Community Development Journal (hal: 628-634)
Volume 9. No. 2
Agustus 2025

p-ISSN: 2580 5282
e-ISSN: 2580 5290
DOI: 10.33086/cdj.v9i2.7780

Improving Parental Knowledge through Parenting Counseling in Wage Village, Taman District

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Submitted article	071825
Reviewed article	081125
Accepted article	073025

Abstract

Parenting education programs are widely promoted as a means of improving parental practices and supporting early childhood development. However, evidence regarding their comprehensive impact on children's emotional and social development remains mixed. This study aims to critically assess the effectiveness of a short-term parenting education intervention in modifying parenting patterns and influencing emotional development outcomes among children aged 1–5 years in Wage Village, Taman District, Sidoarjo Regency. A quasi-experimental design with a one-group pretest–posttest approach was employed. Fivety parents were recruited using purposive sampling. Participants completed a validated questionnaire measuring two dimensions of parenting (authoritative and authoritarian) and five indicators of children's emotional development. The intervention consisted of a 20-minute counseling session on positive parenting strategies. Data were analyzed using paired sample t-tests with a significance level of $\alpha = 0.05$. Findings revealed a statistically significant reduction in authoritarian parenting scores ($p = 0.000$) and improvements in certain child emotional indicators, specifically behavioral problems and hyperactivity ($p < 0.005$). However, no significant changes were observed in peer relationships ($p = 0.398$) or prosocial behavior ($p = 0.185$). While the intervention showed measurable short-term effects on reducing rigid parenting styles and some behavioral issues, its influence on children's social competencies remained negligible. These results suggest that short-term parenting education may be effective for addressing immediate behavioral concerns but is insufficient for fostering comprehensive social and emotional growth. Factors such as peer interaction, school environment, and cultural context likely play a stronger role in shaping these aspects. Sustainable, multi-sector strategies integrating community engagement, school-based programs, and ongoing parental support are recommended. Parenting education should be implemented as part of a broader, long-term framework to ensure lasting improvements in both parental practices and children's holistic development.

Keywords: parenting; parenting education; early childhood emotion; community service

Abstrak

Program edukasi pengasuhan anak (parenting education) banyak dipromosikan sebagai upaya untuk meningkatkan pola asuh orang tua dan mendukung perkembangan anak usia dini. Namun, bukti mengenai dampaknya terhadap perkembangan emosional dan sosial anak secara komprehensif masih menunjukkan hasil yang beragam. Penelitian ini bertujuan untuk menilai secara kritis efektivitas intervensi edukasi pengasuhan jangka pendek dalam mengubah pola asuh dan mempengaruhi hasil perkembangan emosional pada anak usia 1–5 tahun di Desa Wage, Kecamatan Taman, Kabupaten Sidoarjo. Desain kuasi-eksperimen dengan pendekatan satu kelompok pretest–posttest digunakan dalam penelitian ini. Sebanyak 50 orang tua dipilih dengan teknik purposive sampling. Responden mengisi kuesioner tervalidasi yang mengukur dua dimensi

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pola asuh (otoritatif/demokratis dan otoriter) serta lima indikator perkembangan emosional anak. Intervensi berupa sesi konseling selama 20 menit mengenai strategi pengasuhan positif. Analisis data dilakukan menggunakan uji *paired sample t-test* dengan tingkat signifikansi α = 0,05.
Hasil menunjukkan adanya penurunan signifikan pada skor pola asuh otoriter (p = 0,000) serta perbaikan pada beberapa indikator emosional anak, khususnya masalah perilaku dan hiperaktivitas (p < 0,005). Namun, tidak ditemukan perubahan signifikan pada hubungan dengan teman sebaya (p = 0,398) maupun perilaku prososial (p = 0,185). Meskipun intervensi memberikan efek jangka pendek terhadap penurunan gaya asuh yang kaku dan beberapa masalah perilaku, pengaruhnya terhadap kompetensi sosial anak masih terbatas. Edukasi pengasuhan jangka pendek efektif untuk menangani masalah perilaku yang bersifat segera, tetapi belum cukup untuk mendorong perkembangan sosial dan emosional yang menyeluruh. Faktor interaksi dengan teman sebaya, lingkungan sekolah, dan konteks budaya kemungkinan memiliki pengaruh yang lebih besar. Strategi berkelanjutan yang melibatkan dukungan komunitas, program berbasis sekolah, dan pendampingan orang tua secara berkesinambungan sangat dianjurkan. Edukasi pengasuhan perlu diintegrasikan ke dalam kerangka jangka panjang yang komprehensif agar menghasilkan peningkatan berkelanjutan pada pola asuh orang tua dan perkembangan anak secara holistik.
Kata Kunci: pengasuhan anak; edukasi parenting; emosi anak usia dini; pengabdian Masyarakat

