

The Role of *Asah-Asih-Asuh* Parenting as Preventive Strategy for Adolescent Identity Diffusion

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Abstract: Adolescent development is a crucial period because individuals are in the process of forming their identities. During this phase, a lack of optimal parenting support can increase the risk of identity diffusion. Identity diffusion is a condition in which individuals are unable to consistently integrate their values, goals, and roles, which can potentially hinder psychosocial development. An approach to parenting considered relevant in supporting identity formation is the *Asah-Asih-Asuh* concept, which emphasizes cognitive stimulation, emotional support, and behavioral guidance. This study aims to examine the role of *Asah-Asih-Asuh* as a preventive strategy against identity diffusion in adolescents. The method used is a Systematic Literature Review (SLR) following the PRISMA guidelines, by analyzing scientific articles from Google Scholar published between 2016 and 2026. The findings indicate that parenting characterized by guidance (*asah*), affection (*asih*), and care (*asuh*) plays a significant role in supporting adolescent identity development and reducing identity diffusion. This study highlights the importance of culturally grounded parenting approaches and identifies research gaps for future studies. Thus, strengthening the concept of *Asah-Asih-Asuh* can support adolescents during their developmental period as a preventive strategy against identity diffusion and strengthen the role of adaptive parenting.

Keywords: *Asah-Asih-Asuh*, Identity Diffusion, Adolescents, Parenting

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1. INTRODUCTION

Adolescence is a crucial developmental period characterized by significant psychological, social, and cognitive changes, during which individuals begin to form and develop their self-identity. At this stage, adolescents actively explore values, roles, and life goals as part of the process of self-discovery [1], [2]. The process of identity formation constitutes the primary developmental task that plays a vital role in determining the direction of life and an individual's future psychological adjustment. According to [3], identity formation is central to the identity vs. role confusion stage, which serves as the primary developmental task of adolescence. During this stage, individuals strive to integrate values, life goals, and social roles to form a coherent and consistent self-identity. A successful outcome of this stage results in a stable identity that supports healthy psychological adjustment, whereas failure can lead to role confusion and difficulties in determining life direction [3], [4].

However, it is not all adolescents who are able to achieve a clear and stable sense of identity. Some adolescents struggle to explore alternative identities or commit to their life choices, leading to a condition known as identity diffusion. This condition is characterized by confusion about life direction, a weak sense of self, and an inability to make future-oriented decisions. Research indicates that adolescents with unstable psychological development and a lack of environmental support are more prone to various problems related to behavior and self-adjustment [5]. This suggests that identity diffusion is not only a developmental obstacle but also has the potential to cause broader psychosocial impacts.

Identity diffusion in adolescents is a condition that needs to be prevented because it has a significant impact on mental health and personality development. Research by A. Rivnýák et al. shows that identity diffusion plays a central role in the emergence of borderline personality disorder traits in adolescents [6]. Additionally, a study by A. Bogaerts et al. found that identity confusion is closely associated with depressive symptoms in adolescents [7]. Another study by F. Penner et al. revealed that negative experiences such as childhood violence or neglect contribute to increased identity diffusion [8]. Furthermore, A. Isenhardt et al. demonstrated that adolescents with identity diffusion are more vulnerable to extremist attitudes due to weak self-identity structures [8]. In fact, a recent study by A. S. Y. Menderes and F. Çuhadaroğlu confirms that identity diffusion is associated

with non-suicidal self-injury in adolescents [9]. Therefore, preventing identity diffusion is crucial from an early age so that adolescents can develop a stable, healthy, and adaptive sense of self.

Adolescent identity development cannot be separated from environmental factors, particularly parenting styles and relationships with significant adults. The parenting styles provided by parents and the social environment play a crucial role in shaping adolescents' self-confidence, independence, and decision-making abilities [11]. Furthermore, a lack of environmental support and limited access to positive guidance can exacerbate developmental challenges in adolescents and increase the risk of maladaptive behaviors [5]. Therefore, parenting practices that emphasize not only control but also emotional support and developmental stimulation are essential.

