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Strategies of *Sekolah Orang Tua Hebat* in Enhancing Parenting Styles in the Digital Era

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Abstract

The Student Village Program aims to enhance the parenting skills of young parents in Jember Lor, Jember Regency, through the *Sekolah Orang Tua Hebat* (*SOTH*). This initiative focuses on parenting in the digital era, providing training and support through activities such as Focus Group Discussions (FGDs) and skill development workshops. The program was implemented using a combination of situation analysis, training sessions, and evaluations, which included surveys, site scouting, and obtaining the necessary permits to conduct activities at PAUD Alamanda 81. Key activities included pre-test and post-test assessments, interactive sessions, and the distribution of pocketbooks. The results demonstrated a significant improvement in parents' knowledge, attitudes, and skills related to parenting in the digital age, with pre-test and post-test scores indicating clear progress among participants. The program successfully fostered a positive digital parenting environment, contributing to the overall development of parenting knowledge. It also produced tangible outputs, such as media publications, social media engagement, and the creation of pocketbooks. The program enhanced the understanding of digital-era parenting among young mothers and fostered child growth in a more supportive environment. The findings and methodology of this program can serve as a model for similar initiatives in other areas, promoting the importance of effective parenting in the digital age.

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INTRODUCTION

The enhancement of parenting styles in the Jember Lor area during the digital era through *Sekolah Orang Tua Hebat* (SOTH) aims to improve the skills of young parents in Jember Lor Village, Patrang Subdistrict, Jember Regency, with a focus on child-rearing in the digital era. The SOTH program has proven instrumental in supporting the acceleration of stunting reduction, as achieved in Surabaya City through the integration of SOTH with the BKB HI program, which significantly reduced stunting rates between 2021-2022 (Kholifah & Hartono, 2023). One of the pillars of the National Strategy for Accelerating Stunting Prevention 2018 to 2024 includes the National Campaign, Behavior Change

Communication, and Community Empowerment. The SOTH Training Program is one of the initiatives launched by the National Population and Family Planning Board (BKKBN) (Anastasia et al., 2023).

Jember Lor Village consists of six hamlets with a total population of 18,042 people, with 9,575 males and 8,467 females. Parents play a crucial role in child-rearing, but some young parents in Jember Lor Alamanda 1 are still lacking in parenting knowledge and in creating a positive parenting environment in the digital era. Many families in this area are caught up in daily activities, resulting in limited time spent accompanying their children, affecting the development of their character and mental well-being. This program is carried out through a situation analysis that indicates young parents in Alamanda 1, Jember Lor Village, have limited knowledge about parenting styles in the digital era. They also show a lack of attention during activities. Jember Lor Village in Alamanda 1 requires a comprehensive solution to address these issues. Therefore, a program is offered to improve young parents' knowledge, attitudes, and skills in parenting in the digital era through training and skills development in digital-era parenting. Parenting refers to the upbringing and methods parents use to influence aspects such as the child's growth, development, attitude formation, and character. Anastasia et al. (2023) and Sofyan et al. (2021) state that every parent must provide care and affection to their children. The program is expected to assist young mothers who are not yet familiar with parenting knowledge and help them raise children who can grow and develop better. The SOTH program has also proven effective in preventing stunting cases, as implemented in Surabaya through efforts to provide holistic and integrative parenting education to parents of toddlers, especially those at risk of stunting (Eka & Puspaningtyas, 2024). According to Hikmawati et al., (2023), the most fundamental early education for children is family education, as the family provides the first stimulation a child receives. Nazilah et al. (2021) explain that parents are the first adults responsible for education. Rohimah et al. (2024) add that parents play a role in communicating the child's needs. The golden age is a period of growth and development in children that requires the involvement of adults. Parental involvement can support the growth and development of children (Veryawan & Hasibuan., 2022).

The SOTH training program aims to enhance the skills of young parents in child-rearing. Research shows that parenting knowledge significantly impacts parental involvement in early childhood education, which ultimately supports optimal child development (Galuh., 2018). The program also aims to create a positive child-rearing environment by providing appropriate training, which is coordinated through relevant agencies such as P3AKB. Therefore, by implementing this program, the challenges in child-rearing in the digital era can be addressed, such as the influence of social media, gadgets, and internet misuse.

