

(Research Article)

Transformation of Young Mothers Through the Great Parents School Program: A Study in Summersari District, Jember Regency

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Abstract: Indonesian families are currently still faced with various challenges, including the low knowledge of mothers about childcare, which can have an impact on child development. This is crucial and a sign that there is a need to improve competence as parents, therefore the Great Parents School provides a way to overcome problems in childcare practices. This study aims to explain the transformation of young mothers who have participated in the Great Parents School program. This study uses a qualitative approach with a descriptive method, the informants in this study are young mothers who have undergone the Great Parents School program and accompanying facilitators, while the data collection process uses observation, interviews, and documentation with the research location in Summersari District, Jember Regency. The results of this study show that the empowerment process refers to the ACTORS theory, namely authority, self-confidence, trust, opportunity, responsibility, and support for mothers who have attended the Great Parents School. Mothers who have attended the Great Parents School have experienced improvements in their knowledge, attitudes, and skills related to childcare. This improvement can be seen through their understanding of the role of parents, the application of family functions such as instilling religious values, compassion, and protection, as well as the application of parenting and discipline patterns, and an understanding of communication skills. Therefore, it can be concluded that the Great Parents School serves as a bridge for mothers to become more empowered through improvements in childcare.

Keywords: Childcare; Empowerment; Great Parents School; Parenting; Transformation.

1. Introduction

Indonesian families are currently still faced with various challenges including the low level of knowledge of mothers in caring for and raising children, which can have a major impact on children's character education. Many underlying factors include marriages that are not well prepared which will also lead to unpreparedness in raising and educating children, early marriage which is still an obstacle due to immature thinking and making important decisions, limited competence as parents, economic limitations that will make families lack everything and are not able to provide the best when the child is born later, inadequate public education and the spread of divorce cases which ultimately give rise to major risks in carrying out childcare practices. According to data from the Central Statistics Agency of East Java Province regarding the percentage of the female population aged 10 years and above in East Java with an age of first marriage under 17 years, it states that Jember Regency has a fairly high percentage, which can be seen from 2020 at 33.33 % and experienced an increase in 2021 to 33.80% although in 2022 it experienced a decrease of 32.91% but this is still a concern so that the decline each year is controlled.

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Table 1. Population Data for Young Married Women 2020-2022 (source BPS, 2022).

Regency/City <i>Regency/Municipality</i>	Percentage of Female Population Aged 10 Years and Over in East Java with First Marriage Age Under 17 Years		
	2020	2021	2022
Regency			
Pacitan	12.76	16.41	14.99
Ponorogo	21.48	18.84	20.07
Trenggalek	17.86	25.10	20.01
Tulungagung	14.47	17.22	15.42
Blitar	17.41	17.25	15.40
Kediri	11.21	14.56	13.77
Poor	21.33	18.00	17.12
Lumajang	21.03	26.92	29.98
Jember	33.33	33.80	32.91

The data reinforces the fact that a lack of maturity of thought at an early age to enter marriage is prone to creating disharmonious marriages. Emotional maturity is also an important factor in building a marriage, especially when planning to have children. Based on data findings from the website of the Jember Regency Women's Empowerment, Child Protection, and Family Planning Agency (DP3AKB), education related to the prevention and handling of violence against women and the prevention of child marriage has also been conducted in several areas in Jember. This aims to educate the importance of preventing child marriage which is still rampant in several areas. By involving various stakeholders, this activity is expected to strengthen collective awareness and encourage real action to suppress child marriage in Jember. Because in carrying out childcare practices, sufficient knowledge and competence are related to maintaining the growth and development of early childhood, efforts to fulfill nutrition, character formation of children, prevention of stunting, and the implementation of healthy eating patterns are important foundations, and parents have a central role in the formation of character and health of children (Fahmi Rizaldy, et al 2024). Therefore, the need for learning that focuses on young mothers to support their knowledge of parenting science.

Therefore, non-formal education is present to answer the problems that exist in the community, the focus of non-formal education itself is one of them empowering the community, providing strength or bringing out the community's abilities according to what they need. Non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equivalency education, and other education aimed at developing students' abilities (Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, 2003).

