

A Family Education Model Based on Affection to Improve Children's Psychological Well-Being

Suudin Aziz

Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, Indonesia

Suudin.aziz@unugiri.ac.id

Correspondence Email/WA: Suudin.aziz@unugiri.ac.id

Abstract:

This research is motivated by the weakening quality of emotional interactions within modern families, which has led to an increase in psychological problems among children, such as anxiety, low self-esteem, and an inability to manage emotions. This condition highlights the importance of a family education model that does not merely emphasize cognitive aspects or discipline, but also prioritizes affection as a fundamental basis for children's psychological well-being. This study employs a library research method by collecting, reviewing, and synthesizing various scientific literatures related to family education, child developmental psychology, theories of affection, and psychological well-being. Data analysis was conducted through content analysis to identify patterns, key concepts, and relationships among relevant variables. The results indicate that affection-based family education plays a significant role in shaping emotional stability, psychological resilience, and children's moral and social development. Six main components were identified in this model, namely empathetic communication, psychological support, moral-emotional role modeling, consistent parental presence, non-violent parenting, and a safe and harmonious family environment. This model is proven to be relevant in addressing the challenges of modern families facing digital pressures, social changes, and increasing emotional needs of children. The implications of this research emphasize that parents need to enhance their literacy in affection-based parenting as a primary strategy for building children's psychological well-being. In addition, the findings can serve as a reference for educators, counselors, and policymakers in designing more humane family education programs oriented toward children's mental health. Thus, this study makes an important contribution to the development of a comprehensive and relevant family education model in the modern era.

Keywords: *Children's psychological well-being, Family education, love*

INTRODUCTION

The family is the first and primary environment in which children gain foundational educational experiences (Moyles et al., 2017; Nurfazri et al., 2024; Sahri, 2022). Within the family, children learn to recognize values, norms, and behaviors that shape their development in the future. The role of the family as the center of early education cannot be replaced by any formal educational

institution(Hasanah et al., 2020; Lehrer et al., 2017). The interactions that occur between parents and children significantly influence the formation of character, emotions, and psychological well-being(Pecherkina et al., 2023; Yildirim-Kurtulus et al., 2025). Family education built upon emotional relationships and closeness produces a more effective parenting pattern. Through appropriate education, children can grow with a sense of security, confidence, and the ability to manage their emotions. Therefore, the family should be the first place where children find love, care, and moral guidance. A harmonious family environment has been proven to contribute greatly to the psychological development of children.

In the development of modern educational science, the concept of love-based family education has received growing attention. Love-based education emphasizes the importance of warm emotional relationships between parents and children as the foundation of learning. Children who experience affectionate and appreciative interactions tend to have better mental health outcomes. This approach recognizes that education is not merely the transfer of knowledge, but also the formation of emotions, behavior, and moral values. Many studies show that parental affection is a key factor in the success of children's psychological development. When parents show empathy, attentiveness, and positive communication, children are better able to understand themselves and their surroundings. Therefore, family education needs to be directed toward an approach that is humanistic and attentive. This becomes an important basis for designing a more effective love-based family education model.

Globalization and technological development have also impacted patterns of interaction within families. Work mobility, life pressures, and changes in communication styles have increasingly distanced parents and children. These conditions require a family education model capable of restoring emotional closeness. Children in the modern era face various psychological challenges, such as academic stress, social pressure, and uncontrolled digital information exposure. In such situations, parental affection becomes a crucial form of psychological protection. Love-based family education provides space for children to feel valued and understood. Thus, home education should emphasize empathy, emotional support, and two-way communication. This approach is believed to build children's psychological resilience in facing life's challenges.

