The Smart Parenting in Overcoming Social withdrawal to Students at the Asy-Syaikh Abdurrahman Jambon Ungaran Islamic Boarding School

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ABSTRACT

This research aims to explore the implementation of smart parenting in overcoming social withdrawal among students at the Asy-Syaikh Abdurrahman Jambon Islamic boarding school, Ungaran, where the phenomenon of social withdrawal or withdrawing from social interaction has become a new challenge in the Islamic boarding school environment. This research uses a qualitative approach with in-depth interview techniques, participant observation, and documentation. The research results show that smart parenting, which emphasizes emotional understanding, positive communication, and child empowerment, is effective in helping students emerge from social isolation. This approach involves strengthening religiosity, developing social skills, and providing gradual psychological support. Implementing smart parenting increases student's openness and self-confidence and strengthens the emotional relationship between students and caregivers. These findings are an important contribution to developing parenting strategies in the Islamic boarding school environment.

Keywords: *Smart parenting, Social Withdrawal, Santri, Islamic Boarding School*

INTRODUCTION

Social withdrawal is a condition where a person withdraws themselves from social interaction activities consciously, which can cause their psychological, emotional and social development to be hampered. According to the Indonesian Ministry of Health, withdrawal or *social withdrawal* is an activity to escape, both from direct interest and interest in social activities which may be temporary or permanent (Medyasasi, 2018). In Indonesian, *Social withdrawal* may also be referred to as social withdrawal or reduced social interaction. This means that someone prefers to keep their distance from social activities, reduces contact with other people, and prefers to be alone (Adinti, 2023).

"Socially withdrawn children and adolescents often remove themselves from peer interactions". (Chen et al., 2024) in his research explains that children and teenagers experience *social withdrawal* or social withdrawal often avoids interactions with peers. This withdrawal can occur in the form of avoiding group activities, being reluctant to socialize, or feeling anxious when around other people.

In the context of Islamic boarding schools, *social withdrawal* becomes a new challenge for students, because they are expected to actively participate in various busy activities such as learning, religious and social. This phenomenon usually arises due to

various factors, such as environmental pressure, lack of self-confidence, or previous traumatic experiences. Several characteristics indicate that someone is experiencing the behavior *social withdrawal* is an attitude of not caring about the surrounding environment, a tendency to be apathetic, isolating or withdrawing from the environment, and a lack of skill in expressing feelings both verbally and nonverbally (Pratiwi, 2020).

Islamic boarding school as an institutional institution in the study of Islamic religious education with a full learning system or students are required to live in a dormitory while pursuing religious education. (Susilo et al., 2020). The Asy-Syaikh Abdurrahman Jambon Ungaran Islamic Boarding School, as a religion-based educational institution, is expected to become an institution that not only educates its students intellectually but also emotionally and socially, in facing this challenge by providing a holistic coaching approach. One potential strategy is implementation *smart parenting*, a parenting approach that emphasizes compassion, effective communication, and child empowerment.

According to Baumbrind (1991) *"Traditional parenting styles often prioritize obedience and conformity, whereas Smart parenting emphasizes emotional closeness and open communication to enhance children's personal growth"*. This means that traditional parenting styles often prioritize obedience and conformity, whereas *Smart parenting* emphasizes emotional closeness and open communication to enhance children's personal growth.

Smart parenting is an approach applied to children's education, where parents become the first and main madrasah for their children with the obligation to support, develop and direct children in facing life's problems in the future (Salwa & Aini, 2023). Meanwhile, according to (Parwis et al., 2023) *Smart parenting* is an approach to educating children. In this case, the teacher's focus is on the parents, namely the children's first school. During this process, it is hoped that parents can make smart and organized plans for their children. The parenting system guides, protects, cares for and teaches children at every stage of their development.

This approach is considered relevant because it involves collaboration between caregivers at Islamic boarding schools and parents of students to create an environment that supports the mental and social development of students.

This research is motivated by the importance of understanding how *smart parenting* can help overcome the behavior *social withdrawal*, especially for students who live in Islamic boarding school environments. With a focus on the Asy-Syaikh Abdurrahman Jambon Ungaran Islamic Boarding School which is located in Semarang Regency, Central Java. The aim of this research is to explore implementation *smart parenting* and its impact on the psychological well-being of students. It is hoped that the results of this research can provide benefits and add significant knowledge to the development of parenting and coaching methods in Islamic boarding schools.

