The Relationship Between Parental Attachment and Social Support With the Adaptation of First-Year Students in Islamic Boarding Schools

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DOI: https://doi.org/10.47772/IJRISS.2026.1017PSY0072

Received: 01 November 2026; Accepted: 06 November 2026; Published: 16 November 2026

ABSTRACT

This study aims to examine the role of parental attachment and social support from boarding school administrators in predicting multidimensional adaptation (academic, social, personal-emotional, and institutional attachment) among first-year students. Using a quantitative correlational approach with total sampling, data were collected from 250 first-year students at the Al-Karimiyyah and Mathaliul Anwar Islamic boarding schools in Sumenep and analyzed using multiple linear regression. The results show that, individually, both predictor variables are positively and significantly associated with all dimensions of adaptation. Simultaneously, parental attachment and social support from boarding school administrators contributed 12.6% to academic adaptation and 12.8% to social adaptation, with parental attachment acting as the more dominant predictor. In the personal-emotional dimension (17.7% contribution), social support from boarding school administrators played an absolute role as a substitute attachment figure in alleviating daily anxiety. Conversely, in the institutional attachment dimension (6.63% contribution), parental attachment serves as the sole significant predictor through the transfer of trust. This study concludes that there is a systematic division of psychological roles: the family shapes the foundation of character, while boarding school staff provide a warm daily environment to maintain the students' emotional stability.

Keywoard: Parental Attachment, Administrators' Social Support, Multidimensional Adaptation, New Santri, Pesantren.

Impact And Implications

This study makes a significant theoretical contribution to expanding the literature on developmental psychology and Islamic boarding school education by demonstrating that first-year students' adaptation is a multidimensional phenomenon supported by a dual support system. These findings confirm the existence of a structured psychological division of roles, in which parental attachment from home acts as a portable internal resource and a secure base that predicts readiness for academic and social adaptation, as well as institutional attachment, through the mechanism of transfer of trust. Furthermore, on the personal-emotional adjustment dimension, the influence of long-distance parental attachment is completely substituted by the physical presence and warmth of social support from boarding school administrators, which reinforces the theory of institutional attachment that administrators operate as surrogate caregivers on the front lines to alleviate homesickness and daily transition anxiety within the total institution environment.

From a practical and policy perspective, these findings have urgent implications for Islamic boarding school administrators to shift the paradigm of the dormitory staff's role from mere enforcers of discipline to responsive caregivers through the development of humanistic operational standards for caregiving, as well as training in empathetic communication and basic counseling skills. On the other hand, parents are encouraged to adopt a pattern of secure detachment while maintaining regular emotional communication channels to provide psychological support and emotional validation without imposing excessive academic pressure. This approach should be synergized through the establishment of a partnership system and transparent reporting of students' emotional development between the pesantren and families to ensure the students' mental stability and academic

continuity during their first year.

INTRODUCTION

The transition to life at a pesantren is a crucial yet challenging developmental phase for the first cohort of students, most of whom are still in their early teens. Unlike conventional schools, Islamic boarding schools operate as total institutions, where every aspect of students' daily lives—from studying and worship to sleeping—is uniformly regulated and takes place in communal spaces 24 hours a day without any barriers (Nurfitria, 2025). At the same time, students are confronted with a dual curriculum that combines formal education with in-depth study of classical Islamic texts and Quranic memorization, restrictions on access to electronic devices that lead to digital isolation, and physical separation from their families (Juwairiyah et al., 2026; Endi et al., 2026; Fagi & Muhibbin, 2025). The complexity of these demands has the potential to cause significant psychological stress. Various studies report that the rate of homesickness among new boarding school students reaches 40–80%, often accompanied by anxiety, mental fatigue, psychosomatic symptoms such as dizziness and nausea, and poor sleep quality in 90.7% of students (Khofifah & Khadijah, 2025; Rohman & Santik, 2020). If not addressed in an adaptive manner, this condition can trigger feelings of despair and increase the risk of dropping out during the first year (Enjjelina & Rosada, 2024).

Theoretically, success in navigating this transitional period is determined by multidimensional adaptive abilities, which include academic adjustment, social adjustment, personal-emotional adjustment, and institutional attachment (Endi et al., 2026; Pulungan et al., 2025; Baker & Siryk, 1984, 2011; Lomberg & Jordaan, 2024; Ren et al., 2024). This adaptation is shaped by the dynamic interaction between internal-relational factors and external-contextual factors (Enjjelina & Rosada, 2024; Himma & Maryam, 2025; Juwairiyah et al., 2026; Khofifah & Khadijah, 2025; Lestari et al., 2026). From an internal perspective, the parent-child bond serves as a secure base and shapes the Internal Working Model (IWM). A secure emotional bond provides psychological capital in the form of self-efficacy, emotional regulation, and mental resilience when students face new environments (Bowlby, 1982; Fagi & Muhibbin, 2025; Larose & Boivin, 1998; Liu & Wang, 2021; Vansoeterstede et al., 2025). However, in the context of boarding school education, an overly strong attachment without readiness for autonomy also has the potential to cause internal conflict and prolong separation anxiety (Bowlby, 1982; Fagi & Muhibbin, 2025; Larose & Boivin, 1998; Liu & Wang, 2021; Vansoeterstede et al., 2025).

