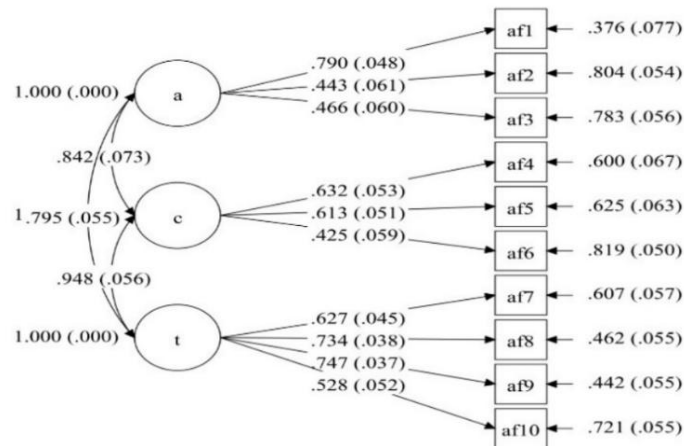
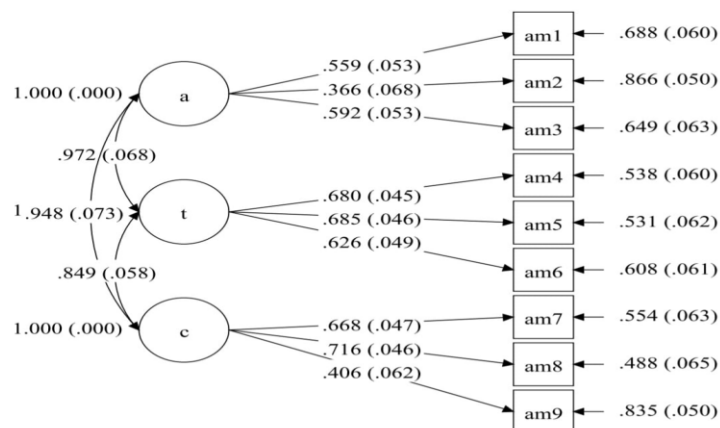


Figure 3
CFA Model and Factor Loadings of the IPPA Mother-Child Relationship



The mother-child attachment was also measured using the IPPA (Armsden & Greenberg, 1987), adapted by Safaria et al. (2024), consisting of 9 favorable items. This scale comprises 9 favorable items across three dimensions: Communication, Trust, and Alienation. All items used a 4-point Likert frequency format (1=Never to 4=Always). All instruments used a 4-point Likert frequency format (1=Never to 4=Always). This modification was strategically implemented to ensure measurement consistency across all items (Dillman et al., 2014) and to eliminate central tendency bias by removing the neutral response option (Tourangeau et al., 2009). The Mother Attachment scale showed an excellent fit in the CFA: RMSEA of .053 (90% C.I. = .022–.080; p-close = .407), CFI = .968, TLI = .952, and SRMR = .035. All items are considered significant and valid (See Figure 3). The reliability analysis for the mother attachment scale the Cronbach's Alpha values for its dimensions ranged from .363 to .720, resulting in a robust total Stratified Alpha of .998. Similarly, while the Cronbach's alpha values for the individual dimensions of mother attachment ranged from .363 to .720, the scale was utilized based on its total composite score. Stratified Alpha was thus implemented to accurately estimate the reliability of this multidimensional construct,

yielding robust internal consistency for the total mother attachment scale without indicators of data anomalies.

Statistical analysis

Data analysis was conducted using multiple linear regression analysis to examine the simultaneous and partial effects of father attachment and mother attachment on student resilience. In the early stages, before carrying out the regression analysis, the researcher tested the psychometric properties of the measuring instruments. This included a Confirmatory Factor Analysis (CFA) to ensure construct validity, with criteria for a good model fit being a Comparative Fit Index (CFI) $\geq .95$, Root Mean Square Error of Approximation (RMSEA) $\leq .06$, and Standardized Root Mean Square Residual (SRMR) $\leq .08$ (Hu & Bentler, 1999). Items were considered valid if they had factor loadings $\geq .32$ (Tabachnick & Fidell, 2013) and t -values ≥ 1.96 (Raykov & Marcoulides, 2011). Reliability was evaluated using Cronbach's Alpha ($\alpha > .60$) for dimensions (Nunnally & Bernstein, 1994) and Stratified Alpha for the total scale to account for multidimensional structures (Widhiarso, 2011).

Following the psychometric tests, the researcher performed assumption tests, including normality (Kolmogorov-Smirnov), linearity, multicollinearity, and heteroscedasticity (Glejser test) to ensure the data met the requirements for parametric analysis (Field, 2013; Shadiqi, 2023). Descriptive analysis and correlation analysis between variables were then conducted to observe the general distribution and relationships (Gravetter & Forzano, 2018). All validity analyses were processed using Mplus version 7, assumption tests using SPSS version 21, and the final regression analysis was performed using JASP version 0.16.4.0.

