

Creative Parenting for Young Families in Jambi, Jambi Province


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INFORMASI ARTIKEL	ABSTRAK
Kata Kunci: Literasi Parenting Keluarga Muda di Era Digital Participatory Action Research (PAR) Pendidikan Karakter Islami Keterlibatan Ayah dalam Pengasuhan	Keluarga muda di Kota Jambi menghadapi tantangan kompleks dalam pengasuhan anak usia dini di era digital, seperti keterbatasan pengetahuan parenting, tingginya penggunaan gadget yang tidak terkontrol, serta minimnya keterlibatan ayah. Untuk menjawab masalah tersebut, kegiatan pengabdian kepada masyarakat ini dirancang guna meningkatkan literasi pengasuhan keluarga muda melalui program edukasi parenting yang komprehensif dan holistik. Metode yang digunakan adalah Participatory Action Research (PAR), dilaksanakan pada Oktober–Desember 2023 di RT 19 dan 24 Pakuan Baru, Kecamatan Jambi Selatan, dengan melibatkan 50 peserta. Program edukasi mencakup materi tahapan perkembangan anak usia dini, pola asuh demokratis otoritatif dalam perspektif Islam, literasi digital, pendidikan karakter Islami, serta komunikasi efektif orang tua dan anak. Pelaksanaan dilakukan secara partisipatif melalui diskusi, simulasi, dan praktik langsung, sehingga peserta aktif terlibat dalam setiap sesi. Hasil kegiatan menunjukkan peningkatan pengetahuan yang signifikan, dengan kenaikan rata-rata 19,3 poin dari pre-test ke post test, serta 68% peserta mencapai kategori pengetahuan tinggi. Tingkat kepuasan peserta juga sangat tinggi, dengan 92–94% menyatakan sangat puas terhadap materi dan metode penyampaian. Program ini terbukti efektif dalam meningkatkan kapasitas pengasuhan keluarga muda di era digital, sekaligus memperkuat peran ayah dan ibu dalam membangun pola asuh Islami yang adaptif terhadap tantangan zaman.
Keywords: Parenting Literacy Young Families in Digital Era Participatory Action Research (PAR) Islamic Character Education Father Involvement in Parenting	Young families in Jambi City face complex challenges in early childhood parenting in the digital era, including limited parenting knowledge, uncontrolled gadget use, and minimal father involvement. To address these issues, this community service program was designed to enhance parenting literacy among young families through a comprehensive and holistic parenting education initiative. The method applied was Participatory Action Research (PAR), conducted from October to December 2023 in RT 19 and RT 24, Pakuan Baru, South Jambi District, involving 50 participants. The educational materials covered early childhood developmental stages, democratic authoritative parenting from an Islamic perspective, digital literacy, Islamic character education, and effective parent-child communication. Implementation was carried out in a participatory manner through discussions, simulations, and hands on practice, ensuring active engagement of participants in each session. The results demonstrated a significant improvement in participants' knowledge, with an average increase of 19.3 points from pre-test to post-test, and 68% of participants achieving a high knowledge category. Satisfaction levels were also very high, with 92–94% of participants reporting strong satisfaction with the content and delivery methods. This program proved effective in strengthening the parenting capacity of young families in the digital era, while reinforcing the roles of both fathers and mothers in building Islamic based parenting practices that are adaptive to contemporary challenges.

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I. INTRODUCTION

Young families in Jambi City currently face complex challenges in carrying out their parenting role amidst the rapid penetration of digital technology. The phenomenon of early marriage often stems from

parents' unpreparedness to provide optimal developmental stimulation, compounded by uncontrolled exposure to gadgets, which can hinder children's cognitive and social development (Intisari et al., 2024). Early childhood, particularly between zero and six years of age, is a "golden age" during which children's brains develop rapidly, making the role of parents as primary educators crucial in providing developmentally appropriate stimulation (Jeti & Manan, 2022). However, in Indonesia, access to Early Childhood Education (PAUD) services remains unequal, with millions of children in thousands of villages lacking access to formal or non-formal education (Wijaya et al., 2020).

To address this, the Indonesian government has promoted the implementation of Holistic and Integrative PAUD, which encompasses comprehensive education, health, nutrition, care, and protection services. However, the success of this program depends heavily on stakeholder commitment and parental awareness, which is often still low (Dewi et al., 2023). The main obstacle encountered in the field is parents' limited understanding of the nature of child development. Many parents in local communities remain trapped by short-term academic ambitions, such as forcing reading skills without focusing on writing, character development, or moral-religious values (Sodiah & Habel, 2020). This mindset tends to generalize each child's abilities and prioritizes parental desires over the child's actual needs (Aprida et al., 2022)

This knowledge gap is further exacerbated by the low level of father involvement in daily care. In Indonesia, the parenting role is still dominated by mothers, while fathers are often only involved in decision-making or financial responsibilities without a strong emotional presence (Senza et al., 2020). Yet, the physical and psychological presence of a father figure, such as being a playmate and providing affection through touch, significantly contributes to a child's psychological maturity and social adaptation (Jaya et al., 2024). On the other hand, the challenges of the digital era demand a high level of media literacy from parents. Many housewives use gadgets as instant entertainment for their children without active supervision, making campaigns like "Healthy Watching" highly relevant for educating families about limiting screen time and selecting educational content.