Empowerment is a process to increase abilities and potential, to become more empowered and able to overcome life's challenges. Empowerment is often carried out by providing access to information, training, skills, and support needed to improve the quality of life. This concept is widely applied in various fields such as community empowerment, women's empowerment, and economic empowerment. Empowerment is an important strategy in increasing the role of women in increasing their potential to be more capable and independent. Therefore, women's empowerment has begun to be echoed, especially in a family as parents are required to carry out good parenting practices (another term is parenting). A parenting program is an educational program provided to parents to increase their knowledge about child growth and development and so that the education received by children is aligned between home and school. Parenting programs provided to parents influence parental parenting patterns towards children (Selvia, 2022). There are many ways and styles of parenting that each family has, but the main problem is when within a family there is no principle or even no clear reference in raising and caring for children. This is an important point. Parents, especially mothers, should have extensive knowledge in educating and raising children. Mothers or in the case of women need to be given a more specific understanding of this topic.

The Great Parents School is a forum and answer to these concerns. The Great Parents School is one of several programs initiated by the National Population and Family Planning

Agency (BKKBN) of East Java Province which is held to improve parents' knowledge, attitudes, and knowledge in terms of parenting, this is to optimize the growth and development of positive children's characters. This program is intended for parents to improve their knowledge, attitudes, and skills in parenting. In its implementation, this program is carried out with different learning topics and discussions at each meeting. The National Population and Family Planning Agency (BKKBN) collaborates with the Toddler Family Development Agency (BKB) which then forms cadres to serve as facilitators. In its implementation, the Great Parents School is directed at community groups that include mothers who are great parents.

2. Method

This study uses a qualitative approach with a descriptive research type. The determination of the research location uses the purposive area method, the location chosen by the researcher is Sumbersari, Jember, East Java. The technique for determining informants uses a purposive sampling technique with key informants being mothers and facilitators of the Great Parents School program. This study aims to describe the empowerment of young mothers through the Great Parents School program held in Sumbersari District, Jember Regency. Research data collection was carried out through observation, interviews, and documentation. Data validity was checked using method triangulation, source triangulation, and time triangulation to produce research that is in accordance with the facts in the field. The data analysis process was carried out through the process of data collection, data reduction, data presentation, and data verification.

3. Results and Discussion

Transformation of a Young Mother

The results of the great parent school program are able to transform mothers into the 6 elements of the ACTORS theory (authority, confidence, trust, opportunities, responsibilities, support).

Authority

The authority of young mothers in the Great Parents School program is a form of freedom to make independent decisions in childcare. This authority is reflected in three components, (1) Self-Confidence Drive, young mothers who participate in the Great Parents School program have a strong internal motivation to participate because of the desire to learn and improve parenting practices. Self-confidence arises because they see this program as an opportunity to increase their capacity as parents. This self-confidence is seen from their willingness to follow activities until completion and are active in the learning process. (2) Authority to Manage Themselves, the participation of young mothers in this program shows that they have the authority to determine the direction of better parenting. With self-awareness, they begin to make concrete changes, such as replacing children's snacks with nutritious foods, limiting gadget use, and organizing children's daily routines to be more disciplined. This authority is born from the willingness to manage parenting decisions based on the knowledge gained during the program. (3) enthusiasm for change, during the learning process young mothers show enthusiasm for making improvements in parenting. These changes are not only in their behavior towards children, but also in their perspectives on the importance of emotional involvement, two-way communication, and patience in dealing with the dynamics of child development. This enthusiasm grows from the experience of learning together and the support of fellow participants and facilitators.

