



## **Fostering Early Childhood Attachment: The Impact of Caregiver Relationships in Islamic Boarding School Education**

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### **Abstract**

**Purpose** – This study aimed to explore the role of attachment in the educational context of early childhood students (santri) residing and learning in Pesantren Mambaul Hisan, Indonesia. The research sought to investigate the attachment dynamics between 5- and 6-year-old santri and their caregivers, including its impact on cognitive and socio-emotional development.

**Design/methods/approach** – This research adopted a qualitative case study approach, employing in-depth interviews, participant observation, and careful document analysis. The sample was selected purposively and consisted of 24 early childhood santri, 2 Islamic boarding school leaders, and 5 caregivers. Data were analyzed to understand the role of secure attachment in attaining Islamic boarding school educational goals.

**Findings** – The study revealed that secure attachment among early childhood santri fostered comfortable communication, enhanced cognitive development, and promoted socio-emotional growth. The secure attachment of these young students played a positive role in achieving the educational objectives of the pesantren. This research contributed to the existing knowledge on the psychology of early childhood santri, socio-emotional development, and attachment in an Islamic boarding school context, enriching our understanding of the role of passion in Islamic boarding school education.

**Research implications/limitations** – The findings of this study have important implications for improving the quality of early childhood education in Islamic boarding school settings. It underscores the significance of fostering secure attachment and the potential benefits of implementing attachment-based strategies in the education of young santri.

**Practical implications** – Understanding the role of attachment in Islamic boarding school education for young children can inform the development of more effective educational strategies and support systems.

**Originality/value** – This study adds a novel perspective by examining the role of attachment in the context of Islamic boarding school education for early childhood students.

**Keywords** The role of attachment, Students age early, Education boarding school

**Paper type** Research paper

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## 1. Introduction

Secure attachment in children is a critical factor in their developmental success (Beaty, 2013), the foundational emotional bonds formed in early life, primarily with primary caregivers such as mothers (Bowlby, 1982). This early attachment lays the groundwork for all subsequent intimate connections throughout an individual's life (Biddle et al., 2014). In educational settings, including Islamic boarding schools, the role of teachers as secondary attachment figures becomes prominent. They provide a nurturing environment, fostering a love for learning and a safe space for exploration and risk-taking (Commodari, 2013; Morrison, 2017; Wentzel & Miele, 2016). Research indicates that children who experience warm, emotionally responsive interactions with teachers show enhanced social and emotional adjustment at school (Lifshin et al., 2019). Understanding these attachment dynamics is pivotal for educational achievement and mental health, as it informs strategies to support children's holistic development in educational and psychological research.

Secure attachment is a critical social and emotional need in children, significantly influencing their development. The research underscores the importance of nurturing these aspects in educational settings, yet many schools focus primarily on cognitive skills, neglecting the social and emotional dimensions (Cassidy et al., 2013). Positive attachment between children and teachers and primary caregivers like mothers has been shown to significantly enhance a child's social and emotional growth and independence, especially in children aged 5-6 (Amin et al., 2021; Bademci et al., 2019). Conversely, a lack of secure attachment can lead children to perceive themselves as unworthy and incompetent, often viewing adults as unresponsive or hostile, affecting their interactions and connections with teachers (Beaty, 2013; Watson, 2003). This issue is exacerbated by societal changes such as increased childcare services, higher divorce rates, and the prevalence of children living in extended family settings or boarding schools (Fatkhurohmah et al., 2019; Hasanah et al., 2021; Jong & Jong, 2019; Khoiruddin & Susiati, 2020; Muniroh, 2014; Sary & Iriyani, 2022; Suyadi, 2019). Notably, research in Islamic boarding schools indicates that children can form secure attachments with caregivers even in the absence of their parents, fostering resilience, self-confidence, problem-solving abilities, and psychological closeness to their parents (Fuaturosida, 2013; Suyadi, 2019).