INTRODUCTION

Children often provide responses that are insufficient to meet parental expectations, which can encourage the emergence of specific parenting patterns within the family. Child development research consistently shows that the family constitutes the most influential microsystem in supporting a child's growth and development. In particular, parents hold a vital role in fostering children's independence. Various factors influence this independence, one of the most critical being the family environment, especially the role of parents (Du et al. 2022). Parental control, clarity in communication, and consistent demands for maturity contribute significantly to children's learning motivation, which in turn enhances their intellectual capacity. The type of parenting applied has a substantial impact on children's development; therefore, it is crucial for parents to adopt the most supportive parenting style to ensure optimal mental health outcomes. A positive parent–child relationship is also a key determinant of developmental success, as it strongly shapes the child's growth trajectory. The role of parents in facilitating optimal development cannot be overstated. Growth and development represent a fundamental process for children and serve as the foundation for achieving educational success, both of which are profoundly influenced by parenting practices. Every family employs different parenting approaches shaped by a variety of factors, including parental education, socioeconomic status, environment, and cultural norms. Within the family environment, children acquire essential behavioral foundations for their future lives. Character education begins primarily within the family setting and serves as the child's first and most influential source of values and behavior (Liang 2021). Development is influenced by various environmental systems, with the family positioned within the microsystem—the immediate context in which the child resides. This microsystem encompasses parents, peers, school, and the surrounding community, all of which facilitate close interactions with primary social agents such as parents, teachers, and friends. One critical aspect of child development is socio-emotional growth, which involves the interrelated development of emotional regulation and social behavior. Emotional development cannot be separated from social development, and vice versa, as both dimensions mutually influence one

p-ISSN: 2580 5282
e-ISSN: 2580 5290
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another (Lhendup 2022).

The survey conducted in February 2025 revealed that among 15 participating parents, 7 practiced an authoritarian parenting style, 3 adopted a permissive approach, and 5 applied an authoritative model. Meanwhile, of the 15 children aged 3–5 years, 8 demonstrated inadequate social-emotional development, characterized by tendencies such as social withdrawal and fear during interactions with others. These findings underscore the critical need for educational interventions on parenting models to support and enhance children's social-emotional development effectively

GENERAL DESCRIPTION OF THE COMMUNITY, PROBLEMS AND TARGET SOLUTIONS

General Description

This community service activity aims to empower parents from children aged 1 to 5 years in Wage Village, Taman District, Sidoarjo Regency, through education and mentoring programs that focus on parenting and early childhood emotional development. The target group consisted of 50 parents from diverse socioeconomic backgrounds, mostly in the lower middle class, who faced challenges in both the education and health sectors particularly related to inadequate parenting knowledge and the emergence of emotional and behavioral problems in children.

Table 1. Description of the target

No	Name of Target	Characteristic of Target	Amount	General Problem of Target
1.	Non-Economic Goals	Parents of Children Aged 1-5	50	Problems in the Health and Education Sector

Table 1 explains that the target group for this activity was all parents with children aged 1 to 5 years, with a total of 50 participants. The characteristics of the target group have similar health and educational problems, especially those related to early childhood parenting and emotional development.