Confidence (Self-Confidence)

The self-confidence of young mothers in participating in the Great Parents School program reflects psychological readiness and maturity in accepting more positive changes in parenting patterns. These findings can be explained through three components: (1) Ability to Change Circumstances, indicating that young mothers have the awareness to change the parenting patterns that have been implemented. This change process is triggered by new knowledge obtained from the Great Parents School material, which then encourages participants to be more open in understanding important aspects of parenting, such as reproductive education and emotional communication with children. This ability also reflects a willingness to admit previous shortcomings and openness to learning. (2) Confidence in their potential, young mothers begin to realize that they have the capacity to become better

parents. The learning process during the program strengthens their confidence that they are able to apply the material obtained into daily parenting practices. This form of confidence is seen in the participants' efforts to apply the material consistently at home, as well as the initiative to coordinate with their partners in building harmonious parenting patterns. (3) Driving factors in the process of growing self-confidence, the emergence of self-confidence in young mothers is influenced by two main factors, namely internal and external factors. Internal factors include personal drive to improve themselves and fulfill their need for parenting knowledge. External factors include facilitator support through interactive learning methods (such as quizzes, motivation, and discussions), as well as solidarity among fellow participants who share their experiences. This social interaction helps strengthen participants' resolve to persist and complete the program.

Trust

The self-confidence of young mothers as participants in the Great Parents School grew stronger after they realized their potential for forward thinking and the enthusiasm to achieve their parenting goals. This finding can be explained through two components, (1) Belief that they have the potential for forward thinking, the involvement of young mothers in the Great Parents School program forms an awareness of their own capacity to become more reflective and adaptive parents. Through interactive learning and discussion sessions, mothers begin to understand that they have the ability to make more independent decisions in parenting without always having to rely on others. This process is also strengthened by social validation provided by facilitators and fellow participants, thus fostering confidence in their ability to think more forward. Participation in the program not only enriches parenting knowledge, but also opens up a space for reflection that strengthens confidence in one's potential in facing complex parenting challenges. (2) The encouragement to achieve goals, in addition to fostering confidence in one's potential, this program also provides encouragement for young mothers to continue striving to achieve parenting goals in a more focused manner. The various challenges they face, such as child tantrums, the silent movement, and limited time due to their dual roles as mothers and workers, do not become obstacles, but instead become triggers to continue learning and adapting. The presence of responsive facilitators and a supportive community of participants creates a safe environment for young mothers to share, find solutions, and build solidarity. This fosters motivation to develop and implement better parenting standards and enhances their sense of self-worth as empowered individuals.

Opportunities

Young mothers participating in the Great Parents School experienced increased opportunities, reflected in two main dimensions. First, the opportunity to choose what they desired. Informants indicated that they felt they had a fair and equal opportunity to participate during the Great Parents School program. This opportunity extended beyond the freedom to express opinions and included the freedom to express personal feelings and share experiences without fear or pressure. Open and non-judgmental facilitators provided a safe space for young mothers to express concerns, challenges, and reflect on their parenting experiences. This supportive classroom atmosphere encouraged active interaction and made the learning process more lively and meaningful, where each participant felt valued and heard.

Second, space to develop potential. In addition to providing space for participation, this program also plays a significant role in opening up opportunities for young mothers to develop their potential as parents. The material taught is considered relevant to actual parenting situations and is delivered with a communicative and down-to-earth approach. Informants stated that after participating in the program, they have a better understanding of child development stages, are able to manage emotions more calmly, and build more effective and open communication. This indicates an increased capacity in decision-making and managing the dynamics of daily parenting. This change was also directly observed by the facilitator, who noted the transformation of participants from initially passive and hesitant to more active, open, and confident in carrying out their parenting roles.

Responsibilities

Increased awareness and responsibility in carrying out their role as parents. This responsibility is evident in two main forms: responsibility in carrying out the change process and awareness of the obligations that must be fulfilled. First, young mothers demonstrate responsibility in carrying out the change process, where they do not simply passively receive information, but actively strive to apply the lessons learned from the program in their daily lives. These changes are seen in the form of regulating emotions, responding to children's

behavior with more patience, building positive habits, and creating a more conducive home atmosphere. Despite challenges in consistency, young mothers continue to strive to remember and practice the material they have learned.

