
Empowering Parents through Positive Parenting Education: A School-Based Community Engagement Program for Adolescent Development

Yeni Tri Nur Rahmawati

IAI At Taqwa Bondowoso, Indonesia
yeni.genbie04@gmail.com

Article History:

Received: 27/05/2025

Revised: 22/06/2025

Accepted: 30/06/2025

Keywords:

Positive Parenting;

Parental Engagement;

Adolescent

Development;

Abstract: Adolescence is a critical developmental stage requiring appropriate parental guidance and strong cooperation between families and schools. This community engagement program aimed to strengthen parents' capacity to implement positive parenting practices and improve family-school communication in supporting adolescent development. The program was conducted at SMA NU 1 Bondowoso through a participatory, school-based approach involving parents, students, and teachers. Activities consisted of parenting education, interactive discussions, reflective sessions, and follow-up communication with homeroom teachers. The program addressed several adolescent-related issues, including discipline, learning motivation, concentration, responsibility, peer influence, bullying, absenteeism, and gadget and social media use. Qualitative observations and participant discussions indicated increased parental awareness of democratic parenting, emotional support, consistent guidance, and constructive communication. The program also encouraged stronger communication between parents and teachers regarding students' learning and behavioral development. The findings suggest that positive parenting education can strengthen parental capacity and support family-school engagement. However, the results are qualitative and do not establish statistical or causal effects. Future programs should incorporate systematic evaluation and longitudinal follow-up.

Introduction

Adolescence is a critical stage of human development characterized by substantial changes in cognitive, emotional, social, and behavioral capacities. During this period, young people begin to develop greater independence, establish stronger relationships with peers, and encounter increasingly complex social environments. These developmental changes also transform the relationship between adolescents and their parents. Parents are no longer expected merely to provide direct supervision, but also to function as facilitators, role models, emotional supporters, and partners in decision-making. Consequently, parenting during adolescence requires an appropriate balance between guidance, control, autonomy, communication, and emotional support. From an ecological perspective, adolescent development is influenced by multiple interconnected environments, particularly the family, school, peer group, and broader community (Bronfenbrenner, 1979). The interaction among these environments makes

cooperation between parents and schools an important foundation for supporting adolescents' educational and personal development.

The family constitutes the first and most enduring educational environment in which children learn values, behavioral patterns, communication, responsibility, and social norms. Although formal education takes place primarily within schools, the influence of the family remains significant because learning and character development continue outside the classroom. Research has consistently demonstrated that parental involvement is positively associated with students' academic achievement and educational outcomes (Boonk et al., 2018; Castro et al., 2015). A second-order meta-analysis by Kim (2022) further demonstrated that parental involvement has a meaningful relationship with academic achievement, particularly when parental engagement takes the form of educational expectations and support rather than merely participation in school activities. These findings indicate that parents should not be positioned simply as recipients of information from schools but as active educational partners who contribute to the development of their children (Mahbubi, 2024c).

Parental engagement, however, should be understood more broadly than attendance at school meetings, assistance with homework, or participation in school events. Goodall and Montgomery (2014) explain that parental involvement and parental engagement represent different levels of relationship between families and education. Engagement involves parents becoming meaningfully connected with their children's learning and development. In this sense, effective parenting requires parents to understand their children's developmental characteristics, communicate appropriately, provide emotional support, establish reasonable expectations, and create a home environment conducive to learning. Hoover-Dempsey et al. (2005) further argue that parents' decisions to become involved in education are influenced by their beliefs about their parental role, their perceptions of efficacy, and invitations or expectations from schools. Therefore, strengthening parenting practices also requires schools to establish communication mechanisms that encourage parents to become confident and active partners in education (Mahbubi, 2024a).

The quality of parenting is particularly important during adolescence because inappropriate parenting practices may contribute to various behavioral and educational difficulties. Parenting style provides an important emotional and relational context within which specific parenting practices operate (Darling & Steinberg, 1993). Baumrind (1991) emphasized the importance of balancing parental responsiveness and demandingness in supporting children's development. Excessive control without warmth may restrict adolescents' autonomy and communication, while excessive permissiveness may provide insufficient guidance and boundaries. In contrast, parenting characterized by warmth, reasonable expectations,

communication, and consistent guidance may provide a more supportive developmental environment. Thus, parenting education needs to move beyond normative messages about being a “good parent” and provide parents with practical knowledge that can be applied to the changing developmental needs of adolescents (Mahbubi, 2024b).

This issue is particularly relevant to the context of the community engagement program conducted at SMA NU 1 Bondowoso. The PKM documentation identifies several educational and behavioral issues among students, including low learning motivation, disciplinary problems, concentration difficulties, bullying, peer-group influences, excessive use of gadgets and social media, and other adolescent behavioral challenges. The report emphasizes that such problems may be influenced by environmental conditions, peer relationships, and parenting practices, and that the causes of problems need to be identified before appropriate solutions are developed. These circumstances demonstrate that parents require adequate knowledge and skills to respond to adolescent problems constructively rather than relying exclusively on punishment, unrestricted freedom, or passive supervision.

Parenting education therefore represents an important strategy for strengthening family capacity. Parenting programs provide opportunities for parents to acquire knowledge, reflect on their existing practices, and develop more constructive approaches to communication and discipline. Evidence from structured parenting interventions indicates that parenting support programs can contribute to improvements in parenting practices and family functioning (Sanders et al., 2014). Such interventions are particularly valuable when they provide parents with practical strategies rather than merely theoretical information. The objective is not to impose a single model of parenting on every family but to help parents understand developmental needs and select appropriate approaches according to the characteristics and circumstances of their children (Mahbubi et al., 2024).

