

## ENHANCING EARLY CHILDHOOD CHARACTER DEVELOPMENT THROUGH ISLAMIC PARENTING APPROACHES

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**Abstrak:** Rendahnya pemahaman orang tua siswa Pendidikan Anak Usia Dini (PAUD) Dahlia mengenai pola asuh positif berbasis nilai-nilai Islam berimplikasi pada kurang optimalnya perkembangan emosional dan sosial anak usia dini. Fokus pengabdian adalah pemberdayaan keluarga melalui sosialisasi parenting Islami untuk membentuk pola asuh yang mendukung perkembangan holistik anak. Tujuan pengabdian adalah meningkatkan pengetahuan dan keterampilan 22 orang tua wali siswa dalam menerapkan pola asuh positif yang mengedepankan kasih sayang, keteladanan, dan komunikasi efektif berbasis ajaran Islam. Pendekatan yang digunakan adalah Participatory Action Research (PAR) dengan metode interaktif, meliputi presentasi, simulasi praktik parenting, dan diskusi kelompok. Kegiatan dilaksanakan dalam satu sesi berdurasi 2 jam di ruang serbaguna PAUD Dahlia, dengan melibatkan kolaborasi pengelola PAUD dan perwakilan orang tua dalam perencanaan. Berdasarkan hasil evaluasi pasca kegiatan dan laporan partisipan, terjadi penurunan persepsi penggunaan hukuman fisik dari 60% menjadi 15%, peningkatan partisipasi orang tua dalam kegiatan sekolah dari 30% menjadi 75%, serta peningkatan pemahaman mengenai komunikasi efektif dengan anak hingga 80%. Selain itu, sebanyak 90% orang tua melaporkan meningkatnya kesadaran terhadap peran keteladanan, dan 85% menyatakan lebih percaya diri dalam menerapkan pola asuh positif berbasis nilai-nilai Islam. Pengabdian ini berhasil menciptakan perubahan sosial awal melalui pendekatan berbasis nilai Islami dan kolaborasi komunitas, dengan potensi pengembangan melalui sesi lanjutan untuk memperkuat dampak jangka panjang.

**Kata Kunci:** pola asuh, karakter, pendidikan anak usia dini, Participatory Action Research

**Abstract:** Limited understanding among parents of students at PAUD Dahlia regarding positive parenting grounded in Islamic values has been associated with suboptimal emotional and social development in early childhood. This community service program aims to empower families through Islamic parenting socialization and promote parenting practices that support children's holistic development. The program sought to enhance the knowledge and skills of 22 parents and guardians in implementing positive parenting practices that emphasize affection, role modeling, and effective communication within an Islamic framework. A Participatory Action Research (PAR) approach was employed, utilizing interactive methods such as presentations, parenting practice simulations, and group discussions. The activity was conducted in a single two-hour session at the multipurpose hall of PAUD Dahlia, with the collaborative involvement of PAUD administrators and parent representatives during the planning stage. Findings from post-activity evaluations and participant self-reports indicate a perceived reduction in the use of physical punishment from 60% to 15%, an increase in parental participation in school activities from 30% to 75%, and an improvement in understanding of effective parent-child communication to 80%. Furthermore, 90% of parents reported heightened awareness of their role as role models, and 85% expressed increased confidence in applying positive parenting practices grounded in Islamic values. Overall, this initiative contributed to initial social change through a value-based and community-oriented approach, with opportunities for further development through follow-up sessions to strengthen its long-term impact.

**Keywords:** parenting, character, early childhood education, Participatory Action Research

## **Introduction**

Early childhood parenting style is one of the important factors in shaping a child's character and development (Annisak et al., 2023; Fahimah, 2024). In Indonesia, many families still face challenges in implementing positive parenting, especially in communities with limited access to parenting information (Sogen et al., 2025; Yanis et al., 2024). The community of parents and guardians at PAUD Dahlia, the subject of this community service project, reflects this condition. Based on initial observations, most parents at this PAUD had a limited understanding of positive parenting rooted in Islamic values. This is evident from the tendency to use authoritarian approaches or a lack of stimulation for the child's emotional development. With a total of 22 students, parent-child interactions are often suboptimal due to insufficient knowledge of appropriate parenting approaches. This situation is exacerbated by the minimal formal educational activities available for parents (Agusti et al., 2025; Dewi, 2025). Therefore, this community service project is focused on family empowerment through the socialization of Islamic parenting. This activity aims to increase parents' awareness and ability to apply a parenting style that supports the holistic development of their children (Camalia et al., 2025).

