

Islamic Parenting Training to Prevent Violence Against Young Children in Early Childhood Education Settings

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Abstract

Purpose: This community service activity aims to provide Islamic Parenting Training to Prevent Violence Against Young Children in Early Childhood Education Settings.

Method: The methods used in this program include outreach, educational sessions, interactive discussions, and parenting guidance based on Islamic values that emphasize love, setting a good example, and positive communication in raising children. The program targets parents and early childhood education teachers within the school community.

Practical Applications: The program was implemented through Islamic parenting training in the form of seminars, discussions, and mentoring sessions for parents and early childhood education (PAUD) on non-violent parenting. There were 35 participants in this community service activity, consisting of 1 school principal, 6 early childhood education teachers, and 28 parents.

Conclusion: The results of the activity indicate that participants' understanding of the various forms of child abuse, the negative impact of abuse on children's psychological development, and the importance of applying Islamic parenting principles in creating a safe and comfortable educational environment has improved.



Introduction

Early childhood are both a trust and the nation's future generation who must receive proper protection, education, and care from an early age. Early childhood is known as the "golden age" because during this phase, children's growth and development occur at a rapid pace physically, cognitively, emotionally, socially and spiritually (Mansir, 2022). Therefore, the family and school environments play a crucial role in shaping children's character, personality, and mental health. However, the reality on the ground shows that acts of violence against young children are still widespread, whether in the form of physical, verbal or emotional abuse or neglect, occurring within both family and school environments (Suhartono et al., 2020).

Violence against children often occurs due to a lack of understanding among parents and educators regarding appropriate parenting practices. Some parents and teachers still believe that yelling, physical punishment, threats, and harsh measures are part of the process of disciplining children (Zur Raffar et al., 2021). In reality, such actions can have negative effects on a child's psychological development, such as the emergence of fear, low self-esteem, trauma, emotional disturbances, and even a decline in the child's social skills (Matondang dkk., 2024). In the long term, violence can also affect the quality of a child's education and character development in the future.

The school environment, which should be a safe and comfortable place for children, is sometimes not entirely free from acts of violence (Sagita & Saputri, 2024). Forms of verbal abuse, such as yelling, humiliating children in front of their peers, or imposing punitive measures that are not educational, are still frequently observed (Ab. Musyafa Fathoni et al., 2024). This situation indicates that efforts to prevent violence against children cannot be carried out in isolation but require collaboration between schools, teachers, and parents through parenting education (Ulum dkk., 2025).

Children's education must be grounded in the values of compassion (rahmah), gentleness, setting a good example, and respect for children's rights (Rosonah, 2018). The Prophet Muhammad SAW set an example of a humane and loving parenting style in raising children (Sayyi et al., 2025). Islamic parenting emphasizes not only academic education but also the development of children's moral, emotional, and spiritual well-being through a wise and non-violent approach. Therefore, fostering Islamic parenting serves as a strategic solution in raising awareness among parents and

educators regarding the importance of positive parenting practices within the school environment (Januardi & Madani, 2025).

Various parenting and child rearing education activities have been conducted, but most still focus on general aspects of child-rearing and development without comprehensively integrating an Islamic approach to preventing violence against young children (Karwati et al., 2020). Furthermore, existing parenting programs tend to involve only parents, while the involvement of teachers and the school environment as crucial components in shaping children's character remains suboptimal. Some activities also emphasize theory over the practice of continuous guidance in daily life. On the other hand, cases of verbal and emotional violence against children in the school environment still frequently occur due to a lack of understanding regarding child-friendly communication patterns that align with Islamic values (Lailiyah dkk., 2025).