Despite the well-recognized importance of love-based family education, many families still struggle to implement it effectively. Some parents continue to use authoritarian parenting styles that focus on strict discipline without regard for the child's emotional needs. Many others lack quality time with their children due to work demands. These conditions often lead to psychological problems in children, such as anxiety, low self-esteem, and difficulty adapting socially. A lack of parental understanding about the importance of affection in family education worsens this situation. Additionally, digital media frequently becomes a substitute for parental attention, causing children to lose healthy emotional interaction. This phenomenon highlights a gap between children's psychological needs and the parenting patterns commonly applied. Therefore, a more structured and developmentally appropriate family education model is needed.

Research conducted by Saedi and Safara (2017) examines various types of affection within the family and their impact on the mental health of family members. The results of the study indicate that positive expressions of affection, such as care, emotional support, and interpersonal warmth, contribute significantly to improving mental health and reducing psychological disorders within the family (Saedi & Safara, 2017). Research conducted by Shofiyyah, Komarudin, and Juita (2023) emphasizes that affection plays a very meaningful role in the educational process from an emotional perspective. The study results indicate that an affective-based pedagogical approach can enhance learning engagement, emotional comfort, and the holistic development of students' character (Shofiyyah et al., 2023).

The research conducted by Manyeruke et al. (2021) examines the relationship between attachment, psychological well-being, and educational development in children within transnational families. The results of the study indicate that the quality of secure attachment plays an important role in maintaining children's psychological well-being and supporting their educational development, even within the context of geographically separated families (Manyeruke et al., 2021). Research conducted by Melina and Shodiq (2024) examined the relationship between family roles and psychological well-being in supporting the natural development of children. The results of the study indicate that balanced and supportive family involvement significantly contributes to emotional stability, a sense of security, and the optimal psychological development of children (Melina & Shodiq, 2024).

Based on previous research, it is evident that studies on love-based education have mostly centered on schools or formal educational settings. Few studies have specifically formulated a structured family education model oriented toward children's psychological well-being. Moreover, there is a lack of research integrating emotional, psychological, and moral dimensions into one comprehensive family education model. In fact, families possess unique characteristics that differ significantly from schools, particularly in the intensity of interactions and emotional closeness. This gap highlights the need for developing a more holistic model. This study offers a new approach by integrating affection, psychological needs, and family communication patterns. Thus, this research is expected to contribute theoretically and practically to the development of family education. The resulting model may serve as a reference for parents in optimizing their educational role at home.

This study aims to develop a love-based family education model capable of enhancing children's psychological well-being. It also seeks to analyze forms of effective emotional interaction between parents and children. Additionally, the research aims to identify key components that must be present in a love-based family education approach. This study is expected to provide an overview of strategies for implementing a model of education that aligns with children's developmental needs. Another objective is to offer practical recommendations for parents in creating a supportive and empathetic family environment. The study also seeks to map the relationship between parenting patterns and psychological well-being. Ultimately, the findings of this study may form the basis for the development of future family education programs and policies, contributing to improved family education quality in the modern era.

RESEACRH METHOD

This study employs the library research method, a form of research conducted through the exploration, collection, and analysis of various relevant literary sources(Setiawan, 2018). This method was chosen because the study focuses on developing conceptual and theoretical models of love-based family education. In library research, the primary data are obtained from books, scientific journals, research articles, official documents, and other scholarly works related to the topic(Muhammad Mustofa, 2023). This approach allows the researcher to conduct an in-depth examination of existing concepts, theories, and research findings. Library research also provides

space for theoretical synthesis, which serves as the foundation for formulating a comprehensive model of family education. Through this method, the researcher is able to analyze diverse academic perspectives, both classical and contemporary.

In the data collection process, the researcher uses documentation techniques, namely gathering literature sources through access to online journal databases such as Google Scholar, DOAJ, ResearchGate, and other academic portals. The selection of literature is carried out selectively based on its relevance to the research theme, its level of novelty, and its academic credibility. The sources include studies on family education, child psychology, parenting styles, love-based education, and theories of psychological well-being. The researcher also utilizes literature discussing family education models from the perspectives of psychology and Islamic education to strengthen the theoretical framework. The identification process is conducted systematically by reading abstracts, selecting keywords, and ensuring contextual alignment with the research focus. These efforts ensure that the data used are valid and relevant.