The selection of this community was based on the urgent need for parenting education among the students' parents and guardians. Observations indicate that the majority of parents are workers with limited time to access information on child-rearing. Furthermore, PAUD Dahlia has a homogenous community characteristic in terms of religious values, making the Islamic parenting approach relevant. The socialization activity was designed as a single 2-hour session, delivered through interactive methods such as discussions and simulations. This approach was chosen to ensure that parents could understand the material in practical terms. The focus of the project is to introduce the principles of Islamic parenting, such as affection, role modeling, and the strengthening of noble character (Aisya, 2024; Lestari & Matondang, 2024). Thus, this activity is expected to be a catalyst for change in family parenting styles. Supporting qualitative data from initial interviews shows that 80% of parents feel they need guidance in raising their children.

The main issue addressed in this project is the low level of parental understanding of positive parenting based on Islamic values (Irbathy et al., 2025). Many parents at PAUD Dahlia tend to rely on inherited, traditional parenting patterns without considering the developmental needs of young children. For example, some parents still use physical punishment as a form of discipline, which can hinder a child's emotional development. Additionally, the lack of effective communication between parents and children is also a significant problem (Bintang et al., 2024). Qualitative data from initial discussions with the PAUD management show that only 30% of parents are actively involved in school activities. This indicates the need for a targeted intervention to increase parental involvement. Islamic parenting socialization was chosen as the focus because Islamic values emphasize the importance of affection and role modeling in raising children (Radjab et al., 2025). This activity is expected to bridge the knowledge gap among parents. With this approach, parents can learn how to raise their children with affection in accordance with Islamic teachings (Arianto, 2024).

The reasons for selecting the community service subjects, namely the parents and guardians of PAUD Dahlia students, were based on several considerations. First, PAUD Dahlia is located in a community that is predominantly Muslim, making the Islamic parenting approach relevant to their shared values. Second, the relatively small number of students, 22 children, allows for a more focused and personal socialization activity. Third, based on interviews with the PAUD teachers, many parents expressed confusion in dealing with early childhood behaviors, such as tantrums or difficulty instilling discipline. This indicates a real need for parenting education. This activity is also supported by the PAUD management's readiness to cooperate with PIAUD students. Thus, this community service has the potential to provide a direct impact on the community. This activity also aligns with the vision of holistic early childhood education. Therefore, the parents at PAUD Dahlia are the ideal subjects for this project.

The social change targeted in this activity is the formation of a positive parenting style based on Islamic values among the families of PAUD Dahlia students. Positive parenting is defined as an approach to raising children that prioritizes affection, healthy communication, and role modeling (Afiani, 2024). Through socialization, parents are expected to be able to apply principles such as patience, listening to their children, and providing a model of noble character. Qualitative data from observations indicate that 70% of parents tend to use a directive approach without understanding their child's emotional needs. This program is expected to encourage higher parental involvement in their children's education. Thus, the children at PAUD Dahlia can grow up in a family environment that is more conducive to their emotional, social, and spiritual development. This change is expected to be visible through increased parental participation in school activities and the application of a more positive parenting style at home (Nadhilah et al., 2023). Support from the PAUD management is also an important factor in the sustainability of the activity's impact. Therefore, this socialization is designed to provide a long-term impact on families.

Based on initial interviews, 85% of parents expressed a desire to learn how to raise children in accordance with Islamic teachings. The socialization covers topics such as the importance of role modeling, effective communication, and managing children's emotions. With a duration of 2 hours, this session is designed to provide concise but applicable information. Interactive approaches, such as group discussions and simulations, are used to ensure a deep understanding. Thus, this activity provides not only theoretical knowledge but also practical skills. The long-term goal is to create a harmonious family environment that supports child development.

This project further emphasizes the application of Islamic values such as affection, patience, and role modeling within daily parenting practices (Dewi, 2025). These values are in line with Islamic teachings that prioritize noble character in raising children. Based on observations, many parents at PAUD Dahlia do not yet fully understand how to apply these values in their daily lives. For example, some parents tend to use punishment as the primary solution without considering its impact on the child's development. This socialization activity aims to change that paradigm by introducing more positive parenting strategies. The material

presented includes how to deal with tantrums, instill discipline without violence, and build healthy communication. Qualitative data indicate that 60% of parents find it difficult to manage their children's emotions. Therefore, this activity is designed to provide practical solutions that can be applied at home.