Second, young mothers also demonstrated an awareness of their responsibilities as parents. They recognized that the learning process and responsibilities as mothers do not end after the program ends, but rather continue in their daily lives. This awareness was reflected in their enthusiasm for participating in the program, their courage to express their opinions, and their efforts to apply the knowledge they learned in their parenting practices. Even after the program ended, young mothers continued to communicate and share parenting practices as a manifestation of their long-term commitment to their motherhood.

Support

Young mothers participating in the Great Parents School program receive significant internal and external support in their parenting journey. This encouragement is a crucial factor in fostering their resilience and motivation to achieve their goal of becoming wiser and more reflective parents. External encouragement is evident in the support of facilitators, who not only provide parenting materials but also create a safe and supportive space for young mothers to share experiences and challenges. The facilitators' open, empathetic, and non-judgmental attitudes encourage young mothers to feel more accepted and valued. Internal encouragement, on the other hand, is evident in the personal motivation of young mothers, which arises from positive changes in their children's behavior after applying the knowledge gained from the program. Success in creating more harmonious relationships with their children, as well as increased communication and cooperation with their children at home, are key motivators for them to consistently apply the parenting approaches they have learned. Young mothers become more confident, enthusiastic, and aware that becoming a good parent is a continuous, evolving journey.

Great Parents School

Parents' knowledge in child care, parents' attitudes in child care, parents' skills in child care have an impact on the following things:

Parents' knowledge in child care

Based on the results of observations and interviews, the findings of the research results obtained on parental knowledge in childcare are divided into 2 components, namely (1) Understanding of preparation for parenthood, readiness to become parents does not only include financial aspects, but also mental readiness. Some young mothers stated that they were not fully ready when they got married, but were able to adapt over time, awareness of the importance of family planning is seen from the use of contraception as a form of birth control and readiness to raise children. This reflects the encouragement to be responsible and manage the role of parents in a planned manner. (2) Understanding of the role of parents, the Great Parents School program contributes to increasing understanding of young mothers regarding the role of parents, young mothers begin to realize that being a parent is not only limited to meeting the physical needs of children, but also includes emotional aspects, affection, healthy communication, and instilling positive values. Parenting is understood as a long-term process that aims to shape the character and self-confidence of children.

Parents' attitudes in raising children

Based on the results of observations and interviews, the findings of the research obtained indicate that parental attitudes in child rearing can be viewed from several components, (1) understanding of the function of the family, young mothers showed an increased understanding that the family plays a role as the first educator, instilling religious values, as well as a source of love and emotional protection for children. The function of the family also includes fulfilling economic and educational needs. Most mothers have begun to implement this function through routines such as teaching prayer, getting children used to worship, and providing a simple and honest understanding of reproductive organs. (2) the role of fathers in parenting, there is an increased awareness that the role of fathers is not only limited to breadwinners, but also as role models, guides, emotional protectors, and supporters of children's character development. Fathers began to be involved in parenting activities such as teaching children to recite the Koran, taking them to school, and giving wise direction. This understanding developed after attending the Great Parents School material which emphasized the importance of the father figure in forming a sense of security and self-confidence in children. (3) application of parenting patterns, before joining the program, most mothers did

not formally understand the concept of parenting patterns. Parenting is carried out based on personal experience or instinct. After attending the Great Parents School, they began to understand and tend to adopt a democratic parenting style that encourages two-way communication, respects children's opinions, while still establishing boundaries. This understanding fosters an awareness of the importance of a parenting approach that supports balanced child development, both emotionally and socially.

Parenting skills in childcare

Based on the results of observations and interviews, the findings of the research results obtained indicate that the improvement of parental skills in childcare has several components, (1) parental interaction skills in parenting, after participating in the program, parent-child interactions have become warmer, more patient, and more responsive. Parents begin to realize the importance of giving full attention when interacting with children, not just responding briefly. The parenting approach becomes more involving for the couple, and pays more attention to the child's emotional needs. (2) empathetic communication skills, there is a significant change in the way parents communicate with children, from a one-way pattern to a two-way pattern that is more open and full of empathy. Parents begin to listen to children's feelings, provide space for children to express their opinions, and build stronger emotional closeness through positive communication and touching on affective aspects. (3) application of positive discipline, parents begin to apply household rules more consistently, such as setting study times, limiting gadget use, and involving children in religious activities. These rules are not only implemented, but also explained in a light and logical way so that they can be understood by children. This approach encourages the creation of discipline accompanied by awareness, not just obedience, so that children become more cooperative and feel appreciated.

