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Increasing the Role of Parents in Children's Religious Values through Parenting Seminars in Balassuka Village

Hikma Wahyuni Safitri[1], Mutamimal Husna[1], Mansyur[1]

[1]Institut Aisyiyah Sulawesi Selatan

*Corresponding Author: Hikma Wahyuni Safitri

Email: hikmawahyuni5@gmail.com

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Abstract

This community service activity aims to enhance parents' understanding and awareness of the family's role in shaping children's moral character and religious values in the modern era through the implementation of a parenting seminar in Balassuka Village, Tombolo Pao District, Gowa Regency. The activity was implemented using a Participatory Action Research approach consisting of participatory stages of observation, planning, implementation, and evaluation. The parenting seminar was conducted through lectures, interactive discussions, and case-based discussions aligned with the real-life conditions of families in the community. The results indicate an improvement in parents' knowledge of Islamic parenting concepts, a better understanding of children's developmental stages, and increased awareness of the importance of role modeling, warm communication, and religious habituation within the family environment. Participants also demonstrated a shift in perspective from short-term economic priorities toward long-term moral and character development. This activity contributes to strengthening the role of the family as the primary educational environment and initiates sustainable value-oriented parenting practices in Balassuka Village.

Introduction

Information and technology are factors that are very important points for the family. The family is the initial environment for children which has a strategic role in supporting the provision of education (Suhartono et al 2020). As the first educational institution, the family holds a fundamental responsibility in shaping children's character, values and holistic development. In an Islamic perspective, the family is even positioned as the first madrasah for children, where the concept of family education does not only include the transfer of knowledge, but also the formation of morals, character and spirituality (Wardatul Asfiyah & Lailul Ilham, 2019). However, reality shows that parents' awareness of the importance of family education is still low. This condition has an impact on the emergence of various problems, such as delays in children's development, misunderstandings which cause the responsibility for education to be handed over entirely to the school, as well as parents' lack of knowledge regarding the obligations and procedures for educating children (Wardatul Asfiyah & Lailul Ilham, 2019). This problem becomes more complex when it is found that there is a fairly high school dropout rate, such as in Batu Beriga Village as many as 29 children dropped out of school due to poor family conditions and environmental influences that encourage children to work rather than continue their education (Tohir et al., 2022). A similar phenomenon can also be seen in Balassuka Village, the location of KKN activities, where parents' encouragement for children to work is greater than continuing school, which shows that there is a crisis in moral formation and changes in family value priorities in the modern era. The challenges of forming children's morals are increasingly complex with the presence of globalization, technological developments and changes in social values which risk shifting parents'

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attention from character education to a short-term economic orientation. In fact, Islam emphasizes that the responsibility for children's education is a great trust, as stated in the QS. At-Tahrim verse 6 orders parents to look after the family through proper education and guidance.

Considering the important role of the family in children's education, understanding parenting is very necessary to improve the quality of family education (Suhartono et al 2020). Parenting seminar activities with the theme "The Role of Parents in Shaping Children's Morals in the Modern Era" are very urgent because they can provide knowledge to parents about how to educate in accordance with children's growth and development, as well as equipping them with moral formation strategies that are relevant to the challenges of the times (Ocktavia & Prawiyogi, 2024). This urgency becomes stronger when looking at the fact that village communities who have limited access to education tend to have limited mindsets, including in terms of educating children, so that education is often not a top priority (Wiyani, 2023). Conditions such as those that occurred in Balassuka Village reflect a weak understanding of the importance of moral education (Jihad, 2025) and character in the long term. From an Islamic perspective, this activity is important to restore parents' awareness of the mandate of children's education according to religious values, especially in forming noble morals as a preparation for facing modern challenges without losing spiritual identity.