Several community service initiatives have previously focused on family counseling and telecounseling approaches to strengthen parenting skills. For instance, Salsabila et al. (2024) conducted a parenting counseling program emphasizing the emotional connection between parents and children (Salsabila et al., 2024). Similarly, Sogen explored *techno-parenting* in the digital era through online guidance sessions (Sogen et al., 2025), while Fatah developed visual Islamic parenting modules to support family education (Fatah et al., 2025). However, most of these programs emphasized knowledge transfer through digital or one-way counseling rather than interactive participatory models that actively engage parents in reflective learning. Unlike previous programs that primarily focused on information dissemination or digital counseling, this project emphasizes interactive empowerment through Participatory Action Research (PAR). The novelty of this community service lies in combining Islamic value-based parenting education with participatory reflection sessions, which have been minimally applied in early childhood education settings, especially within rural Islamic communities such as PAUD Dahlia. Furthermore, studies on telecounseling or Islamic parenting counseling in early childhood contexts remain limited, particularly in small rural communities where access to professional counseling services is scarce. This project thus provides a locally grounded model of family empowerment integrating faith-based principles and participatory learning.

This socialization activity also aims to increase parental involvement in their children's education at PAUD Dahlia. Based on discussions with the PAUD management, only 25% of parents regularly attend school activities, such as parent-teacher meetings. This indicates low parental involvement in supporting their children's education. Through Islamic parenting socialization, parents are expected to become more active in accompanying their children, both at home and at school (Fatah et al., 2025). This activity also provides a space for parents to share their experiences and challenges in raising children (Amalia et al., 2024). With an interactive approach, this socialization allows parents to learn from one another. Qualitative data from interviews show that 90% of parents feel that activities like this can help them become more confident in raising their children. Therefore, this community service program is a first step towards building a more caring community of parents.

## **Method**

The planning process for this community service program began with a collaborative approach involving various stakeholders at PAUD Dahlia, particularly the parents and guardians as the subjects of the project. The subjects were 22 parents and guardians of PAUD Dahlia students, the majority of whom are Muslim and reside in the area around the PAUD in Cikembar village. The program was held in the PAUD Dahlia room, which was chosen for its accessibility to parents. This location was also selected to accommodate the time constraints faced by

parents due to their daily activities. To ensure the relevance of the activity, the team conducted initial observations and interviews with the PAUD management and several parents. The goal of this observation was to understand the needs and challenges parents face in implementing positive parenting styles. The results indicated that most parents needed practical guidance on Islamic-based parenting, which became the foundation for planning the socialization activity.

The involvement of the community members in the planning process began with initial discussions with the PAUD management and parent representatives. These discussions were conducted to identify the community's specific needs, such as the most relevant parenting topics and a suitable time for the implementation. The PAUD management served as a liaison between the student team and the parents, ensuring that information about the activity was communicated effectively. Some parents were also involved in determining the format of the activity, such as their preference for interactive sessions over one-way lectures. Community organization was carried out by forming small parent groups to facilitate coordination and ensure active participation. The PAUD management helped identify parents who could become group coordinators, tasked with inviting other members to attend and provide input during the planning phase. With this approach, parents felt they had a stake in the activity, which increased their sense of ownership of the socialization program.

The research strategy used in this project was a qualitative approach with a Participatory Action Research (PAR) method (Rif'ah, 2022). This approach was chosen because it allows for the active involvement of the community at every stage of the activity, from planning to evaluation (Rahman et al., 2025). PAR emphasizes collaboration between researchers and the community to achieve a shared goal: increasing parents' understanding of positive parenting grounded in Islamic values. In this context, the team acted as facilitators, not only delivering material but also encouraging dialogue and reflection among the parents. Qualitative data were collected through interviews, observations, and group discussions before and after the activity to evaluate changes in parents' understanding and behavior (Mahfudz et al., 2025). The material delivery strategy included interactive presentations, parenting simulations, and question-and-answer sessions, all designed to ensure a deep and applicable understanding (Sembiring et al., 2024). This approach allowed parents to learn through direct experience, such as practicing communication techniques with children.