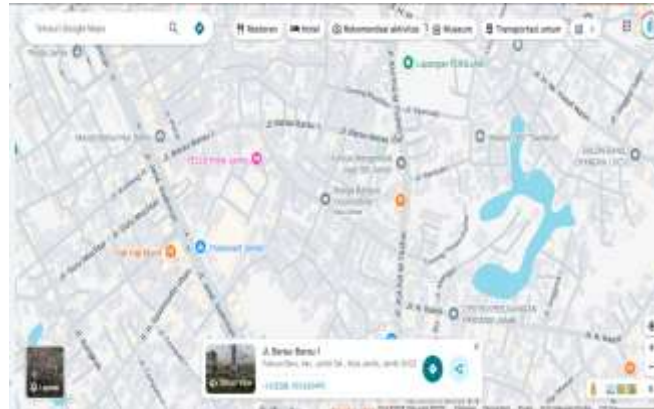
As a concrete solution, programs delivered to the community through parenting education are a crucial instrument for bridging this literacy gap. Structured programs have been proven effective in increasing parents' knowledge of effective communication techniques and democratic-authoritative parenting styles, which are positive for children's emotional development (Nurfahma et al., 2024). Furthermore, innovations such as establishing pilot libraries and reading corners in homes can significantly increase reading interest and basic literacy in early childhood (Azzahra & Safira, 2022). The sustainability of these programs requires comprehensive management, from strategic planning and organizing implementation teams to monitoring through home visits (Sunarsih et al., 2021). Support from early childhood education institutions must also be strengthened through human resource management and accreditation to ensure service quality. Ultimately, cross-sectoral synergy involving community cadres, health workers, and religious leaders is key to building resilience among young families in Jambi City, enabling them to produce a generation that is intelligent, character-driven, and wise in using technology.

Young families in Jambi City face numerous real challenges in raising young children in the digital age. Initial observations in neighborhoods 19 and 24 of Pakuan Baru indicate that most parents do not fully understand the stages of child development, resulting in inappropriate stimulation often. Interviews with participants also revealed high levels of unsupervised gadget use by children, potentially disrupting social and emotional development. Furthermore, father involvement in childcare remains low; mothers assume most of the caregiving responsibilities, thus hindering the balance of parental roles. This situation clearly differs from the ideal, where young families possess adequate parenting literacy, are able to manage technology wisely, and demonstrate synergy between fathers and mothers in supporting their children's growth and development.

This gap between the current and ideal conditions highlights the urgency of a comprehensive parenting education community service program. This program focuses not only on increasing knowledge but also on practical skills in implementing democratic-authoritative parenting in accordance with Islamic values, digital literacy, Islamic character education, and effective parent-child communication. With a participatory approach, this activity is expected to provide real solutions for young families in Jambi City in facing the challenges of early childhood care in the digital era.

II. PROBLEM

Based on the results of initial observations and interviews in RT 19 and RT 24 Pakuan Baru, South Jambi District, several crucial problems were found that young families face in raising early childhood in the digital era, namely limited parenting literacy which often makes children's development stimulation not according to needs, excessive use of gadgets without supervision which has a negative impact on the social emotional aspects of children, minimal involvement of fathers which causes an imbalance in the role of parents in supporting children's growth and development, and a lack of synergy between parents and PAUD institutions so that support for children's holistic development is not optimal. This situation shows a clear gap between actual conditions and ideal conditions, so that it is urgent to implement a comprehensive parenting education program to increase the parenting capacity of young families in Jambi City. The following are Community Service Locations:



Pictures 1 Maps of RT 19 and 24 Pakuan Baru, South Jambi District

III. METHOD

The method for implementing this community service activity uses the Participatory Action Research (PAR) approach. The PAR approach was chosen because it involves active community participation in identifying problems, planning solutions, and implementing educational programs according to their needs (Situmeang et al., 2024), allowing the service team to conduct a rapid assessment of the conditions and needs of the target community through active involvement, both through initiative and participatory means, between members of the parent group and the mentoring team from the Faculty of Tarbiyah and Teacher Training (FTK) UIN Sulthan Thaha Saifuddin Jambi (Herawati et al., 2022).