Therefore, external factors on the ground are necessary in the form of social support from pesantren staff (ustadz/ustadzah or dormitory supervisors). When students are separated from their parents, boarding school administrators play a strategic role as surrogate caregivers or attachment figures (Fagi & Muhibbin, 2025; Himmah & Maryam, 2025; James, 2023; Juwairiyah et al., 2026; Pfeiffer et al., 2016). Social support, manifested in the form of emotional, informational, and instrumental assistance from the administrators, serves as a counterbalance to adaptive stress and provides a sense of daily security in the dormitory (Handono & Bashori, 2013; Himmah & Maryam, 2025; Ibrahim et al., 2021; Khofifah & Khadijah, 2025; Sarafino & Smith, 2014).

Various studies have been conducted on student adaptation in boarding schools; however, most previous studies have examined parental attachment and social support separately. However, many studies have treated social support merely as a mediating or moderating variable and have focused on samples from public schools that lack the distinctive characteristics of Islamic boarding schools (Endi et al., 2026; Himmah & Maryam, 2025; Muzdalifah et al., 2019; Ramadhani & Kustanti, 2018; Salmi & Yasmin, 2023). The uniqueness and originality of this study lie in the comprehensive integration of parental bonds (an internal family factor) and social support from pesantren administrators (an external factor involving daily authority figures) as the two main predictor variables, which were tested both partially and simultaneously, against four specific dimensions of first-year santri's multidimensional adaptation (Endi et al., 2026; Juwairiyah et al., 2026; Lomberg & Jordaan, 2024; Ren et al., 2024; Vansoeterstede et al., 2025).

Based on the research questions, the purpose of this article is to empirically test and analyze: 1) The levels of parental attachment, social support from boarding school administrators, and the four dimensions of adaptation among first-year students. 2) The partial effects of parental attachment and social support from boarding school administrators on each dimension of adaptation (academic, social, personal-emotional, and institutional

attachment). 3) The simultaneous effects of parental attachment and social support from boarding school administrators on each dimension of adaptation. 4) The magnitude of the effective contributions, both partial and simultaneous, made by these two predictor variables to the variance in the four dimensions of adaptation among first-year boarding school students.

METHODS

Design

This study employs a quantitative correlational approach using a cross-sectional design with Multiple Linear Regression Analysis (Ordinary Least Squares/OLS) based on primary data from the 1more-horiz measurement scale. The study design was intended to explain the predictive relationship and the relative contributions of two independent variables—parental attachment (X1) and social support from boarding school administrators (X2)—to the dependent variable of first-year students' adaptation (Y). In its implementation, this study employs a dimensional approach in which the dependent variable—adaptation—is not tested as a single total score but is instead mapped and analyzed separately into four multiple linear regression models, drawing on the multidimensional adaptation theoretical framework by Baker and Siryk (1984, 1992, 1999). The four dimensions of the dependent variable include Academic Adjustment ($Y1$), Social Adjustment ($Y2$), Personal-Emotional Adjustment ($Y3$), and Institutional Attachment (Y4). Through the design of these four multiple regression equation models, the study tested the partial direct effects using the t-test as well as the simultaneous joint effects using the F-test, the coefficient of determination (R^2), and adjusted R^2 of the two predictors (X1 and $X2$) on each dimension of student adaptation at a significance level of $\alpha = 0{,}05$.

Institutional and Educational Context

This study was conducted in the Islamic boarding school environment in Sumenep Regency, East Java Province, which is geographically known for its very high density of both traditional and modern Islamic educational institutions. Based on official statistical data from the Sumenep Regency Office of the Ministry of Religious Affairs and the Ministry of Religious Affairs' Education Management Information System (EMIS), there are at least 391 registered Islamic boarding schools (pondok pesantren) that accommodate an estimated 3,500 to 5,000 first-year students at the start of each new academic year. Of the four classifications of Islamic boarding schools established by the Indonesian Ministry of Religious Affairs, this study specifically focuses on the Regular Islamic Boarding School type, namely the Al-Karimiyyah Islamic Boarding School and the Mathali'ul Anwar Islamic Boarding School. The regular Islamic boarding school type was chosen because it implements a care and learning system that requires multi-layered adaptation for students in their early teenage years. At both research sites, first-year students are required to follow a dual curriculum system, which integrates the national formal education curriculum for Junior High School (SMP) or Madrasah Tsanawiyah (MTs) in the morning with an in-depth internal religious curriculum (Madrasah Diniyah) in the afternoon, as well as the study of classical Islamic texts and Quran memorization (tahfidz) in the dormitories at night. Institutionally, both pesantren operate as total institutions (Goffman, 1961), where the entire rhythm of the students' lives—from waking before dawn to going to bed at night—is regulated uniformly and strictly, taking place in a 24-hour communal space without partitions under a single authority. This environment imposes strict restrictions on the use of electronic devices (digital detachment), limits on leaving the dormitory, and physical separation from parents. It is the complexity of these dual demands—academic rigor and the discipline of communal life—within the ecosystem of a total institution that shapes the unique environmental context for the multidimensional adaptation dynamics of first-year students.