METHODS

This program was the Student Village Program (*PROMAHADESA*), implemented using the Participatory Action Research (PAR) approach, which was oriented towards the development and mobilization of knowledge within the community, enabling the community to become agents of change through the SOTH program in Jember Lor Village, Patrang Subdistrict, Jember Regency, East Java. This program was designed to provide knowledge, skills, and support to young parents, particularly young mothers, in raising young children. According to Jamain et al. (2024), technology was a result of human culture, built from human ideas that could be applied practically and had the potential to support the future. Through observation, socialization, training, and evaluation, the program aimed to create a positive child-rearing environment in the digital

era and provide good parenting knowledge, especially for parents, so children's growth and development proceed optimally.

The activities were initiated due to the awareness of the important role of parents, particularly young mothers, in shaping children's character, especially at an early age. Jati et al., (2022) stated that monitoring and paying attention to children's growth and development is crucial, particularly in early childhood. With the rapid development of technology and social media, parents need to understand the positive and negative impacts that could affect child-rearing practices. The main reason for the initiation of these activities was the lack of understanding regarding the impact of social media on the process of character formation in early childhood. The program was designed to provide understanding, skills, and support to young mothers so they could raise children properly in the digital era, which presented new challenges. The problem-solving method for this issue is presented in Figure 1.

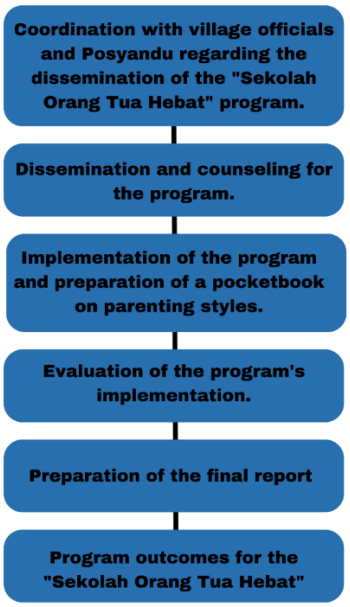

Figure 1 Flowchart of *promahadesa* activities in jember lor

Program Planning

The Student Village Program (*Mahasiswa Berdesa*) planning in Jember Lor Village, *Promahadesa* group, aimed to enhance child-rearing practices in the digital era through SOTH. The program planning was conducted in April 2024. The planning included communication with village officials, PAUD Alamanda 81, and P3AKB Patrang Subdistrict to obtain permits and discuss the program plan. The preparation of training materials included topics on the impact of social media, gadgets, and the internet on parenting styles and relevant parenting tips. This program was based on the understanding that child-rearing practices are influenced by various factors, such as local culture, parenting ideologies, geographical location, religious orientation, economic status, skills, parenting abilities, and lifestyle. The program's target was determined through an initial observation conducted by the service team to survey young mothers in the area. Based on the observation results, a quota was set for 20 young mothers under 35 with children aged 0-6 years to participate in the SOTH activities. The service team was actively involved in ensuring the success of the program. During the socialization phase, the team acted as facilitators to provide information on the importance of adaptive parenting in the digital era. This activity aimed to increase the participants' understanding of the importance of

parenting practices based on modern values while not neglecting local wisdom. Through the PAR method, the SOTH program successfully improved social interactions and emotional relationships between parents and children in rural areas (Ulil et al., 2024). Subsequently, the team also served as instructors in training sessions, providing practical guidance on child-rearing, such as time management, effective communication, and emotional management in parenting.

In addition, the service team also prepared a pocketbook as a practical reference for young mothers. This book was designed to help parents understand effective parenting steps that could be easily applied at home. Moreover, the team participated in a workshop on making healthy snacks from moringa leaves, such as moringa nuggets to support family nutrition. In this activity, the service team provided direct guidance, from ingredient preparation and the making process to the nutritional benefits of the resulting snacks. The entire series of activities was designed to empower young mothers to apply better parenting practices in their daily lives.

Problem Identification

Problem identification was carried out through an initial survey to determine young mothers' needs and issues regarding child-rearing in the digital era. The issues identified included parents' limited knowledge and skills in raising children in the digital age, which became the main problem in Jember Lor Village. In line with research, limited parenting knowledge often hindered parental involvement in supporting children's education at home and in formal educational institutions (Eka et al., 2023.). In the current digital era, most activities rely on digital media. This requires parents to continuously update themselves about mastering teaching or educational methods in the learning process (Yoga & Susanti, 2021). In today's digital era, gadgets have become a basic need that can be easily accessed by many, including children (Atmojo et al., 2021).