Parent-child and teacher-child attachments and school bonding are integral to a child's social competence and academic achievement. Teachers, transcending the role of mere information deliverers, play a crucial part in nurturing positive connections with students and fostering their social, emotional, and cognitive development (Bergin & Bergin, 2015). Such secure attachments contribute significantly to better emotional regulation, enhanced social competence, and improved academic performance (Bademci et al., 2019; Cassidy et al., 2013). This understanding has prompted educational institutions and governments to focus on the quality of teacher-child interactions, prioritizing measuring and improving these relationships (Tsigilis et al., 2017). The quality of a secure attachment between children and teachers is evidenced by various child behaviors, including seeking help from teachers, accepting their support, showing affection, and actively participating in classroom interactions (Tsigilis et al., 2017). The dynamic of teacher-child attachment differs from a parent-child branch, influenced by the child's age and the duration of their interaction with the teacher. While younger children (below 30 months) require more extended periods with a teacher to form a stable attachment, older children can develop secure attachments irrespective of the teacher's familiarity (Biddle et al., 2014; Howes & Ritchie, 2002; Pianta et al., 1997).

Teachers, akin to parents, play a pivotal role in fostering secure attachment in young children through sensitivity, responsiveness, and providing support and stimulation. Robinson highlights the importance of smiling and storytelling in building this attachment (Robinson, 2011), equally beneficial in early education settings. As children progress into elementary school, teachers become crucial attachment figures, especially for those experiencing anxiety. The emotional needs of each child vary, and teachers' awareness and supportive strategies significantly influence the children's coping mechanisms and emotional development. Furthermore, while children gradually become less dependent on their parents and more self-

reliant in learning, the teacher's role remains vital, particularly for children with insecure home attachments (Robinson, 2011). However, attachment is not the sole determinant of a child's development, as other factors, such as family stability and environmental conditions, also play a critical role (Ludolph & Dale, 2012). Secure attachment leads to numerous positive outcomes, including increased vocabulary, social skills, positive peer interactions, and problem-solving abilities (Elicker et al., 1992; Meins, 1998). Furthermore, the quality of emotional interaction with the mother at age six predicts cognitive engagement and motivational strength at age eight (Moss & St. Lauren, 2001).

The results of longitudinal research show that children who started with a base secure attachment will work better in life compared with kids who do not get secure attachment. Positive results of attachment safety can be seen in several things: First, a sense of price self, independence, and independence. Second, resilience to conflict and disappointment. Third, the ability to control impulses and feelings. Fourth, it is capable of building an eternal friendship. Fifth, quality connection with parents, caregivers, and others. Sixth, development from trust, intimacy, and heart conscience. Seventh, he is capable of controlling his behavior. Eighth, success performance in education. Ninth, he increased attachment to his son Alone (Jong & Jong, 2019).

Students with secure attachments will be Ready to build relationships with their friends and teachers. Students with safe attachment tend to their connection, making friendships more intimate and stable (Schneider et al., 2001). He is also brave to explore the world around him. In learning, there are Lots of challenging things for students because They must bravely face ignorance and obscurity. Students must believe in the teacher who gives assignments, and the current teacher who gives tasks must be sensitive in accompanying students, be calm and helpful, and do the job until the end with good. The result will affect improving draft yourself and believing in students. Students will study to overcome existing and possible obstacles, trust their abilities, and form a system of - resilience student (Geddes, 2006).

Education boarding schools are organized by Islamic boarding schools and located in an environment with a developed curriculum by peculiarity boarding schools based on the yellow book or sharpened Islamic with pattern education converts (Peraturan et al. 31 Tahun 2020 Tentang Pendidikan Pesantren, 2020). The teaching of each Islamic boarding school has characteristics and advantages separately in the curriculum.

The role of Islamic boarding schools as informal education has provided guidance, direction, and control for the students who study there through scheduling advice, which the students compulsorily follow. In contrast, in the role of non-formal education, Islamic boarding schools have produced students (santri) who have self-skills such as intelligence to resolve every difficulty and the ability to become independent, strong, and optimistic individuals.

Cottage boarding schools, as growing institutions, have strong characteristics in forming participant-independent students (Santri). This is proven in a way empirical in some cottage boarding schools. Good traditional and modern Santri have soul existing independence stay in themselves (Sanusi, 2013). Boarding schools own comprehensive functions as institution education, social, and religious broadcasting have principles education: *theocentric*, volunteering and serving, wisdom, simplicity, collectivity, organizing activity together, freedom guided, independent, seeking knowledge and service, practice religious teachings, graduating without a diploma, love knowledge, respect parents and teachers, as well get the kyai's (Bashori, 2003; Mastuhu, 1994; Yasid, 2018).

