**BPJCS**
Bale Pengabdian: Journal Of Community Service
Volume 2, Number 1, 2026
Pages 127-136
E-ISSN: 3123-4488
DOI: https://doi.org/10.65798/bpjcs.v2i1.40
Website: https://journal.at-taawun.org/index.php/bpjcs

# OPTIMIZING PARENTAL ROLES THROUGH PARENTING PROGRAMS TO FOSTER THE DEVELOPMENT OF OUTSTANDING CHILDREN IN JADUGAN HAMLET

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| **Received:** December 21, 2025 | **Accepted:** April 12, 2026 | **Published:** Juni 30, 2026 |
|---|---|---|

**Article Url:** https://journal.at-taawun.org/index.php/bpjcs/article/view/40

## Abstract

*This community service program aimed to optimize parental roles through parenting activities in an effort to foster children with positive character in Dusun Jadugan. The main issue underlying this program was the limited understanding and involvement of parents in the child-rearing process, wherein children's education was often perceived as the sole responsibility of schools. The program was implemented using a Participatory Action Research (PAR) approach that actively involved parents at every stage, including problem identification, action planning, implementation, and reflection. The participants consisted of 1s5 parents who took part in a parenting seminar based on dialogical interaction and shared experiences. The results indicated that the participatory PAR approach effectively encouraged active parental involvement and fostered new awareness of the importance of the family as the primary environment for children's education and character development. The collective reflection process revealed a shift in parents' perspectives toward more positive, communicative, and contextual parenting practices. The discussion of the program's outcomes was further strengthened by relevant theoretical frameworks and previous studies on parenting, parental involvement, and community-based empowerment. Therefore, parenting programs based on the PAR approach proved to be relevant and effective as a community service model for optimizing parental roles and supporting children's holistic and sustainable development.*

**Keywords:** *Parenting; Parental Role; Well-Rounded Child; Participatory Action Research; Community Service*

## A. Introduction

The role of parents in a child's growth and development process serves as the foundation for shaping a child's character, intelligence, and personality holistically (Andini et al., 2025; Koh, 2025). Children are influenced not only by their school and community environments but also by the parenting styles implemented within the family (Hendrawan et al., 2025; Salsabila, 2025). In this context, the family is regarded as the first and foremost educational institution, bearing the strategic responsibility of instilling moral, social, emotional, and intellectual values in children from an early age (Yatni et al., 2025; Lubis & Nihwan, 2025; Indriani, 2025). However, rapid social changes, economic demands, and advancements in information technology have presented new challenges for parents in fulfilling their parenting roles optimally (Daniswara & Faristiana, 2023; Samho, 2024; Rahmawati & Nur, 2025). Parenting styles that tend to be permissive, authoritarian, or even uninvolved remain prevalent and significantly affect the quality of child development (Khanum et al., 2023; Rohayani et al., 2023; Qotrunnada & Darmiyanti, 2024).

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Although the role of parents is normatively recognized as a crucial factor in children's education, the reality at the community level reveals a persistent gap between conceptual understanding and everyday parenting practices. Findings in Jadugan Hamlet indicate that some parents still perceive their children's education narrowly, considering it solely the responsibility of the school. Consequently, parental involvement in supporting learning at home, shaping character, and fostering children's social skills has not yet been optimal. This condition is further exacerbated by parents' limited knowledge of child developmental stages, effective communication strategies, and the importance of emotional engagement in the parenting process. As a result, children's potential to develop into 'outstanding individuals', those who possess positive character, independence, competitiveness, and adequate social skills has not been fully realized.

Academically, parenting has been extensively examined from the perspectives of developmental psychology, education, and family sociology, particularly in emphasizing the strategic role of the family as the closest environment for children's growth and development. Within the framework of ecological developmental theory, the family is understood as a primary component of the microsystem that directly influences child development through continuous and contextual daily interactions, as articulated in the advancement of Bronfenbrenner's bioecological theory in contemporary studies (Oktaviana et al., 2023; Rahman, 2025). In line with this perspective, recent studies on attachment theory indicate that the quality of secure emotional bonds between parents and children contributes significantly to children's social, emotional, and cognitive development, particularly during early childhood (Hanurawati et al., 2025). In the educational domain, the concept of parental involvement has gained increasing scholarly attention, with recent empirical findings confirming that active parental engagement in children's educational processes—both through learning support at home and collaboration withschools—is positively correlated with academic achievement, learning motivation, creativity, and adaptive behavior (Fan et al., 2024; Salianty et al., 2024). According to Widyastuti and Muwa (2025), parents play a strategic role in character education, particularly through instilling core values from an early age. This role is manifested through the habituation of positive behaviors, the cultivation of discipline, the provision of exemplary conduct in daily life, guidance in religious practices, and the fostering of harmonious relationships within the family and with peers. In the contemporary digital era, parents also function as key agents in guiding children toward success across various domains (Nilapancuran et al., 2025). Collectively, these findings affirm that optimizing parental roles should not be viewed merely as a domestic concern but as a strategic effort with broad implications for enhancing human resource quality and promoting sustainable social development.

