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Parenting Seminar on Positive Childrearing to Enhance Parents' Understanding in Early Childhood Education

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Abstract

Background: Parenting plays a crucial role in shaping early childhood development, particularly in fostering children's cognitive, emotional, and social growth. However, many parents still have limited understanding of positive childrearing practices, which may affect the quality of children's development. This condition indicates the need for educational interventions that can improve parents' knowledge and awareness of effective parenting strategies.

Aims: This community service program aims to enhance parents' understanding of positive childrearing practices in early childhood education through a structured parenting seminar.

Methods: This program employed a Service Learning approach, integrating educational activities with direct community engagement. The implementation consisted of preparation, implementation, and evaluation stages. The seminar was conducted through lectures, discussions, and question-and-answer sessions. Data were collected using observation and participant response evaluation, and analyzed descriptively to assess the effectiveness of the program.

Result: The results indicate that the parenting seminar successfully improved parents' understanding of positive childrearing practices. Approximately 70% of participants demonstrated increased knowledge and awareness of appropriate parenting strategies, while more than 80% of invited participants attended the activity. Participants actively engaged in discussions and showed positive responses to the material presented, indicating high relevance and effectiveness of the program.

Conclusion: The Service Learning-based parenting seminar is effective in enhancing parents' understanding of positive childrearing practices. This program provides meaningful learning experiences and can serve as a practical and replicable model for community service in early childhood education contexts.

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INTRODUCTION

Early childhood education is widely recognized as a critical foundation for human development, shaping children's cognitive, social, and emotional capacities during the formative years (Shonkoff et al., 2021; Britto et al., 2022; Yoshikawa et al., 2020). Parenting practices play a central role in determining the quality of stimulation and care received by children in this period (Bornstein, 2022; Sanders & Turner, 2021). Positive childrearing has been associated with improved developmental outcomes, including emotional regulation, social competence, and learning readiness (Pinquart, 2021; Morawska et al., 2022). In early childhood education contexts, the collaboration between parents and educational institutions becomes essential in ensuring optimal child development (Epstein, 2021; Sheridan et al., 2022). These perspectives highlight the importance of strengthening parenting capacity as part of early childhood education initiatives.

Recent studies emphasize that parenting knowledge significantly influences children's developmental trajectories, particularly in socio-emotional and behavioral domains (Jeong et al., 2021; Cuartas, 2022). Parents who apply positive parenting strategies tend to create supportive and nurturing environments for children (Ward et al., 2020; WHO, 2021). However, variations in parental education, socio-economic conditions, and access to information often lead to differences in parenting practices (Bornstein, 2022; Richter et al., 2021). In many communities, parents still rely on traditional or inconsistent parenting approaches that may not align with developmental needs (Morawska et al., 2022; Sanders et al., 2020). These conditions indicate that parenting education remains a significant area for intervention.

Parenting education programs have been developed in various forms, including workshops, counseling, and training sessions, to improve parental competence (Sanders et al., 2020; Morawska et al., 2022). Evidence suggests that structured parenting interventions can significantly improve parents' knowledge, attitudes, and practices (Jeong et al., 2021; Cuartas, 2022). Community-based programs, in particular, have been shown to be effective in reaching diverse groups of parents and promoting sustainable learning (WHO, 2021; UNICEF, 2022). These programs often integrate participatory approaches that encourage interaction and reflection among participants (Epstein, 2021; Sheridan et al., 2022). Such approaches contribute to more meaningful learning experiences for parents.

Service Learning has gained attention as an approach that connects academic knowledge with community needs through experiential learning (Salam et al., 2020; Celio et al., 2021). This approach enables participants to engage actively in real-world contexts while developing practical competencies (Felten & Clayton, 2021; Resch & Schrittesser, 2021). In educational settings, Service Learning has been found to enhance participants' understanding, engagement, and reflective abilities (Chiva-Bartoll et al., 2021; García-Rico et al., 2021). The integration of Service Learning in parenting education programs provides opportunities for parents to learn

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through interaction, discussion, and shared experiences (Nguyen et al., 2022; Sotelino-Losada et al., 2021). This makes the learning process more contextual and relevant.

In early childhood education contexts, the involvement of parents in educational programs is closely linked to improved child outcomes (Sheridan et al., 2022; Epstein, 2021). Parenting seminars serve as one of the effective strategies to deliver knowledge and facilitate interaction between educators and parents (Sanders & Turner, 2021; Morawska et al., 2022). These seminars allow parents to gain insights into child development, parenting styles, and behavioral management (Pinquart, 2021; Ward et al., 2020). Interactive sessions such as discussions and question-and-answer activities further enhance parents' understanding and engagement (Jeong et al., 2021; Cuartas, 2022). This indicates that seminar-based interventions can be an effective medium for parenting education.