Problem

Problems in the field of education, health sector

Table 2. Problems and solutions

No.	Problem	Percent	Solution	Goal indicators
1.	Education: knowledge and skill level	57%	Knowledge transfer mentoring	Improve your knowledge score and skills
2.	Health: poor parenting practices	52%	Parenting style practices, health class interventions	Increased emotional children's regulation child

Target Solutions

The program's solutions are focused on health through classroom learning, parenting practices, and role modeling. The goal is to improve parents' knowledge and skills in early childhood care.

METHOD

In this activity, the 20 respondents will be divided into two groups, namely the intervention group that received counseling and the control group that did not receive counseling. Group division is carried out by taking into account the level of knowledge and experience of parents in parenting. Initial knowledge was measured using a standardized questionnaire that had been

p-ISSN: 2580 5282
e-ISSN: 2580 5290
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validated, while parenting experience was based on the length of parental involvement in parenting and active role in child development activities. Respondents with a relatively balanced level of knowledge and experience will be distributed proportionally into both groups to achieve homogeneity. This aims to minimize the bias of differences in basic characteristics between groups so that the results of the intervention can be compared more validly. Thus, the differences that arise in the results of the study can be more reflective of the effectiveness of the counseling provided, not solely because of variations in the level of knowledge or previous experience. The data was analyzed using SPSS software**.** *paired sample t-tests* are used to see the difference in scores before and after the intervention. The significance level is set at $\alpha = 0.05$**.**

RESULTS AND DISCUSSION

Result

Analysis was conducted on the two main dimensions of parenting before and after parenting interventions.

Table 3. The result of the t-test

Parents	Average test	Pre- Post-test average	t-value	p-value
Authoritative	3.4	2.6	6.658	0.000
Authoritarian	4.6	2.4	9.575	0.000

The test was carried out on five indicators of children's emotions and behavior. The results of the statistical calculation can be seen in the following table.

Table 4. Results of *the* Child Emotional Development T Test

Children's Indicators	Average	Pre- Post-test average	t-value	p-value
Emotional	3.6	2.2	4.873	0.000
Behavioral	3.6	2.2	4.156	0.001
Hyperactive	3.6	2.4	3.387	0.003
Problematic peer relationship	3.6	3.2	0.865	0.398
Proposal Behavior (prosocial)	3.2	3.6	-1.377	0.185

Analysis was performed on three pairs of pretest and posttest data to measure changes in scores before and after the parenting intervention.

Table 5. The result of the t-test

Test Pairs	Average Pre- test	Post-test average	t-value	p-value
Pretest1 – Posttest1	3.95	2.55	6.658	0.000
Pretest2 – Posttest2	3.55	1.80	5.872	0.000
Pretest3 – Posttest2	3.45	1.80	5.819	0.000

4.Children's Emotional Samples

Test Pairs	Mean Difference	t	p	Cohen's d	Effect Interpretation
Pretest1 – Posttest1	1.000	4.873	0.000	1.090	Big
Pretest2 – Posttest2	1.000	4.156	0.000	1.046	Big
Pretest3 – Posttest3	0.800	3.387	0.003	0.892	Medium – large

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Pretest4 – Posttest4	0.250	0.865	0.398	0.277	Small
Pretest5 – posttest5	-0.350	-1.377	0.185	-0.296	Small – insignificant