Although studies on parenting have developed rapidly, most research remains theoretical or focuses primarily on formal educational contexts such as schools, while community service initiatives that directly empower parents at the local level still require further strengthening. A community-based approach is considered more effective because it addresses the real needs of the community in a contextual and participatory manner, particularly in rural areas characterized by strong social ties (Firman, 2021). Parenting programs designed based on local needs have been shown to enhance parents' awareness, knowledge, and skills in supporting children's growth and development, while simultaneously reinforcing the family's role as the primary environment for education (Irfan et al., 2025; Fatah et al., 2025). From a social perspective, optimizing parental roles is highly urgent, as the lack of family support may lead to various emotional, social, and behavioral problems in children, whereas positive and communicative parenting styles contribute significantly to children's mental health and overall family harmony (Prasetyo et al., 2023).

In response to these conditions, a community service initiative was implemented by Universitas Al-Falah As-Sunniyyah in Jadugan Hamlet, Mojosari Village, Puger District, Jember Regency. The program aimed to enhance parents' understanding of effective parenting practices in fostering "outstanding children," defined as individuals who demonstrate strong character, independence, a competitive spirit, and well-developed social competencies.

**B. Method**

This community service program employed the Participatory Action Research (PAR) approach, a method that positioned the community as both subjects and active partners throughout the entire process of implementation (Siswadi & Syaifuddin, 2024; Felani et al., 2025). This approach was selected because it aligned with the program's objective of optimizing parental roles through critical reflection and collective action grounded in the real problems faced by the community. Within the PAR framework, parents did not merely act as recipients of information; rather, they were actively involved in problem identification, program planning, implementation, and reflection on the outcomes. The participants in this program consisted of 15 parents residing in Jadugan Hamlet, Mojosari Village, Puger District, Jember Regency. All participants attended the parenting seminar and engaged in discussion and reflective sessions throughout the program. The participants were selected purposively, specifically targeting parents with school-aged children who were willing to take part in this PAR-based parenting initiative.

Data were collected qualitatively through a combination of participatory observation, reflective discussions, and documentation. Participatory observation was conducted during the planning and implementation phases to examine the level of parental engagement, responses, and interactions throughout the parenting program. Reflective discussions were carried out both during and after the parenting seminar to explore parents' understanding, lived experiences, and shifts in perspective regarding their roles and child-rearing practices. Documentation, including activity records, implementation photographs, and minutes of discussions, served as supplementary data to corroborate and strengthen the field findings.

The implementation of the program began with a stage of problem and community needs identification, conducted through field observations and informal dialogues with community leaders and parents. This stage aimed to explore existing parenting patterns, parents' level of understanding of child growth and development, and the challenges they faced in supporting their children within the family environment. The findings from this identification process served as the foundation for designing a contextual parenting program aligned with the socio-cultural characteristics of the local community.

The subsequent stage involved participatory action planning, in which parents were actively engaged as key participants. During this phase, the community service team collaborated with the community to develop program materials and implementation strategies, including determining the schedule, delivery methods, and activity formats considered most effective and accessible. This collaborative planning process was intended to strengthen the community's sense of ownership of the program.

The action stage was carried out through parenting sessions consisting of material presentations, interactive discussions, and the sharing of parenting experiences among participants. The materials emphasized positive parenting practices, effective parent–child communication, and the family's role in fostering children's character and social skills. The implementation process was

dialogical in nature, allowing parents not only to receive information but also to actively express their perspectives, share experiences, and critically reflect on their existing parenting practices.

The reflection stage was conducted after the completion of the program by jointly evaluating both the process and outcomes with the participants. This phase aimed to assess changes in parents' understanding, attitudes, and awareness regarding their roles in child-rearing, while also identifying areas requiring further improvement or development. Data were collected throughout the program through participatory observation, documentation, and reflective field notes. The data were then analyzed using a descriptive qualitative approach to provide a comprehensive understanding of the effectiveness of this PAR-based parenting initiative.