The data analysis technique applied in this study is content analysis. This technique is chosen to uncover meanings, patterns, and relationships among the concepts found in the reviewed literature(Rukajat, 2018). Content analysis is conducted through stages of data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selects key concepts relevant to the study, such as affection, emotional interaction, children's psychological well-being, and family education models. The data presentation stage involves grouping information based on major themes to facilitate the construction of the model structure. Subsequently, the researcher synthesizes the main findings of the literature to develop a conceptual model. This approach enables the development of a strong theoretical framework grounded in the synthesis of various sources.

Data validity in this library research is maintained through source triangulation, which involves comparing multiple literature sources to obtain a more objective understanding. The researcher ensures that all referenced information comes from credible academic sources and is published by reputable institutions. In addition, the researcher avoids the use of non-scientific or theoretically weak sources. Through triangulation, the researcher can identify similarities and differences across research findings, thus producing a more comprehensive analysis. This process

is crucial for ensuring that the proposed model is genuinely based on high-quality literature. Validity is further strengthened by comparing classical theories with the latest research findings.

RESULT AND DISCUSSION

Result

A. Hakikat Pendidikan Keluarga dalam Perspektif Teoretis

The essence of family education, from a theoretical perspective, positions the family as a primary social institution that plays a fundamental role in shaping a child's identity, behavior, and psychological foundation (Vertel et al., 2024). In classical educational studies, the family is understood as the first space where children become familiar with social structures, learn values, and explore their understanding of themselves and the world around them. Scholars such as Émile Durkheim emphasize that education cannot be separated from the social context of the family, as it is within the family that norms, habits, and initial interaction patterns are formed. Jean Piaget's theory of cognitive development reinforces this view by asserting that direct interaction with parents serves as a primary stimulus influencing a child's intellectual development. Additionally, Vygotsky highlights the family as a zone of proximal interaction that enables children to learn through adult guidance. Thus, theoretically, family education is understood as a comprehensive process that integrates caregiving, value instruction, and the shaping of children's emotional structures. All of this demonstrates that the family has a strategic responsibility in creating an early environment conducive to children's growth and development.

From the perspective of developmental psychology, family education serves not only as a medium for value learning but also as the primary foundation for shaping a child's psychological well-being. Bowlby's attachment theory provides one of the most important frameworks explaining how emotional relationships between parents and children directly affect mental development. According to this theory, secure attachment helps children build trust, emotional stability, and positive self-evaluation. Children who experience secure attachment tend to have stronger psychological resilience and better abilities to manage social pressures (Darling Rasmussen et al., 2019). Furthermore, Carl Rogers' humanistic psychology

emphasizes the importance of unconditional positive regard from parents as the basis for healthy personality development. In the context of family education, affection, attention, and emotional support are tangible expressions of such acceptance. Through these positive emotional relationships, children learn the values of love, empathy, and healthy social interaction.

Modern educational literature shows that family education plays a crucial role in developing children's emotional resilience, especially in coping with challenges in the digital era. Amid rapid social changes, technological exposure, and increasing academic pressures, children need a family environment capable of providing emotional stability. Educational experts assert that a harmonious and affectionate family serves as a psychological buffer that protects children from stress, anxiety, and the risk of mental health disorders. A safe emotional environment allows children to develop confidence and courage to explore new experiences. The concept of social-emotional learning (SEL) also positions the family as the most effective center for emotional learning, as daily interactions at home serve as direct experiences for children to recognize, express, and manage their emotions. In addition, families that practice open and dialogical communication help children understand conflict, develop tolerance, and strengthen problem-solving skills. These modern theories reinforce the view that the family is the primary setting for shaping character and emotional intelligence.