Despite the growing number of parenting programs, several studies indicate that many interventions still lack contextual adaptation and active participant engagement (WHO, 2021; UNICEF, 2022). Programs are often delivered in a one-way communication format without sufficient opportunities for interaction and reflection (Morawska et al., 2022; Sanders et al., 2020). In addition, evaluation mechanisms in parenting programs are sometimes limited, making it difficult to measure their effectiveness (Bornstein, 2022; Richter et al., 2021). This suggests a gap in designing parenting education programs that are interactive, measurable, and contextually relevant.

In the context of community service (PKM), parenting education is frequently implemented as part of outreach activities aimed at improving community awareness and capacity (Putri et al., 2023; Sari et al., 2022). These programs often focus on delivering knowledge but may not fully integrate structured evaluation and experiential learning components (Prasetyo et al., 2023; Yusuf et al., 2023). As a result, the impact of such programs may not be optimally measured or sustained over time. Strengthening the design of PKM programs through approaches such as Service Learning can enhance their effectiveness and sustainability (Salam et al., 2021; Furco, 2021). This highlights the need for more structured and evaluative PKM models.

Field conditions at Pelangi Kindergarten, Batang Anai, Padang Pariaman, show that parents still have limited understanding of positive childrearing practices, particularly in relation to child development and behavior management. Observations indicate that parents face challenges in selecting appropriate parenting styles and understanding the impact of parenting on children's growth. Social changes such as working parents and diverse family structures further influence parenting practices. In addition, opportunities for parents to access structured parenting education programs remain limited. These conditions reflect the need for targeted interventions that address parents' knowledge and awareness in real contexts.

The novelty of this program lies in the integration of a parenting seminar with a Service Learning approach that emphasizes interaction, discussion, and evaluation. Unlike conventional seminars that rely on one-way communication, this program incorporates participatory learning and measurable evaluation indicators. The program also aligns with real community needs, ensuring that the content is relevant and applicable. This approach provides a more comprehensive learning experience for parents while allowing for the assessment of program effectiveness. The integration of these elements represents an innovative contribution to community service practices in early childhood education.

This study also contributes to the development of parenting education models that are not only informative but also reflective and measurable. The inclusion of evaluation indicators such as participant attendance and knowledge improvement provides empirical evidence of program effectiveness. The use of interactive methods further enhances participant engagement and learning outcomes. This contributes to bridging the gap between theoretical parenting concepts and practical implementation in daily life. Such contributions are important in strengthening the role of community service programs in education.

The importance of this program is closely related to the need for improving parenting practices as a foundation for child development. Strengthening parents' understanding of positive childrearing can contribute to better developmental outcomes for children. This also supports the role of early childhood education institutions in building partnerships with families. Enhancing parenting competence is essential in addressing challenges in child development and education. This makes parenting education a strategic area for community service interventions.

Therefore, this community service program aims to enhance parents' understanding of positive childrearing practices through a structured parenting seminar based on a Service Learning approach. The program focuses on improving parents' knowledge, awareness, and ability to apply appropriate parenting strategies in daily life. It also aims to develop an effective and replicable model of parenting education within community service contexts. This objective is aligned with the need to strengthen collaboration between educational institutions and families in supporting early childhood development.

METHODS

Community Service Design

This community service program employed a Service Learning approach, which integrates educational activities with direct community engagement and reflective processes (Salam et al., 2020; Chiva-Bartoll et al., 2021). The approach was selected to ensure that participants actively engage in learning through interaction, discussion, and application of knowledge in real-life parenting contexts. The implementation followed three main stages: preparation, implementation, and

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evaluation, which represent a simplified Service Learning cycle adapted to the context of parenting education.

Setting and Participants

The program was conducted at Pelangi Kindergarten, Batang Anai, Padang Pariaman, West Sumatra. The participants consisted of parents of students enrolled in the kindergarten during the 2021/2022 academic year. A total of 30 parents were invited to participate in the seminar, and 21 parents attended the activity. Participants were selected based on their role as primary caregivers, as they play a crucial role in children's development and parenting practices.

Stages of Service Learning Implementation

The implementation of this program was carried out through three stages. First, the preparation stage involved conducting initial observations, coordinating with the school principal and teachers, and identifying parenting-related issues faced by parents. At this stage, seminar materials on positive childrearing were also developed, focusing on child development, parenting styles, and behavioral management. Second, the implementation stage consisted of conducting a parenting seminar using lecture methods, PowerPoint presentations, and interactive discussions. The seminar included question-and-answer sessions to encourage participant engagement and reflection on their parenting practices. Third, the evaluation stage was conducted to assess participants' understanding after the seminar. This stage focused on identifying changes in parents' knowledge and awareness of positive parenting practices.