Various studies have shown that parenting training can significantly increase people's understanding. Suhartono (2020) found that participants' understanding of parenting increased from 16% before the training to 83% after participating in the program. Research (Veryawan, Rabitah Hanum Hasibuan, 2022) confirms that the family is the first and main environment for children, where parents have the greatest influence on children's development. Even though there are differences in parenting styles such as authoritarian, democratic and permissive, many parents do not understand positive parenting patterns in the context of moral formation in the modern era. From an Islamic perspective, the concept of parenting is comprehensive and holistic. Nurul Padilah (2021) explains that education in Islam starts from pre-conception to adulthood, or known as long-life education. This understanding shows that moral education requires consistency throughout a child's development. The hadith and developmental psychology perspectives also emphasize that family education is closely related to the stability of children's development, including meeting educational needs, role modeling, physical-psychological safety, as well as education that is appropriate to the development phase (Wardatul Asfiyah & Lailul Ilham, 2019). This is very relevant in facing the moral and spiritual challenges of the modern era.

Based on these various problems, the problem solving plan carried out includes holding a parenting seminar with the theme "The Role of Parents in Shaping Children's Morals in the Modern Era" through lecture, discussion and games methods to provide a comprehensive understanding (Suhartono et al 2020). The material provided includes the understanding of morals in Islam, character formation strategies, the application of Islamic parenting, the parties involved in the parenting process, as well as the dangers that arise if moral formation is ignored. A participatory approach is used so that parents can play an active role in discussions and learning practices (Maksum, 2022). In addition, the seminar material integrates religious values and modern contexts so that it is relevant to the needs of today's society. Real conditions in Balassuka Village were used as a case study to find concrete solutions to local problems.

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The aim of this service activity includes the general aim of providing an understanding of the importance of the role of parents in shaping children's morals in the modern era, which is a joint responsibility of parents, society, schools and government (Suhartono et al 2020). Specific objectives include increasing public awareness of the importance of moral education; increasing knowledge about strategies for forming children's character; increasing the community's ability to overcome education and childcare problems using an Islamic moral approach (Wiyani, 2023); provide an understanding of how to educate with love according to child development (Ocktavia & Prawiyogi, 2024); and restore parents' awareness of the mandate of their children's education. Thus, it is hoped that this activity can make a real contribution in strengthening the function of the family as the main and first educational institution for children.

Methods

Research Approach

This community service program employed a Participatory Action Research (PAR) approach, which emphasizes the active involvement of community members throughout the processes of problem identification, planning, implementation, and evaluation. PAR encourages collaboration between researchers and participants in developing practical solutions to local issues while promoting community empowerment and sustainable change (Soedjiwo, 2019). Within the context of the Thematic Community Service Program (KKN), this approach enabled KKN students, community leaders, teachers, and parents to jointly identify challenges in family education and design parenting interventions that were responsive to the actual needs of the community.

Research Site and Participants

The activity was conducted in Balassuka Village, South Bontonompo District, Gowa Regency, South Sulawesi, Indonesia. The parenting seminar was held at the MA Muhammadiyah Balassuka.

The program involved 45 participants, consisting of 38 mothers and 7 fathers representing diverse professional backgrounds, including farmers, traders, laborers, village officials, members of the Family Welfare Movement (PKK), the Taklim Council, and teachers from elementary (SD/MI), junior secondary (MTs), and senior secondary (MA) schools. The seminar was delivered by Dr. Musafir, S.H.I., M.H., Dean of the Faculty of Law and Sharia at the 'Aisyiyah Institute of South Sulawesi, with assistance from seven Thematic KKN students who served as facilitators throughout the activity.

Needs Assessment

The initial stage of the program focused on identifying community needs through participatory field assessment during the first week of the KKN program. Data were collected through live-in activities, direct observations, home visits, and informal discussions with community members.

The assessment identified several issues affecting children's educational development. These included children's involvement in income-generating activities that potentially increased the risk of school dropout, uncontrolled use of digital devices, and predominantly authoritarian parent–child communication patterns. These findings became the foundation for designing the parenting seminar and determining the topics most relevant to the community's needs.