The implementation of the activity was carried out through several systematic stages, including: (1) the preparation stage, (2) the implementation stage, and (3) the evaluation stage. In the preparation stage, the service team coordinated with PAUD institutions in Jambi City to identify potential participants and conducted a pre-survey to understand the initial conditions of parenting knowledge and practices. The implementation stage of the activity was carried out through a series of integrated methods, namely: (1) lecture or counseling methods, (2) group discussions and questions and answers; (3) simulations and direct practice, and (4) ongoing mentoring. The material was delivered by a team of lecturers from the Faculty of Engineering and Technology (FTK) of UIN Sulthan Thaha Saifuddin Jambi, who specialize in Early Childhood Islamic Education, Developmental Psychology, and Educational Technology (Prayitno, 2021). This community service activity method uses a Participatory Action Research (PAR) approach with systematic stages including preparation, implementation, and evaluation. In the preparation stage, the team conducted observations and initial interviews to formulate the problem and develop a parenting module covering child development, Islamic parenting, digital literacy, character education, effective communication, and stimulation through games. The implementation stage was carried out through interactive training in the form of lectures, discussions, simulations, direct practice, and household mentoring to monitor the implementation of parenting patterns and increase father involvement. Evaluation was carried out using pre and post-tests, observations of parenting practices, and participant satisfaction questionnaires, so that data was obtained on the increase in knowledge, skills, and effectiveness of the program in strengthening the parenting capacity of young families in the digital era.

IV. RESULTS AND DISCUSSION

The community service activity, themed "Educating Young Families Through Parenting in Jambi City, Jambi Province," was implemented from October 14, 2023, to December 2023, systematically through three main stages: preparation, implementation, and evaluation. During the preparation phase, the community service team coordinated intensively with early childhood education institutions in Jambi City to identify potential participants and conducted a pre survey to understand the initial state of parenting knowledge and practices (Anggraini, 2023).

The implementation phase of the activity was conducted through a series of educational sessions lasting two days, totaling eight hours of instruction. Each session was designed to integrate lectures, group discussions, simulations, and hands on practice to ensure participants gained not only theoretical knowledge but also practical skills that could be directly applied in everyday parenting (Nurhasanah et al., 2021). The educational material was delivered by a team of lecturers from the Faculty of Mathematics and Natural Sciences, UIN Sulthan Thaha Saifuddin Jambi, who have expertise in the fields of Early Childhood Islamic Education, Developmental Psychology, and Educational Technology, supported by parenting practitioners and family counselors.



Pictures 2. Implementation of PKM

The first session discussed understanding the stages of early childhood development, which include physical, cognitive, social-emotional, language, and moral-spiritual aspects. Participants were given an in-depth understanding of the characteristics of child development at each age stage and appropriate stimulation to optimize this development. They also discussed authoritative democratic parenting from an Islamic perspective, where participants were invited to understand the differences between authoritarian, permissive, democratic, and indifferent parenting styles, and their impact on child development (Saragih & Fuadah, 2024). Participants were also given an understanding of the importance of implementing a democratic but controlled parenting style, not authoritarian but encouraging open communication about what children want.

The second session discussed digital literacy and parental mediation in the use of technology, which is one of the topics that most attracted the attention of participants considering the high penetration of digital technology in everyday life (Betty & Amseke, 2024). Participants were given an understanding of the positive and negative impacts of gadget use on children, parental mediation strategies which include restrictive mediation, active mentoring, and observant mediation (supervision), as well as how to choose digital content that is educational and in accordance with Islamic values (Ratnaningtyas et al., 2023). The following is a picture of the implementation of PKM



Picture 3. delivery of the 2nd session

The success of this community service activity was measured through several predetermined indicators, namely: (1) increased participant knowledge about parenting, (2) increased participant skills in implementing effective parenting patterns, (3) level of active participant participation in the activity, (4) level of participant satisfaction with the material and delivery methods and (5) participant commitment to applying the knowledge and skills acquired in their daily lives.

The distribution of participants' knowledge categories after participating in the activity also experienced a positive change. As many as 68% of participants (34 people) had high knowledge, 28% of participants (14 people) had moderate knowledge, and only 4% of participants (2 people) still had low knowledge (Pakpahan et al., 2023). This change in distribution indicates that the majority of participants successfully increased their knowledge from moderate and low to high after participating in the educational activity. These results align with previous research showing that structured and comprehensive parenting programs can improve parents' knowledge and skills in effectively raising children.

The improvement in participants' skills in implementing effective parenting was measured through observations during simulation and hands on practice sessions, as well as through self-assessments. Observations showed that the majority of participants (82%) were able to demonstrate effective communication skills with children, emotional management techniques, and mediation strategies using digital technology effectively after participating in the practice sessions (Rahmawati et al., 2023). Participants also demonstrated a good understanding of how to stimulate child development through play and how to integrate Islamic values into daily parenting activities (Rosmerry & Supendi, 2022).