Discussion

The results of a theoretical and in-depth analysis of the transformation of young mothers through the Great Parents School program in Summersari District, Jember Regency are as follows:

Authority

An analysis of authority in the Great Parents School program shows that young mothers' authority in the Great Parents School program is reflected in their independence in childcare. Self-confidence grows along with internal motivation to learn and improve parenting patterns, as evidenced by their active and consistent participation throughout the program. Young mothers also demonstrate self-management skills by making better decisions, such as limiting gadget use, replacing children's snacks with healthy foods, and establishing disciplined routines for their children. A spirit of change is also evident in their efforts to improve their perspectives on the importance of emotional closeness, two-way communication, and patience in parenting, supported by shared learning experiences and the support of facilitators.

This is in line with the statement (Afriansyah 2023) which states that community groups that are given full authority over themselves give birth to a spirit to change the thoughts and perspectives of society, so that the changes created are a real manifestation of the results of community work, also according to (Mariana, et al 2023) the impact of granting authority can encourage self-confidence, foster a spirit for change and provide strength to manage oneself. In line with the activities of the Great Parents School which has provided space for young mothers to encourage self-confidence by participating and playing an active role during the program, this is also related to the authority to manage oneself because of the spirit for change, namely improving the parenting model.

Confidence (Self-Confidence)

Analysis of confidence in young mothers: Young mothers' self-confidence in participating in the Great Parents School program reflects their psychological readiness and maturity in adopting more positive parenting styles. Young mothers demonstrated the ability to change previous parenting styles through new knowledge gained during the program, such as reproductive education and emotional communication with children. They also began to realize their potential to become better parents, as reflected in their consistent application of the material at home and collaboration with their partners. This self-confidence grew from a personal drive for self-improvement and was supported by the facilitator through interactive

learning methods and emotional support from fellow participants, which strengthened their commitment to completing the program and applying the results in their daily lives.

In line with the opinion (Mariana, 2023) who said that it raises the community's self-confidence by seeing the abilities they have in each individual to change a situation. The self-confidence of young mothers formed because of the great parenting school program gives rise to readiness and maturity to adopt better parenting patterns. Meanwhile, according to (Rahayuningtyas, 2019) the dimension of confidence can be seen from the existence of internal and external encouragement to build self-confidence and give people the ability to make their own decisions, improving understanding conveyed by facilitators including the formation of self-confidence from external factors, in addition to external factors are also influenced by fellow young mothers because of the feeling of the same fate from peers and then internal encouragement comes from young mothers who apply the understanding and knowledge conveyed in learning.

Trust

Analysis of the trust developed within young mothers participating in the Great Parents School strengthened after they recognized their potential for forward-thinking and a passion for achieving parenting goals. This program fostered awareness of their capacity as reflective and adaptive parents, with the ability to make decisions independently without relying on others. This confidence grew through interactive learning and support from facilitators and fellow participants. Furthermore, young mothers demonstrated a strong drive to achieve their parenting goals, despite challenges such as child behavior or dual roles. A supportive, positive environment encouraged them to continue learning, seeking solutions, and developing sustainable, better parenting practices.

This is in accordance with what was stated (Afriansyah 2023). Trust is a continuation of the growing sense of self-confidence and strengthens the community's readiness to act. The trust born in young mothers encourages enthusiasm to achieve parenting goals. Furthermore, this is in agreement with what was stated by (Mariana, et al. 2023). that trust creates the potential for forward thinking, even though in reality young mothers often encounter challenges, this encourages them to continue learning and seeking solutions from group discussions or asking the facilitator directly.