Program Implementation

The program was implemented at PAUD Alamanda 81, involving 20 young mother participants as the main target. The activities were conducted from April 2024 to mid-June 2024. On the first day, June 3, 2024, a pre-test was conducted to assess the participants' initial knowledge. The material on the basics of parenting in the digital era was delivered, complemented by an interactive discussion session and ice-breaking activities. On the second day, June 7, 2024, the material continued with a focus on the role of parents in children's education and the introduction of the 5S culture (*Senyum* (Smile), *Salam* (Greetings), *Sapa* (Salutation), *Sopan* (Politeness), and *Santun* (Courtesy)) along with discussions. On the third day, June 14, 2024, the material on fostering children's independence, responsibility, and good manners was presented. A post-test was then administered to evaluate the improvement in participants' knowledge. The final activity was the distribution of pocketbooks containing parenting guides. The role of the family was considered very important by the Indonesian Government, leading to the launch of the Holistic Integrative Early Childhood Education (PAUD HI) Policy (Larasati et al., 2023).

Parents, teachers, and all members of society need to collaborate in designing the best education and services for children from an early age. According to Qadafi (2019), early childhood education aims to develop various aspects of development and potential in children. The implementation methods used included location surveys and permits, socialization, training with pre-test and post-test assessments, and the distribution of pocketbooks as material on child-rearing practices. The results of the activities showed an improvement in participants' knowledge after attending the program. Motivation and

program evaluation were also essential elements that could enhance the effectiveness of the SOTH implementation, as seen in the program in Malang, which demonstrated an average increase of 26% in pre-test and post-test results through a systematic approach to participants' performance (Chaerul et al., 2024)

Program Follow-up

After the program was implemented, the Promahadesa group followed up by evaluating the results of the activities. Young mothers were advised to always update their knowledge about child-rearing in the digital era and pay more attention to the training sessions held. Furthermore, it was hoped that the activities conducted could be continued by the Family Welfare Empowerment (*Pemberdayaan Kesejahteraan Keluarga* or *PKK*) mothers' group in Jember Lor Village as a regular activity that would benefit both mothers and children in the long term.

RESULTS AND DISCUSSION

Coordination

The *Promahadesa* activities began by coordinating with the village officials and the Integrated Services Post regarding the SOTH organization. The activities started with a location survey and obtaining permits, which were conducted through field observations and a Focus Group Discussion (FGD) in Jember Lor Village, as shown in Figure 2a. The FGD also involved the PK3AKB party, as shown in Figure 2b. PAUD Alamanda 81 and P3AKB in the Patrang subdistrict were included in the coordination. Field observations and FGDs were conducted by directly visiting the location where the activities were to be held and the relevant institutions. The FGD was held as a group discussion with the related institutions. The coordination aimed to determine the appropriate location for *SOTH* to be implemented. Alamanda 81 was chosen as the location for the *SOTH* activities. The location was selected for its significance in Jember Lor Village, which has a large population and many young mothers with children aged 0–6 years. This strengthened the urgency of the program to provide education about child-rearing in the digital era to the relevant target audience. PAUD Alamanda 81 was selected as the venue because it is close to the Jember Lor Village Office, facilitating coordination and access for program participants. Furthermore, the environmental conditions of Alamanda 81 were also considered, as the supportive environment could positively impact the execution of the activities. The main reasons for choosing the location were the issues in Jember Lor Village related to parents' lack of knowledge and skills in raising children in the digital era.

(a) (b)

Figure 2 (a) Coordination, field observations, and fgd in jember lor village and (b) Coordination with the pk3akb of patrang subdistrict and the village head

Program Socialization

The socialization activities of the Student Village Program (*PROMAHADESA*) program in Jember Lor Village were carried out in mid-June 2024, with a series of activities spanning a considerable period from April 2024 to mid-June 2024. The subjects involved in the *PROMAHADESA* activities in Jember Lor Village were parents, particularly young mothers, who had young children. They were selected as the subjects of the activities because the role of parents, especially in early childhood character development, was considered crucial. The socialization was conducted with the Head of RW 18 Pagah Environment and the Principal of Alamanda 81 School, as shown in Figure 3.