Besides having principal education, as mentioned above, in Islamic teaching, it is best to intertwine a strong relationship between educators and children (Ulwan, 2012). Interweaving close relationships between educators and children's education aims For the perfect formation of intellectual, mental, and moral children and excellent interaction education with the best. The learning process can run smoothly if there is a rift between educator and child. Therefore, Neither parents nor educators must ensure the child feels close to and loved. Several methods To strengthen the connection between educator and child educator: *first*, the educator must always smile at the child. *Second*, encourage the child by giving a present to every child to do positive things. *Third*, make the child feel cherished. *Fourth*, treated child with good morals. *Fifth*,

educators help fulfill need children. *Sixth*, educators must Can friendly with children, and play together child. The Prophet has exemplified several methods in several chances (Ulwan, 2012).

Characteristics of boarding schools include a close relationship between students (santri) and Kiai figures. This is Because students and Kiai live in One environment, an Islamic boarding school. Always a student obedient and submissive to the kiai. The students consider that opposing the kiai needs to be more polite and consistent with religious teachings. Apart from that, soul Help, helpfulness, and an atmosphere of brotherhood between students, kiai, and teachers are intertwined with strength and good. Ustad became a replacement parent for students while at the boarding school. Accompanying caregiver: Students age early every day and become figure-sticky students. Sensitive and sensitive caregivers, in response, need students to age early and have open communication, which becomes a factor in attachment safety. Students age early with a caregiver.

The friendly relationship between Students with nanny boarding schools makes achieving objective education in Islamic boarding schools easier, including developing student morals. Efforts made by caregivers boarding schools to educate and set the morals of students early in a general way can classified into two, viz business birth and business inside. The company includes giving advice, continuously giving attention and supervision, instilling good habits, giving exemplary, studying the book of morals as guidelines interact, giving ta'zir or punishment, and inviting talk from heart to heart. At the same time, business inner includes straightening out the intention of students to study and pray for success (Muniroh, 2014).

Students are essential in Islamic boarding schools. The origin of word santri originates from the Language Sanskrit, namely "Sastri," which means literacy letters, and from the Language Javanese, namely "Tantrik," which means someone who always accompanies the teacher anywhere or someone who serves a teacher (Aly, 2011; Fatah, 2005; Madjid, 1997; Yasid, 2018). Students are participants students who take education and deepen Islamic religious knowledge in Islamic boarding schools (Peraturan Menteri Agama Nomor 30 Tahun 2020 Tentang Pendirian Dan Penyelenggaraan Pesantren, 2020; Peraturan Menteri Agama Nomor 31 Tahun 2020 Tentang Pendidikan Pesantren, 2020; Undang-Undang Republik Indonesia Nomor 18 Tahun 2019 Tentang Pesantren, 2019).

Students are divided into two categories: mukim students and kalong students. Santri mukim are housed and live in boarding schools and usually originate from distant areas from Islamic boarding schools. Resident students who have lived in Islamic boarding schools for a long time will usually become administrators and help parenting students and interests in boarding school daily (Dhofier, 2011; Ziamek, 1985).

The primary focus of this study is to explore the critical role of early childhood attachment within the educational context of Mambaul Hisan Islamic Boarding School, particularly among young students (santri). This research aims to deeply understand how the attachment dynamics between 5- and 6-year-old santri and their caregivers impact cognitive and socio-emotional development. Through qualitative analysis, this study provides new insights into how secure attachments in the boarding school environment can support educational goals and aid in the holistic development of children. This study aims to fill a gap in existing literature regarding the importance of attachment in early childhood within Islamic boarding school settings. It offers strategic recommendations for educators, administrators, policymakers, and caregivers in creating a supportive and effective educational environment. Thus, this study contributes significantly to enriching our understanding of the role of attachment in Islamic boarding school education and proposes educational practices focused on the socio-emotional and cognitive development of young santri.