Result

The descriptive statistical analysis revealed that participants reported a mean resilience score of ($M = 71.08$; $SD = 9.12$), while the mean scores for father and mother attachment were ($M = 29.53$; $SD = 4.42$) and ($M = 30.81$; $SD = 4.03$), respectively. The variability in these scores indicates diverse levels of adaptation and parental bonding among the students.

The correlation analysis in Table 2, father's attachment correlates with resilience at $r = .227$ ($p < .001$), while mother's attachment correlates at $r = .225$ ($p < .01$). Additionally, a moderate positive correlation exists between father's and mother's attachment ($r = .467$, $p < .01$).

Table 2
Results of Correlation Test between Variables

Variable	Mean	SD	Father Attachment	Mother Attachment	Resilience
Father Attachment	29.53	4.415	1		
Mother Attachment	30.81	4.028	.467	1	
Resilience	71.08	9.122	.227	.225	1

Assumption testing

The normality test (Kolmogorov-Smirnov) showed a significance value of $p = .200$. Since $p > .05$, the normality assumption was fully met (Field, 2024). The linearity test confirmed a linear relationship

between parental attachment and resilience ($F_{\text{father}} = 13.568$; $F_{\text{mother}} = 13.570$; $p < .001$), with non-significant deviations (Field, 2024). The multicollinearity test revealed a moderate correlation between father and mother attachment ($r = .467$), satisfying the assumption as $r < .80$ (Shadiqi, 2023). Finally, the Glejser test for heteroscedasticity produced non-significant results ($p_{X1} = .565$; $p_{X2} = .465$), satisfying the homoscedasticity criteria (Shadiqi, 2023).

Hypothesis testing

Multiple linear regression analysis was selected for this study because it allows for the simultaneous examination of multiple independent variables (father and mother attachment) on a single dependent variable (psychological resilience), moving beyond simple correlation to predict the specific variance explained by each predictor. The multiple linear regression results show that father and mother attachment simultaneously and significantly predict resilience, $F(2, 249) = 9.299$, $p < .001$, accounting for 6.9% of the variance ($R^2 = .069$). Individually, father attachment ($\beta = .155$, $p = .026$) and mother attachment ($\beta = .152$, $p = .028$) both exert a significant positive influence on resilience. The model is free from serious multicollinearity ($VIF = 1.279$) with a constant value of 50.00. Every one-point increase in father or mother attachment is associated with an increase in resilience by .155 and .152 points, respectively. Consequently, the hypothesis is accepted. The multiple linear regression equation for this study is formulated as follows: $= 50.000 + 0.155 (\text{Father Attachment}) + 0.152 (\text{Mother Attachment}) + e$

The regression equation shows a constant (a) of 50.000, indicating the predicted resilience score when both father and mother attachment are at zero. Furthermore, the standardized regression coefficients reveal that both father attachment ($\beta = .155$, $p = .026$) and mother attachment ($\beta = 0.152$, $p = .028$) have a positive and significant effect on resilience. This indicates that a standard deviation increase in either parental attachment score predicts a corresponding increase in the students' psychological resilience, confirming that higher parental bond strength leads to enhanced resilience among students, while the error component (e) accounts for other variables not included in this model.

Discussion

The results of this study confirm that parental attachment significantly influences the resilience of students at the Al-Fahd Islamic Foundation. The simultaneous effect of father and mother attachment suggests that a secure emotional bond with both parents acts as a primary protective factor for adolescents navigating the challenges of boarding school life.

The results of this study confirm that father and mother attachment simultaneously and significantly predict the resilience of students at the Al-Fahd Islamic Foundation ($F = 9.299$, $p < .001$). Although the contribution is relatively modest ($R^2 = .069$), these findings underscore that a secure emotional bond with both parents serves as a fundamental protective factor during the transition to boarding school life. In the context of a pesantren, where students face high academic pressure and separation from home, parental attachment functions as a "secure base" that fosters psychological stability (Bowlby, 1988). This aligns with Masten et al. (1990), who argue that external support systems, particularly family bonds, are critical in maintaining resilience during high-risk developmental transitions. Students with high levels of both parental attachment and resilience demonstrate a superior capacity for adaptive functioning. They are more likely to maintain emotional regulation, recover quickly from academic setbacks, and show lower

levels of distress despite the rigorous demands of pesantren life (Connor & Davidson, 2003). This synergy creates a protective buffer that prevents mental fatigue and social withdrawal.