Through the synthesis of various theories in education, psychology, and child development, it can be concluded that the essence of family education extends far beyond knowledge transfer or rule enforcement; it is a holistic process of shaping the human person. Family education encompasses moral, emotional, spiritual, social, and cognitive aspects that work synergistically through parent-child interactions. Families that implement love-based educational practices create a calm and supportive learning environment, which serves as a basic requirement for children's mental health. Interactions grounded in empathy and care enable children to develop moral sensitivity and the ability to recognize others' emotions. Moreover, humanistic family education encourages the development of self-regulation, the ability to manage emotions and behavior independently. Theoretical studies also show that families prioritizing affection tend to produce generations that are more stable, cooperative,

and socially intelligent. Therefore, the essence of family education lies in creating a warm, safe, and nurturing home atmosphere that allows children to grow optimally both psychologically and morally.

B. Konsep Kasih Sayang sebagai Basis Pendidikan Keluarga

Affection is the most fundamental dimension in the interaction between parents and children, as it functions as the emotional energy that binds family relationships. In family education, affection is understood not merely as a feeling, but as concrete actions that demonstrate care, attention, and the desire to meet the developmental needs of the child. Developmental psychologists such as Erik Erikson state that the early stages of a child's life are strongly shaped by the quality of emotional interaction with parents. When children experience warmth, security, and acceptance, they develop a basic sense of trust toward the world and the people around them. Therefore, family education requires affection as a foundational prerequisite for healthy psychological development. Through affectionate interactions, children learn to understand emotions, build identity, and develop social competencies. This concept reinforces that family education cannot be separated from strong emotional relationships.

From the perspective of humanistic psychology, affection is understood as one of the primary human needs, especially for growing children. Carl Rogers emphasizes that every individual requires unconditional positive regard in order to develop optimally. In the family context, parental affection becomes a tangible expression of this acceptance. When children feel loved as they are, they develop a positive self-concept, intrinsic motivation, and healthy emotional regulation. Abraham Maslow's hierarchy of needs also places affection as a prerequisite before an individual can reach self-actualization. This indicates that without the fulfillment of emotional needs, children cannot fully develop, either academically or socially. Thus, affection in family education is not merely complementary—it serves as the foundation for the entire process of personality development. Parents who consistently show affection help their children reach their fullest potential.

Meanwhile, in the perspective of Islamic education, affection holds an essential role as a moral value and foundation of parenting. The concept of *rahmah* (compassion) is central to

Islamic teachings in shaping human relationships, including those between parents and children. Prophet Muhammad (peace be upon him) demonstrated gentleness, attention, and polite communication in interacting with children. Love-based family education in Islam includes giving advice with kindness, avoiding violence, and instilling moral values through exemplary behavior. Both classical and contemporary Islamic literature describe affection as an educational method capable of strengthening the spiritual and emotional bond between parents and children. This perspective also emphasizes that children are a trust (amanah) that must be raised with tenderness and care. Thus, Islamic education theoretically supports affection-based approaches as foundations not only for forming good character but also for maintaining children's mental well-being.

Affection plays a vital role as an emotional regulator for children. Those who grow up in affectionate families tend to have better stress management, healthier social relationships, and stronger psychological resilience. Parental affection acts as an emotional shield that helps children feel safe, valued, and not alone when facing life's challenges. Affection is expressed not only through physical gestures such as hugs but also through positive verbal expressions, supportive communication, and emotional presence in the child's daily life. Parents who actively show affection through comforting words, sincere attention, and quality time foster children's abilities to understand and express emotions effectively. Thus, the findings confirm that affection must serve as the primary foundation of family education because it enhances children's mental well-being, emotional stability, and character development holistically.