The *Asah-Asih-Asuh* concept is a form of local wisdom within Indonesia's education and child-rearing system, rooted in the ideas of Ki Hajar Dewantara through the philosophy of the "among" system, which emphasizes a balance between intellectual and emotional development and character building. Conceptually, "asah" refers to cognitive stimulation and education, "asih" to the provision of affection and the formation of emotional bonds, and "asuh" to nurturing, protection, and guidance so that individuals develop independently and optimally [12]. In its development, this concept is not only applied within the family context but has also been integrated into formal education, such as differentiated instruction and values-based character education [13], [14]. Recent studies indicate that the *Asah-Asih-Asuh* approach aligns with modern educational paradigms as it holistically integrates cognitive, affective, and social aspects while being grounded in local culture [15]. The implementation of *Asah-Asih-Asuh* based parenting has been shown to contribute to improved child development, including in terms of knowledge and the formation of adaptive behaviors [16]. Thus, this concept has the potential to serve as a relevant approach in supporting adolescent identity development.

Although research on adolescent identity development has advanced significantly, most studies still focus on individual psychological dimensions such as self-concept, identity exploration, and commitment, which draw heavily on Erikson's theory of identity versus role confusion [3] and Marcia's theory of identity status [17]. This approach tends to view the identity formation process as an intrapersonal phenomenon, thereby paying insufficient attention to the sociocultural context surrounding the lives of adolescents. In fact, recent research indicates that adolescent identity is significantly influenced by cultural values, social norms, and parenting patterns within families and communities [18], [19]. In the Indonesian context, which is rich in local wisdom, a culture-based approach is essential for providing a more holistic understanding of the dynamics of adolescent development. Nevertheless, the integration of local cultural values into scientific studies remains relatively limited and has not yet become mainstream in identity development research [20], [21].

On the contrary, the tide of globalization and the rapid advancement of digital technology have further complicated the process of identity formation among adolescents. Exposure to various global values through social media often leads to identity conflicts, role confusion, and even a tendency toward identity diffusion due to a lack of internalized, stable values [22], [23]. This situation further underscores the importance of a contextual approach capable of integrating local cultural values as the foundation for building a more robust identity. One relevant concept is the *Asah-Asih-Asuh* culture-based parenting approach, which emphasizes a balance between cognitive development (asah), affection/love (asih), and nurturing/care (asuh) [20]. Although this concept has long been known in Indonesian culture, research specifically examining its role in addressing adolescent identity diffusion remains very limited. This indicates a research gap that needs to be addressed through studies integrating developmental psychology perspectives with local wisdom values to produce more contextual and effective strategies.

Therefore, it is important to conduct a comprehensive study to examine the role of the parenting concept as a strategy for preventing identity diffusion among adolescents. This study aims to analyze and synthesize various empirical findings regarding how parenting practices that integrate aspects of cognitive development (asah), affection (asih), and guidance (asuh) *Asah-Asih-Asuh* contribute to the process of adolescent identity formation. Through this study, it is hoped that a more complete understanding can be gained regarding the effectiveness of culture-based approaches in helping adolescents overcome role confusion and build a more stable and adaptive self-identity. This study contributes to the existing literature by positioning *Asah-Asih-Asuh* not only as a cultural parenting practice but as a theoretically grounded preventive framework for adolescent identity diffusion. By integrating local wisdom with established psychological theories, this study offers a "glocal" perspective that bridges traditional values and contemporary developmental challenges.