METHOD

This research uses a qualitative approach with in-depth interview techniques, participant observation and documentation. To obtain the necessary data, researchers looked for various sources related to implementation *Smart parenting* in overcoming *social withdrawal* to students at the Asy-Shaykh Abdurrahman Jambon Ungaran Islamic boarding school, Semarang Regency, Central Java. The data sources were obtained through primary sources, namely data obtained through primary sources from individuals and institutions through interviews. The interview was divided into 2

sessions, with different sources. The resource persons consisted of the caretakers of the Asy-syaikh Abdurrahman Jambon Islamic boarding school and students who experienced the behavior *social withdrawal*. Secondary sources are the Al-Qur'an and Hadith, various literature such as books, national and international journals related to the concept *Smart parenting* in overcoming *social withdrawal*. This research data analysis uses descriptive analysis methods. The descriptive method is a research method used for descriptive research in describing existing and real phenomena (Wekke, 2019). The stages of content analysis in this research according to Haryono, (2023) are as follows: First, the researcher analyzes various literature related to the concept *smart parenting* and definition *social withdrawal*. Second, the author reconstructs the results of observations, documentation and interviews.

RESULTS AND DISCUSSION
Implementation *Smart parenting* in overcoming *social withdrawal* to students

Implementation *smart parenting* in overcoming *social withdrawal* among students at the Asy-Syaikh Abdurrahman Jambon Ungaran Islamic Boarding School, Semarang Regency, Central Java in 2024, in encouraging its students to improve social relationships and psychological well-being showed positive results. *Smart parenting* is a parenting style that involves effective educational strategies, where parents or guardians act as the first educators or madrasatul ula in guiding the child's development. Parents have an important role in implementing good and appropriate parenting methods. They have a responsibility to nurture and educate their children both from an emotional and biological perspective. Parental guidance is certainly needed by their children to create a positive personality. Because the role of parents is not just to provide pocket money or pay their children's school fees, but they also have to play a role in forming good morals. (Rumiati et al., 2019).

In the context of Islamic boarding school students, the role of parents will be replaced directly by foster carers. Foster guardians are formed to act as substitute parents for the students, as long as they are still in the educational process at the Islamic boarding school. (Masyitoh, 2018)

In Islamic boarding schools, foster guardian usually refers to a caregiver or boarding school administrator who is responsible for the guidance and education of the students. Foster guardians have a role as mentors and educators, giving special attention to students during their learning and development process. With this important role, foster carers can help create an environment that supports the growth of students in Islamic boarding schools.

Foster guardians have many responsibilities, but their general duties are to take care of, supervise, provide direction and guidance to students who have problems related to themselves, using simple language that can be understood by the students (Efendi, 2023).

According to Qusyairi (2019) in his research, parenting does not always have the principle of emphasizing who (the perpetrator) but rather emphasizes the activities of the child's growth and education. In the thesis (Zidny, 2023) explains that this approach involves caregivers in guiding and accompanying the development of students in a planned and systematic manner. Understanding parenting has an impact on all decisions involving the child's future.

Apart from that, the role of parents and foster carers is in helping students cope *social withdrawal* have a significant impact. With sufficient knowledge about the characteristics of the disorder *social withdrawal* and an effective approach, parents and

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guardians can provide appropriate and appropriate support, develop social skills, and build an inclusive and supportive environment for their students.

Social withdrawal caused by various factors, usually related to difficulties in adapting and pressure from the new environment. This phenomenon is a serious challenge for Islamic boarding schools to handle in order to create a healthy learning environment. Through approach *smart parenting* where the role of parents is replaced by foster carers, focusing on open communication, namely by supporting students to be able to share their feelings and experiences. The involvement of foster carers in Islamic boarding school activities, such as religious activities and regular daily activities of the students, helps the students feel more connected to their peers. Apart from that, strong emotional support is needed to identify and handle feelings of worry that often prevent students from interacting. By providing social skills guidance and strengthening self-confidence, students succeed in reducing symptoms *social withdrawal*, which has a positive impact on their social and emotional relationships.