(a) (b)

Figure 3 (a) Socialization with rw 18 pagah environment and (b) Socialization with paud alamanda 81

SOTH Implementation

The implementation of SOTH was carried out in three sessions, which included the delivery of parenting-related material. The implementation was also accompanied by pre-test and post-test activities. Additionally, the development of the Parenting Pocketbook was part of the SOTH program. On June 3, 2024, the first day of SOTH training was held at PAUD Alamanda 81. The activity began with the attendance list, distribution of snacks, and opening speeches from the Head of the Promahadesa Group, the Village Head of Jember Lor, a representative from the P3AKB of Patrang Subdistrict, the Principal of PAUD Alamanda 81, and the Head of RW. A pre-test was conducted to assess the participants' knowledge of the SOTH program. The pre-test questions were created by the Promahadesa group in discussion with the P3AKB and were designed to be easily understood by the participants. Participants were given 15 minutes to complete the test; many finished earlier. The remaining time was used for a brief discussion about their experiences as parents and the challenges they faced. The SOTH socialization material was provided after the pre-test, as shown in Figure 4. The material covered an overview of SOTH and its benefits for the participants. The socialization also provided a space for discussion and sharing experiences among parents, allowing them to support each other in facing parenting challenges. The discussion took place during an ice-breaking session. The ice-breaking session marked the end of the first day of SOTH training.

(a) (b)

Figure 4 (a) Implementation of *soth* on june 3, 2024 and (b) Implementation of *soth* on june 7, 2024

The second day of SOTH training was held on June 7, 2023, at PAUD Alamanda 81. The event began with the participants filling out the attendance sheet and receiving snacks, followed by a presentation on the importance of parent's role in children's education. The socialization also discussed the forms of parental involvement at school, especially at PAUD Alamanda 81. Other topics covered included the types of support parents should provide and the expectations for when children are at home. Socialization regarding the 5S culture (*Senyum* (Smile), *Salam* (Greetings), *Sapa* (Salutation), *Sopan* (Politeness), and *Santun* (Courtesy)) for children and mothers at PAUD Alamanda 81 was also provided. The session ended with an ice-breaking activity.

The third day of SOTH training occurred on June 14, 2023, at PAUD Alamanda 81. The event started with the participants filling out the attendance sheet and receiving snacks, followed by a presentation of the material. On this day, the participants were given a pocket guide. The socialization material covered examples of nurturing character education. Other topics included encouraging children to be independent and responsible at home. The final material focused on socializing with mothers and children at PAUD Alamanda 81 and teaching children to say goodbye properly. A post-test was then conducted to assess the participant's understanding of the content covered during the 3-day SOTH training. The post-test was given 20 minutes to complete. The event concluded with an ice-breaking session. The Student Village Program (*PROMAHADESA*) in Jember Lor, held in June 2024, was successfully executed to improve child-rearing practices in the digital era through the SOTH.

Table 1 Pre-test and post-test results of *soth* participants 2024

Participant Name	Pre-test Score	Post-test Score
Y	80	60
O	60	70
N	80	90
I	90	80
R	70	80
F	90	80
Ft	80	90
K	100	100
L	70	80
E	70	70
J	100	100
AM	90	80
Kh	80	80
H	100	100
A	70	80
Nh	100	100
UL	60	80
Nn	70	90
YW	70	90
RP	80	100
Average	80.5	85

Based on previous research on parenting styles in dealing with technological and informational development in the digital era in 2021, most activities involved the use of digital media. This demanded that parents continuously update their parenting approach in educating children. The results of the activities showed a difference in scores between the pre-test and post-test due to several factors, such as a lack of understanding among young mothers regarding the material on child-rearing and a lack of attention during the

activities. However, the results also showed increased scores, as some young mothers paid attention to the material. The outcomes of the SOTH program we conducted aligned with the findings of (Darojat et al., 2024), which showed that parenting socialization positively enhanced parents' knowledge and understanding of appropriate parenting styles in the digital era.

Evaluation

The implementation of SOTH was evaluated after each activity. The evaluation was conducted to improve any shortcomings in the activities and prevent future mistakes. After the evaluation was completed, it was time to compile the report.

