



Implications of Parenting Patterns on the Emotional Development of Student in Islamic Boarding Schools

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ABSTRACT

This study aims to describe the implications of parenting styles on the emotional development of students in Islamic boarding schools. This study uses qualitative research with a library approach, namely a series of studies related to library data collection methods, or research whose research objects are traced through various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents). Furthermore, the data collection technique used is a library study. A library study is a data collection technique used to collect data and research sources through books, journals, magazines, newspapers, and so on. The results of this study indicate that parenting styles at home have implications for students' emotional development. Students' emotional development can be fostered through simple measures, such as parents visiting their children less frequently at the Islamic boarding school and giving their children the confidence and courage to meet all their needs at the boarding school. This can make children dependent on their parents and slow the process of developing independence. Furthermore, Islamic boarding schools play a crucial role in fostering independence in their students. This is typically done by assigning responsibility to administrators to assist students, especially new students. In addition to the administrators, the dormitory head also plays a role in guiding the students under his care in developing independence.

ARTICLE INFO

Article history:

Received

21 September 2025

Revised

10 October 2025

Accepted

20 October 2025

Key Word

Implications, Parenting Patters, Emotional Development

How to cite

<https://pusdikra-publishing.com/index.php/josr>



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INTRODUCTION

Parenting is a dominant factor in shaping an individual's personality and behavior, particularly during adolescence, a critical phase of psychosocial development. In the context of Islamic boarding school life, students live in an environment oriented not only toward academic and religious learning but also toward Islamic values-based parenting, which differ substantially from secular parenting. In this environment, adolescents are nurtured with discipline,

obedience, and spiritual values, which have the potential to significantly influence the development of their emotional regulation.

Emotional regulation is an individual's ability to understand, manage, and express emotions adaptively and contextually. During adolescence, this ability is crucial given the high emotional turmoil resulting from the biological and social changes that occur. Without proper management, adolescent emotions can develop into deviant behavior, prolonged stress, and even psychological disorders. Therefore, the role of parenting is crucial in helping adolescents achieve emotional maturity.

Islamic parenting, as outlined in the Quran, Hadith, and the practices of the early scholars, emphasizes a balance between compassion (rahmah), role modeling (uswah), supervision (muraqabah), and moral education (tarbiyah akhlakiyah). This pattern not only regulates a child's physical aspects but also instills deep spiritual and moral values, which are theoretically closely related to emotional development. For example, teaching patience, restraining anger, forgiveness, and remembering husnudzan (religious belief in God) are Islamic values relevant to emotional regulation.

In Islamic boarding schools (pesantren), kiai (Islamic scholars) and teachers play a dual role as educators, spiritual guides, and nurturing figures. This parenting style has distinctive characteristics, such as a Sufi approach, spiritual empowerment, and the instillation of profound monotheistic values. Students are not only taught religious knowledge but also nurtured morally and emotionally. Various activities such as congregational dhikr (remembrance of God), religious study, muhadharah (religious study), and daily worship activities are part of the construction of a unique emotional environment. This creates a religious atmosphere that is strongly suspected to influence students' ability to manage their emotions. Several previous studies have shown a significant relationship between spirituality and adolescent mental health. A study conducted by Baharuddin (2007) concluded that a religious approach to parenting can reduce anxiety levels and increase emotional stability in students. Similarly, Jalaluddin (2014) noted that environments rich in spiritual values tend to shape adolescents' personalities to be calmer, more patient, and more able to control emotional impulsivity. However, there is little research that explicitly examines Islamic parenting styles in the context of Islamic boarding schools and their relationship to adolescent emotional regulation empirically.

Therefore, this paper attempts to address this phenomenon by focusing on Islamic parenting styles implemented in Islamic boarding schools and their influence on the development of adolescent emotional regulation. This study is important not only in enriching the scientific knowledge of Islamic psychology

and Islamic boarding school education, but also as a basis for developing educational and parenting approaches oriented toward students' emotional balance.

RESEARCH METHOD

This study uses qualitative research with a library approach, namely a series of studies related to library data collection methods, or research whose research objects are traced through various library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents). Furthermore, the data collection technique used is a library study. A library study is a data collection technique used to collect data and research sources through books, journals, magazines, newspapers, and so on. Next, the data analysis is reviewed qualitatively using content analysis. Content analysis is a research method that involves a comprehensive discussion of the content of written or printed information in the media.

RESULT AND DISCUSSION

Parenting Patters

Generally, parenting styles refer to the approaches and styles used by parents in educating and raising their children. These parenting styles can have a significant impact on a child's social, emotional, and cognitive development. In other words, parenting styles can be defined as the way parents treat their children, including caring for, nurturing, teaching, educating, guiding, and training. This is manifested in the form of discipline, role modeling, affection, punishment, rewards, and leadership within the family through their words and actions (Sunarti, 2016). According to Hourlock in Thaha, there are three broad parenting styles applied to children:

1. **Authoritarian**

Authoritarian parenting is characterized by pressure on children to submit and obey all decisions, orders, and policies made by their parents.

2. **Democratic**

Democratic parenting is characterized by parental recognition of children's abilities. Children are given the opportunity to become less dependent on their parents. Children are given the opportunity to develop their internal control, gradually learning to be responsible for themselves.

3. **Permissive**

Permissive parenting is characterized by unlimited freedom for children to behave according to their own wishes. Parents never provide rules or

direction to children, so children behave according to their own desires, even if this sometimes conflicts with social norms.