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Program Planning

Based on the needs assessment, the KKN team collaboratively designed a parenting education seminar focusing on strengthening positive parenting practices and improving family education. The planning process involved consultation with village authorities, school representatives, community organizations, and local religious leaders to ensure that the program addressed local priorities.

The seminar materials were adapted to participants' educational backgrounds and everyday experiences. Practical case examples obtained during field observations were incorporated into the presentation to increase relevance and facilitate discussion. The collaborative planning process also strengthened community ownership and encouraged broader participation throughout the implementation stage.

Program Implementation

The parenting seminar was implemented through participatory learning activities that emphasized interaction and active engagement among participants. The program began with an ice-breaking session to establish a comfortable learning atmosphere, followed by the presentation of parenting materials using communicative language that reflected participants' daily experiences.

The facilitator integrated examples of real cases identified during the field assessment to stimulate discussion and encourage participants to share their own experiences in raising children. Interactive question-and-answer sessions were conducted throughout the seminar to promote dialogue between the speaker and participants rather than one-way communication. KKN students acted as facilitators by assisting with participant engagement, discussion management, documentation, and logistical support during the activity (Wydyanto et al., 2025).

Data Collection

Qualitative data were collected throughout the implementation using several techniques, including participant observation, field notes, informal interviews, and activity documentation. Participant observation focused on attendance, engagement, interaction during discussions, and participants' responses to the parenting materials.

Field notes documented significant events, participant reflections, and emerging issues throughout the seminar. Informal conversations conducted before, during, and after the activity provided additional insights into participants' perceptions of family education and their willingness to apply the parenting strategies discussed.

Data Analysis and Evaluation

The collected data were analyzed using descriptive qualitative analysis. Observation records, field notes, participant responses, and informal interview results were systematically organized and categorized to identify recurring themes related to participant engagement, perceived relevance of the seminar, and community commitment to improving family education.

Program evaluation adopted a qualitative participatory approach, emphasizing participants' responses and the learning dynamics that emerged during the seminar (Wiyani, 2023). Indicators of program success included active participation during discussions, participants' willingness to share personal experiences, positive feedback regarding the usefulness of the material, and continued informal discussions after the

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seminar concluded. These outcomes suggest that the parenting seminar not only served as a medium for knowledge dissemination but also fostered collective awareness and strengthened community commitment to promoting sustainable family education in Balassuka Village (Soedjiwo, 2019).

Superior Program

The flagship program in this service focuses on holding a Parenting Seminar with the theme "Increasing the Role of Parents in Children's Religious Values". This activity is designed as a vehicle for family empowerment which focuses on strengthening the capacity of parents as the main figures in developing children's moral-spiritual character (Lestari et al., 2024). This seminar is oriented to provide an in-depth understanding of a comprehensive understanding of religious values that are relevant for children's moral development, strategies for habituating values in the family environment, as well as methods for assisting children that are centered on example and empathetic communication. In its implementation, this program integrates psychoeducational, dialogical and participatory approaches, thereby enabling parents to not only gain knowledge, but also reflect on the experience of family assistance that has been carried out in the context of their respective families (Ambarwati et al., 2023). The selection of the seminar as a superior program was based on the needs of the Balassuka Village community for a religious learning space that is applicable and relevant to today's parenting challenges (Afandi et al., 2024). Through this activity, parents are expected to develop the ability to apply meaningful principles in family support in a more reflective, focused and sustainable manner, so that the home environment can function optimally as a growing space that supports children's moral and spiritual development.

This program is also based on social realities in Balassuka Village, where changes in values, economic demands and technological developments influence parenting patterns and the closeness of parents to children (Ningsih et al., 2025). Parenting seminars were chosen as the main media because they are flexible, efficient, and able to reach various groups of parents from various social backgrounds (Veryawan et al., 2022). Through interactive dialogue and case studies presented by resource persons, participants were able to identify the challenges they were facing, such as excessive use of gadgets, lack of habit of worship, and low emotional communication within the family. Thus, this seminar not only functions as a means of transferring knowledge, but also becomes a space for collective reflection that allows participants to realize the importance of creating a home environment that supports the consistent formation of religious values. This approach is strengthened by participatory methods which open up opportunities for parents to convey personal experiences, exchange views, and formulate parenting strategies that are more in line with the developmental needs of today's children (Utomo et al., 2022).