A relevant literature review is (Nurihsan et al., 2025) titled *Developing a Prophetic Education Programme to Prevent Violence in Early Childhood: A Study of PAUD Institutions in Indonesia*. The research findings show that The study concludes that Prophetic Education plays a significant role in minimizing violence in early childhood educational environments. The programme provides a value-oriented and culturally relevant framework that can serve as a reference for teacher professional development, early childhood curriculum design, and educational policy improvement to create learning environments that are safe, supportive, respectful, and nurturing for Early childhood. The similarity between these two studies is that both discuss efforts to prevent violence against young children and employ an approach based on Islamic values, The difference is that the aforementioned study focuses on reforming the education system and early childhood education policies, whereas this study places greater emphasis on the implementation of Islamic parenting practices. The novelty lies in the integration of Islamic parenting, child abuse prevention, and school-family collaboration into a single practical and sustainable development program.

This Islamic parenting training program aims to enhance parents' and teachers' understanding of the various forms of child abuse, their consequences, and prevention strategies through the application of Islamic parenting principles. It is hoped that this training will foster collaboration between families and schools in creating a child-friendly, safe, and comfortable educational environment that optimally supports the

growth and development of early childhood.

Method

This social service activity employs a Participatory Action Research (PAR) approach using descriptive qualitative research methods. The PAR approach was chosen because it emphasizes active engagement among researchers, teachers, parents and school officials in addressing the issue of violence against early childhood through Islamic parenting guidance. In this approach, the researcher serves as a facilitator and catalyst in building shared awareness regarding the importance of child-friendly, humanistic parenting practices that align with Islamic values (Zuhriyah et al., 2025). This method is implemented collaboratively, systematically and sustainably to foster social change within school and family environments. The methodology draws upon the PAR approach as applied in previous community service research. The community service activity was conducted at the Kusuma Mulia Early Childhood Education in Sukoharjo, involving the principal, teachers, parents, and the local community as the participants. Data was collected through observation, interviews, and documentation. There were 35 participants in this community service activity, consisting of 1 school principal, 6 early childhood education teachers, and 28 parents.

The implementation of community service follows the four main stages of the PAR cycle (Zur Raffar et al., 2021) Planning, Action, Observation, and Reflection. Each stage is carried out systematically to ensure continuous improvement throughout the program.

1. The planning phase began with preliminary observations and a needs assessment at the Kusuma Mulia Early Childhood Education. The service team coordinated with the principal and teachers to identify forms of violence that were still occurring, communication patterns between teachers and parents regarding the children, and the participants' needs regarding the parenting program. Next, an Islamic parenting module was developed, containing material on the concept of parenting in Islam, forms of violence against children, and the impact of violence
2. The action phase involves implementing an Islamic parenting program through several activities, including parenting seminars, positive communication training, simulations of nonviolent problem-solving with children, group discussions, and guidance on practicing Islamic parenting.

3. The observation phase took place throughout the entire series of activities. The service-learning team observed participant engagement, changes in communication patterns between teachers and parents, children's responses during the learning process, and the implementation of training outcomes within the school setting.
4. The reflection phase took place through an evaluative discussion with all participants after the activity concluded. Teachers and parents shared their experiences, challenges, and the changes they had noticed after participating in the program.

Result

A community service program on Islamic Parenting Guidance for the Prevention of Violence Against Early Childhood at the Kusuma Mulia Early Childhood Education in Sukoharjo was conducted over approximately two months, involving the school principal, teachers, parents, and students. The program consisted of Islamic parenting seminars, positive communication training, simulations of non-violent parenting techniques, and regular mentoring sessions for parents. The entire series of activities was carried out in a participatory manner with the aim of building a shared awareness of the importance of creating a safe, comfortable, and child-friendly school environment (Ardiyani et al., 2021). The participants' enthusiasm was evident from the high attendance rate of parents and the active involvement of teachers in each session.