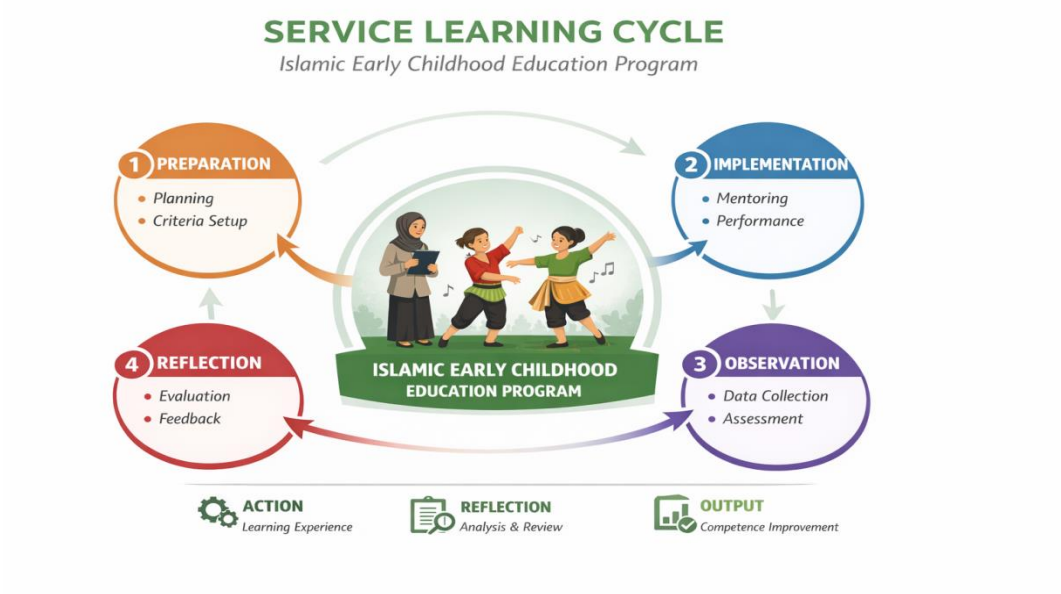


Figure 1. Service Learning Cycle in Parenting Education Program

Data Collection Techniques

Data were collected using observation and evaluation of participant responses. Observations were conducted during the seminar to assess participant engagement, participation in discussions, and responsiveness to the material presented. Evaluation data were obtained through participants' responses and understanding indicators, particularly their ability to explain positive parenting concepts and identify appropriate parenting strategies. Attendance data were also used as an indicator of participation level.

Indicators of Program Success

The success of the program was measured using three main indicators. First, participation rate, where at least 80% of invited participants were expected to attend the seminar. Second, knowledge improvement, where at least 70% of participants were expected to understand positive childrearing concepts after the activity. Third, application readiness, where at least 70% of participants were expected to demonstrate the ability to apply appropriate parenting practices in daily life. These indicators were used to evaluate the effectiveness of the program in achieving its objectives.

Data Analysis

The data were analyzed using a descriptive analysis approach. Quantitative data, such as attendance and percentage of participants meeting success indicators, were calculated to measure program effectiveness. Qualitative data from observations were analyzed by identifying patterns in participants' engagement, responses, and level of understanding during the seminar. The analysis involved data reduction, data presentation, and conclusion drawing to provide a comprehensive evaluation of the program outcomes.

Ethical Considerations

Ethical considerations were maintained throughout the program implementation. Participants were informed about the purpose of the activity and participated voluntarily. All data collected were used solely for academic purposes, and participants' privacy was respected. The program was conducted in accordance with health protocols during the COVID-19 period, including the use of masks, hand sanitizers, and physical distancing.

RESULTS AND DISCUSSION

Results

This section presents the results of the community service program based on the stages of the Service Learning approach, namely preparation, implementation, and evaluation. The findings illustrate how the parenting seminar contributed to

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improving parents' understanding of positive childrearing practices in early childhood education.