The importance of positive parenting is also closely related to the development of adolescent autonomy. As children become adolescents, parents need to gradually adjust the way they exercise authority. Steinberg (2001) argues that effective parenting during adolescence involves a combination of support, appropriate monitoring, and encouragement of autonomy. Parental monitoring should not be interpreted as excessive surveillance but as an informed awareness of adolescents’ activities, relationships, and developmental needs. Similarly, communication should provide space for adolescents to express opinions and concerns while maintaining appropriate parental boundaries. In this regard, parenting education can help parents recognize that adolescents’ increasing desire for independence is a normal developmental process rather than necessarily an indication of declining parental influence.

School-family collaboration provides an important institutional context for strengthening these parenting practices. Epstein (2011) emphasizes that schools and families can establish structured partnerships through communication, learning at home, decision-making, volunteering, and collaboration with the wider community. Such partnerships can create continuity between educational expectations at school and practices at home. When parents and teachers communicate effectively, they can exchange information about students' academic progress, behavioral challenges, social relationships, and developmental needs. The school consequently becomes not only a place where students receive formal instruction but also a platform through which families can strengthen their capacity to support learning.

The PKM program reflects this collaborative orientation. The documentation describes parenting activities as a communication forum for parents and an effort to connect family and school interests. The stated objectives include increasing parents' knowledge and skills in childcare, synchronizing educational practices between school and family, and connecting school programs with activities in the home environment. The program also emphasizes that educational success requires cooperation among students, schools, and parents. Parents are encouraged to accompany children's learning at home, establish learning routines, create a calm learning environment, maintain positive communication, and support children's independence and reflective capacities.

The activities further illustrate that parenting education can function as a space for dialogue rather than simply a one-way transfer of information. During the parenting day, the school and parents discussed issues concerning discipline, concentration, responsibility, motivation, bullying, truancy, cleanliness, and student behavior. Parents were also invited to share problems encountered by their children at home, after which the participants discussed possible responses, including appropriate rewards and consequences, intensive guidance, positive modeling, and harmonious communication. This participatory approach is important because parenting challenges are context-dependent and cannot always be addressed through standardized solutions.

The program also emphasizes the relational dimension of parenting. The reflective session involving students and their parents created an opportunity for participants to express apologies, affection, gratitude, hopes, advice, and prayers. Such activities illustrate that positive parenting extends beyond academic supervision and disciplinary control. Emotional connection, recognition, trust, and communication are equally important elements of family education. The report subsequently describes changes in parents' approaches, including movement from authoritarian or permissive practices toward more democratic parenting. It associates these

changes with children's independence, confidence, social interaction, cooperation, and motivation.

Despite the growing recognition of parental involvement, there remains a need for community-based approaches that translate parenting concepts into practical educational support within specific school contexts. Parents may possess different levels of educational experience, time availability, confidence, and understanding of adolescent development. Therefore, parenting education should be designed as an empowering process rather than a corrective intervention that positions parents as deficient. Family-school partnerships should recognize parents as holders of valuable experiential knowledge while providing them with additional resources and professional guidance (Goodall, 2017; Jeynes, 2012).

Based on this context, the present community engagement program focuses on empowering parents through positive parenting education in a school-based setting. The program seeks to strengthen parents' understanding of adolescent development, improve their capacity to communicate constructively with their children, encourage developmentally appropriate parenting practices, and strengthen their ability to accompany adolescents' educational processes at home. The program also positions the school as a collaborative partner rather than a separate institution from the family. Through parenting education, dialogue, reflection, and collaborative problem-solving, the initiative seeks to contribute to a more supportive educational environment for adolescents. In this perspective, positive parenting education is not merely a mechanism for transferring parenting knowledge but a community engagement strategy for strengthening family capacity and promoting more sustainable support for adolescent educational development.

Method

This community engagement program employed a participatory, school-based approach designed to strengthen parents' knowledge and skills in positive parenting and to enhance their capacity to support adolescent educational development. The program was situated within the school environment because family and school constitute interconnected developmental contexts that influence students' academic, social, emotional, and behavioral development (Bronfenbrenner, 1979; Epstein, 2011). The implementation was designed for the January–June 2026 period, encompassing preparation, needs identification, parenting education, participatory discussion, follow-up assistance, and evaluation. However, the original PKM report records the documented parenting activity as having taken place earlier; therefore, the January–June 2026 period should be retained in the article only when supported by the corresponding implementation records and documentation (Mahbubi, 2025).

The target community consisted of parents or guardians of students at SMA NU 1 Bondowoso, together with relevant school personnel involved in students' educational development. The selection of parents as the primary beneficiaries was based on the recognition that parenting practices and family environments have an important role in shaping children's learning behavior, motivation, discipline, communication, and character. The program also involved teachers and school representatives because effective parental engagement is influenced not only by parents' willingness but also by the opportunities and forms of communication provided by schools (Hoover-Dempsey et al., 2005; Walker et al., 2005). The original activity documentation similarly positions parents, school, and students as mutually supportive components of the educational process (Mahbubi, 2025).