This study used the Systematic Literature Review (SLR) method, which is a systematic, structured, and transparent approach to identifying, evaluating, and synthesizing relevant research findings based on replicable procedures (Snyder, 2019). In the context of this study, the SLR was used to examine the role of the *Asah-Asih-*

Asuh parenting style as a preventive strategy in addressing identity diffusion among adolescents, by reviewing various studies that discuss the relationship between parenting styles, identity development, and factors contributing to the formation of a healthy identity. The literature selection process was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to produce a more focused synthesis explaining how *Asah-Asih-Asuh* based parenting serves as a preventive measure in helping adolescents build a stable and adaptive self-identity, while also identifying trends and research gaps that still need to be addressed.

2. METHOD

The research method used in this study is a Systematic Literature Review (SLR), which aims to identify, evaluate, and synthesize research findings regarding the role of the *Asah-Asih-Asuh* parenting approach as a preventive strategy against identity diffusion among adolescents. This approach was chosen because it can produce a comprehensive and systematic synthesis of scientific evidence from various previous studies [24], [25].

Data collection was conducted through a literature search on the Google Scholar database using keywords such as *Asah-Asih-Asuh*, adolescent, identity diffusion, identity development, and parenting. The collected articles were limited to the publication years 2016–2026 to ensure recency and relevance. The literature selection process followed the PRISMA 2020 guidelines, which include the identification, screening, eligibility, and inclusion stages to ensure transparency and research replicability [26].

Inclusion criteria included scientific articles discussing parenting, adolescent identity development, and preventive factors against identity diffusion. Meanwhile, exclusion criteria included articles not available in full-text format, not peer-reviewed, or irrelevant to the study’s focus. Additionally, a study quality assessment was conducted to ensure the validity and credibility of the sources used in the synthesis [25]. The selected data were then reviewed and compared to identify the role of parenting in preventing identity diffusion among adolescents. This process involved synthesizing findings from various studies to produce a systematic and meaningful synthesis. Using a PRISMA-based SLR approach, this study aims to provide a deeper understanding of the role of *Asah-Asih-Asuh* parenting as a preventive strategy against adolescent identity diffusion.