Opportunities

Analysis of opportunities in the implementation of the Great Parents School program shows an increase in opportunities. First, young mothers feel a fair and equal space to choose and express their desires. This opportunity includes the freedom to share opinions, express feelings, and share experiences without fear, supported by open and non-judgmental facilitators. A safe and supportive learning environment encourages active interaction and strengthens a sense of appreciation. This is in line with what was stated by (Fadeli et al. 2022) that the opportunity to choose desires can develop oneself according to one's potential, both in the workplace and in organizations.

This program also provides a platform for developing potential as parents. Relevant and easy-to-understand materials help participants understand child development, manage emotions, and build better communication. These changes are evident in the participants' increased self-confidence and active involvement in parenting, as directly observed by the facilitator. This is in line with what was stated by (Rahayuningtyas, 2019) about giving responsibility gives birth to the spirit to complete it to the end.

Support

Analysis of support indicates that young mothers participating in the Great Parents School received significant support from both internal and external factors in carrying out their parenting roles. External support came from facilitators who not only delivered material but also created a safe, open, and supportive space for sharing experiences. Meanwhile, internal encouragement emerged from mothers' personal motivation, which grew along with positive changes in their children, such as increased communication and harmony within the family. This success strengthened the young mothers' enthusiasm and confidence to continue applying the parenting approaches they had learned, with the awareness that parenting is an ever-evolving process.

This is in line with what was stated by (Afriansyah, 2023). Support is a form of support for someone to revitalize their enthusiasm. Empowerment requires support from various parties. In this case, the expected support includes not only economic, social, and cultural aspects but also support from various stakeholders. Furthermore, according to Mariana et al.

(2023), external support also increases the determination of young mothers to achieve their goals.

Great Parents School

Parental Knowledge in Childcare

Analysis of parental knowledge in childcare shows that parental knowledge in childcare is divided into two main components. First, understanding of preparation for parenthood, where readiness is not only financial but also mental. Although some young mothers admitted to not being fully ready when they married, they were able to adapt and demonstrate awareness of the importance of family planning, such as the use of contraception as a form of responsibility in parenting. Second, understanding of the role of parents, which has increased through the Sekolah Orang Tua Hebat program, young mothers began to understand that the role of parents includes meeting emotional needs, providing affection, healthy communication, and instilling positive values, all of which are part of the long-term parenting process to shape the character and self-confidence of children.

This is in line with the statement according to (Ngewa, 2019) namely in building a family several things that need to be considered are preparing to become parents related to mental and financial readiness because the process requires thorough preparation, also planning the birth and raising children that have been implemented by mothers by following family planning programs so that they can regulate the number of children desired in order to create a quality family. In addition, understanding the concept of parenting according to (Ngewa, 2019) is the process of educating, teaching character and shaping behavior, this is in line with the values that parents want to instill such as the informant's statement, namely teaching religious values, discipline values that shape the character of children to be obedient and orderly individuals. So it can be concluded that with the existence of the great parenting school program there is an increase in parental knowledge about childcare related to preparation to become parents, understanding the role of parents, concepts and goals of parenting.

Parents' Attitudes in Child-Raising

Analysis of parental attitudes toward childcare reflects three main components. First, an understanding of the function of the family; young mothers are beginning to recognize the family's role as the primary educator, instiller of religious values, and source of emotional protection. This understanding is reflected in routines such as guiding children in prayer, fostering a habit of worship, and providing a basic understanding of reproductive organs honestly. Second, the role of fathers in parenting is understood to be no longer limited to breadwinners, but also as role models, guides, and emotional protectors. Fathers are beginning to be involved in daily activities, such as teaching children the Quran and taking them to school, in line with the Great Parents School material that emphasizes the importance of paternal involvement. Third, the implementation of parenting styles; young mothers, who previously based their parenting on instinct, now better understand the concept of democratic parenting, which emphasizes two-way communication, respect for children's opinions, and establishing healthy boundaries. This demonstrates an increased awareness of the importance of parenting that supports children's emotional and social development.