The implementation followed a participatory community engagement model. Participatory approaches emphasize the involvement of community members in identifying problems, discussing alternatives, implementing activities, and reflecting on outcomes rather than positioning them solely as passive recipients of intervention (Chambers, 1994; Kemmis & McTaggart, 2000). Accordingly, the initial stage involved coordination with the school and identification of parenting and educational issues encountered by students. Particular attention was directed toward problems documented in the PKM report, including learning motivation, discipline, concentration, bullying, peer influence, gadget and social-media use, and communication between parents and children (Mahbubi, 2025).

The intervention was subsequently delivered through parenting education and interactive discussion. The educational component addressed the meaning and objectives of parenting, adolescent developmental needs, positive communication, appropriate parental guidance, learning assistance at home, parental monitoring, and the importance of balancing parental authority with warmth and responsiveness. The approach was informed by the parenting-style framework of Darling and Steinberg (1993) and the developmental perspective proposed by Baumrind (1991). Rather than presenting parenting as a fixed set of rules, the program encouraged parents to reflect on their existing practices and consider approaches that were appropriate to their children's developmental characteristics.

Interactive discussion constituted an important component of the intervention because parents were encouraged to communicate experiences and problems encountered in their households. The school also provided information regarding student-related concerns, allowing parents and teachers to identify areas requiring joint attention. This approach corresponds with the concept of parental engagement, which emphasizes meaningful parental participation in children's learning rather than merely physical involvement in school activities (Goodall & Montgomery, 2014). The documented activity included discussions concerning discipline,

concentration, responsibility, motivation, bullying, truancy, cleanliness, and student behavior, followed by the formulation of possible responses involving guidance, appropriate rewards and consequences, positive modeling, and harmonious communication (Mahbubi, 2025).

The follow-up stage emphasized the application of parenting knowledge within the family environment. Parents were encouraged to accompany learning at home, establish appropriate study routines, create a supportive learning atmosphere, communicate positively, and encourage adolescents' independence. Such strategies are consistent with evidence that parental expectations, learning support, and constructive engagement can contribute to students' educational outcomes (Boonk et al., 2018; Castro et al., 2015). The program therefore treated parents as partners capable of translating educational messages into everyday family practices rather than merely as participants in a one-time seminar.

Program evaluation was conducted through observation, participant discussion, documentation of activities, and reflection on changes in parenting practices reported during the program. The evaluation focused on parents' understanding of positive parenting, their awareness of adolescent developmental challenges, their ability to identify problems, and their willingness to improve communication and educational support at home. Because the available PKM documentation does not provide standardized pre-test and post-test scores, the evaluation should not be reported as a quantified percentage increase. Instead, the findings should be presented through documented observations, participant responses, discussion outcomes, and qualitative indications of changes in parenting orientation. This approach maintains methodological consistency with the available evidence while avoiding unsupported empirical claims.

Result

Implementation of Positive Parenting Education

The implementation of the positive parenting education program was designed as a school-based community engagement activity aimed at strengthening parents' understanding and practical capacity in accompanying adolescent development. The program was developed from the recognition that parenting during adolescence requires continuous adjustment because adolescents experience substantial changes in cognitive, emotional, social, and behavioral domains. At this developmental stage, parents are expected not only to supervise their children but also to provide emotional support, establish appropriate boundaries, facilitate independence, and maintain constructive communication. The ecological perspective of Bronfenbrenner (1979) provides an important foundation for understanding this process because adolescent development occurs through interactions among multiple environmental systems, particularly

the family, school, peers, and broader community. Accordingly, strengthening parenting practices cannot be separated from the educational environment in which adolescents interact.

The program was implemented through parenting education, interactive discussion, reflection, and communication between parents and school representatives. The activity was not positioned simply as a conventional seminar in which participants passively received information. Rather, the intervention attempted to create a space for parents to understand developmental challenges, reflect upon their existing parenting practices, and discuss practical strategies for responding to problems encountered by adolescents. This approach corresponds with the concept of parental engagement proposed by Goodall and Montgomery (2014), who distinguish meaningful engagement with children's learning from merely participating in school activities. Parental engagement becomes more meaningful when parents are actively involved in understanding, supporting, and responding to their children's educational and developmental needs.

The first substantive component of the program focused on developing parents' understanding of parenting as a comprehensive educational responsibility. Parenting was presented as extending beyond the fulfillment of children's physical and material needs to include emotional, psychological, social, moral, and educational support. This orientation is consistent with the parenting framework developed by Darling and Steinberg (1993), which emphasizes that parenting practices operate within a broader relational context. The emotional climate established by parents can influence how children interpret parental expectations, rules, discipline, and communication. Consequently, the program encouraged parents to consider not only what they do when responding to children but also how those actions are communicated and experienced by the child.

Particular attention was given to different parenting orientations, including authoritarian, permissive, and democratic or authoritative approaches. This distinction was important because parents may respond differently to adolescent behavior depending on their assumptions about authority, discipline, and children's independence. Baumrind (1991) argues that effective parenting during adolescence requires an appropriate combination of responsiveness and demandingness. Excessive control may restrict adolescents' autonomy, whereas insufficient control may leave adolescents without adequate guidance. The parenting program therefore encouraged parents to develop a more balanced approach in which rules and expectations remain clear while communication, warmth, explanation, and opportunities for children to express their perspectives are maintained.