Participants

The population for this study consists of all first-year students enrolled in formal junior high school (SMP) or Madrasah Tsanawiyah (MTs) programs who have resided in the dormitories of the Al-Karimiyyah or Mathali'ul Anwar Islamic boarding schools (pondok pesantren) in Sumenep Regency for more than six months. The selection of first-year students is based on developmental considerations, as individuals in this early transitional phase experience the most intense changes in their patterns of independence and communal interaction. A census technique (total sampling) was employed, involving all 310 members of the population as respondents to ensure

the most accurate data representation and to minimize sampling error. During the field data collection process, 55 of the 310 distributed questionnaires were excluded because the students did not complete the measurement scales, leaving 255 respondents who provided complete responses. Subsequently, 5 respondents identified as outliers were removed, following the criteria established by Hair et al. (2010), to satisfy the classical assumptions required for Ordinary Least Squares (OLS) multiple linear regression. Consequently, a final valid sample of 250 students (100%) was obtained and included in the analysis.

Instruments

Data were collected using three Likert-scale instruments with four response options—ranging from Strongly Disagree (score 1), Disagree (score 2), Agree (score 3), to Strongly Agree (score 4)—which were developed based on three validated standard psychological instruments: the Inventory of Parent and Peer Attachment (IPPA), the Interpersonal Support Evaluation List (ISEL), and the Student Adaptation to College Questionnaire (SACQ) 1 more-horiz. All instruments were designed as self-report questionnaires that were contextually modified to accommodate the dynamics of daily life, disciplinary rules, and the limitations of long-distance communication within the boarding school environment. Before being used for the main data collection, these three measurement tools were pilot-tested on 30 first-year students outside the research sample. Item validity was tested using the Pearson Product-Moment correlation technique with a cutoff value of $r_{table} = 0{,}3610$ at a significance level of $\alpha = 0{,}05$ $(df = 28)$, while internal reliability was measured using Cronbach's Alpha coefficient with a minimum reliability threshold of $\alpha > 0{,}60$.

Parental Attachment This instrument was measured using a scale developed and adapted from the standardized *Inventory of Parent and Peer Attachment* (IPPA) by Armsden and Greenberg (1987). Although the original IPPA was developed to assess attachment among college students (aged 16–20 years), it has been widely adapted and validated for use with younger adolescents, including junior high school (middle school) students. For example, Gullone and Robinson (2005) revised the IPPA into the IPPA-R and demonstrated its validity and reliability among children and adolescents aged 9–15 years. In addition, Marini et al. (2025) adapted and validated the Peer Attachment subscale of the IPPA among secondary school students in Indonesia (including junior high school level). In the present study, the adaptation was conducted independently to reflect the emotional attachment of boarding school students who are geographically separated from their parents and face restrictions on the use of electronic devices. The scale measures three main dimensions of attachment: Trust, Communication, and Alienation, with the Alienation dimension scored using reverse scoring. To ensure the suitability of the IPPA for junior high school students, the researchers conducted validity and reliability testing through expert judgment and an empirical pilot test involving 30 santri (boarding school students). Of the initial 41 items tested, 15 items were eliminated in the first stage of analysis, leaving 26 valid items in the second stage, with corrected item-total correlations ranging from 0.362 to 0.704. The scale demonstrated very high internal reliability, with a Cronbach's Alpha coefficient of 0.895. Thus, the adapted IPPA can be considered valid and reliable for measuring attachment among junior high school students.

Social Support from dormitory staff was measured using a scale adapted from the Interpersonal Support Evaluation List (ISEL)—a standard instrument developed by Cohen and Hoberman (1983)—and integrated with House's (1981) theoretical framework of social support. Although the ISEL was originally developed primarily for a university student population (the "college" version), it has been widely used and adapted for various age groups, including adolescents. Previous studies have demonstrated its suitability for adolescent populations, and an Indonesian adaptation has also shown adequate psychometric properties among Indonesian adolescents. In this study, the measurement tool was developed specifically to assess students' perceptions regarding the availability of social support provided by dormitory staff or resident supervisors. The scale encompasses four dimensions: esteem support, informational support, companionship support, and tangible support. To ensure the instrument was appropriate for students in boarding schools (early adolescents), the researchers adapted it into Indonesian, followed by validity and reliability testing through expert judgment and an empirical pilot study involving 30 students prior to the main data collection. Initial testing of 57 items resulted in the elimination of 19 items, leaving 38 valid items with item-total correlation coefficients ranging from 0.361 to 0.739. The social support scale demonstrated high reliability, with a Cronbach's Alpha coefficient of 0.925. Consequently, this adapted version of the ISEL is considered valid and reliable for measuring social support provided by dormitory staff to students in boarding schools.