C. Kesejahteraan Psikologis Anak dan Faktor yang Mempengaruhinya

Children's psychological well-being is a condition in which they are able to navigate daily life with emotional stability, a sense of security, and the ability to express themselves in a healthy manner. In developmental psychology, psychological well-being is influenced by the fulfillment of basic needs such as affection, acceptance, and environmental support. Erikson emphasizes that the early stages of a child's development are crucial for forming basic trust, which becomes the foundation for emotional regulation and personality development. When children receive a responsive and attentive environment, they develop a positive perception of the world and of themselves. Conversely, if these emotional needs are not met, children may

experience difficulties in forming relationships and managing emotions. Thus, children's psychological well-being is greatly determined by the quality of parental interactions as the closest environment. This demonstrates that the family is the primary determinant in fostering children's mental stability.

Emotional support from the family plays a central role in reducing stress levels and improving children's social relationships. The social support theory in psychology reveals that individuals who receive emotional support have greater resilience in facing pressure. For children, such support typically comes from parents through attention, positive reinforcement, and calming communication. Many studies have found that children raised in warm family environments tend to adapt more easily in social settings, show higher empathy, and develop healthier friendships. In addition, emotional support helps children understand that they are not alone, thereby reducing anxiety levels. Children who feel secure are more capable of exploring their surroundings, making decisions, and developing independence. Thus, family support serves as a psychological foundation that sustains children's social and emotional development.

A loving family environment can prevent various psychological disorders in children. Those raised in environments filled with conflict, pressure, or violence are at higher risk of experiencing anxiety, depression, or aggressive behaviors. Conversely, a nurturing environment provides emotional protection that helps children face life's challenges without losing mental stability. The stress-buffering theory explains that affection functions as an effective stress reducer, especially during childhood, which is a sensitive period of development. Affection also helps children build strong emotional regulation, enabling them to avoid impulsive or destructive behaviors. Furthermore, psychological literature shows that children who receive affection tend to develop a positive self-image, which is essential for long-term mental health. Therefore, a loving family environment plays both preventive and constructive roles in children's mental development.

In the context of family education, children's psychological well-being is shaped through healthy communication patterns, parental emotional presence, and consistent attention and guidance. Open communication allows children to express their feelings without fear of

being judged, thereby enhancing their ability to recognize and manage emotions. Parental emotional presence—not merely physical presence—is crucial, as children need to feel heard, valued, and accompanied emotionally. Families that consistently provide support help children build moral and social stability. Moreover, children's psychological well-being encompasses not only emotional dimensions but also moral, social, spiritual, and cognitive aspects. Psychologically well-adjusted children tend to have high learning motivation, strong self-control, and mature social skills. Thus, psychological well-being becomes an important indicator of successful family education, highlighting that education should not only foster intellectual development but also promote mental health.

D. Model Pendidikan Keluarga Berbasis Kasih Sayang

A love-based family education model is an approach to parenting that places the emotional relationship between parents and children at the center of the entire educational process in the home(Shofiyyah et al., 2023). This model is built on the understanding that a child's development is determined not only by cognitive ability, but also by emotional stability, psychological support, and the quality of interactions within the family. In this model, affection becomes the primary foundation manifested through empathetic communication, emotional role modeling, and the consistent presence of parents in the child's life. Parents act not only as educators but also as companions who understand, guide, and support the child in various situations. Education within this model is carried out through a dialogical approach that emphasizes mutual listening, mutual understanding, and mutual respect(Teo, 2019). Affection is not expressed through indulgence, but through healthy boundaries, positive reinforcement, and unconditional acceptance of the child's identity. This model also integrates moral, social, and spiritual values that reflect the character of the family, allowing education to occur naturally through daily routines, habits, and everyday interactions. The love-based family education model involves several key components, namely:

1. Empathic Communication

Empathic communication is an interaction process between parents and children that is carried out with full understanding, acceptance, and sensitivity to the child's emotions. Parents do not merely listen, but they also strive to understand the child's

perspective without judgment. Through empathic communication, children feel valued and accepted, enabling them to express their feelings in a healthy manner. This form of communication involves the use of gentle language, a calming tone of voice, and full attention in every interaction. With empathic communication, children learn to manage their emotions, develop self-confidence, and build strong relationships with their parents. This type of communication also helps reduce conflict within the family and enhances the quality of emotional relationships