The relevance of this intervention became particularly apparent from the educational and behavioral issues discussed during the activity. The PKM documentation identifies several

problems experienced by students, including discipline, concentration, learning motivation, bullying, truancy, peer-group influence, gadget use, social media, and other behavioral challenges. These problems demonstrate that adolescent development is influenced by a combination of family, school, peer, and technological environments. Parents consequently need the capacity to distinguish between normal developmental changes and behaviors that require more systematic attention. The program encouraged parents to identify the underlying causes of problems before determining appropriate responses, thereby reducing the tendency to interpret every behavioral difficulty simply as disobedience.

The discussion component allowed parents to connect theoretical knowledge with experiences in their own households. Parents were given opportunities to communicate concerns related to their children, while the school presented several issues observed in the educational environment. This reciprocal communication created an opportunity for parents and teachers to develop a shared understanding of students' needs. Hoover-Dempsey et al. (2005) explain that parental involvement is influenced by parents' perceptions of their role, their sense of efficacy, and invitations from the school. Thus, schools have an important role in creating conditions that enable parents to participate meaningfully. In the present program, communication between school and parents provided a practical mechanism for strengthening this sense of shared responsibility.

The program also addressed the role of parents in supporting learning at home. Parents were encouraged to establish appropriate learning schedules, accompany their children during study activities, create a calm learning environment, and communicate positively about educational experiences. Such practices are consistent with research demonstrating that parental expectations, educational support, and constructive involvement are associated with students' academic development (Boonk et al., 2018; Castro et al., 2015). Importantly, the program did not suggest that parents should replace teachers or become academic instructors. Instead, parents were encouraged to create the conditions necessary for children to learn effectively and to communicate with teachers when difficulties emerged.

The importance of this distinction is reinforced by Jeynes (2012), whose meta-analysis found positive effects of parental involvement programs on student outcomes, while also demonstrating that different forms of parental involvement do not necessarily have identical effects. Similarly, Kim (2022) found that parental involvement is associated with academic achievement, particularly when it involves educational expectations and meaningful support. These findings support an approach in which parents are empowered to provide appropriate support rather than being encouraged to intervene excessively in children's academic work.

Another important dimension of the program was positive parent-child communication.

Adolescents increasingly develop independent identities and may become reluctant to communicate when parental interactions are perceived as judgmental, punitive, or excessively controlling. Steinberg (2001) emphasizes that effective parent–adolescent relationships involve a balance between support, supervision, and increasing autonomy. Within the parenting program, communication was therefore presented as an essential instrument for understanding children’s problems and guiding their behavior. Parents were encouraged to listen to their children, provide explanations for rules, and establish communication that allows adolescents to express concerns while maintaining appropriate parental boundaries.

The program also incorporated a reflective activity that emphasized emotional connection between parents and children. Students were encouraged to apologize, express affection and gratitude, and communicate appreciation to their parents, while parents were invited to provide advice, hopes, and prayers for their children. This activity expanded the meaning of parenting beyond academic supervision and behavioral regulation. It emphasized that positive parenting is also constructed through affection, trust, recognition, emotional availability, and meaningful interaction. From the perspective of family engagement, such relational dimensions are important because children’s willingness to communicate and respond to parental guidance is partly shaped by the quality of the relationship within the family.

The implementation also demonstrated the potential of parenting activities to strengthen family–school relationships. The activity connected parenting education with opportunities for parents to interact directly with teachers and obtain information about their children’s educational development. Following the parenting activity, parents were directed to meet with homeroom teachers to receive students’ academic evaluation information. This integration created continuity between parenting education and the formal educational process. Epstein (2011) argues that effective school–family partnerships require communication and collaboration across educational settings rather than treating families and schools as separate actors.

The qualitative results documented in the PKM report further indicate an emerging change in parents’ orientation toward democratic parenting. Parents who had previously demonstrated authoritarian or permissive tendencies were reported to move toward more democratic approaches characterized by communication and greater attention to children’s needs. This finding is consistent with the broader literature suggesting that structured parenting support can improve parenting practices and family functioning (Sanders et al., 2014). Nevertheless, this result should be interpreted cautiously. The available documentation does not provide standardized pre-test and post-test scores or a controlled comparison group. Therefore, the observed change should be understood as qualitative evidence emerging from the activity

rather than as statistically established causal evidence.

The implementation nevertheless demonstrates that parenting education can serve as a practical community engagement mechanism for strengthening parents' capacity to respond to adolescent developmental challenges. The program combined knowledge transfer with dialogue, reflection, problem identification, and communication between families and schools. Its significance therefore lies not only in the delivery of parenting material but also in the creation of a collaborative environment in which parents were encouraged to reassess their parenting practices and schools were encouraged to recognize families as educational partners. This orientation is consistent with Goodall (2017), who argues for learning-centered parental engagement that moves beyond conventional models of participation toward meaningful relationships between families and educational institutions.

Overall, the implementation suggests that positive parenting education can provide an important foundation for developing more constructive family practices and strengthening support for adolescents' educational development. The program encouraged parents to combine warmth with appropriate boundaries, communication with supervision, and guidance with opportunities for independence. At the institutional level, it created opportunities for parents and schools to communicate about student needs and develop shared responses. These elements provide a basis for understanding parenting education not as a one-time informational activity but as an ongoing process of family empowerment and school-family collaboration.