Implementation *smart parenting* in overcoming *social withdrawal* for students at the Asy-syaikh Abdurrahman Islamic boarding school involves several strategic approaches that can help students adapt and interact better in their social environment. Based on the results of research in the field, the results obtained were that the approach *Smart parenting* in dealing with students who experience it *social withdrawal* At the Asy-Syaikh Abdurrahman Islamic boarding school, this is done through: 1) Establishing routine communication. Consistent communication between foster carers and students at the Islamic boarding school serves to maintain emotional ties and support the students' mental well-being. Even though they are far from their parents and home, they still feel heard and cared for. The sense of security for students can grow when they know that they can always rely on their guardians to share their experiences and concerns while at the Islamic boarding school. This regular communication can provide space to express the social problems they are facing and foster carers can provide advice and motivation. 2) Strengthening religiosity, in Islamic boarding schools, students are of course taught religious values. Where strengthening religiosity can overcome withdrawal behavior, especially for students who experience feelings of alienation or isolation in the Islamic boarding school environment. By strengthening religious values, students can develop strong spiritual ties, which provide a sense of peace and confidence in facing life's problems. Religious practices such as prayer, prayer and dhikr not only improve the relationship with God, but also strengthen the social spirit within the Islamic boarding school environment. Apart from that, strengthening religiosity helps students understand the deeper meaning of life, so that they are able to face feelings of isolation with more productive and positive activities. By studying the teachings of the Islamic religion, it is hoped that students can gain inner peace and social support which reduces the potential for self-isolation. 3) Development of social skills, development of social skills is a strategic step to help students overcome self-isolation. These skills include the ability to interact, work together, solve problems, and create positive relationships with other people. In the Islamic boarding school environment, social skills training can be carried out through group activities, such as daily or weekly pickets carried out in groups. Santri can also be involved in activities that encourage active participation, such as being on the PHBI committee (commemoration of Islamic holidays) held by Islamic boarding schools or other major activities. Through purposeful interactions, they learn to understand other people's feelings, express themselves effectively, and build self-confidence. This habit not only reduces feelings of awkwardness or fear in dealing with other people but also

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helps students develop a strong social network, which is an important support in overcoming self-isolation. With consistent guidance, the social skills that are built can become valuable capital for students in living life in the Islamic boarding school environment and in society. 4) Providing gradual psychological support, consistent emotional support can improve students' mental abilities in dealing with things *social withdrawal* in the Islamic boarding school environment. Giving appreciation to students who experience withdrawal and reminding them that they are heard and cared for, with ongoing emotional support can help them feel more confident in overcoming social difficulties. This emotional support can reduce students' tendencies to isolate themselves, because they feel more confident and motivated. When students feel they have support from the people around them, they are braver in facing social challenges and adapt more easily to the Islamic boarding school environment.

The application of the concepts above has proven effective in overcoming *social withdrawal* to students at the Asy-Syaikh Abdurrahman Islamic Boarding School, Jambon Ungaran. The studies conducted show that the approach *Smart parenting* These four concepts help students adapt and interact more easily in the Islamic boarding school environment and the wider community.

The main cause *social withdrawal* to students

The main cause *social withdrawal* students at the Asy-Syaikh Abdurrahman Jambon Ungaran Islamic Boarding School in 2024 are known through several interrelated factors. Firstly, because internal factors include: 1) Closed personality, students who have a closed personality tend to like solitude and are more absorbed in their own world than participating in activities in public, and sometimes they don't feel like they fit in with their peers. 2) Lack of social skills, it is possible that some students experience difficulties in social interaction, they feel uncomfortable when they are in crowded situations, they feel insecure, anxious and awkward when interacting with other people, which makes them tend to withdraw from social interactions. The development of maladaptive social responses can be influenced by a family system that does not provide sufficient support. If students cannot separate themselves emotionally from their parents, they may face problems in social interactions (Sa'idah et al., 2017). 3) Psychological disorders, some emotional disorders such as excessive anxiety, stress, or trauma can hinder a person's ability to interact with other friends. Students who have this psychological disorder may feel uncomfortable or worry too much when in public, and prefer to isolate themselves and avoid social interaction.