2. Psychological Support

Psychological support is a form of parental emotional presence in accompanying the child's mental development(Liu & Zhang, 2023). This support is expressed through attention, positive reinforcement, emotional validation, and the parents' ability to be genuinely present when the child needs comfort or guidance. When the child faces challenges, parents provide calming encouragement rather than demeaning criticism. Psychological support helps enhance the child's sense of security, emotional stability, and mental resilience. Children who receive psychological support from their parents tend to experience lower levels of stress and demonstrate better adaptability. In other words, psychological support serves as an essential foundation for a child's psychological well-being.

3. Moral and Emotional Exemplarity

Moral and emotional role modeling means that parents serve as real examples for their children in behavior, attitudes, values, and emotional management(Harahap et al., 2025). Children learn more from what they see than from what they hear, making parental actions highly influential. This form of role modeling includes honesty, patience, empathy, fairness, and the ability to regulate emotions in difficult situations. When parents demonstrate good behavior, children naturally imitate it and develop positive character traits. Moreover, emotional role modeling teaches children how to respond to conflict calmly and resolve it wisely. Consistent role modeling helps establish strong behavioral and moral patterns within the child.

4. Consistent Attendance

Consistent presence means that parents are not only physically present but also emotionally present in their children's lives. This consistency is reflected in parents' involvement in daily activities, such as accompanying children in learning, playing, storytelling, or simply listening to them talk. Consistent presence builds a strong emotional bond and provides a sense of security for the child. Through this presence, children feel valued and recognized as important in their parents' lives. Consistency is also essential for developing children's self-confidence and emotional stability. The quality of presence is far more impactful than the quantity of time spent, as children can sense when their parents are truly engaged and genuinely care.

5. Non-Violent Parenting

Non-violent parenting emphasizes a caregiving approach that avoids physical punishment, threats, and verbal violence. This approach rejects the use of violence as an educational tool, as it has been proven to harm a child's psychological well-being and cause long-term trauma (Smiley et al., 2021). Instead, non-violent parenting employs dialogical methods such as explanation, mutual agreement, and educational consequences. This approach helps children understand the reasons behind rules and develop self-discipline from within rather than out of fear. In addition, parents are encouraged to manage their emotions well so they do not express anger toward their children. Non-violent parenting fosters children who are calmer, more confident, and better able to regulate their emotions..

6. A Safe and Harmonious Family Environment

A safe and harmonious family environment is a home atmosphere free from extreme conflict, emotional pressure, or situations that create fear in children. Such an environment is characterized by relationships among family members that are respectful, supportive, and protective of one another. A calm and affectionate home atmosphere helps children develop optimally—emotionally, morally, and cognitively. Children who grow up in harmonious families tend to experience lower levels of anxiety and are better able to form healthy social relationships. A safe environment also allows children to feel comfortable exploring, asking questions, and learning. Therefore, families must create an atmosphere that fosters a sense of protection and psychological well-being for children.

Discussion

The findings indicate that the family holds a highly strategic position as the first and foremost educational institution that determines the direction of a child's identity, behavior, and psychological development. The major theories proposed by Piaget, Vygotsky, and Bowlby reaffirm that parental interaction within the family is a dominant factor shaping cognitive, social, and emotional growth. Parenting patterns, attention, and communication structures within the family provide early experiences that form the basis for how children understand the world and themselves. In early childhood, a secure emotional bond (secure attachment) becomes a prerequisite for developing self-confidence, emotional regulation, and other socio-emotional abilities. Thus, family education is not merely the teaching of moral values but an intensive process that integrates cognitive, emotional, and behavioral development simultaneously. The family is not merely a place to live but a learning environment that determines the quality of an individual's development across the lifespan