Apart from being an effort to increase parenting literacy, it is hoped that this program can be a starting point for the birth of a more value-conscious parenting culture at the family level. By providing parents with an understanding of the concept of religiosity and its implementation in daily life, this activity encourages the formation of a mentoring pattern that is not only instructive, but also dialogical and exemplary (Gulo, 2023). Parents are positioned as the main role models who are able to provide a home atmosphere that is conducive to children's spiritual growth through the habit of worship, warm communication, emotional development, and supervision of love-based behavior. Thus, this superior program not only provides short-term impacts in the form of increasing

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knowledge, but also has the potential to instill long-term changes in sustainable parenting practices and is oriented towards building strong religious character.

Results

The implementation of a parenting seminar with the theme "The Role of Parents in Shaping Children's Morals in the Modern Era" provided results showing an increase in knowledge, changes in parenting orientation, as well as strengthening parents' skills in implementing Islamic educational values in the family. Participants showed a better understanding of the concept of morals, parental responsibilities from an Islamic perspective, as well as stages of child development which previously had not been understood in depth by the people of Balassuka Village. During the delivery of the material, they were able to follow the flow of the explanation well and respond to each case example given. This indicates that the material presented is relevant to their daily lives, thus triggering a new awareness of the importance of moral education starting from home. This increase in understanding also indicates a process of internalization of values, where participants do not just receive new information, but begin to connect these concepts with personal conditions and experiences, especially in their interaction patterns with children. This is in line with the view that the family is the first madrasah for children and is the main basis for forming strong character from an early age.

Apart from increasing knowledge, this activity also resulted in strengthening participants' skills in implementing Islamic parenting strategies that are more appropriate and in accordance with children's psychological development. Through discussions, questions and answers, and explanations of real cases resulting from field observations, the participants obtained a concrete picture of how empathetic communication patterns, providing role models, monitoring the use of devices, and the habit of worshiping can be carried out consistently in a family environment. This activity helps parents see directly the relevance of the parenting approach they have applied so far to their child's behavior and development. Some participants even shared personal experiences related to harsh or authoritarian parenting and realized that this approach often creates emotional distance between parents and children. Awareness like this is an indicator of the program's success in changing the orientation of parenting from mere instruction and control to a parenting style that is more humanistic, communicative, and in line with Islamic teachings which emphasize compassion (rahmah) and example.

This seminar activity also had an important impact in the form of growing parental awareness about long-term responsibility in children's moral education. Society is starting to understand that education is not just the job of schools or teachers but is the main role of the family which must be carried out consistently and with full awareness. This understanding becomes stronger when participants realize that moral values cannot be formed instantly, but rather through a long, repeated habituation process, and originate from the example of parents. This can be seen from the participants' commitment to improving the way they educate children, especially in the aspects of communication, emotional closeness and habituation of religious deeds. This awareness is very important considering previous conditions which show a tendency for some parents to prioritize their children's work over formal education or moral development. Through this seminar, they understand that short-term economic orientation can have a negative impact on children's moral, mental and future development, so a change in mindset is needed that is more oriented towards long-term moral development and a balance between children's economic and educational needs.

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Figure 1. Delivery of material by the resource person



Figure 2. Seminar participants

If viewed as a whole, the results of these activities are related to each other and produce a wider impact on family education patterns in Balassuka Village. Increasing parental understanding results in changes in attitudes that are reflected in their willingness to improve the way they communicate, strengthen emotional closeness, and improve the quality of relationships between parents and children. The knowledge gained is then translated into practical skills, which help participants face various parenting challenges in the digital era, such as the use of gadgets, lack of quality interaction, and reduced parental control over children's moral environment. Meanwhile, changes in emerging mindsets are important capital for building a parenting culture that is more value-conscious, gentler, and more oriented towards moral formation (Sholichah et al., 2021).