Discussion

The results of this community service activity reveal a substantial improvement in parenting practices and children's emotional well-being following the implementation of a structured parenting education program in Wage Village, Sidoarjo Regency. The analysis of parenting style demonstrates a marked shift from less effective approaches toward more democratic, nurturing practices. For the authoritative (democratic) dimension, the average score decreases from 3.4 before counseling to 2.6 afterward ($t = 6.658$, $p = 0.000$), reflecting a statistically significant enhancement in parents' ability to apply balanced, dialogue-based parenting. This change indicates that participants internalize the principles of positive parenting, reducing self-reported errors in its implementation. For the authoritarian dimension, the average score declines sharply from 4.6 to 2.4 ($t = 9.575$, $p = 0.000$), signifying a successful reduction in rigid, command-oriented approaches with minimal child engagement. These findings affirm that the educational intervention effectively promotes healthier communication patterns and decision-making processes within families.(Dwi Masita et al. 2022) The program also demonstrates a notable influence on several aspects of children's emotional development, as reported by parents. Emotional problems show a significant reduction from 3.6 to 2.2 ($t = 4.873$, $p = 0.000$), suggesting fewer symptoms such as excessive crying, mood swings, and anxiety. Behavioral problems decline from 3.6 to 2.2 ($t = 4.156$, $p = 0.001$), reflecting decreased tendencies toward defiance, anger, and disobedience. Hyperactivity scores drop from 3.6 to 2.4 ($t = 3.387$, $p = 0.003$), indicating improved self-regulation and calmer behavior. However, problematic peer relationships decrease only slightly (3.6 to 3.2; $t = 0.865$, $p = 0.398$) and prosocial behaviors increase modestly (3.2 to 3.6; $t = -1.377$, $p = 0.185$), with neither change reaching statistical significance. This pattern suggests that while parenting education strengthens emotional regulation within the home, broader social skills may require longer-term interventions or direct engagement with children in peer-group contexts. Statistical analysis supports the robustness of these outcomes. All three paired comparisons in Table 1 yield p-values of 0.000, confirming highly significant differences pre- and post-intervention. Effect size analysis using Cohen's d shows very large impacts ($d > 1.0$) in two parenting dimensions and a large impact ($d = 0.892$) in a third, while the remaining two dimensions register small, non-significant changes ($d < 0.3$). These results align with (Du et al. 2022) assertion that democratic parenting fosters emotional stability by providing children with a secure, respectful environment where they can express themselves, make decisions, and internalize social boundaries. The limited changes in peer relations and prosocial behaviors are consistent with (Wu 2024), observation that these aspects are strongly influenced by external social environments beyond parental control, such as school and community interactions. From a theoretical standpoint, the significant reduction in authoritarian parenting confirms the intervention's capacity to dismantle rigid, disengaged patterns, while the growth in democratic parenting indicates the establishment of an emotionally supportive home environment. These findings align with Bandura's social learning theory, emphasizing that children acquire social competencies by observing and imitating trusted role models particularly parents (Brackett et al. 2019; Finch et al. 2018; Rautakoski et al. 2021). By integrating structured, culturally sensitive parenting education into community service initiatives, this program not only addresses immediate parenting challenges but also lays a foundation for the long-term development of children's character, emotional resilience, and social competence.

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e-ISSN: 2580 5290
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CONCLUSION AND SUGGESTIONS

The results of the study indicate that parenting education does not have a comprehensive or consistent impact on parental practices and early childhood emotional development. Although the paired sample t-test shows a statistically significant decrease in authoritarian parenting ($p = 0.000$) and certain emotional problems in children such as problematic behavior and hyperactivity ($p < 0.005$), these improvements appear to be limited in scope and may not be sustained over time. More importantly, no significant changes are observed in peer relationships and prosocial behavior, which are crucial for children's social competence and long-term adjustment. The absence of meaningful progress in these domains suggests that short-term parenting education, while beneficial for addressing some immediate behavioral concerns, is insufficient to bring about holistic developmental change. It is therefore argued that without continuous reinforcement, broader community engagement, and integration with school- and peer-based interventions, the effects of parenting education may remain partial and temporary.

ACKNOWLEDGMENT

The author would like to express his deepest gratitude to the Government of Wage Village, Taman District, Sidoarjo Regency, for the support, permits, and facilitation that have been provided during the implementation of this research. Gratitude was also expressed to the parents of the participants who have actively participated in this program. The commitment and enthusiasm shown during the activity became an important foundation in the successful implementation of the intervention, so also Universitas Nahdlatul Ulama Surabaya as funding this activity

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