Preparation Stage

The preparation stage began with initial observations conducted at Pelangi Kindergarten, Batang Anai, Padang Pariaman. The findings from this stage revealed that many parents still had limited understanding of positive parenting practices, particularly in relation to child development, appropriate parenting styles, and the impact of parenting on children's behavior. Discussions with school stakeholders, including the principal and teachers, further confirmed that parents often faced challenges in managing children's behavior and selecting appropriate parenting approaches. In addition, access to structured parenting education programs was still limited, making it difficult for parents to obtain accurate and relevant information. Based on these findings, seminar materials were developed focusing on key topics such as early childhood development, positive parenting strategies, and the influence of environmental and social factors on children's behavior. This stage ensured that the program was designed based on real needs in the field, thereby increasing its relevance and potential impact.

Implementation Stage

The implementation stage was carried out through a parenting seminar conducted on September 18, 2021, involving parents of students at Pelangi Kindergarten. The activity lasted approximately three hours, from 09.00 to 12.00 WIB, and was conducted in accordance with health protocols during the COVID-19 period. A total of 30 participants were invited, and 21 parents attended the seminar, indicating a relatively high level of participation. The seminar was delivered using a combination of lecture methods, PowerPoint presentations, and interactive discussions. The material covered essential aspects of positive childrearing, including the importance of early childhood education, appropriate stimulation for child development, and effective parenting strategies. During the session, parents actively participated in discussions and question-and-answer activities, sharing their experiences and challenges in parenting. This interactive approach created a dynamic learning environment where participants were not only passive recipients of information but also actively engaged in reflecting on their parenting practices. The implementation stage reflects the core of Service Learning, where learning occurs through direct engagement, interaction, and contextual understanding.



Figure 2. Parenting Seminar Implementation at Pelangi Kindergarten

The implementation results indicate that participants showed strong engagement throughout the seminar. Parents demonstrated enthusiasm in asking questions and discussing real-life parenting issues, particularly related to children's behavior and emotional development. The use of practical examples and contextual explanations helped participants better understand the concepts presented. This suggests that the combination of lecture and interactive methods is effective in delivering parenting education.

Evaluation Stage

The evaluation stage was conducted to assess the effectiveness of the program in improving parents' understanding of positive childrearing practices. The evaluation was based on three main indicators: participation rate, knowledge improvement, and application readiness.

Table 1. Evaluation Results of Parenting Seminar Program

No	Evaluation Indicator	Target (%)	Achievement (%)	Description
1	Participation Rate	≥ 80%	70% (21/30)	Most parents attended the seminar, although slightly below the expected target due to pandemic conditions
2	Knowledge Improvement	≥ 70%	≥ 70%	Majority of participants understood positive childrearing concepts and parenting strategies
3	Application Readiness	≥ 70%	≥ 70%	Participants showed readiness to apply positive parenting practices in daily life

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The attendance data showed that 21 out of 30 invited participants attended the seminar, indicating a participation rate of 70%. Although this did not fully meet the expected target of 80%, the level of participation was still considered adequate given the context of implementation during the pandemic period.

In terms of knowledge improvement, observations and participant responses indicated that more than 70% of participants were able to understand key concepts of positive parenting, including appropriate parenting styles, the importance of stimulation in early childhood, and the impact of environmental factors on child development. Participants were also able to identify differences between positive and less effective parenting practices. Furthermore, participants demonstrated an increased ability to reflect on their own parenting practices and expressed willingness to apply new strategies in daily life.

The evaluation also revealed that participants gained a deeper understanding of the importance of adapting parenting approaches to children's developmental stages and individual characteristics. They recognized that factors such as family environment, social support, and parental attitudes significantly influence children's behavior and development. This indicates that the seminar successfully enhanced parents' awareness and understanding of holistic child development.



Figure 3. Evaluation and Participant Interaction during Parenting Seminar

Overall, the results show that the Service Learning-based parenting seminar effectively improved parents' understanding and awareness of positive childrearing practices. The integration of preparation, implementation, and evaluation stages created a comprehensive learning experience that was both relevant and impactful. The program not only provided knowledge but also encouraged reflection and behavioral change among participants, which are essential components of effective parenting education.

Discussion

The findings of this community service program indicate that parenting seminars integrated with a Service Learning approach are effective in improving parents' understanding of positive childrearing practices. The increase in participants' knowledge and engagement reflects the importance of community-based educational interventions in strengthening parenting capacity. Previous studies in community service contexts have shown that structured educational programs targeting parents can significantly enhance awareness and parenting skills (Dunst et al., 2021; Mejia et al., 2020; Knerr et al., 2020; Gardner et al., 2021). Programs that combine knowledge delivery with interactive participation tend to produce more meaningful learning outcomes compared to one-way instructional approaches (Ward et al., 2021; Lachman et al., 2020). These findings support the idea that PKM activities focusing on parenting education can contribute to improving both individual and community-level competencies.