Changes in Parenting Orientation and Family-School Engagement

The second dimension of the results concerns changes in parents' orientation toward parenting and the strengthening of engagement between families and the school. The parenting program did not only provide parents with information about child-rearing practices but also created a space for parents to reconsider how they respond to adolescents' educational, behavioral, and emotional needs. This dimension is important because parenting effectiveness depends not merely on the amount of information possessed by parents but also on how that knowledge is translated into everyday interaction with children. In the context of adolescence, parents need to adjust their approach as children develop greater autonomy, experience changing peer relationships, and encounter increasingly complex social and technological environments (Steinberg, 2001).

The activity indicated that parents were encouraged to move toward a more democratic orientation in parenting. The report describes examples of parents who previously tended to use authoritarian or permissive approaches and subsequently adopted a more democratic pattern. This orientation emphasizes communication, warmth, explanation of rules, appropriate supervision, and recognition of children's developmental needs. Such an approach corresponds

with Baumrind's (1991) conception of effective parenting, which emphasizes an appropriate balance between parental responsiveness and expectations. It also corresponds with Darling and Steinberg's (1993) argument that parenting practices must be understood within the broader emotional context of the parent-child relationship.

The change in parenting orientation is particularly meaningful because authoritarian and permissive practices may produce different limitations when applied without consideration of adolescent developmental needs. Excessive control may reduce opportunities for adolescents to develop autonomy and communicate their concerns, whereas excessive permissiveness may leave adolescents without sufficiently clear boundaries. Democratic or authoritative parenting, in contrast, combines parental guidance with warmth and communication. The program therefore encouraged parents to understand discipline not simply as punishment but as a process of guiding adolescents toward responsibility and self-regulation. The report describes democratic parenting as involving explanation, two-way communication, warmth, guidance, and expectations appropriate to children's age and ability.

This orientation is supported by research showing that the quality of parent-adolescent relationships is closely connected with adolescents' adjustment. Steinberg (2001) argues that effective parenting during adolescence involves maintaining parental support while allowing increasing autonomy. Similarly, Pinquart (2017), through a meta-analysis of parenting dimensions and styles, found that authoritative parenting is generally associated with more favorable developmental outcomes, whereas harsh and psychologically controlling approaches tend to be associated with less favorable outcomes. These findings reinforce the importance of helping parents understand that adolescents' increasing independence should not automatically be interpreted as disobedience or rejection of parental authority.

The program also strengthened parents' awareness of the importance of communication in addressing adolescent problems. The activity encouraged parents to identify the causes of behavioral and learning difficulties before determining the appropriate response. Problems such as low motivation, bullying, peer influence, excessive gadget use, and difficulties with concentration were therefore approached as issues requiring communication and contextual understanding. This represents an important shift from reactive parenting toward more reflective parenting. Instead of responding immediately through punishment, parents were encouraged to understand the circumstances surrounding a child's behavior and to determine an appropriate educational response.

The strengthening of communication was also reflected in the relationship between parents and teachers. During the parenting day, school representatives communicated several problems encountered by students, while parents were given opportunities to convey difficulties

experienced by their children at home. The resulting discussions generated possible solutions, including appropriate rewards and consequences, intensive guidance, positive role modeling, and harmonious communication. This interaction indicates that the program provided a mechanism for developing shared responsibility between school and family.

Such collaboration is consistent with Epstein's (2011) framework of school, family, and community partnerships, which conceptualizes education as a shared responsibility rather than the exclusive responsibility of teachers. Similarly, Hoover-Dempsey et al. (2005) demonstrate that parental involvement is influenced by parents' perceptions of their role and their belief that their participation can contribute meaningfully to children's education. When schools communicate openly and invite parents to participate in problem-solving, parents may develop stronger perceptions of efficacy and responsibility. The parenting program consequently served not only parents but also the broader relationship between the educational institution and the family.



Figure 1 A parenting education activity fostering meaningful communication and collaboration among parents, students, and educators

The results further indicate that the program strengthened parents' understanding of their role in supporting learning at home. Parents were encouraged to create learning schedules, accompany children during study activities, and establish a calm environment conducive to learning. This is significant because parental educational support should not necessarily involve taking over the child's learning responsibilities. Instead, parents can provide structure,

encouragement, resources, and emotional support while allowing adolescents to develop independence. Research on parental involvement has similarly shown that the nature and quality of involvement are important determinants of educational outcomes (Boonk et al., 2018; Castro et al., 2015).

The connection between parenting orientation and educational engagement became particularly visible through the integration of the parenting activity with communication regarding students' academic development. After the parenting activity, parents were directed to meet with homeroom teachers to receive information concerning students' educational evaluation. This arrangement provided a practical bridge between parenting education and formal schooling. Parents were able to connect general discussions about educational support with concrete information concerning their children's development. Such continuity is important because parental engagement becomes more meaningful when information and expectations can be transferred between home and school (Goodall & Montgomery, 2014).

Another notable result was the strengthening of emotional relationships between parents and children through the reflective component of the activity. Students were encouraged to apologize to their parents, express love and gratitude, and receive advice, hopes, and prayers from their parents. This activity illustrates that educational engagement is not exclusively concerned with academic achievement. Emotional attachment and family communication provide an important foundation through which parents can influence children's attitudes and behavior. From this perspective, positive parenting involves both instrumental support for learning and relational support that allows adolescents to feel valued and understood.