Multidimensional Student Adaptation was measured using the *Student Adaptation Scale*, which was independently developed by adapting the standardized *Student Adaptation to College Questionnaire* (SACQ) by Baker and Siryk (1984, 1989, 1999). Although the original SACQ was designed to assess college students' adjustment, its four-dimensional framework (academic, social, personal-emotional, and institutional attachment) has been widely adapted and applied to adolescent populations, including secondary school students and those in boarding school settings across different cultural contexts. Several studies in Indonesia have also utilized the SACQ framework to examine students' adjustment in pesantren (Islamic boarding school) environments.

In the present study, the adaptation was conducted independently to ensure that each item possessed strong cultural sensitivity and contextual relevance to the unique dynamics of pesantren life, such as the routine of studying classical Islamic texts (*kitab kuning*), Qur'an memorization targets (*tahfidz*), boarding house disciplinary rules, and the 24-hour communal interaction patterns. The scale was designed as a self-report questionnaire using a four-point Likert scale (Strongly Disagree to Strongly Agree), with reverse scoring applied to unfavorable items.

Following Baker and Siryk's dimensional approach, the scale was constructed to map students' adaptive capacity across four distinct dimensions: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Institutional Attachment.

Academic Adjustment measures students' ability to meet the academic demands of both formal schooling and Diniyah/tahfidz programs, to participate effectively in learning activities, and to understand the educational goals of the pesantren. Of the 17 initial items tested, 8 were eliminated in the first round, leaving 9 valid items in the second round with corrected item-total correlations ranging from $0{,}426$ to $0{,}678$ and a Cronbach's Alpha reliability coefficient of $\alpha = 0{,}6755$.

Social Adjustment, measures the students' flexibility in building interpersonal relationships with fellow students, administrators, and teachers, as well as their active involvement in group activities at the dormitory. Of the initial 10 items, 2 were eliminated in the first round, resulting in 8 valid items with item-total correlation coefficients ranging from $0{,}385$ to $0{,}6818$ and a reliability coefficient of $\alpha = 0{,}611$.

Personal-Emotional Adjustment measures students' psychological capacity to manage negative emotions, maintain stability in physical/somatic reactions to environmental changes, and sustain self-confidence when facing the challenges of transition and homesickness. Of the initial 13 items, 3 were eliminated in the first round, leaving 10 valid items with an excellent range of item-total correlations ranging from $0{,}488$ to $0{,}8009$ and a reliability coefficient of $\alpha = 0{,}76310$. **Institutional Attachment**, measures the affective aspects of santri, including a sense of belonging, pride in being part of the pesantren, a sense of responsibility toward the facilities, and a strong commitment to completing their education without transferring to another institution. Of the initial 13 items, 4 were eliminated in the first round, leaving 9 valid items with item-total correlations ranging from $0{,}387$ to $0{,}527$ and a reliability coefficient of $\alpha = 0{,}67211$. Since the Cronbach's Alpha coefficients for all subscales were consistently above $0{,}60$, this Multidimensional Student Adaptation Scale was deemed valid, stable, and highly suitable for regression analysis.

Analysis Techniques

Data processing and analysis in this study were conducted systematically using Jamovi version 2.7 for macOS and SPSS 27 through two main stages: classical assumption testing required for parametric analysis, and hypothesis testing using multiple linear regression with the Ordinary Least Squares (OLS) method under a dimensional approach.

Classical Assumption Testing

Classical assumption testing was performed to ensure that the model estimates met the criteria of Best Linear Unbiased Estimators (BLUE). The results were as follows:

Normality was examined using the Kolmogorov-Smirnov test on a sample of $N = 250$. All dimensions of student

adaptation were normally distributed ($p > 0.05$), specifically: Academic Adjustment (Y_1) (statistic = 0.0595, p = 0.339), Social Adjustment (Y_2) (statistic = 0.0323, p = 0.956), Personal-Emotional Adjustment (Y_3) (statistic = 0.0478, p = 0.617), and Institutional Attachment (Y_4) (statistic = 0.0448, p = 0.697).

Linearity was assessed through visual inspection of residual scatter plots (*Residuals vs. Fitted*), which indicated linear relationships between the variables.