## 2. Methods

Study This uses an approach with a type study case. Research design This is a single holistic case. Data collection was carried out from February 2022 until February 2023. Data collection in the field uses the techniques of interview, focus group discussion, observation of participants and nonparticipants, and documentation. Study This observed 24 students aged early were interviewed against 1 leader from an Islamic boarding school and 5 caregivers from an Islamic

boarding school. Every participant was interviewed for 40 to 60 minutes between March and August 2022, using Indonesian and Javanese to get in-depth answers because the language of communication at the Islamic boarding school Mamhis is Javanese.

After the results interview was transcribed and the observation of the results noted were complete and detailed, all data was immediately analyzed. Data analysis using analysis theme with guide six Braun and Clarke's (2006) steps: *first*, data introduction; *second*, produce code beginning; *third*, search theme; *fourth*, study theme; *fifth*, define and give name theme; and *sixth*, create a report. In doing so, I got used to working with this data and reading it several times to understand it. The data is already there, known, and then given code—the process of coding, categorization, and withdrawal theme using Nvivo software. Nvivo programs developed by QSR international and circulating widely in society are Nvivo versions 10, 11, and 12 plus (Ghozali, 2020). Researchers use Nvivo version 11. Coding is the process of analyzing data that is broken down and conceptualized, Then integrated into a given theory. Coding in study This uses hybrid coding that combines deductive coding (code developed from study literature) and *inductive coding* (code generated from raw data) (Ghozali, 2020). Researchers determine codes related to the child's attachment to the teacher or caregiver, and then during the coding process, researchers also make code suitable new ones with raw data. Data provided code related to the theme representative research view participant. Besides, I review the theme To test its relevance with answer question research. Again, I identify emerging themes from participant research. Sixth, I present saturation data.

To ensure the credibility of the data obtained, the researcher does triangulate data with triangulation resources, techniques, and time. Triangulation sources were done by asking the same thing through different sources. This researcher interviews one caregiver with other caregivers about the role of attachment for safe students in education in Islamic boarding schools. Triangulation technique This is done with a method check to the same source with different styles, i.e., interviews, observations, participatory, and documentation. Researchers carried out triangulation time at other times, namely observation activity. Students' ages were early morning day, afternoon day, evening, and night day. More data validity can be achieved with triangulation resources, techniques, and time (Cresswell, 2019).

### 3. Result

Students age early in Islamic boarding school Mamhis in 2022/2023: 24 students, 20 students male and 4 students female. Students aged early at Islamic boarding school. Mamhis is in kindergarten group A, which comprises children aged 5 years. Meanwhile, Students aged early in Kindergarten group B are 6 years old. Students age early and have timetable routine activities such as elementary school (childhood end ) and teenager. Activity Students age early and have a regular schedule of getting up and sleeping until they sleep again. Students age early, wake up at 04.00 WIB, take a shower in the morning, have breakfast, recite the Koran, get ready to study, study in class, rest and eat snacks, study in class, then Rest, Eat the afternoon, and sleep in afternoon, reciting the Koran, playing free, take a shower in the afternoon, eat, pray sunset, recite the Koran, snack and get ready Sleep evening at 20.00 WIB (doc /09-03-2022).

Students live early in a boarding school with accompanied nannies. Parenting Students age early in Islamic boarding school Mamhis join with parenting Students age school basic. Students who age prematurely live in the same complex as Those who age at school. Amount accompanying caregivers: There are 14 caregivers: 10 are men, and 4 are women. Nurturance Students age early in Islamic boarding school. Mamhis shared the existing schedule prepared by the management of the Islamic boarding school. Picket schedule daily There is a picket: get up morning, picket Eat morning, picket Eat afternoon, picket afternoon meal, shower picket and sleep afternoon, as well as picket Sleep night. Every day, there are 3 caregivers on duty for each parenting activity. However, to shower and sleep in the Afternoon, there are 4 caregivers on duty, and they are sleeping. In the evening only, are 2 caregivers on duty (doc /10-03-2022). The distribution timetable is customized to the needs of students. Pickets Sleep At night with just 2 caregivers because Students age early and are already ready For sleep (rubbing teeth and urination ); they

will sleep fast Because they are Already tired from activity throughout the day from Morning until afternoon.