The concept of affection in family education has proven to be a foundation inseparable from children's psychological development. Both humanistic theories (Rogers and Maslow) and Islamic perspectives emphasize that affection is a basic need that provides children with the emotional safety necessary for healthy growth. In humanistic psychology, affection is understood as unconditional positive regard, which becomes a source for forming a positive self-concept and intrinsic motivation. Meanwhile, in the Islamic perspective, affection (rahmah) is a moral value that must be present in the educational process so that children grow not only emotionally healthy but also morally upright. Moreover, affection functions as an emotional regulator that enables children to cope with stress, develop social sensitivity, and build self-confidence. This indicates that love-based family education is not sentimental but a scientific approach rooted in the developmental needs of the child. Without affection, the family loses its essence as a supportive and psychologically nourishing environment

The literature further shows that children's psychological well-being is a key indicator of the success of family education. Factors such as a sense of security, self-acceptance, emotional support, and healthy communication greatly influence the quality of a child's life. Children raised in affectionate environments are less likely to experience anxiety, depression, or maladaptive

behaviors. The stress-buffering theory asserts that parental affection acts as a natural protector against psychological pressures children may face at various developmental stages. Harmonious family interactions also serve as a psychological shield against increasingly complex social environments, especially in the digital era, which often triggers stress and emotional disorientation in children. Thus, psychological well-being is not only an outcome of family education but also a primary goal pursued through a love-based educational model. Effective family education is education that produces children who are mentally healthy, emotionally stable, and socially mature

The six main components of the love-based family education model—empathetic communication, psychological support, moral and emotional role modeling, consistent parental presence, non-violent parenting, and a safe and harmonious family environment—are interconnected elements that cannot function independently. Empathetic communication serves as the primary means of understanding children's needs and fostering healthy emotional bonds. Psychological support strengthens emotional stability and fosters a sense of security. Role modeling becomes the most effective educational method because children learn best through observing parental behavior. Consistent presence provides emotional stability and builds trust. Non-violent parenting prevents trauma and builds discipline from within the child. Meanwhile, a safe and harmonious environment serves as the container through which all components are applied. These six components form a complete system of family education in which each element reinforces the others, resulting in optimal psychological conditions for a child's development. Without one component, the love-based family education model loses its functional integrity

This discussion demonstrates that the love-based family education model is highly relevant to the dynamics of modern life. Amid increasing academic pressure, digital technology challenges, and rapid social change, children need a family environment capable of providing emotional stability. A love-based educational model not only strengthens parent-child relationships but also prepares resilient, strong-charactered, and mentally healthy future generations. The practical implications of this model include the need for parents to enhance their parenting literacy, improve communication patterns, avoid violence in child-rearing, and create a positive family environment. Theoretically, this model offers significant contributions to the development of holistic and humanistic approaches in family education. Thus, the love-based family education model is not

only relevant but also an urgent necessity to address the developmental challenges faced by children today and in the future.

CONCLUSION

Love-based family education is the most fundamental and effective approach in shaping children's psychological well-being. As the first educational institution, the family plays a major role in forming children's character, emotions, and behavior through warm interactions, empathetic communication, psychological support, and moral role-modeling. Affection has been proven to act as an emotional regulator that fosters a sense of security, psychological resilience, and a positive self-concept in children. Children's psychological well-being increases significantly when the family environment is safe, harmonious, and free from violence. The six components in the model empathetic communication, psychological support, moral-emotional role-modeling, consistent parental presence, non-violent parenting, and a harmonious family environment work synergistically to create a holistic form of family education. Therefore, a love-based family education model is highly relevant in the modern context as an effort to enhance children's emotional, social, and moral development comprehensively.