Figure 4. PKM evaluation

The third indicator, namely the commitment of participants to apply the knowledge and skills acquired in everyday life, is measured through a commitment statement written by participants at the end of the activity (Anggraini, 2023). As many as 96% of participants stated their commitment to implementing a democratic authoritative parenting style in educating children, 88% of participants committed to improving their digital literacy and implementing appropriate mediation strategies in the use of technology by children, and 94% of participants committed to integrating Islamic values in daily parenting activities Hasanah, 202. The following is a picture of participants' expressions regarding family parenting:



Figure 5. Participant statements about parenting

Kegiatan edukasi parenting ini memiliki beberapa keunggulan yang menjadikannya relevan dan effective in the context of Jambi City society. First, the educational materials are designed comprehensively and holistically, integrating aspects of child development, Islamic values, and digital literacy, thus aligning with the needs of young families in the digital age (Rozinah et al., 2024). This integration is crucial because

young families today face dual challenges: maintaining traditional and religious values on the one hand, and adapting to technological developments on the other (Fransori et al., 2019).

Second, the implementation method, which combines lectures, group discussions, simulations, and hands on practice, has proven effective in improving not only participants' knowledge but also their practical skills (Sari et al., 2021). The participatory approach applied in this activity allows participants to actively engage in the learning process, share experiences, and learn from each other (Situmeang et al., 2024). This aligns with the principles of adult education, which emphasize the importance of experience and active participation in the learning process.

However, this activity also has several weaknesses that require attention for future improvements. First, the limited number of participants meant that the program's reach was still less than optimal, given the large number of young families in Jambi City who needed parenting education. This limitation was caused by the limited resources of the service team to provide intensive mentoring to participants. Second, the fourday duration of the program was deemed insufficient to significantly change participants' parenting behavior, given that behavioral change requires time and ongoing practice. Third, a comprehensive long term impact evaluation could not be conducted due to time and resource constraints. The evaluation was limited to measuring increases in participants' knowledge and commitment, not actual changes in parenting practices at home. Fourth, not all participants had equal access to digital technology to access digital educational materials and participate in online support groups. This could lead to disparities in the utilization of the learning resources provided after the formal program concluded. The following are the results of the participant tests:

Table 1. Test Results

Knowledge Category	Pre-test (%)	Post-test (%)	Change
low (0-60)	24% (12 people)	4% (2 people)	-20%
medium (61-80)	62% (31 people)	28% (14 people)	-34%
High 81-100)	14% (7 people)	68% (34 people)	54%
Mean	65,4	84,7	19,3
Median	67,5	87,5	20

Based on the table above the parenting education program produced significant changes in participants' knowledge and skills. Pre-test and post test results showed an average increase of 19.3 points, with the distribution shifting from 42% in the low moderate category to 68% in the high knowledge category after the intervention. Observations during simulation sessions confirmed that 82% of participants demonstrated effective communication, emotional regulation, and digital mediation strategies, while self assessments indicated improved confidence in applying Islamic based democratic authoritative parenting. Commitment statements further reinforced these outcomes, with 96% of participants pledging to adopt democratic authoritative parenting, 88% to strengthen digital literacy and mediation, and 94% to integrate Islamic values in daily parenting practices. These findings align with previous studies showing that structured, participatory parenting programs enhance both knowledge and practical skills (Sari et al., 2021). The participatory approach, combining lectures, discussions, simulations, and hands on practice, proved effective in bridging the gap between theory and practice, ensuring that young families in Jambi City not only understood but also committed to applying improved parenting strategies. Nevertheless, limitations remain, particularly the short duration and limited participant reach, which constrained long term behavioral evaluation. Future programs should extend mentoring periods and broaden participant coverage to maximize sustainable impact.

V. CONCLUSION

The parenting education program has successfully achieved its objectives, as evidenced by a significant increase in participants' knowledge (average gain of 19.3 points), improved practical skills in communication, emotional regulation, and digital mediation (82% demonstrated competence), and strong participant commitment to applying democratic authoritative parenting (96%), strengthening digital literacy (88%), and integrating Islamic values in daily parenting (94%). These results confirm that the comprehensive and participatory approach used was effective in addressing the real challenges faced by young families in Jambi City. For sustainability, future programs should expand participant coverage, extend mentoring

duration, and strengthen collaboration with PAUD institutions to ensure long term behavioral change. It is also recommended that subsequent community service activities incorporate continuous digital support groups and follow up evaluations to monitor the actual application of parenting practices at home, thereby maximizing the impact on family resilience and child development in the digital era.

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