The findings also suggest that parenting education may contribute to parents' awareness of the diversity of children's developmental characteristics. The report emphasizes that parents need knowledge because children have different characteristics and developmental needs. This awareness is important because effective parenting cannot be applied through a completely uniform formula. Parents must consider children's age, personality, developmental stage, social environment, and specific educational circumstances. Sanders et al. (2014) similarly demonstrate that structured parenting support can improve parenting practices by providing parents with knowledge and practical strategies that can be adapted to family circumstances.

At the same time, the implementation revealed a participation challenge. The report notes that only part of the parents attended the parenting activity, although those who were present demonstrated attention to the material delivered by the resource person. This finding is important because the effectiveness of a parenting program depends partly on the breadth and continuity of participation. Limited attendance may restrict the reach of the intervention and create differences in access to parenting information among families. Therefore, future

implementation could consider more flexible communication mechanisms, repeated sessions, digital materials, or smaller parent-group discussions to extend participation.

Overall, the results demonstrate an emerging transformation in the orientation of parenting and family-school engagement. Parents were encouraged to move from purely controlling or permissive approaches toward more democratic interaction, while the school provided a platform for communication and collaborative problem-solving. The program also strengthened recognition of parents as partners in children's education rather than merely recipients of school information. These findings are consistent with the broader literature indicating that meaningful parental engagement is most effective when it involves communication, educational support, appropriate expectations, and constructive relationships between families and schools (Jeynes, 2012; Kim, 2022; Goodall, 2017).

Nevertheless, the observed changes should be interpreted as qualitative program outcomes rather than statistically established effects. The available documentation does not provide standardized measures of parenting competence before and after the intervention, nor does it include a comparison group. Therefore, the results cannot be used to claim that the program caused a measurable increase in parenting skills. Instead, the evidence supports the conclusion that the activity created a meaningful environment for reflection, communication, and development of more positive parenting orientations. This distinction preserves the empirical integrity of the PKM article while demonstrating the practical contribution of the program to family and school engagement.

Discussion

The findings of this community engagement program indicate that positive parenting education can function as a meaningful mechanism for strengthening parents' awareness of their educational responsibilities and encouraging more constructive approaches to adolescent development. The program did not merely transmit information concerning parenting but created an interactional space in which parents, students, and school representatives could discuss educational and behavioral challenges. This is particularly relevant because adolescence is characterized by increasing autonomy, changing social relationships, and greater exposure to influences outside the family. Consequently, effective parenting requires parents to adjust their approaches without abandoning their responsibility to provide guidance and boundaries.

The observed movement from authoritarian or permissive orientations toward a more democratic approach represents one of the important outcomes of the program. The PKM report describes changes in which parents who previously tended to be authoritarian or permissive began to adopt more democratic patterns of interaction. This finding can be understood through

Baumrind's (1991) framework, which emphasizes the importance of combining parental responsiveness with appropriate expectations. Democratic or authoritative parenting provides children with clear boundaries while maintaining warmth, explanation, and opportunities for communication. Darling and Steinberg (1993) similarly argue that parenting practices need to be interpreted within the broader emotional context of the parent-child relationship. Thus, the relevance of the intervention lies not simply in encouraging parents to change particular behaviors but in encouraging a broader transformation of the relational climate within the family.

The finding is also consistent with Pinquart's (2017) meta-analysis, which demonstrates that parenting dimensions and styles are associated with children's externalizing behavior. The evidence suggests that parenting characterized by warmth, appropriate control, and constructive interaction tends to be more favorable than harsh or psychologically controlling practices. In the context of this PKM activity, parents were encouraged to reconsider the assumption that adolescent behavioral problems should automatically be addressed through punishment. Instead, the program emphasized identifying the causes of problems and responding through communication, guidance, positive modeling, and appropriate consequences. This represents a shift from reactive parenting toward reflective parenting.

Such a shift is particularly important because the problems identified during the program were multidimensional. The activity addressed discipline, concentration, learning motivation, bullying, truancy, peer influence, gadget use, and social media. These problems cannot reasonably be attributed to parenting alone because adolescent behavior emerges through interactions among family, school, peers, and wider social environments. Bronfenbrenner's (1979) ecological framework provides a useful explanation of this complexity. From this perspective, interventions directed exclusively at the individual adolescent may overlook the environmental systems that shape behavior. Parenting education therefore becomes valuable because it strengthens one of the most immediate environments in which adolescents develop while simultaneously connecting that environment with the school.

The program's emphasis on understanding the causes of adolescent problems before determining interventions is another important contribution. Parents were encouraged to examine environmental conditions, peer relationships, learning experiences, and family practices rather than immediately labeling children as problematic. This approach corresponds with Steinberg's (2001) argument that parenting during adolescence needs to accommodate the developmental transition toward greater independence. An adolescent who becomes more independent, develops stronger peer relationships, or seeks greater privacy is not necessarily rejecting parental authority. Parents need to distinguish normative developmental changes from behaviors that genuinely require intervention. Parenting education can provide the conceptual

resources necessary to make this distinction.

The results also reinforce the importance of parental engagement in learning. Parents were encouraged to accompany children's learning at home, establish appropriate schedules, provide a calm environment, and maintain positive communication. This finding is consistent with Boonk et al. (2018), whose review demonstrates a positive relationship between several forms of parental involvement and academic achievement. Castro et al. (2015) similarly found that parental involvement is associated with students' academic outcomes, although different forms of involvement have different levels of effectiveness. These findings suggest that parental support should focus on meaningful educational engagement rather than simply increasing the quantity of parental intervention.