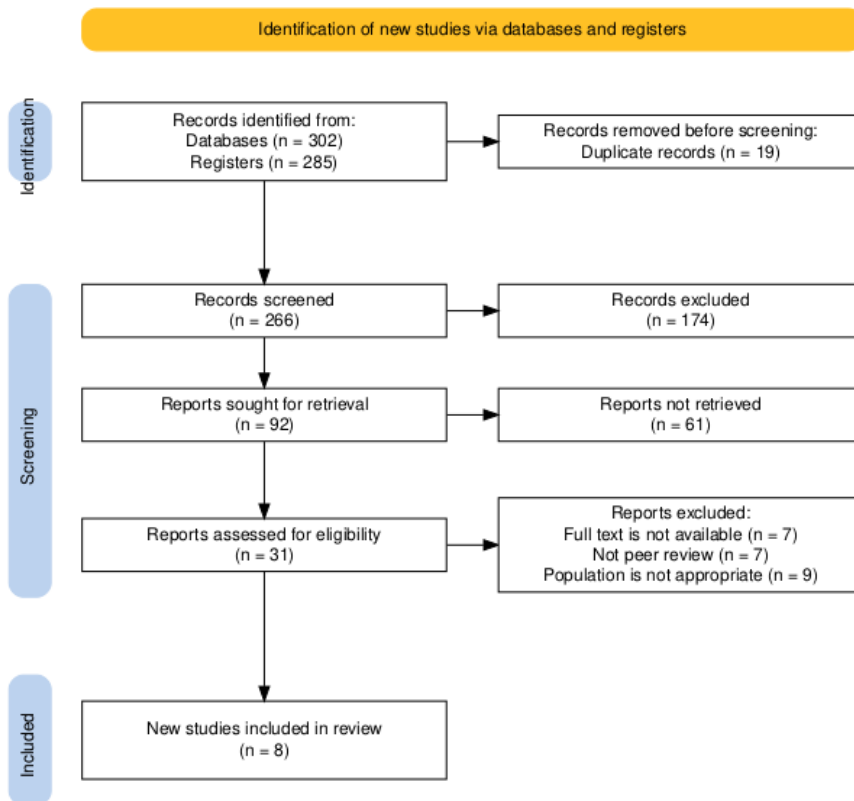


Figure 1. PRISMA 2020 flow diagram

Illustrating the systematic process of study identification, screening, eligibility assessment, and inclusion. From an initial 302 records, only 8 studies fulfilled all inclusion criteria, reflecting a selective and focused body of literature used for the final synthesis. To further strengthen the analytical rigor of this study, a thematic synthesis approach was employed in analyzing the selected articles. After the screening and eligibility stages, each study was systematically examined through a coding process to identify recurring patterns related to the dimensions of Asah (cognitive development), Asih (emotional bonding), and Asuh (guidance and supervision). The analysis was conducted iteratively, allowing themes to emerge inductively while being guided by the theoretical framework of adolescent identity diffusion. In addition, cross-study comparisons were performed to identify similarities, differences, and underlying mechanisms in how parenting contributes to identity development. The quality of the included studies was also critically evaluated based on criteria such as methodological rigor, relevance to the research objectives, and clarity of findings, ensuring that the synthesis is based on credible and reliable evidence.

3. RESULTS AND DISCUSSION

Title	Author (Year)	Research Design	Sample/ Setting	Scope of the Study	Key Findings
The Relevance of the Concepts of <i>Silih Asih, Silih Asah, Silih Asuh</i> in Shaping Students' Character in the Society 5.0 Era [27]	Noni Mulyani, Dedi Koswara, Danan Darajat (2024)	Qualitative	Education and student character development in the Society 5.0 era	The role of <i>Asah-Asih-Asuh</i> in student character development	The values of <i>Silih Asih, Silih Asah, and Silih Asuh</i> remain highly relevant in the Society 5.0 era. These concepts help shape students who are empathetic, resilient, and adaptive to change
Implementation of Local Wisdom <i>Silih Asah, Silih Asih, Silih Asuh, Silih Wawangi, Silih Wawangi</i> in Shaping Students' Character [28]	Sita Aulia Rahmah (2020)	Qualitative	The <i>Bandung Masagi</i> program in Junior High School 2 Bandung	Implementation of values local wisdom for the impact on student character development	The local wisdom values help shape students who are empathetic and socially aware, disciplined and responsible, tolerant and cooperative
Concept of <i>Silih Asih, Silih Asah, Silih Asuh</i> in the Acculturation in Bandung [29]	Santi Susanti & Iwan Koswara (2019)	Qualitative	Community members (informants) in Bandung	The role of <i>Silih Asih, Silih Asah, Silih Asuh</i> as guidelines for communication in Sundanese culture	The values of <i>Silih Asih, Silih Asah, Silih Asuh</i> act as a bridge in the acculturation process between Sundanese and Chinese cultures, also adapt to other cultures without losing their own cultural identity.
The Concept of Asah, Asih, Asuh Education in Feminist Pedagogy and Its Challenges in Indonesia [12]	Sasiana Gilar Apriantika (2024)	Qualitative	Indonesian education system from feminist pedagogy and value-based (local	Integration of Asah-Asih-Asuh with feminist pedagogy	<i>Asah</i> supports critical and contextual education (not value-neutral), <i>Asih</i> strengthens education based on empathy and humane