Report Compilation

The report was prepared based on the activities that had been conducted. Its purpose was to assess the program's impact on the community. This report would later serve as accountability for the activities carried out.

Outcomes of the SOTH Program

The outcomes of the activities were also essential to support the report that had been prepared. These outcomes referred to the results achieved from implementing the S*OTH* program. The outcomes included media publications, the creation of an *Instagram* account, the development of a parenting guidebook, and the publication of a community service journal. The program was aimed at helping parents understand the impact of social media and technology on their parenting styles and provide them with the knowledge and skills to raise children wisely in the digital age. Involving parents, particularly young mothers, as the focus of the activities was also a strategic approach, as they were the closest to the children. The education and training provided to parents were expected to lead to positive changes in parenting practices in the Jember Lor village, which would ultimately impact the overall development of the children.

The *Promahadesa* Jember Lor group actively published its activities in the media to spread information and encourage community participation. The media used included platforms like *Kompasiana*, where every activity was documented as news articles. As of now, four news articles have been uploaded.

The publications aimed to inform the public about the *Promahadesa* activities and attract attention from the community. In addition to actively publishing its activities through media such as *Kompasiana*, the *Promahadesa SOTH* Jember Lor group also utilized social media to document and disseminate information more widely. Every activity conducted was always recorded and shared in the form of live report videos (photos and videos) on *Instagram*. Currently, there have been 15 live report videos and 7 *Instagram* reels. Thirty-three photo feeds have also been uploaded to complete the activity documentation. The *Instagram* account owned by the *Promahadesa* Jember Lor team is presented in Figure 5.

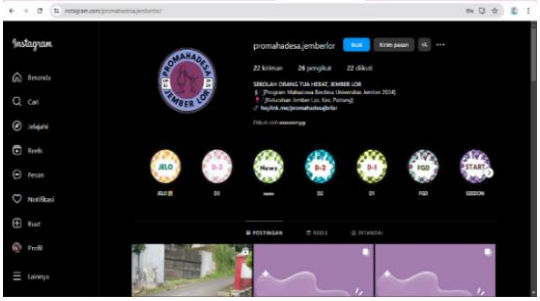

Figure 5 Social media *instagram*

The *Promahadesa* SOTH Jember Lor group also had a YouTube channel to upload longer activity documentation videos, as shown in Figure 6. There were 4 YouTube videos and 4 YouTube Shorts videos featuring the entire group's activities.

Figure 6 Social media *youtube*

This comprehensive documentation strategy allowed the *Promahadesa* SOTH Jember Lor group to enhance transparency and accountability to the public and attracted broader community participation to support the SOTH program. The booklet distributed to SOTH participants is presented in Figure 7.

Figure 7 *Buku saku orang tua hebat* cover

The booklet compiled by the *Promahades*a group contained a guide on parenting skills in the digital era and healthy food recipes. It was distributed to participants during the socialization and training sessions. The booklet provided practical guidance for parents on raising children wisely, including tips on managing screen time and choosing appropriate content.

CONCLUSION

Based on the results of community service through the Student Village Program (*PROMAHADESA*) 2024, *Promahadesa* Jember Lor made a positive contribution and impact in increasing the knowledge and abilities of young mothers in raising children in the digital era. The activities were carried out in mid-June 2024 in collaboration with the Jember Lor Village Office, PAUD Alamanda 81, and P3AKB Patrang District. The

activities included location surveys and permits, socialization, and training, followed by pre-tests and post-tests with 20 young mother participants. The pre-test and post-test results showed differences due to a lack of understanding among the young mothers regarding parenting materials and insufficient attention during the activities. However, some young mothers improved their scores by paying attention to the material presented. The closing activity on D-3 included the distribution of a booklet containing parenting material for young mothers.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

All authors contributed significantly to this study. NNH and DM were responsible for conceptualization, while NNH handled the methodology and formal analysis. Program planning and problem identification were carried out by NNH, DM, and HA, who also managed program implementation and follow-up. Coordination, program socialization, and SOTH implementation involved NNH, DM, AI, BG, and HA. S and DM worked on the conclusion, and the conflict of interest declaration was managed by NS, A, ID, and DM. Finally, MF and DM handled the acknowledgments.

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