Caregiver Students age early in Islamic boarding school Mamhis, besides accompanying activity students outside the class, also teach reciting the Koran in class. Caregiver Students age early and have several roles, such as caretaker, teacher, and educator. As nannies, they are responsible for daily students, starting from eating, bathing, health, cleanliness of clothes, and cleanliness of the room. Caregivers' role as teachers is to get the timetable to teach and recite in class. Students age early. Student teachers age early in the course, learning morning and afternoon, and caregivers. The role of the caregiver as an educator is to become an example for all students. Apart from being role models, caregivers also educate morals. Students age early with advice in a way that directs well in a class or outside class (KA/29-08-2022).

Students of the new dawn live in Islamic boarding schools. Mamhis require different adaptation periods. Most Students age early and Already feel comfortable in Islamic boarding school after One Sunday boarding school. However, some students are longer in adaptation, around 1 month (AMM/09-03-2022). When I first started at an Islamic boarding school, during the adaptation period, Students aged early often cried, and when they were not asked What the cause was, they always answered that they wanted to go home to home.

*"Students knew if crying cannot be done, what do you want? Go home, just do it"* (SMM/08-08-2022).

During the adaptation period, the nanny always accompanied the students as they aged early. Caregivers have good sensitivity and responsiveness in attending to students aged before (Obs /09-06-2022). Caregivers have the patience and perseverance to accompany and fulfill students' needs. Students age early to meet with a nanny. It is good when they are inside class or outside. While outside class, the nanny often does activities like telling the story and getting involved in play together with Santri (Obs/10-06-2022). Students can become sticky with the caregivers with intensity, frequent togetherness, and nurturing responsiveness and sensitivity.

Students age early after, through adaptation and attachment with a nanny, can communicate comfortably and convey all their needs to the caregiver. After being comfortable and at home in an Islamic boarding school, I need whatever I say and ask my caregiver. Comfort communication between Students aged early with a nanny is seen in daily interaction. For example, when soap and the shower are finished, the time needed for the other trees is also gone. Santri is also brave to ask for a snack when he has not yet gotten part.

*"Communication Students okay nanny The niku is very open, the fit is tight adaptation. I want to nopo-nopo, sir kulo want to Niki want to niku catch up. Mr Kulo soap, I guess, soap finished niku all need principal catch up. Kados nyuwun snacking catch up niku right high thank you "* (SMM/08-08-2022).

The interviewee is expressing that they have effective communication with the students, possibly as a caregiver or nanny. They emphasize their openness and adaptability in their role. The interviewee also mentions their willingness to fulfill the students' requests or needs, such as providing soap or snacks. They conclude by expressing gratitude for the opportunity to care for and meet the students' needs. Apart from conveying their needs need it, students age early and already have an attachment safe with the nanny. She Can give whatever to the nanny or a Friend. Students age prematurely. When disturbed by friends, another student bravely tells stories and complains to the caregiver. When the nanny comes, he becomes safe because There is a mediating caregiver between students.

*"You have been cheated, niku. Keep going report, sir agemane kulo scrambled . Nice niku normally found lerene niku . Sing exchange Niki found, keep going sent sorry "* (YES/08-08-2022).

Students age early and already feel near to their nanny, making the nanny a secure base For exploring the environment. The nanny is also capable of replacing role parents. This is supported

by several students who call nanny man with dad calls. It seems like the interviewer is addressing someone named Niku and expressing concern that Niku has been cheated or deceived in some way. The interviewer encourages Niku to continue with their actions, possibly referring to reporting the incident, and acknowledges that the situation is confusing or unusual. They also apologize for the inconvenience that Niku has experienced.

*"According to personal experience, that is children the students here are of age early; even There is a part child who thinks or calls a nanny "father" (FR/08-08-2022).*

Students age early and are already close and comfortable with the nanny's influence on the development of cognitive santri, which is easy-to-understand knowledge taught by teachers. When students age early, they Already feel near to a nanny, for studying and memorizing become more accessible and faster. The interviewee is sharing their observation from personal experience. They note that the students at the mentioned location are of a young age. Additionally, the interviewee points out an interesting observation that some children in this context refer to their nanny as "father." This observation could indicate a unique or culturally specific way in which children address or perceive their caregivers.