Apart from that, the second external factor includes: 1) The new environment, in Islamic boarding schools they are faced with busy and strict activities and regulations which make the students feel pressured. For them, new students definitely feel stressed because life is very different from before when they were still at home, plus having to live together with foreigners who have different backgrounds, cultures and languages can make it a challenging experience, especially for students who are not used to living independently. This new environment can make some of them feel awkward or unfamiliar in interacting, which gives rise to feelings of anxiety and discomfort, leading them to a tendency to withdraw from the social realm, which makes them think it is not normal and inappropriate. 2) Adapt to Islamic boarding school regulations, Islamic boarding schools certainly have quite strict rules such as worship schedules, learning activities, and social regulations and discipline. Students who experience difficulties with Islamic boarding school regulations will feel pressured and feel restricted in expressing their feelings which can cause feelings of stress and discomfort when in social environments. Students who feel burdened by the

strict Islamic boarding school environment can develop negative feelings towards their environment, which can cause social anxiety or fear of causing problems if they break the rules, this can make them prefer to withdraw rather than adapt to the surrounding environment. Life in an Islamic boarding school which has strict rules and a busy schedule of activities can make some students feel constrained. This feeling of pressure can cause them to withdraw from social interactions (prasetyaningrum et al., 2022). 3) Academic pressure, in Islamic boarding schools, students are faced with academic demands whose level of education is higher than in public schools, apart from formal lessons, they are required to follow a special religious curriculum which requires a lot of time to memorize, study and understand complex material. This demand can create feelings of pressure and burden for students when they are unable to keep up, making students feel inferior or less confident when interacting with other friends who may be more successful academically. This feeling of anxiety can increase the risk of students experiencing behavior *social withdrawal* or isolating themselves from the social environment in Islamic boarding schools. 4) Lack of family support, for santri the support of their family or immediate environment has a big influence on the social life of the santri. When students feel they do not receive adequate attention, empathy, or encouragement, they tend to experience difficulties in managing emotions and building self-confidence. This condition can trigger a feeling of isolation and helplessness, which ultimately encourages them to withdraw from social interactions. This withdrawal is often done as a protective mechanism against fear of rejection or negative judgment from others. If left unchecked, this behavior can develop into more serious social isolation, hindering their personal, academic and spiritual development. Because the family is very important in care, especially for preschool children, family support is very necessary (Lestari et al., 2020).

Apart from that, there are causal factors *social withdrawal* on students, according to the results of an interview with K.H Farid Jawahir as the supervisor of students at the Asy-Syaikh Abdurrahman Islamic boarding school, stated that there are several factors that cause students to isolate themselves from social interactions that he observed during his time as a supervisor of students, including: 1) Family factors, lack of emotional support from the family can make students feel insecure and isolated. When communication within the family does not go well, students tend to feel they have no place to share their feelings, which can trigger withdrawal behavior. To be able to understand social principles and emotional relationships, a child must of course be exposed to the needs of interaction between family and the surrounding environment (Rosita, 2018). 2) Environmental factors, the strict and rule-filled Islamic boarding school environment often makes students feel stressed. Lack of opportunities to socialize or interact with friends can lead to social isolation behavior. When the environment does not support positive interactions, students will feel isolated and choose to withdraw. A child's environment influences the development of his or her disciplinary character. This is an internalizing and externalizing process, and it is also a constructive process. These changes affect children's cognitive, affective, social and emotional development. (Utami, 2021). 3) Individual factors, there are times when a child has a shy character, feels inferior compared to other friends or has emotional problems such as anxiety disorders. Students who are always afraid of being judged by others and feeling inadequate allow them to avoid social interactions as a form of protecting themselves from emotional pain. The interconnection of these factors creates conditions that favor the disorder *social withdrawal* to students.