Partially, father attachment was found to be a significant predictor of resilience ($\beta = .155$, $p = .026$). Interestingly, the regression coefficients for both parents are nearly identical, with father attachment ($\beta = 0.155$) and mother attachment ($\beta = 0.152$) demonstrating a closely balanced contribution to students' resilience. This implies that instead of one parent being more dominant, both caregivers play an equally essential and complementary role in supporting the psychological resilience of santri. Theoretically, father-child attachment is often associated with the development of instrumental competence, risk-taking, and behavioral regulation (Yang & Kim, 2024). For students in a structured and disciplined environment, the father's role as a figure of protection and a provider of future-oriented guidance helps build the self-confidence needed to face environmental demands (Henrizka & Suryani, 2023). Students with high father attachment perceive their fathers as a "protector" and a source of future-oriented guidance, leading to higher self-confidence and autonomy in decision-making (Henrizka & Suryani, 2023; Yang & Kim, 2024). This security allows them to face academic challenges as "solvable problems" rather than threats. Conversely, low father attachment often leads to persistent self-doubt and fear of failure. Without a perceived strong paternal figure, students may feel "unprotected" in the competitive and disciplined environment of a pesantren. This lack of security hinders their ability to take risks, often resulting in a passive attitude or social withdrawal when faced with authority or tough assignments (Bowlby, 1988).

Mother attachment also significantly and positively influences student resilience ($\beta = .152$, $p = .028$). Maternal attachment typically provides the primary foundation for emotional security and interpersonal quality (Sulaeman & Shaleh, 2023). In this study, the high level of mother attachment (84.1% in the high category). According to Connor & Davidson (2003), this sense of security allows individuals to bounce back from failures and manage stress without experiencing severe psychological distress. While the father provides the strength for independence, the mother ensures the emotional stability required to process the daily stressors of dormitory life (Kennison & Spooner, 2023). High mother attachment serves as the primary emotional resource for students. It ensures that students feel unconditionally loved, which directly strengthens their emotional regulation (Sulaeman & Shaleh, 2023). When resilience is high due to strong maternal bonds, students can "bounce back" from failure because they have a safe psychological place to return to. They are more effective at seeking social support and managing intimacy with peers in the dormitory (Masten, 2015). On the other hand, low mother attachment is a significant risk factor for emotional instability and maladaptive coping (Bowlby, 1988; Masten et al., 1990). Students with weak maternal bonds often struggle to process negative emotions, leading to mental fatigue and distress (Bowlby, 1988). They tend to isolate themselves during stressful periods because they lack the "internal working model" that tells them they are worthy of support. In a boarding school setting, this often manifests as home-sickness that never fades or an inability to bond with roommates (Kennison & Spooner, 2023).

Theoretically, these findings reinforce the resilience framework by Connor and Davidson (2003), illustrating that resilience is a dynamic capacity shaped not only by internal traits but also by critical external factors like attachment quality (Calvo et al., 2022). In the high-pressure environment of an Islamic

boarding school, secure attachment functions as a "protective shield," providing the essential emotional support needed to navigate adversity (Masten et al., 1990). The acceptance of all three hypotheses in this study confirms Bowlby (1982) assertion that a secure emotional bond acts as a fundamental source of security, allowing students to maintain psychological stability despite being away from home.

Furthermore, this study highlights the distinct yet complementary roles of both parents. While maternal attachment typically serves as the primary foundation for interpersonal quality and emotional warmth (Kennison & Spooner, 2023; Sulaeman & Shaleh, 2023), the results reveal a slight dominance of father attachment ($b_1 = .155$) over mother attachment ($b_2 = .152$). This indicates that in a structured and disciplined environment like a pesantren, the father's role is particularly crucial in developing the instrumental strength and behavioral regulation necessary for resilience (Henrizka & Suryani, 2023; Yang & Kim, 2024).

Conclusions

Based on the results, attachment to both fathers and mothers simultaneously has a significant impact on the resilience of students at the Al-Fahd Islamic Foundation in Palembang, contributing 6.9% to the variance. Separately, father attachment showed a slightly greater, complementary influence compared to mother attachment, indicating that both caregivers play equally essential roles. Practically, pesantren can utilize these findings to integrate parental involvement into their educational ecosystem through routine parenting programs or hybrid counseling, ensuring secure attachment is maintained despite physical separation. However, this study is limited by its single-site scope, which restricts broad generalizability to other boarding schools, and its cross-sectional survey design, which prevents definitive causal interpretations. Additionally, the manual use of self-report instruments introduces potential social desirability bias. Future research should expand the population scope across diverse pesantren, employ longitudinal designs to capture dynamic changes over time, and consider advanced statistical methods like Structural Equation Modeling (SEM) to explore complex mediating variables.

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