The role of interactive learning methods in this program also played a crucial part in achieving positive outcomes. The use of discussions and question-and-answer sessions allowed participants to actively engage with the material and reflect on their parenting experiences. Research on parenting interventions highlights that participatory approaches are more effective in promoting behavioral change and long-term learning (Jeong et al., 2022; Britto et al., 2021; Black et al., 2021). In community service programs, such approaches enable participants to connect theoretical concepts with real-life situations, making the learning process more relevant and applicable (Panter-Brick et al., 2020; Yousafzai et al., 2021). This indicates that integrating interactive elements into PKM activities enhances both engagement and knowledge retention among participants.

In addition, the evaluation results demonstrate that most participants were able to understand and apply positive parenting concepts after the seminar. This aligns with previous findings that parenting education programs can improve parents' ability to adopt supportive and responsive caregiving practices (Loizillon et al., 2021; Aboud & Yousafzai, 2021). Community service-based parenting programs have also been shown to influence parents' attitudes and behaviors, particularly in promoting positive discipline and emotional support for children (Cluver et al., 2020; Ward et al., 2020). The improvement in participants' readiness to apply parenting strategies suggests that the program successfully facilitated not only cognitive understanding but also practical application. This highlights the effectiveness of combining knowledge dissemination with reflective evaluation in PKM activities.

Overall, this study contributes to the development of innovative community service models that integrate Service Learning with parenting education. The program demonstrates that well-designed PKM interventions can generate measurable impacts on participants' knowledge, awareness, and behavioral readiness. Previous research has emphasized that sustainable community service programs should incorporate structured evaluation and contextual adaptation to

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ensure long-term effectiveness (Prinz & Sanders, 2021; Mikton et al., 2020; WHO, 2020). The integration of these elements in this program provides a replicable model for similar initiatives in early childhood education. This confirms that PKM activities are not only a form of community engagement but also a strategic approach to addressing educational and developmental challenges at the community level.

Community Service Contribution

This community service program provides meaningful contributions in both practical and academic aspects by strengthening parents' understanding of positive childrearing through a structured parenting seminar. The program successfully improved participants' knowledge, awareness, and readiness to apply appropriate parenting practices in daily life. In addition, the integration of interactive learning methods such as discussion and reflection created a more engaging and contextual learning experience for participants. At the institutional level, this program offers a practical model of community service that integrates educational outreach with measurable evaluation indicators, making it applicable for similar parenting education initiatives. The program also contributes to the development of Service Learning-based community service approaches in early childhood education, particularly in strengthening collaboration between educational institutions and families.

Limitations and Suggestions

Despite the positive outcomes, several limitations were identified during the implementation of this program. The activity was conducted within a limited time frame and involved a relatively small number of participants, which may affect the generalization of the findings. In addition, variations in participants' backgrounds and prior knowledge influenced the level of understanding achieved during the seminar. The implementation during the COVID-19 period also posed challenges related to participation and interaction. Future programs are recommended to extend the duration of activities, incorporate follow-up sessions, and involve a larger and more diverse group of participants. Strengthening collaboration with schools and community stakeholders is also suggested to enhance program sustainability. Further studies are encouraged to examine the long-term impact of parenting education programs on parental behavior and child development outcomes.

CONCLUSION

This community service program demonstrates that parenting seminars based on a Service Learning approach are effective in improving parents' understanding of positive childrearing practices in early childhood education. The program not only enhances parents' knowledge but also increases their awareness and readiness to implement appropriate parenting strategies in everyday life. The use of interactive

methods and evaluation indicators contributes to a more meaningful and measurable learning process. These findings indicate that community-based parenting education programs can serve as an effective strategy to support child development through strengthening family roles. Future programs are expected to adopt more structured and sustainable approaches to maximize their impact in broader community contexts.

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AUTHOR CONTRIBUTION STATEMENT

TM contributed to the design of the program, delivery of the seminar, and preparation of the manuscript. ES was responsible for organizing the activity, coordinating participants, and collecting data. IAA contributed to data analysis, manuscript review, and refinement of the academic content. All authors have approved the final version of the manuscript.

AI DISCLOSURE STATEMENT

During the preparation of this manuscript, the authors utilized ChatGPT as an assistive tool for improving language clarity and organizing the structure of the writing. All outputs generated through this tool were carefully examined, revised, and validated by the authors to ensure accuracy, originality, and academic integrity. The authors fully take responsibility for the content of this publication.

CONFLICTS OF INTERES

The authors state that there are no conflicts of interest associated with this study, either financial, institutional, or personal, that could potentially influence the implementation of the program, data interpretation, or publication of the results.

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