Multicollinearity Multicollinearity testing for the parental attachment variable yielded a Tolerance value of 0.883 (> 0.10) and a Variance Inflation Factor (VIF) of 1.13 (< 10). Similar results were obtained for the variable of social support from pesantren (Islamic boarding school) administrators, with a Tolerance value of 0.883 (> 0.10) and a Variance Inflation Factor (VIF) of 1.13 (< 10). Consequently, both independent variables confirm that the model is free from multicollinearity.

Homoscedasticity was evaluated using the Breusch-Pagan test. All models were found to be homoscedastic ($p > 0.05$), specifically: Academic Adjustment (Y_1) (statistic = 5.70, p = 0.058), Social Adjustment (Y_2) (statistic = 5.00, p = 0.082), Personal-Emotional Adjustment (Y_3) (statistic = 5.69, p = 0.058), and Institutional Attachment (Y_4) (statistic = 5.08, p = 0.079).

Hypothesis Testing

Hypothesis testing was conducted using four separate multiple linear regression equations to predict each dimension of student adaptation (Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Institutional Attachment). The analysis included:

Partial *t*-tests (H1–H8) to examine the direction and significance of the direct effects of each predictor (X_1: parental attachment and X_2: social support from boarding school administrators), along with the unstandardized regression coefficients (B) and standardized coefficients (β);

Simultaneous *F*-tests (H9–H12) to evaluate the overall model fit for each dimensional equation; and Coefficients of determination (R^2 and Adjusted R^2) at a significance level of $\alpha = 0.05$ to determine the effective contribution of parental attachment and social support from boarding school administrators to the variance in each of the four dimensions of student adaptation.

RESULT

Description of Empirical Data and Categorization of Respondents

A descriptive analysis was conducted to provide an overview of the distribution of empirical scores and the categorization of respondents' achievement levels for the variables of parental attachment, social support from boarding school administrators, and the four dimensions of first-year students' adaptation (academic adjustment, sosial adjustment, personal-emotional adjustment, and institutional attachment). The categorization of hypothetical norms was divided into three levels: high, moderate, and low. A summary of the empirical statistical descriptions and the percentages of respondent categorizations is presented in detail in Table 1.

Table 1. Empirical Statistical Descriptions and Categorization of Respondents ($N = 250$)

Variabel / Dimension	**Score Range**	***Mean* (*M*)**	***Std. Deviation***	**High *n* (%)**	**Medium *n* (%)**	**Low (%)**
Parental Attachment	54 – 99	81,6	8,53	173 (69,20%)	77 (30,80%)	0 (0,00%)
Sosial Support	57 – 143	99,2	12,10	240 (96,00%)	0 (0,00%)	10 (4,00%)
Academic	18 – 31	23,7	2,29	31 (12,40%)	219 (87,60%)	0 (0,00%)

Adjustment						
Social Adjustment	14 – 29	21,2	2,56	8 (3,20%)	226 (90,40%)	16 (6,40%)
Personal-emotional Adjusment	16 – 34	24,7	3,32	12 (4,80%)	218 (87,20%)	20 (8,00%)
Institusional Attachment	17 – 32	24,4	2,99	55 (22,00%)	191 (76,40%)	4 (1,60%)

Based on Table 1, the majority of first-year students fall into the high category for parental attachment (69,20%) and the very high category for social support from boarding school administrators (96%). Meanwhile, across the four dimensions of adaptation, the students' scores were consistently dominated by the moderate category, namely academic adaptation (87, 60%), social adjustment (90,40%), personal-emotional adjustment (87,20%), and institutional attachment (76,40%). These results indicate that most first-year students are in a phase of adaptive transition that is progressing fairly stably within the boarding school environment.

Results of the Partial Hypothesis Testing

Prior to simultaneous testing in the multiple regression model, partial hypothesis testing using simple linear regression analysis (t-test) was conducted to identify the direction of the relationship, the magnitude of the standardized coefficients (β), and the partial contribution (R^2) of parental attachment (X1) and social support from boarding school administrators (X2) to each adaptation dimension [118–120]. The results confirmed that all partial hypotheses (H1 through H8) were statistically supported at the significance level of $\alpha = 0.05$ ($p < 0.05$), with detailed parameter estimates presented in Table 2.