REFERENCE

- Darling Rasmussen, P., Storebø, O. J., Løkkeholt, T., Voss Line Gaunø and Shmueli-Goetz, Y., Bojesen, A. B., Simonsen, E., & Bilenberg, N. (2019). Attachment as a core feature of resilience: A systematic review and meta-analysis. *Psychological Reports*, 122(4), 1259–1296.
- Harahap, E. F., Khairunnisa, K., Araminta, N., & Sitorus, M. (2025). The Role of Parents as Role Models in Children's Moral Education. *Absorbent Mind*, 5(1), 14–24.
- Hasanah, U., Deiniatur, M., & Training, T. (2020). Character education in early childhood based on family. *Early Childhood Research Journal (ECRJ)*, 2(1), 29–42.
- Lehrer, J., Bigras, N., & Laurin, I. (2017). Preparing children and families for the transition to school: The role of early childhood educators. *International Journal of Transitions in Childhood*, 10(2017), 3–23.
- Liu, K., & Zhang, Q. (2023). Parent--child perception differences in home-based parental

- involvement and children's mental health in China: The effects of peer support and teacher emotional support. *PsyCh Journal*, 12(2), 280–296.
- Manyeruke, G., Çerkez, Y., Kiraz, A., & Çakıcı, E. (2021). Attachment, psychological wellbeing, and educational development among child members of transnational families. *Alpha Psychiatry*, 22(1), 49.
- Melina, E., & Shodiq, S. F. (2024). Understanding the Interplay Between Family Roles and Psychological Well-Being in Supporting the Natural Development of the Childs. *Jurnal Pendidikan Progresif*, 14(3), 2026–2038.
- Moyles, J., Payler, J., & Georgeson, J. (2017). *Beginning teaching, beginning learning: In early years and primary education*. McGraw-Hill Education (UK).
- Muhammad Mustofa, A. B. B. dan F. K. (2023). *Metode Penelitian Kepustakaan (library Research)*. Get Press Indonesia.
- Nurfazri, M., Marinda, S. M., & Irwansyah, F. S. (2024). Empowering families as primary educators in building character foundations in early childhood. *Gunung Djati Conference Series*, 43, 34–47.
- Pecherkina, A. A., Borisov, G. I., & Katkalo, K. D. (2023). Factors contributing to the emotional well-being of schoolchildren. *Перспективы Науки и Образования*, 5 (65), 536–548.
- Rukajat, A. (2018). *Pendekatan penelitian Kualitatif (Qualitative Reseach Approach)*. Deepublish.
- Saedi, Z., & Safara, M. (2017). Types of affection and its effects on mental health in the family. *Iranian Journal of Social Sciences and Humanities Research Vol*, 5(2).
- Sahri. (2022). Strategi Kepala Sekolah dalam Mempertahankan Kualitas Pendidikan di Masa Covid 19. *Paramurobi: Jurnal Pendidikan Agama Islam*, 5(1), 1–10.
- Setiawan, A. A. dan J. (2018). *Metodologi Penelitian Kualitatif*. jejak.
- Shofiyyah, N. A., Komarudin, T. S., & Juita, D. R. (2023). The meaningful role of affection in education: the emotional perspective in pedagogy. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 9420–9434.
- Smiley, A., Moussa, W., Ndamobissi, R., & Menkiti, A. (2021). The negative impact of violence on children's education and well-being: Evidence from Northern Nigeria. *International Journal of Educational Development*, 81, 102327.

- Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture and Social Interaction*, 21, 170–178.
- Vertel, A., Korolenko, V., Shapovalova, O., & Bereziuk, T. (2024). The role of the family in the education and upbringing of children. *Cadernos de Educação Tecnologia e Sociedade*, 17(se1), 54–64.
- Yildirim-Kurtulus, H., Taskin, S., Kurtulus, E., Satıcı, S. A., & Deniz, M. (2025). Parent-Child Well-being Dynamics: A Dyadic Analysis of Parental Characteristics and Child Outcomes in Education and Mental Health. *Child Indicators Research*, 1–19.