			wisdom) education perspective		relationships, and <i>Asuh</i> promotes empowerment-based education.
The Role of Sundanese Cultural Values in Parenting Patterns for Instilling Children's Moral and Religious Values in Kampung Pasirgede, Sindangpanon Village, Banjaran [30]	Astri Mahesa, Fitroh Hayati, Arif Hakim (2022)	Qualitative	Parents and children in Kampung Pasirgede, Sindangpanon Village, Banjaran	Sundanese cultural values in parenting, such as <i>asah</i> , <i>asih</i> , <i>asuh</i> and the relationship between local culture and children's character development	Sundanese cultural values, especially <i>asah</i> , <i>asih</i> , <i>asuh</i> , play an important role in parenting practices and help shape children who demonstrate politeness, religiosity, social awareness
The Implementation of the Philosophy of <i>Asah</i> , <i>Asih</i> , <i>Asuh</i> in Strengthening Social Harmony and Character Education in Sega Village [31]	Gede Sugiarka (2025)	Qualitative descriptive	Community members and local leaders in Sage Village	Implementation and role of <i>Asah</i> , <i>Asih</i> , <i>Asuh</i> values in social life	The <i>Asah</i> , <i>Asih</i> , <i>Asuh</i> philosophy is still practiced in Desa Sega, these values contribute to harmonious social relationships and mutual respect and care, local cultural values support the strengthening of character education in a sustainable way
Transformation of Parental Supervision in Reducing LGBT Risk in Banda Aceh City: Analysis of The Concept of Muraqabah and Hadhanah [32]	Qanita, Saifuddin Sa'dan, Gamal Achyar (2026)	Qualitative	Parents, community members, and individuals knowledgeable about Islamic parenting practices in Banda Aceh	The role of family in preventing deviant behavior	The family plays a key role in preventing deviant behavior, through religious values and consistent
Think Globally, Act Locally: The Contextualization of Gentle-Parenting through the Sundanese Values of <i>Asih</i> , <i>Asah</i> , and <i>Asuh</i> [33]	Adinda Aulya Febrianti, Siti Nurbayani, Wilodati (2025)	Qualitative	Sundanese families in the Greater Bandung area	Gentle parenting as a global approach, Sundanese values (<i>Asih</i> , <i>Asah</i> , <i>Asuh</i>)	<i>Asih</i> is expressed through emotional bonding and validating children's feelings, <i>Asah</i> is implemented through dialogue and stimulation of critical thinking, <i>Asuh</i> is reflected in guidance, role modeling, and rational (non-punitive) boundaries

Table 1. Result of the selected studies

Following the screening and selection process, eight studies were identified and included in this review. Building upon the characteristics and scope of these studies, the subsequent analysis synthesizes their key findings to identify recurring patterns and conceptual themes related to the implementation of Asah-Asih-Asuh across different contexts. Based on the analysis of eight selected studies, all of which employed qualitative approaches, the findings consistently indicate that the values of *Asah-Asih-Asuh* play a significant role across educational, familial, and societal contexts. These values are implemented in various domains, including formal education, parenting practices, community life, and cultural interactions. In the educational context, studies by [27] and [28] demonstrate that the integration of Asah-Asih-Asuh contributes to the development of students' character, including empathy, discipline, responsibility, tolerance, and adaptability in the Society 5.0 era. Similarly, [12] highlights that these values align with feminist pedagogy, where Asah promotes critical thinking, Asih fosters empathy, and Asuh supports empowerment-based education. Rather than functioning solely as character-building values, the integration of Asah-Asih-Asuh in educational settings appears to facilitate deeper internalization processes, such as self-regulation, meaning-making, and reflective thinking. These processes are essential in identity formation, as they enable adolescents to actively interpret experiences rather than passively adopt external values.

From a socio-cultural perspective, [29] and [31] show that *Asah-Asih-Asuh* functions as a social foundation that strengthens harmony, mutual respect, and cultural adaptation without losing identity. These values also act as a bridge in multicultural interactions. In the parenting context, [30] and [33] emphasize that Asah-Asih-Asuh is closely related to effective parenting practices. These include emotional bonding, guidance, role modeling, and the development of children's cognitive and emotional capacities. Furthermore, [32] underline the importance of parental supervision and value-based parenting in preventing deviant behavior through consistent moral and spiritual guidance. The findings of this systematic literature review indicate that Asah-Asih-Asuh parenting can be conceptualized as a preventive strategy for adolescent identity diffusion, particularly when viewed through developmental and psychosocial perspectives. Adolescent identity diffusion, as explained by Erik Erikson, occurs when individuals fail to form a stable sense of identity due to a lack of guidance, support, and meaningful social interaction. In this context, the integration of Asah-Asih-Asuh provides a comprehensive approach to addressing these developmental needs.