*"Well, make nek lare niku short come nanny, coach high coro accompanied teach it is easy" (AH/08-08-2022).*

Students age early, like Studying with the teacher/ caregiver in class. Attachment: Students age early with a nanny. This has benefits for education in Islamic boarding schools. When students age early, they already feel comfortable with the nanny and develop social and emotional abilities. Students age early and are more enthusiastic in daily operating activities; students look more cheerful, obedient, and quickly arranged by the caregiver. Proximity, inner and outer, between Students and caregivers is essential in achieving objective education in Islamic boarding schools. the interviewee is suggesting that when it comes to teaching or guiding someone, especially children, it can be beneficial to keep the learning sessions brief or concise. Additionally, having a nanny or coach who possesses a high level of patience is seen as an advantage, as it makes the teaching process more manageable or effective.

*"when they already feel near to us, besides being more excited, they will be more easily regulated and obedient, Not only when we are there. From there, it will be an atmosphere activity. Study comfortable and cheerful teaching" (FR /10-03-2022).*

Spirit Study Students' aging early makes it easier for Al-Quran Kindergarten graduates at Islamic boarding schools Mamhis to memorize and achieve goals and targets. The interviewee is highlighting the positive impact of building strong relationships with students or children. They suggest that when individuals feel close to their educators or caregivers, they become more motivated, easier to manage, and obedient. Importantly, this sense of closeness extends beyond the moments when the caregiver is physically present, creating a conducive and pleasant environment for various activities, including studying. In between objective Al-Qur'an Kindergarten education in Islamic boarding schools Mamhis namely, embed love/faith in children educate and all ECE (Early Childhood Education) components (Managers, Educators, non-teaching staff and Parents) towards Its Creator, the Koran and its Messenger through activity memorization of the Qur'an (Juz 30), Asma'ul Husna, Pearls of the Qur'an and Pearls of Hadith as well as its implementation to training daily good at school or home. Moreover, target graduate Students aged early in the Koran Kindergarten at the Islamic Boarding School Mamhis are first, khatam/ finished reading the 30 Juz of the Qur'an. *Second*, memorize its readings in prayer along with wiring. *Third*, knowledgeable general Superior Kindergarten standards. *Fourth*, memorized Yasin's letters and letters short. *Fifth*, capable understand and practice rule Tajweed science (doc /30-09-2022 ).

Based on observations and interviews with several caregivers, students who age early are already stuck with a nanny. They will find it easier to study, memorize the Koran, memorize

readings, pray, and follow all activities in Islamic boarding schools. So that educational goals and targets in Al-Quran Kindergarten in Islamic Boarding Schools Mamhis can be achieved optimally.

#### 4. Discussion

Teacher-student and student-caregiver attachment have a role in education in Islamic boarding schools. Attachment safe Students aged early have benefited positively in education at Islamic boarding schools. Research results This confirms that attachment students age early with nanny boarding school's role is crucial in forming experience education. Attachment creates bonds, emotional and social influences, level of participation, and quality education in Islamic boarding schools. Sensitive caregiver to complaint Students age early and give calm moments Students face a problem, create Students have a draft positive self, believe yourself, and be brave explore environment boarding school (Geddes, 2006). Students who feel safe, ready, and willing intertwine proximity with new people. It is good That caregivers and friends of other students who live in Islamic boarding schools. Children with safe attachment (secure attachment) can face situations with a new social with a basic sense of trust during developmental periods (Svanberg et al., 2010; Thompson, 2011; H. et al., 2019).

Islamic education calls on teachers to intertwine strong relationships between teachers and students (Ulwan, 2012). Close relationships between teachers and students are beneficial for students' perfect intellectual, mental, and moral formation, as well as for teachers' and students' excellent interaction and education with the best. The close relationships between teachers and students help students learn to walk with smooth and achievable objective learning. Attachment safety benefits teachers/ caregivers and students age early Because touching learning emotions will make students like to know. Attachment safe Students with a nanny make Students feel safe and happy. Study together with a caregiver. Students age early, like studying in class and being ready to accept tasks given by the caregiver. Students aged early and comfortable with teaching will get comfort from their caregiver /teacher when annoyed, convey love, be ready to share activities and look honestly like they see the teacher/ caregiver. Therefore, as a nanny and educator to parents, students age early, and I always try to get students to feel close to and loved.