The above opinion is supported by the statement (Ngewa, 2019) about the function of the family, namely the religious function, the function of love, the socio-cultural function, the function of protection, and the function of education, meaning that by implementing these functions, a quality family can be formed, of course, with cooperation between the father and mother which is also related to the role of the father in parenting, the real involvement of the father in the family has an emotional impact on the child because the figure of the father who is close to the child causes the love tank to be fulfilled, so that the child grows up well and has stable emotional development. In addition, the importance of parenting according to (Dhani, 2023) is a series of parental behaviors towards children by providing education, guidance and disciplining children to become adults, meaning that with the existence of types of parenting patterns, namely permissive parenting, democratic parenting and authoritarian parenting, helps families categorize which parenting patterns are good to be applied in the family.

Parenting Skills in Childcare

Analysis of parental parenting skills reveals that parent-child interactions have become warmer, more patient, and more responsive, with greater attention to the child's emotional

needs and increased engagement with the parenting process. Communication has also shifted from a one-way pattern to a more open and empathetic two-way pattern, with parents beginning to listen to their children's feelings and allowing them space to express their opinions. Furthermore, positive discipline has begun to be consistently applied through clear rules, such as setting study times, limiting gadget use, and involving children in religious activities. This approach is carried out logically and gently, thus creating discipline that is accompanied by awareness, not coercion, and building a more harmonious relationship between parents and children.

This is in accordance with the statement according to (Erik, 2023) social interaction has an important role because at this stage children begin to interact with their surroundings, meaning that social interaction becomes an important foundation in the formation of children's character, because in its implementation social interaction makes children learn to communicate, cooperate and grow empathy. In addition, empathetic communication skills according to (Masturi, 2010) communication that is based on awareness to understand with feelings, care and attention to the communicant, meaning that communication is established to understand each other, this attitude should be reciprocal so that mutual understanding arises, in the example of a child who tells his parents with his parents' response making eye contact means that the parents are paying full attention. In addition, the application of positive discipline according to Soemarno 2013 in (Millenia, 2020) discipline is a condition that is created and formed through the process of obedience, compliance, loyalty and order, in the sense that discipline is a behavior that requires time and habituation in order to create the desired order, therefore parents need to have the skills to emphasize discipline for children by enforcing rules and accepting the consequences when breaking them. So it can be concluded that skills in parenting complement parents can be said to be competent, in the aspect of skills that need to be understood that interaction skills, empathetic communication skills and positive discipline are things that need to be taught from children as early as possible because in their implementation these 3 aspects require a lot of time, such as in interaction skills where every parent should be able to be an example for children in the application of interaction skills because the formation of a healthy personality requires the role of parents who provide more insight into how significant the role of interaction skills is that becomes a provision for children in the future.

4. Conclusion

Based on the results of data analysis, it can be concluded that this study describes the transformation of young mothers through the Great Parents School program, providing greater capacity for young mothers to learn to understand more complex parenting science by referring to the ACTORS theory, it was found that aspects such as authority open new paths for young mothers to access the knowledge they need because of the authority to be more independent, in addition to the potential to make changes, the courage to think and act is what encourages them to participate in the Great Parents School program with materials that are ready to be received. On the other hand, the existence of trust that is formed encourages young mothers to think more progressively, especially about childcare science, by providing opportunities to change better parenting patterns after participating in this program, proving that young mothers can channel their abilities, of course accompanied by a sense of responsibility so that young mothers feel self-awareness to complete obligations and programs to completion. As well as the need for internal and external support to create a conducive space for optimal development. The Great Parents School provides positive changes in improving parenting patterns.

This program also optimizes learning by increasing parental knowledge in childcare, which is reviewed from an understanding of preparation for parenting, an understanding of the role of parents, as well as an understanding of the concept of parenting and the purpose of parenting. In addition, improving parental attitudes in childcare can be seen from an understanding of family functions, the application of the father's role in parenting, and an understanding of the parenting patterns applied, as well as improving parental skills in childcare which is reviewed through interaction skills, empathetic communication skills and the application of positive discipline. So with this program, the empowerment process with young mothers as the object runs in accordance with the goal of improving family quality and insight into fostering growth and development and character formation of children from an early age

by providing education to young mothers about parenting knowledge that can be implemented in the family environment.

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