While the reviewed studies consistently highlight the positive role of Asah-Asih-Asuh, most of them tend to emphasize its effectiveness without critically addressing contextual variations. Factors such as socio-economic background, family dynamics, and cultural diversity may influence how these values are implemented and experienced by adolescents. Therefore, the effectiveness of Asah-Asih-Asuh should not be seen as universally uniform, but rather as context-dependent.

First, Asah (cognitive development) supports adolescents in developing critical thinking and self-understanding. This aligns with findings from [12] and [33], where dialogue and reflective learning help adolescents construct meaning and identity. This is also consistent with social cognitive theory by Albert Bandura, which emphasizes the role of cognitive processes in behavior formation. Second, Asih (emotional bonding) plays a crucial role in preventing identity confusion by fostering secure attachment and emotional validation. Emotional closeness between parents and adolescents helps build self-esteem and a sense of belonging, which are essential for identity formation. This supports Bowlby's attachment theory, which highlights the importance of emotional relationships in psychological development. Third, Asuh (guidance and supervision) provides structure, role modeling, and moral direction. Findings from [30] and [32] show that consistent supervision and value-based parenting reduce the risk of deviant behavior. This aligns with theories of social control, where strong family bonds act as protective factors against risky behaviors.

Moreover, the integration of Asah-Asih-Asuh within cultural and social contexts [29] and [31] suggests that identity formation is not only an individual process but also socially constructed. The presence of cultural values helps adolescents maintain a stable identity while adapting to globalization, as supported by [27]. In addition, the convergence between Asah-Asih-Asuh and modern parenting approaches such as gentle parenting [33] indicates that local wisdom remains relevant in contemporary contexts. This "glocal" approach strengthens the applicability of Asah-Asih-Asuh as a universal yet culturally grounded parenting framework.

Beyond merely demonstrating its application across multiple contexts, the findings suggest that Asah-Asih-Asuh operates as an integrated developmental system rather than a set of separate values. The recurring presence of cognitive (asah), emotional (asih), and behavioral (asuh) dimensions across studies indicates that these elements interact dynamically in shaping adolescents's developmental outcomes. This implies that its contribution is not

only descriptive at the practical level but also structural in forming internal psychological processes related to identity development. Importantly, these three dimensions should not be viewed as independent components, but as an interconnected system that collectively supports identity consolidation. The absence of one dimension may weaken the overall developmental process, which helps explain why adolescents lacking consistent cognitive guidance, emotional support, or behavioral structure are more vulnerable to identity diffusion.

4. CONCLUSION

The systematic literature review highlights that the integration of Asah, Asih, and Asuh parenting values plays a significant role as a preventive strategy against adolescent identity diffusion. Across the eight analyzed studies, these values consistently contribute to cognitive, emotional, and behavioral development in various contexts, including education, family, and society.

The findings indicate that Asah supports the development of critical thinking and self-understanding, which are essential for identity formation. Asih strengthens emotional bonding and provides a sense of security, helping adolescents build self-worth and belonging. Meanwhile, Asuh offers guidance, supervision, and role modeling, which function as protective factors against deviant behavior and identity confusion.

Furthermore, the alignment between Asah-Asih-Asuh and contemporary approaches such as gentle parenting demonstrates that local cultural wisdom remains relevant in addressing modern developmental challenges. The integration of these values not only supports adolescents in forming a stable and coherent identity but also enables them to adapt to globalization without losing their cultural roots. In conclusion, Asah-Asih-Asuh parenting represents a holistic and culturally grounded framework that effectively supports adolescent development and serves as a strong preventive mechanism for identity diffusion.

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