Table 2. Results of the Partial Hypothesis Tests (H1 – H8)

Hypothesis	***Std. Error***	***B***	β	**Scor *t***	p	R^2	**Decision**
H1: Parental Attachment → Academic Adjustment	0,0162	0,0853	0,317	5,27	$< 0{,}001$	0,126	Supported
H2: Parental Attachment → Social Adjustment	0,0181	0,0956	0,318	5,28	$< 0{,}001$	0,101	Supported
H3: Parental Attachment → Personal-Emotional Adjustment	0,0245	0,0545	0,140	2,23	0,027	0,020	Supported
H4: Parental Attachment → Institusional Attachment	0,0216	0,0824	0,235	3,81	$< 0{,}001$	0,055	Supported
H5: Social Support → Academic Adjustment	0,0117	0,0489	0,257	4,19	$< 0{,}001$	0,066	Supported
H6: Social Support → Social Adjustment	0,0130	0,0561	0,264	4,31	$< 0{,}001$	0,070	Supported
H7: Social Support → Personal-Emotional Adjustment	0,0158	0,1160	0,421	7,31	$< 0{,}001$	0,177	Supported

H8: Social Support → Institusional Attachment	0,0155	0,0443	0,179	2,86	0,005	0,032	Supported

Based on Table 3, all partial hypotheses (H1 through H8) were found to be significantly accepted at the $\alpha = 0{,}05$ level ($p < 0{,}05$). Parental attachment was found to have a positive and significant relationship with all four dimensions of adaptation, with the greatest contribution observed in academic adjustment (R2 = 12.6%) and social adjustment (R2 = 10.1%). On the other hand, social support from boarding school administrators was also significantly and positively associated with all dimensions, with the most dominant effect observed in the personal-emotional adjustment dimension (R2 = 17.7%;β = 0.421).

Results of the Multiple Simultaneous and Partial Hypothesis Tests ($H9 – H12$)

Academic Adjustment (Y1)

Prior to simultaneous testing in the multiple regression model, partial hypothesis testing using simple linear regression analysis (t-test) was conducted to evaluate the direction of the relationship, the magnitude of the standardized coefficients (β), and the partial contribution (R^2) of parental attachment (X_1) and social support from boarding school administrators (X_2) for each adaptation dimension [118–120]. The results confirmed that all partial hypotheses (H1 through H8) were statistically supported at the significance level of $\alpha = 0.05$ ($p < 0.05$).

Subsequently, the multiple linear regression analysis demonstrated that the overall model was statistically significant in predicting students' academic adjustment, $F(2{,}247) = 17.80, p < 0.001$, with a coefficient of determination of $R^2 = 0.126$ ($AdjustedR^2 = 0.119$). This indicates that parental attachment and social support from boarding school administrators jointly accounted for 12.6% of the variance in academic adjustment. Within the multiple model, parental attachment emerged as a stronger unique predictor ($\beta = 0.260, t = 4.10, p < 0.001$) compared to administrator social support ($\beta = 0.168, t = 2.65, p = 0.008$). Detailed regression statistics are presented in Table 1.

Table 3. Multiple Linear Regression Results Predicting Academic Adjustment (Y_1)

Predictor	**B**	**SE B**	**β**	**t**	**p**
Constant	14.852	1.496	—	9.93	< 0.001
Parental Attachment (X_1)	0.0699	0.0170	0.260	4.10	< 0.001
Social Support (X_2)	0.0320	0.0120	0.168	2.65	0.008

Note. $\boldsymbol{N = 250.\ R^2 = 0.126;\ AdjustedR^2 = 0.119;\ F(2, 247) = 17.80, p < 0.001.}$

Social Adjustment (Y2)

Untuk dimensi penyesuaian sosial, analisis regresi linier berganda mengkonfirmasi kesesuaian model yang signifikan, $F(2{,}247) = 18.10, p < 0.001$, dengan$R^2 = 0.128$ ($AdjustedR^2 = 0.121$). Secara bersamaan, kedua prediktor tersebut menjelaskan 12,8 % varians dalam kemampuan penyesuaian sosial siswa di sekolah berasrama. Analisis parsial mengungkapkan bahwa keterikatan orang tua mempertahankan kontribusi prediktif yang lebih kuat ($\beta = 0.258, t = 4.08, p < 0.001$) dibandingkan dengan dukungan sosial administrator ($\beta = 0.175, t = 2.78, p = 0.006$). Detailed regression statistics are presented in Table 2.

Table 5. Multiple Linear Regression Results Predicting Social Adjustment (Y_2)

Predictor	**B**	**SE B**	**β**	**t**	**p**
Constant	11.202	1.670	—	6.71	< 0.001
Parental Attachment (X_1)	0.0775	0.0190	0.258	4.08	< 0.001
Social Support (X_2)	0.0373	0.0134	0.175	2.78	0.006

Note. $N = 250$. $R^2 = 0.128$; $AdjustedR^2 = 0.121$; $F(2{,}247) = 18.10, p < 0.001$.

Personal-Emotional Adjustment (Y3)

The multiple linear regression model for the personal-emotional adjustment dimension yielded a statistically significant fit, $F(2{,}247) = 26.50, p < 0.001$, and produced the highest coefficient of determination across all dimensions, with $R^2 = 0.177$ ($AdjustedR^2 = 0.170$). Interestingly, a shift in partial significance emerged within this simultaneous model: social support from boarding school administrators exhibited a strong unique predictive contribution ($\beta = 0.423, t = 6.88, p < 0.001$), whereas parental attachment no longer maintained a statistically significant unique contribution ($\beta = -0.005, t = -0.08, p = 0.939$). Detailed regression statistics are presented in Table 3.