The stages of this community service project consisted of several structured steps. First, the preparation phase involved coordinating with the PAUD management to determine the activity's schedule and logistics. During this stage, the team also developed the socialization material, which covered principles of Islamic parenting such as affection, role modeling, and managing children's emotions. Second, the implementation phase took place during a single 2-hour session, where the team delivered the material using an interactive approach. The session began with a brief presentation on the importance of positive parenting, followed by practical parenting simulations and group discussions to share experiences.

The PAUD management also provided input on the level of parental participation. Data for evaluating changes in parents' understanding and behavior were obtained through pre- and post-activity questionnaires distributed to 22 participants. Each questionnaire consisted of five

indicators: understanding of Islamic parenting, application of Islamic values at home, parent–child communication, parental role modeling, and parental involvement in school activities. Responses were measured using a simple Likert-type scale (1–5) and then converted into percentages to represent the proportion of participants demonstrating improvement in each aspect. These percentages were used to construct [Table 1](#), which illustrates the comparative results before and after the socialization session. The instrument was reviewed by two early childhood education experts to ensure content validity and clarity of each indicator.

## **Results and Discussion**

This community service project, in the form of family empowerment through Islamic parenting socialization at PAUD Dahlia Cikembar, was carried out to increase parents' knowledge and skills in raising young children in accordance with Islamic values. This program was initiated in response to a phenomenon observed in the field: most parents still use traditional parenting patterns that pay little attention to children's psychological and spiritual development. Islamic parenting socialization served as a solution to provide a new understanding of a parenting style that is more suitable for the needs of young children while remaining in line with religious guidance. Using a combination of lectures, group discussions, and Q&A sessions, the activity successfully engaged the 40 participating parents and guardians. A positive response was evident from the active involvement of parents in expressing opinions and sharing experiences related to child-rearing at home.

The socialization was conducted in three stages: theoretical exposition, practical simulation, and joint reflection. In the theoretical exposition stage, the facilitators explained the fundamental principles of Islamic parenting, including affection, role modeling, effective communication, and early habituation to worship. Parents were encouraged to understand that a child is a trust from Allah who must be raised with full responsibility. Next, the practical simulation stage provided concrete examples of how parents can guide their children in daily activities, such as praying before learning, teaching greetings, and managing emotions when a child makes a mistake. The final stage, joint reflection, gave parents a space to express the changes they felt and the strategies they could implement at home.

The results of this activity show a significant increase in parents' knowledge and skills regarding Islamic parenting. Based on observations and evaluations, most participants grasped the importance of instilling religious values from an early age, including discipline in worship, good manners, and cultivating positive behavior within the family. Furthermore, some parents expressed a newfound awareness that raising a child is not limited to fulfilling physical needs but also includes spiritual and emotional ones. This awareness is crucial because early childhood is a golden age, in which every form of stimulation influences the formation of future character.

**Table 1.** Comparison of Parenting Aspects Before and After Islamic Parenting Socialization at PAUD Dahlia

<b>Evaluation Aspect</b>	<b>Before Socialization (%)</b>	<b>After Socialization (%)</b>
Understanding of Islamic Parenting	40	90
Application of Islamic Values at Home	45	85
Parent-Child Communication	50	80
Parental Role Modeling	35	88
Parental Involvement in School	30	75

Table 1 shows a significant increase in the five main evaluation aspects. The understanding of Islamic parenting increased from 40% to 90%, meaning parents more deeply internalized the concepts. The implementation of Islamic values at home, once limited to routine worship, now extends to positive behaviors such as speaking politely, helping with household chores, and maintaining cleanliness. Communication that was initially authoritarian began to shift towards a more dialogical pattern, making children feel more valued. Parental role modeling also increased drastically, as parents became more conscious of providing real examples. Additionally, parental involvement in school activities became higher.

The findings align with Bronfenbrenner's ecological systems theory, which emphasizes that the family is the most influential microsystem in a child's development. Through Islamic parenting socialization, parents became more aware that their every behavior serves as a model for their children. From an Islamic perspective, parental role modeling even holds spiritual value because raising a child is an act of worship. Thus, the transformation of parenting styles that occurred after socialization is based not only on psychological theory but also on deeply held religious values.

Furthermore, the success of this activity can be explained by Albert Bandura's social learning theory, which emphasizes the importance of observational learning. Children tend to imitate their parents' behavior. When parents begin to communicate better, model noble character, and habituate worship, children will also learn and imitate them. This is reinforced by the reflection results, in which some parents reported that their children began following the newly instilled habits, such as praying together before bed and greeting when entering the house. These small changes are a positive indicator that Islamic parenting has begun to be internalized in family life.