Students age early and feel safe and calm in Islamic boarding schools because if they face a problem, they are not capable of finishing themselves; they always have a caregiver. There is A source safe and calm. Because the key to attachment is feeling safe (E. et al., 2000). Caregiver, as figure sticky for early students, is a source of possible security. Students explore and trust themselves, a safe place in stress or danger, which contributes to the regulation of self in difficult situations or worries (Bowlby, 1982). Students age early and have attachment safety to the nanny's optimal cognitive, emotional, and social development (Tsigilis et al., 2017). Warm and positive interactions between students aged early with nanny Islamic boarding schools encourage children's feelings of security and foster a sense of trust, comfort, or balance to explore the Islamic boarding school environment (Alamos & Williford, 2018). Attachment-safe students age early with the nanny, which influences early aging and the influential connection of good students with childhood friends (Obeldobel & Kerns, 2019).

Scaffolding support (scaffolding): Caregivers and permission obtained from secure attachment relationships can work simultaneously to facilitate the direction of students' tasks at an early age. Students in Early childhood can internalize a sense of security as a whole of a secure attachment relationship and incorporate specific beliefs/perspectives about oneself as an effective effort in facing the challenges of a joint effort to complete the tasks given by a caregiver. So that Students age early can quickly finish their duties and be independent (Smith, 2003). Strong attachment to nanny boarding school can increase motivation for Study students. Students who feel cared for and loved by caregivers tend to be more motivated to attend and participate actively in various educational activities. This thing influences achievement education in Islamic boarding schools.

Students' early age can make the caregiver function as a figure who increases security so that students can maintain an open and confident attitude during learning and remain calm when facing demands related to the activities that must be carried out in Islamic boarding schools. View



This is supported by numerous studies showing that children whose teachers are warm, emotionally available, and responsive tend to offer better social and emotional adjustment in school (Lifshin et al., 2019).

**The Role of Attachment-Safe Students Aged Early to Education in Islamic Boarding Schools Mamhis** This supports the results of research by Suyadi (2019), which states that boarding school children early alternative education is best for children, even for children whose families have problems. By living in a boarding school, a child becomes comfortable and closer to his parents psychologically, though both are biologically separated. *Students* ECE at Baiquniyah Islamic Boarding School Yogyakarta are capable of enduring depression for years. There is a trend that children are more comfortable at Islamic boarding schools than at home. This thing shows that students at the Baiquniyah Islamic Boarding School in Yogyakarta have an immunity psychological-pedagogical (inner mental resilience) towards storm emotions, especially depression, a consequence of a lack of massive love from parents (Suyadi, 2019).

**Study** This explains the importance of managing Islamic boarding schools and religious education in Indonesia. They can promote attachment between students and caregivers in boarding schools by strengthening programs' connection attachment. Studying this can also be done to become a base for learning more about the influencing factors branch. Students age early with nanny Islamic boarding school, which impacts the period from attachment to career academics and personal life students.

## 5. Conclusion

Attachment safe Students aged early with nanny boarding school play a significant role in achieving educational goals and targets Boarding school Mamhis. The study's findings show that solid attachment between students aged early and caregivers in boarding school contributes positively to quality education in boarding schools, both in the academic aspect and character. In context, this is an attachment. Students age early with nanny boarding schools, which create a supportive environment to develop religious, moral, cognitive, linguistic, and social values emotionally. Students age early. Students who age early and feel near the nanny boarding school tend to be more motivated to learn and follow activities education in Islamic boarding schools. They are also more likely to get adequate guidance and advice in pursuing religious and academic education. Apart from that, attachment also plays a role in forming students' character and moral values. Students who feel cared for and supported by caregivers in boarding schools tend to apply better religious and ethical teachings taught in Islamic boarding schools. Thus, research confirms the importance of paying attention and strengthening connection attachment between Students aged early with nanny Islamic boarding schools. Efforts to create strong bonds can help increase the quality of education in boarding schools and achieve the objective desired religious and character education in the context of Islamic boarding schools.

## Declarations

### Author contribution statement

Lailatu Rohmah the presented idea and data taker. Komareeyah Sulong developed the theory of the role of early age santris' attachment to caregivers in pesantren education. All authors discussed the results and contributed to the final manuscript.

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### Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

### Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

### Additional information

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