Table 6. Multiple Linear Regression Results Predicting Personal-Emotional Adjustment (Y_3)

Predictor	**B**	**SE B**	**β**	**t**	**p**
Constant	13.330	2.101	—	6.35	< 0.001
Parental Attachment (X_1)	-0.0018	0.0239	-0.005	-0.08	0.939
Social Support (X_2)	0.1163	0.0169	0.423	6.88	< 0.001

Note. $N = 250$. $R^2 = 0.177$; $AdjustedR^2 = 0.170$; $F(2{,}247) = 26.50, p < 0.001$.

Institutional Attachment (Y4)

For the institutional attachment dimension, the multiple linear regression model was statistically significant overall, $F(2{,}247) = 8.76, p < 0.001$, with $R^2 = 0.066$ ($AdjustedR^2 = 0.059$). Partial testing indicated that parental attachment was the predictor variable that maintained its statistical significance within the model ($\beta = 0.197, t = 3.01, p = 0.003$). Conversely, social support from boarding school administrators did not demonstrate a statistically significant unique contribution when controlled alongside parental attachment ($\beta = 0.111, t = 1.70, p = 0.090$). Detailed regression statistics are presented in Table 4.

Table 7. Multiple Linear Regression Results Predicting Institutional Attachment (Y_4)

Predictor	**B**	**SE B**	**β**	**t**	**p**
Constant	16.026	2.013	—	7.96	< 0.001
Parental Attachment (X_1)	0.0690	0.0229	0.197	3.01	0.003
Social Support (X_2)	0.0275	0.0162	0.111	1.70	0.090

Note. $N = 250$. $R^2 = 0.066$; $AdjustedR^2 = 0.059$; $F(2{,}247) = 8.76, p < 0.001$.

DISCUSION

The transition from a home environment to the communal lifestyle of an Islamic boarding school requires first-year students to undergo a comprehensive process of adjustment. To understand these complex dynamics, this study examines the contribution of internal-relational factors from the home—represented by parental attachment—as well as external-contextual factors within the boarding school environment through social support provided by boarding school administrators, both individually and collectively. In general, the empirical findings demonstrate that the integration of these two factors acts as a robust dual support system in predicting students' multidimensional adaptive capacity. However, when tested simultaneously across four distinct dimensions of adaptation (academic, social, personal-emotional, and institutional attachment), unique and contrasting psychological dynamics emerged, offering new theoretical insights into the structured division of psychological roles within boarding schools.

In terms of academic and social adjustment, parental attachment emerges as a more dominant predictor of students' successful adaptation. In facing the demands of a dual curriculum that integrates formal education and Diniyah/tahfidz, as well as when confronted with the necessity of interacting in a 24-hour communal environment, a secure emotional attachment to the family at home acts as a portable internal resource. Parental attachment fosters positive mental schemas that enhance academic self-efficacy, self-regulation, and interpersonal trust, thereby equipping students with psychological resilience when facing instructional anxiety or potential peer conflicts in the dormitory. In these two areas, social support from boarding school administrators functions as a situational facilitator and a social bridge that facilitates the adaptation process on the ground.

A highly unique and contrasting psychological dynamic occurs in the dimension of personal-emotional adjustment. When tested simultaneously, the influence of parental attachment becomes non-significant in the partial analysis, while social support from boarding school staff emerges as a highly significant predictor. This pattern indicates a shift in the relative contribution of attachment-related support functions. Geographic distance and restrictions on digital devices (digital detachment) limit parents' ability to provide direct emotional support when students experience daily affective crises, such as transition anxiety, mental exhaustion, and homesickness. In these vulnerable situations, the physical presence, responsiveness, and warmth of boarding school staff or dormitory supervisors function as surrogate caregivers on the front lines, effectively helping to restore the students' inner peace and psychological well-being.

Conversely, in the dimension of institutional attachment, parental attachment once again emerges as a significant predictor within the joint model, while social support from pesantren administrators no longer shows a meaningful partial effect. This dynamic is explained through the mechanism of transfer of trust, in which the students' sense of belonging, pride, voluntary compliance, and commitment to completing their studies at the pesantren are fundamentally rooted in their trust, respect, and acceptance of their parents' decisions and approval at home. The presence of dormitory administrators remains important in facilitating daily regulations, but they appear to have limited emotional capacity to bind students' value-based loyalty at the macro-institutional level without a foundation of family attachment.