Thus, it is concluded that the combination of internal and external factors has the opportunity to create conditions that are very supportive of the phenomenon *social withdrawal* or withdrawing from the social environment for santri, so attention and strategies are needed to overcome this problem so that santri can be more easily involved in their social activities

Impact of implementation *Smart parenting* towards students who experience it *social withdrawal*

In general, the students who live at the Asy-Syaikh Abdurrahman Islamic Boarding School are a mixture of various ages ranging from 13-26 years old who have different activities outside the Islamic boarding school because this Islamic boarding school only provides religious education, so those students who are still receiving formal education look for schools or campuses outside the Islamic boarding school, where of course the activity schedule and regulations are not tied to the Islamic boarding school they live in. For the students who have graduated from school they usually look for side jobs to fulfill their needs. their own economic needs with the intention of not burdening parents who may be from underprivileged backgrounds but want to continue studying at the Islamic boarding school, of course this has received permission from the Islamic boarding school caretaker on the basis that they must continue to follow the Islamic boarding school's rules and regulations. Therefore, students must be able to divide their time as best as possible between activities outside and inside the Islamic boarding school so that both can be balanced.

Based on the results of research at the Asy-Syaikh Abdurrahman Approach Islamic boarding school *Smart parenting* has a significant positive impact on the development of students' social skills, especially as they live side by side with other people who have various characteristics, behavior and different backgrounds every day as explained above, which certainly causes a lot of pressure, especially for students who have introverted personalities. Not to mention the conflicting schedules of Islamic boarding school activities and activities outside the Islamic boarding school which can make the students feel stressed and exhausted physically and mentally, the parenting style is based on *smart parenting* allowing them to continue to provide emotional and moral support that is important for the social development of students.

From K.H Khavid Mutholib as the caretaker of the Asy-Syaikh Abdurrahman Islamic Boarding School, said that:

> "*Raising children with gentleness is more effective and can touch the child's heart so that the child will feel safe and comfortable interacting with parents and be more open, which ultimately produces children with positive personalities. On the other hand, educating children with violence will produce children with rude behavior, because parents are their first role models or role models. Apart from that, it can also destroy the child's mentality even though in front of our eyes they appear to be obedient.*"

This parenting concept is in line with Islamic teachings handed down by the Prophet Muhammad, namely educating children with gentleness and affection which can create virtuous morals and character. As Allah SWT says in the Al-Qur'an surah An-nisa: 9 which reads:

And let him fear Those who if They left from Behind them offspring Weakness Be afraid On them So let them fear Allah And let them say In words Well done ⓘ

It means: "They should be afraid of those who, if they (die) leave behind them, a weak offspring (whom) they worry about. So, fear God and speak the truth (in terms of protecting the rights of his descendants)."

This verse explains that parents pay attention to the welfare of their children, especially the importance of providing love when educating them, so that they do not feel weak or lose direction. A child's behavior is influenced by the parenting and nurturing patterns applied by parents to their children which can have many influences in the future. By strengthening students' self-confidence and interpersonal skills, this approach helps them be better prepared to face social interactions in the Islamic boarding school environment, both with their peers and teachers (Verawati et al., 2023).

Many people believe that withdrawn behavior does not have a negative impact on children. However, as social creatures, individuals need interaction, communication and relationships with other people to fulfill their self-actualization needs according to Maslow's hierarchy of needs. If these needs can be met, this will have a positive effect and increase a person's enthusiasm for living life (Latifah, 2024).

When students know that they can always rely on their parents for support, they are more courageous to face social fears. They feel motivated to try and learn from experience, thereby reducing the possibility of withdrawing from society. With parenting style *Smart parenting*, children do not feel pressured or intimidated by their parents so that it can affect their psychology (Baharun & Jannah, 2019). Implementation *smart parenting* not only increases students' openness and self-confidence but also strengthens the emotional relationship between students and caregivers. It is hoped that these findings can provide an important contribution to the development of parenting strategies in the Islamic boarding school environment.

CONCLUSION

Based on the research results above, it can be concluded that the approach *smart parenting* effective in reducing behavior *social withdrawal* or withdrawing from the santri. Through open communication, psychological and emotional support, students feel more supported and cared for, which contributes to increasing their social interactions. This research also identified the need to develop social skills and self-confidence, which can help students adapt better in the Islamic boarding school environment. Thus, implementing the strategy *smart parenting* not only helps overcome *social withdrawal*, but also creates a more positive environment for the personal and social development of students, strengthening the close emotional relationship between students and their caregivers, enabling them to participate actively in the boarding school community and wider society.

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