The PAR approach adopted in this program was expected not only to generate short-term improvements in parents' knowledge but also to foster critical awareness and collective commitment within the community to create a family environment that supports the development of children with positive character, independence, and competitiveness.

## C. Results and Discussion

This section presents the results of the parenting program implementation along with a discussion that connects the field findings to the conceptual framework and objectives of the community service initiative. The findings are presented systematically to provide a clear empirical overview, as well as an in-depth analysis of the significance and implications of the program outcomes.

### 1. Results

The community service program in Jadugan Hamlet was implemented using the Participatory Action Research (PAR) approach, positioning parents as central actors throughout all phases of the program. The outcomes were reflected in a participatory process encompassing problem identification, action planning, implementation, and collective reflection conducted collaboratively between the service team and the community.

During the problem identification phase, preliminary observations and open dialogues were conducted with parents and community leaders. Parents actively shared their experiences and perspectives on the parenting practices applied within their families. The discussions revealed that some parents continued to perceive children's education primarily as the responsibility of schools, while family involvement in character formation, social skills development, and emotional support remained limited. In addition, parents acknowledged a lack of understanding regarding parenting styles appropriate to children's developmental stages. These issues were collectively formulated as priority concerns to be addressed through the parenting program.

The action planning phase was carried out collaboratively, with parents engaged as active partners. The service team and participants jointly determined the most appropriate forms of intervention based on the community's needs. Parents contributed to decisions regarding program content, delivery strategies, and scheduling. Through mutual agreement, a parenting seminar adopting a dialogical approach was designed, integrating material presentations, group discussions, and the sharing of parenting experiences.

The implementation phase took the form of a parenting seminar attended by 15 parents. The session was conducted in a participatory manner, with parents actively engaging in discussions, posing questions, and sharing practical experiences from their family contexts. The materials emphasized the strategic role of parents as primary educators, the application of positive parenting grounded in affection and effective communication, and practical strategies to support children's

development in daily life. The dynamic two-way interactions observed during the seminar reflected a high level of participant engagement in the collective learning process.

The reflection phase was conducted following the seminar to evaluate both the process and its outcomes. Parents were invited to reflect on the insights gained and to critically assess their existing parenting practices. Through open dialogue, participants articulated newly acquired understandings, identified areas for improvement, and expressed commitments to implementing positive changes within their families. This collective reflection represented a crucial component of the PAR framework, fostering shared awareness and responsibility in strengthening parental roles.

Overall, the findings indicate that the PAR approach facilitated the implementation of a parenting program that was participatory, contextual, and responsive to community needs. The consistent involvement of parents across all phases provides a strong foundation for program sustainability and for reinforcing the family's role in supporting children's holistic growth and development in Jadugan Hamlet.

## 2. Discussion

The community service program employing the Participatory Action Research (PAR) approach in Jadugan Hamlet provides a concrete illustration of the need to strengthen parental roles in child-rearing, particularly at the level of understanding and everyday practices. Data gathered during the initial phase revealed that some parents continued to perceive children's education primarily as the responsibility of schools, while the family's role was largely confined to fulfilling basic needs. This perspective emerged organically during open discussions and preliminary dialogues with participants, highlighting the urgent need for a collective learning space for parents. These findings are consistent with previous studies indicating that limited parental knowledge and awareness often result in low levels of family involvement in shaping children's character and social competencies (Rohayani et al., 2023; Qotrunnada & Darmiyanti, 2024). From the perspective of Bronfenbrenner's ecological systems theory of development, this condition suggests that the family's function as the child's primary microsystem had not been fully optimized (Oktaviana et al., 2023; Rahman, 2025). In this regard, the findings of the present community service initiative reinforce the theoretical assumption that the quality of the immediate family environment exerts a direct and substantial influence on children's developmental outcomes.

*Figure 1. Presentation of parenting materials*

Figure 1 illustrates the material delivery stage of the parenting seminar. During this phase, parents demonstrated strong enthusiasm and active engagement in the discussion process. Their participation reflected an emerging awareness that they are the primary agents in shaping their children's character. This shift in parental perspectives on child-rearing has implications not only for

parent–child relationships but also for the overall quality of the child's developmental environment (Sugitanata & Aqila, 2024). The participatory nature of the program enabled parents to recognize that everyday parenting practices play a decisive role in fostering children's character, emotional intelligence, and social competencies (Rochmawan et al., 2023; Setyawan et al., 2025).