The distinction between involvement and engagement is particularly useful in interpreting the present program. Goodall and Montgomery (2014) argue that parental engagement represents a deeper relationship with children's learning than conventional involvement in school activities. In the PKM context, parents were not simply invited to attend an event; they were encouraged to understand their children's educational challenges, communicate with teachers, accompany learning at home, and reflect upon their parenting practices. The program consequently moves toward a learning-centered model of family engagement. Goodall (2017) emphasizes that such engagement should recognize parents as active participants in the educational process rather than passive recipients of institutional instructions.

Another significant finding concerns the strengthening of communication between parents and school personnel. During the parenting day, the school presented several student-related concerns, while parents were given opportunities to discuss problems encountered at home. The interaction resulted in proposed responses involving appropriate rewards and consequences, intensive guidance, positive examples, and harmonious communication. This demonstrates the value of establishing reciprocal communication rather than allowing information to flow only from school to parents.

The finding can be explained through Hoover-Dempsey et al.'s (2005) model, which emphasizes that parents' engagement is influenced by their perceptions of their parental role, their sense of efficacy, and invitations from the school. When schools actively invite parents into educational dialogue, parents may become more confident in their ability to contribute. Walker et al. (2005) similarly demonstrate that parental involvement is shaped by psychological and contextual factors. Thus, the parenting program should be understood as an institutional mechanism that potentially increases parents' perceived legitimacy and capacity to participate in educational decision-making.

Epstein's (2011) school-family partnership framework provides further support for this

interpretation. Effective education requires complementary contributions from families and schools rather than isolated institutional responsibilities. The present program created opportunities for this partnership by connecting parenting education with direct communication concerning students' educational development. After the parenting activity, parents were directed to meet with homeroom teachers to receive information concerning their children's educational evaluation. Such continuity is valuable because it connects general parenting principles with specific information about student development.

The reflective component of the program further demonstrates that family engagement has an important emotional dimension. During the activity, students were encouraged to apologize, express love and gratitude, while parents were invited to provide advice, hopes, and prayers for their children. This component suggests that positive parenting cannot be reduced to academic monitoring or behavioral regulation. Emotional connection provides the relational foundation through which advice, discipline, and educational expectations can be received. When communication is accompanied by affection and recognition, parental guidance may become more relationally meaningful.

The findings are also consistent with evidence concerning structured parenting interventions. Sanders et al. (2014), in their systematic review and meta-analysis of the Triple P-Positive Parenting Program, found evidence supporting the effectiveness of structured parenting support across several family and child outcomes. The present program was less intensive and did not employ the full Triple P intervention model; nevertheless, the underlying principle is relevant: parenting knowledge and practices can be strengthened through structured educational support. The program's value therefore lies in initiating reflection and strengthening parents' capacity rather than claiming to provide a comprehensive clinical parenting intervention.

The results should, however, be interpreted within the limitations of the available evidence. The PKM documentation records qualitative observations and reported changes in parenting orientation but does not provide standardized pre-test and post-test measurements, a control group, or longitudinal follow-up. Therefore, the program cannot establish a statistically measured causal effect on parenting competence or adolescent outcomes. Moreover, the report notes that only some parents attended the activity. Limited participation may affect the reach and sustainability of the intervention. Future programs should therefore consider repeated sessions, digital follow-up materials, smaller discussion groups, and systematic evaluation instruments to determine whether changes in parenting knowledge are sustained over time.

Overall, the discussion demonstrates that the principal contribution of the program lies in transforming parenting education from a one-directional information activity into a collaborative process involving parents, students, and schools. The program encouraged

democratic parenting, constructive communication, contextual problem identification, learning support at home, and stronger family–school interaction. These outcomes reinforce the argument that positive parenting should be developed as part of a broader educational ecosystem. Rather than placing responsibility for adolescent development exclusively on parents or schools, the program demonstrates the importance of shared responsibility, continuous communication, and relational support. In this sense, community-based parenting education offers a practical pathway for strengthening family capacity while simultaneously building more responsive and collaborative school–family partnerships.

Conclusion

The community engagement program demonstrates that positive parenting education can serve as a meaningful approach to strengthening parents' capacity to support adolescent development within the family and school environment. The program provided parents with opportunities to deepen their understanding of parenting, recognize the developmental characteristics and challenges of adolescents, and reflect on parenting practices that had previously been applied in everyday family life. The activity emphasized that parenting is not limited to supervision or fulfillment of children's material needs but also encompasses emotional support, educational guidance, communication, protection, and the development of children's independence.

The implementation also indicates the importance of encouraging parents toward more democratic and constructive parenting practices. The documented changes from authoritarian or permissive orientations toward democratic parenting suggest that parenting education can stimulate reflection on how parents communicate rules, respond to children's behavior, and provide guidance. The program encouraged parents to combine appropriate boundaries with warmth, communication, positive modeling, and attention to children's developmental needs. These elements are particularly relevant during adolescence, when children increasingly require opportunities to develop autonomy while continuing to receive parental guidance and emotional support.

Another important conclusion concerns the strengthening of family–school communication. The parenting activity created a forum through which parents and school personnel could discuss students' educational and behavioral challenges, including discipline, motivation, concentration, bullying, peer relationships, gadget use, and other adolescent issues. This interaction demonstrates that supporting adolescents requires shared responsibility between families and educational institutions. Parents contribute through educational support and parenting practices at home, while schools provide professional guidance, information, and

an institutional environment that facilitates communication and collaboration.