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This transformation not only has an impact on improving the quality of care within the family, but also has the potential to improve the social climate in the village environment more broadly, because the family is the main foundation for the formation of a society with character (Hazmar et al., 2023). Overall, this series of results shows that seminar activities not only broaden insight, but also encourage the transformation of parenting values and practices which have a long-term impact on strengthening the function of the family as a center for moral education.



Figure 3. Resource Persons and Committee

Discussion

Evaluation and Monitoring Stages

After the entire series of activities have been completed, the next stage is to carry out evaluation and monitoring to assess the level of success of the program and identify aspects that need to be improved. Evaluation is important to carry out so that the implementation of community service programs in the future will be more effective, focused, and able to answer community needs more comprehensively (Endraria & Sudrajat, 2025). This stage not only focuses on the extent to which the activity objectives have been achieved, but also reviews the quality of interaction, delivery of material, and participant involvement during the activity. Post-activity monitoring is also carried out as part of continued monitoring of the impact of the program, which is carried out through coordination between expert tutors and the service implementation team. This coordination functions to ensure that changes in knowledge and skills acquired by parents are still applied in daily life, as well as providing a consultation space if participants need further assistance.

The results of internal evaluations carried out in the field showed that the level of participation and enthusiasm of participants during the seminar was very high. Participants were not only active in the question and answer session, but also shared many of their personal experiences regarding parenting, both positive ones and the challenges they experienced. The dynamics of the discussion were more intense than initially predicted, so some sessions required additional time. This condition illustrates that the material presented is very relevant to the participants' needs and is able to touch

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on the real problems they face in parenting. However, the high level of participant interest and involvement indicated that the previously planned activity duration was not sufficient to accommodate all questions and discussion needs.

On this basis, the service team noted that activities with this much impact and enthusiasm require additional implementation time for the next activity. Additional time is needed so that the process of delivering material can take place in more depth, participants have wider opportunities for discussion, and expert tutors can provide comprehensive responses to the various cases submitted (Iskandar et al., 2024). Apart from that, the additional time also allows for direct practice or simulation of Islamic parenting methods, so that it not only increases knowledge but also strengthens parents' skills in implementing parenting patterns that are appropriate to the child's development.

The internal evaluation also highlighted the need to arrange follow-up sessions or follow-up meetings as part of ongoing monitoring. This is because changes in parenting patterns cannot occur in just one meeting, but require ongoing assistance, habituation and regular evaluation. Continued monitoring is important so that the service team can see to what extent participants apply the parenting principles they have understood, as well as identify various obstacles that may arise after the activity takes place. Thus, evaluation and monitoring are not only the final stage, but also form a continuous improvement cycle for strengthening family education in Balassuka Village.

Conclusion

The Parenting Seminar activity was proven to provide an important contribution in increasing parents' understanding of the concept of parenting and developing children's morals in Balassuka Village. This seminar provides new insight into moral values, the role of the family as the first madrasa, as well as basic parenting strategies that are appropriate to children's development. The enthusiasm of the participants during the series of material shows that the topics discussed are very relevant to their needs, although changes in parenting practices cannot yet be observed directly because the participants are only at the initial stage of receiving and understanding the material provided.

Based on these results, it is recommended that similar activities have a longer duration or be carried out in several sessions so that the process of deepening the material, discussions and questions and answers can take place more effectively. From the educational institution side, support is needed in the form of strengthening service programs that focus on family education as well as providing resource persons or structured parenting modules so that similar activities can continue to be carried out regularly. The community, especially parents, are expected to start applying the knowledge gained in family life through warmer communication, habituation to worship, and wiser assistance in children's development. Apart from that, the village government is expected to provide support through providing facilities, strengthening collaboration with educational institutions, as well as implementing regular family development programs so that improving the quality of parenting can run sustainably and help strengthen a family environment that is conducive to the growth of children's character in Balassuka Village.

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