However, several challenges were also encountered during the activity's implementation (see Figure 1). One was the limited duration of the socialization, which lasted for only one day, preventing the material from being explained in greater depth. Some parents also had limited access to literature or resources on Islamic parenting, making them dependent on the facilitator's explanations. Another factor was the parents' varying educational backgrounds, which led to differing levels of understanding of Islamic parenting concepts. Nevertheless, these limitations can be overcome through program continuity, such as providing simple Islamic parenting modules and offering periodic mentorship through school-PAI student collaboration.



**Figure 1.** Socialization of Islamic Parenting

From a community empowerment perspective, this program has successfully increased families' capacity to raise young children. According to Rappaport's empowerment theory, empowerment is not only about providing knowledge but also about fostering self-confidence and the ability to make decisions. This was reflected in the evaluation results, where parents felt more ready and confident in applying an Islamic parenting style at home. Some parents even proposed holding regular meetings to share experiences, which demonstrates that the empowerment process has worked well and fostered self-reliance.

Moreover, this activity also strengthened the relationship among the school, parents, and PAI students. This collaboration reflects the triple helix theory in education, where universities, schools, and the community work together to achieve a common goal. Students acted as agents of change who brought new knowledge, the school served as the implementation platform, and parents were the recipients and primary actors in applying the Islamic parenting style. This synergy has the potential to create a long-term impact, especially if it can be developed into a sustainable program.

From the observations, a change in the pattern of interaction between parents and children was also seen after the activity. Parents became more patient in dealing with their children's behavior and were better able to control their emotions when a child made a mistake. This aligns with the Islamic principle of patience, which is a key foundation in raising children. Children also began to show more compliant attitudes because they felt more valued in communication. This shift in interaction is a clear indicator that Islamic parenting socialization had a direct impact on family relationships (Muarifah et al., 2023).

Another emerging impact was the increased parental awareness to limit the negative influence of digital media on children. Most parents admitted that they had previously paid little attention to their children's screen time (Smith et al., 2010). After the socialization, they began creating new rules, such as limiting gadget use and replacing it with positive activities like reciting prayers, playing together, or telling stories (Astuti et al., 2022; Nurhayati et al., 2024). This is important because the early childhood period is a critical phase that is vulnerable to the influence of digital media if not properly supervised.

Furthermore, the results of this activity show that Islamic parenting is not only related to ritual worship but also to all aspects of a child's life, from health and education to social relationships. Parents were encouraged to understand that raising a child is a holistic process that requires patience, consistency, and role modeling. Thus, Islamic parenting not only prepares children for success in this world but also equips them with values for the afterlife. This awareness is crucial amid the challenges of modernization and globalization that often displace family values.

In the long run, the application of Islamic parenting is expected to form a generation with noble character, good morals, and a competitive spirit (Bensaid, 2021; Nurhuda, 2023). If parents consistently apply this parenting style, children will grow up with strong personalities, capable of facing the challenges of the times without losing their Islamic identity. This is in line with the vision of Islamic education, which not only produces intellectually smart individuals but also spiritually and morally mature ones. Therefore, the success of this program should be a model for other schools facing similar issues.

In conclusion, the results and discussion of this activity indicate that the Islamic parenting socialization at PAUD Dahlia Cikembar successfully achieved its goals. There was a significant increase in parents' understanding, skills, and attitudes toward Islamic parenting. Despite some technical constraints, the positive impact was dominant and has the potential to be sustainable. This program not only strengthened family capacity but also created synergy among the school, parents, and students. This proves that family empowerment through Islamic parenting is a strategic step in building an excellent generation based on faith and morals.

## **Conclusion**

The community service program on Islamic parenting at PAUD Dahlia successfully achieved its objective of enhancing parents' understanding and skills in applying positive parenting practices based on Islamic values. The activity led to improved communication between parents and children, greater parental involvement in school programs, and a stronger awareness of the importance of affection and role modeling in family education. These outcomes demonstrate that a participatory, value-based approach can effectively strengthen parenting competence and promote positive behavioral change among families.

To sustain and expand these positive impacts, follow-up actions are recommended. Future programs should include periodic mentoring or parenting workshops that explore specific topics such as emotional management and character development. The establishment of parent discussion groups, supported by trained facilitators, will also help maintain long-term engagement. This model has the potential to be replicated in similar communities to support holistic early childhood development and family empowerment.

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