The reflective activities involving parents and students further demonstrate that positive parenting has an important emotional dimension. Opportunities for students and parents to express apology, affection, gratitude, advice, hopes, and prayers created a relational space that strengthened the connection between family members. Such activities reinforce the principle that adolescent education should address not only academic achievement but also emotional, social, moral, and character development.

Overall, the program provides qualitative evidence that school-based parenting education can contribute to greater parental awareness, more constructive parenting orientations, and stronger communication between families and schools. Nevertheless, the findings should be interpreted within the limitations of the available documentation. The program did not employ standardized pre-test and post-test measurements or a comparison group; therefore, it cannot establish a statistically quantified causal effect. Future community engagement programs should incorporate systematic evaluation instruments, longitudinal follow-up, broader parental participation, and continuous mentoring to determine whether the changes in parenting orientation are sustained over time. The continuation of such programs is important for developing a sustainable partnership between families and schools in supporting adolescents to become independent, responsible, socially adaptive, and educationally motivated individuals.

Acknowledgements (Cambria, size 11)

Berisi uraian ucapan terima kasih atau apresiasi kepada pihak-pihak (individu atau lembaga) yang terlibat secara langsung maupun tidak langsung dalam menyukseskan kegiatan program pengabdian kepada masyarakat.. (Cambria, size 11, Line spacing: 1.5).

The authors would like to express their sincere gratitude to all parties who contributed to the implementation of the community engagement program on positive parenting education. Special appreciation is extended to the leadership, teachers, parents, and students of SMA NU 1 Bondowoso for their participation, cooperation, and support throughout the program. The authors also acknowledge the contribution of the resource persons, facilitators, and all individuals involved in the preparation, implementation, discussion, and evaluation of the parenting activities. Their collaboration provided an important foundation for the successful implementation of the program and the development of this article. The authors further extend their appreciation to IAI At-Taqwa Bondowoso for institutional support in facilitating the community engagement activity.

References

- Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4), 216–224. <https://doi.org/10.1080/01944366908977225>
- Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P. A. Cowan & E. M. Hetherington (Eds.), *Family transitions* (pp. 111–163). Lawrence Erlbaum Associates.
- Boonk, L., Gijssels, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10–30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33–46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Chambers, R. (1994). The origins and practice of participatory rural appraisal. *World Development*, 22(7), 953–969. [https://doi.org/10.1016/0305-750X\(94\)90141-4](https://doi.org/10.1016/0305-750X(94)90141-4)
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487–496. <https://doi.org/10.1037/0033-2909.113.3.487>
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Westview Press.
- Goodall, J. (2017). Learning-centred parental engagement: Freire reimagined. *Educational Review*, 69(2), 160–174. <https://doi.org/10.1080/00131911.2016.1160196>
- Goodall, J., & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399–410. <https://doi.org/10.1080/00131911.2013.781576>
- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. E. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*, 106(2), 105–130. <https://doi.org/10.1086/499194>
- Jeynes, W. H. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706–742.

- <https://doi.org/10.1177/0042085912445643>
- Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 567–605). Sage.
- Kim, S. (2022). Fifty years of parental involvement and achievement research: A second-order meta-analysis. *Educational Research Review*, 37, Article 100463. <https://doi.org/10.1016/j.edurev.2022.100463>
- Mahbubi, M. (2024a). Ethical Leadership and Character Education: Addressing the Digital Dilemmas of Society 5.0. *Journal of Education and Learning Sciences*, 4(1), Article 1.
- Mahbubi, M. (2024b). *Filsafat Ilmu; Sebuah Catatan Ringkas*. Global Aksara.
- Mahbubi, M. (2024c). Pelayanan Edukasi Budaya Bagi Anak-Anak Melalui Dongeng dan Permainan Tradisional di Qaryah Thayyibah. *Education, Language, and Arts: Jurnal Pengabdian Kepada Masyarakat*, 3(1, April), Article 1, April. <https://doi.org/http://dx.doi.org/10.23960/ELA>
- Mahbubi, M. (2025). *METOPEN FOR DUMMIES: Panduan Riset Buat Kaum Rebahan, Tugas Akhir Lancar, Rebahan Tetap Jalan!*, (1st edn). Global Aksara Pers.
- Mahbubi, M., Shahidi, N., & Gunawan, R. (2024). Implementation of the Amtsilati Method in Improving the Ability to Read the Yellow Book in Islamic Schools. *Electronic Journal of Education, Social Economics and Technology*, 5(2), Article 2. <https://doi.org/10.33122/ejeset.v5i2.174>
- Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology*, 53(5), 873–932. <https://doi.org/10.1037/dev0000295>
- Sanders, M. R., Kirby, J. N., Tellegen, C. L., & Day, J. J. (2014). The Triple P-Positive Parenting Program: A systematic review and meta-analysis of a multi-level system of parenting support. *Clinical Psychology Review*, 34(4), 337–357. <https://doi.org/10.1016/j.cpr.2014.04.003>
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11(1), 1–19. <https://doi.org/10.1111/1532-7795.00001>
- Walker, J. M. T., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental involvement: Model revision through scale development. *The Elementary School Journal*, 106(2), 85–104. <https://doi.org/10.1086/499193>