Meanwhile, Diana Baumrind, in King, suggests four types of parenting styles:

1. Authoritarian Parenting, a parenting style full of restrictions and punishments, where parents impose their will, thus retaining full control over their children.
2. Authoritative Parenting, a parenting style that encourages children to be independent but still imposes various limits to control their behavior.
3. Neglectful Parenting, a parenting style in which parents are uninvolved in their children's lives. Children with neglectful parents feel that there are other things in their parents' lives than they are.
4. Indulgent Parenting, a parenting style in which parents are involved with their children but place few restrictions on them. Such parents allow their children to do whatever they want.

Based on the above, it can be concluded that good parenting will have a positive impact on adolescent development, wherever they are. Islamic parenting is a parenting style based on the Quran and Hadith. Parenting patterns that are able to answer the challenges of the times with an approach to religious rituals, role models from both parents, and full support from people in the environment around the teenager.

Emotional Development

Emotion regulation is an individual's ability to build a problem-solving strategy gradually from emotional reactions to achieve better goals (Berk, 2005). Another meaning of emotional regulation is a form of multidimensional construct in consciously accepting emotions and understanding the emotions felt, as well as the individual's ability to control impulsive behavior when experiencing negative emotions by using emotional regulation strategies that are situationally appropriate and flexible (Gratz & Roemer, 2004). In Islam Allah says in QS. Ali Imron [3]: 159, which reads: "So, thanks to Allah's grace, you (Prophet Muhammad) act gently towards them. If you were hard and harsh-hearted, they would certainly stay away from those around you. Therefore, forgive them, ask for forgiveness for them, and consult with them in all (important) matters. Then, when you have made up your mind, put your trust in Allah. Indeed, Allah loves those who trust in themselves."

In this verse, Allah favors those who behave gently, forgive one another, pray for one another, consult with one another, and rely on God, both within themselves and towards others, wherever we are. This relates to emotional regulation, especially in students (adolescents).

High emotional regulation can be characterized by compliance with the aspects of emotional regulation compiled by Gross (2007), who explains several aspects of emotional regulation: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. These five aspects can be explained as follows:

1. Situation Selection, which is the aspect that leads to future decision-making. This aspect plays a role in regulating emotions when faced with choices that impact the future, and the individual is courageous enough to openly express their feelings to others. For example, a father taking his child for a haircut is illustrated by the father choosing a haircut that he believes will most likely allow the child to tolerate openly expressing his feelings about the desired haircut to his father.
2. Situation Modification
This aspect refers to changing one situation into another. This change can affect both the external and internal environments of a person's life. A change in thoughts requires a change in the internal environment, meaning the individual engages in other positive activities to divert emotions. For example, someone with a sad expression helps their partner change their attitude by stopping an argument or expressing regret or affection.
3. Attentional Deployment
This aspect focuses on deploying attention within a specific conversation within a situation. Attentional deployment involves focusing on a different subject. When trying to fix a problem through focused meditation, for example, counting ceiling tiles while replaying a lost conversation. Attention can also be directed to something irrelevant to break concentration on the current focus. This means the individual transforms the emotions they feel into positive behavior.
4. Cognitive Change, which refers to changes in how we perceive a situation, can reduce its emotional impact. Individuals are able to transform negative thoughts into positive ones. This is because changing our mindset about a situation causes us to downplay its significance to us. For example, a student might remind themselves that an upcoming exam is merely a formality – not an indication of their value as a person.
4. Response Modulation, which refers to efforts to influence the disposition of an emotional response as it occurs. Response modulation is achieved by reducing expressive behavior. For example, response modulation might involve hiding your embarrassment after failing an exam. Thus, response modulation is an attempt to conceal true negative emotions by not

displaying them expressively. Additional targets for response modulation include both physiological and emotional components of experience.

Based on the explanation above, a person's emotional regulation will impact their decision-making process in every situation they encounter. The better a person can control their emotions, the greater their life stability will be. Conversely, if someone cannot control their emotions, their life stability will be disrupted or even destroyed.

Implications of parenting patterns on students' emotional development

Below we will explain the relationship between parenting patterns and the emotional forms of students in Islamic boarding schools.

Table 1.

**The relationship between parenting patterns
and the emotional forms of students**

Parenting Style	Emotional Attitude
Authoritarian	Unable to control emotions well. Needs guidance and direction from seniors or Islamic boarding school administrators.
Democratic	Has good self-control. All actions are more mature and focused, and is even the type of person who doesn't get stressed easily.
Permissive	Weak self-control, likes to impose his or her wishes, is easily offended, and lacks self-confidence.

Based on the description in the table above, it can be understood that the parenting style model is related to the formation of an authoritative parenting style, contributing more to the development of a child's emotional attitudes than an authoritarian parenting style.

CONCLUSION

The results of this study indicate that parenting styles at home have implications for students' emotional development. Students' emotional development can be fostered through simple measures, such as parents visiting their children less frequently at the Islamic boarding school and giving their children the confidence and courage to meet all their needs at the boarding school. This can make children dependent on their parents and slow the process of developing independence. Furthermore, Islamic boarding schools play a crucial role in fostering independence in their students. This is typically done by assigning responsibility to administrators to assist students, especially new

students. In addition to the administrators, the dormitory head also plays a role in guiding the students under his care in developing independence.

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