Furthermore, changes in parents' attitudes toward communication with their children reinforce previous findings on the importance of high-quality emotional interactions within the family. Attachment theory emphasizes that warm, responsive, and empathetic parent–child relationships contribute significantly to children's social and emotional development (Handajani et al., 2025; Ramadan & Aulia, 2025). In this context, the parenting program functioned not merely as a knowledge-enhancement initiative but also as a space for relational transformation, encouraging parents to adopt more dialogical and supportive communication patterns (Wahyuni, 2025). These findings demonstrate that community-based interventions can serve as effective mechanisms for transforming parenting practices from predominantly instructive approaches toward more relational and responsive ones.

Figure 2 presents the closing session of the community service program. Through this seminar, parents came to acknowledge that children's education is not solely the responsibility of schools, but that families play a substantial and irreplaceable role. From the perspective of parental involvement in education, these findings are consistent with empirical studies demonstrating a positive correlation between parental engagement and children's academic achievement, learning motivation, and creativity (Fauziyyah & Lestariningrum, 2024). However, unlike institution-centered approaches, this initiative emphasized the family as the primary agent of education within the home environment. Accordingly, the academic contribution of this program lies in reinforcing the paradigm that optimizing parental roles must begin with empowering the family as the fundamental social unit, particularly within rural community contexts.

*Figure 2. Documentation of parenting training*

The PAR approach employed in this program also carries important theoretical implications for the study of community service and community empowerment. PAR emphasizes collaboration, critical reflection, and collective action as fundamental mechanisms of social transformation (Oktavia et al., 2025). In this initiative, parents were not positioned as passive recipients of parenting knowledge; rather, they functioned as active subjects who contributed to the construction of shared understanding through experiential exchange and collective reflection. This participatory process strengthened the community's social capital, which, from an empowerment perspective, constitutes a crucial prerequisite for sustaining behavioral change (Zamzam et al., 2025). Accordingly, the PAR-based parenting program generated not only individual-level transformations but also the potential to cultivate a more constructive and reflective collective parenting culture.

The findings further highlight the importance of developing a community-based parenting model that integrates PAR principles with positive parenting approaches. Such a model positions parents as primary agents of change, mobilizes local social capital, and contextualizes interventions

within the socio-cultural realities of the community. This contribution extends beyond the local setting and may serve as a reference framework for community service initiatives in other regions with similar socio-cultural characteristics, particularly in developing countries facing parallel challenges in strengthening family roles.

Taken together, the PAR-based parenting program demonstrates substantial academic and practical significance. Academically, it contributes to the discourse on the interrelationship between parenting practices, parental involvement, and community empowerment. Practically, it provides empirical evidence that contextual and participatory approaches are capable of fostering more meaningful and sustainable transformations. The broader implication of these findings lies in their potential to inform alternative models for strengthening family roles in children's education, adaptable across diverse cultural and social contexts.

## D. Conclusion

The community service initiative implementing a Participatory Action Research (PAR)-based parenting program in Jadugan Hamlet was undertaken in response to the limited parental understanding and involvement in child-rearing identified during the initial assessment phase. Through the PAR approach, parents were actively engaged across all stages-problem identification, planning, implementation, and reflection-allowing the program to function not merely as a platform for information dissemination but as an empowerment process fostering a transformative shift in perspectives regarding the family's role in children's education. The findings indicate that the participatory process cultivated greater parental awareness that children's education and character formation cannot be fully delegated to schools, but instead require intentional and sustained family engagement. Moreover, the community-based parenting approach strengthened collective commitment within the community to create a more supportive, contextual, and development-oriented family environment. Overall, this initiative affirms that the PAR approach is both relevant and effective for community-based parenting programs. It demonstrates strong potential as an adaptive service model for optimizing parental roles in fostering children with positive character, independence, and well-developed social competencies.

## Acknowledgments

The authors would like to express their sincere gratitude to the Institute for Research and Community Service (LP2M) of Universitas Al-Falah As-Sunniyyah for the support and facilitation provided, which enabled the successful implementation of this community service program. Appreciation is also extended to all parties who contributed to the execution of this initiative, particularly the community members of Jadugan Hamlet, Mojosari Village, Puger District, Jember Regency, for their active participation and cooperation throughout the program.

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