The findings of this study provide empirical confirmation that reinforces and expands upon Attachment Theory, as proposed by John Bowlby and operationalized for adolescents through the Inventory of Parent and Peer Attachment (IPPA) by Armsden and Greenberg (1987). Secure parental attachment has been shown to form positive Internal Working Models (IWM) that act as an internalized secure base (Bowlby, 1988; Bretherton, 1992; Engels et al., 2001; Larose & Boivin, 1998; Liu & Wang, 2021; Vansoeterstede et al., 2025). These mental schemas guide students to engage in adaptive cognitive appraisals of transitional stressors at the Islamic boarding school, namely viewing strict rules and academic workload not as frightening threats, but as developmental challenges that can be overcome. These results are highly consistent with the findings of Muzdalifah et al. (2019) and Liu and Wang (2021), who identified family attachment as a vital psychological buffer in maintaining adolescents' academic stability and social competence in new environments.

The stronger contribution of support from pesantren administrators in the personal-emotional dimension reinforces the framework of Institutional Attachment Theory and the Thriving Through Social Support theory

proposed by Feeney and Collins (Baker & Siryk, 1984, 2011; Feeney & Collins, 2015; Handono & Bashori, 2013; Himmah & Maryam, 2025; Ibrahim et al., 2021; Juwairiyah et al., 2026; Pulungan et al., 2025; Scopelliti & Tiberio, 2010). In the context of the pesantren as a total institution (Goffman, 1961)—where the entire life cycle of students is uniformly regulated within a 24-hour communal space without barriers—the loss of primary social support networks from home necessitates an immediate replacement of those roles. These findings support the research by James (2023) and Watson et al. (2023) regarding the importance of substitute attachment figures in boarding schools, and reinforce the studies by Himmah and Maryam (2025) and Utami et al. (2026), which found that support from caregivers or dorm supervisors plays a substantial role as a buffer against separation distress and homesickness.

Furthermore, the ability to successfully predict the four dimensions of adaptation separately reinforces the multidimensional adaptation model proposed by Baker and Siryk (1984, 1992, 1999), as measured by the Student Adaptation to College Questionnaire (SACQ). In the context of the sociology of boarding school education, the synergy between family attachment and support from boarding school administrators aligns with Urie Bronfenbrenner's Ecological Theory of Development (Bronfenbrenner, 1979; Crawford, 2020; Fagi & Muhibbin, 2025; Juwairiyah et al., 2026; Lestari et al., 2026), particularly at the mesosystem level. Institutional attachment, associated with parental attachment, also supports the findings of Reardon et al. (2023) and Rahmawati et al. (2024), which indicate that parental legitimacy and moral encouragement facilitate the voluntary acceptance of new authority while helping to reduce the tendency to drop out during the first year of boarding school.

Theoretically, this study makes a scientific contribution by analyzing the literature on the transition to boarding school education through the proposal of a complementary dual support system model. This study demonstrates that students' adaptation cannot be viewed as a single, homogeneous construct but rather as a multidimensional process supported by a clear division of psychological functions: the family ecosystem is primarily associated with shaping character traits, self-confidence, social flexibility, and long-term commitment to values, while the boarding school administration ecosystem plays a more prominent role in providing daily emotional support to maintain students' mental health during the transition period.

From a practical and policy perspective, these findings provide concrete operational guidelines for parents and boarding school administrators. For parents and guardians of students, it is recommended to adopt a pattern of secure detachment when sending their children to a pesantren. Parents need to maintain a soothing and validating emotional line of communication without placing excessive academic demands on their children, and to emphasize that the decision to send a child to a pesantren is an expression of love intended to foster character development—not a form of family rejection.

For the administrators and management of Islamic boarding schools, these findings underscore the urgent need for a paradigm shift in the role of dormitory supervisors—from merely repressive enforcers of discipline to responsive caregivers. Pesantren management needs to develop standard operating procedures for dormitory care that are humane and grounded in a child-protection perspective, as well as facilitate training in basic counseling skills, empathetic communication, and emotional crisis management for dormitory staff and room supervisors. In addition, Islamic boarding schools are advised to establish a partnership system and provide regular, transparent reports on students' emotional development to parents, so that supportive interventions can be provided in a harmonious and continuous manner between home and the dormitory.

CONCLUSION

This study concludes that the successful multidimensional adaptation of new students at Islamic boarding schools—which includes academic, social, personal-emotional, and institutional attachment adjustments—is the result of an indispensable synergy between the family's internal psychological capital (parental attachment) and daily external resources (social support from boarding school administrators). Secure parental attachment has been shown to shape positive Internal Working Models (IWM) as an internalized secure base that equips students with emotional regulation and self-efficacy, while emotional, informational, and instrumental support from boarding school administrators or dormitory supervisors acts as a surrogate caregiver that serves as a buffer against adaptation stress within the total institution environment. Theoretically, the integration of these two

predictors expands the applicability of Attachment Theory and Bronfenbrenner's Ecological Theory of Development, which emphasizes that a harmonious mesosystem relationship between family and institution is key to alleviating homesickness, preventing the risk of students withdrawing (boyong), and optimizing the success of students' transition during their first year.

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