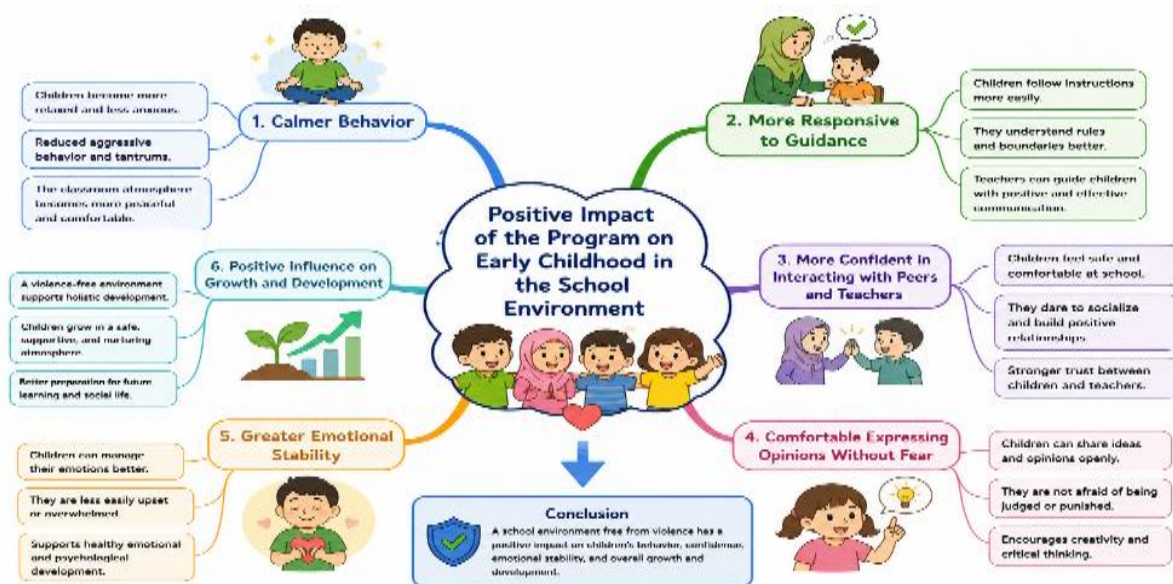
Figure 1: Implementation of Training on Child-Rearing Guidance



The first outcome of this activity was an increased understanding among parents and teachers regarding the various forms of violence against Early Childhood. Before the activity took place, most participants believed that yelling, making threats, and administering mild physical punishment were part of the process of disciplining children. However, after participating in the Islamic parenting training, participants began to understand that both verbal and emotional abuse can have negative effects on a child's psychological development. The material presented through an Islamic approach helped participants understand the importance of raising children with compassion (rahmah), gentleness, and by setting a good example, as demonstrated by the Prophet Muhammad SAW. Therefore, parents need to recognize the detrimental effects of verbal violence and shift toward more constructive communication patterns. A compassionate approach, appreciation for a child's efforts, and modeling positive behavior can prevent the emergence of aggressive and antisocial behavior, while also helping children build healthy relationships and better manage their emotions (Ratnani & Widiningsih, 2023).

Second, this program has also brought about changes in communication patterns among teachers, parents, and children. Before the mentoring program began, some teachers and parents tended to use one-way, authoritarian communication when dealing with children's behavior. However, after participating in the training, they began to adopt more positive communication styles, such as giving instructions in a gentle tone, engaging children in dialogue and rewarding good behavior (Ardiyani et al., 2021). This shift in communication patterns indicates an increased awareness among participants in applying a more humanistic and child friendly approach to Islamic parenting. Islamic family guidance seeks to cultivate good conduct (akhlaq) so that an individual develops a personality aligned with the teachings of the Qur'an and Hadith, including the fostering of positive communication between parents and children (Ubaidillah, 2018).

Figure 2: positif impact of the program



Third, the positive impact of the program is also evident in the behavior of Early Childhood within the school environment. Teachers report that the children have begun to exhibit behavioral changes, such as being calmer, more responsive to guidance, and more confident when interacting with peers and teachers. The children have also become more comfortable expressing their opinions without fear and are demonstrating greater emotional stability. These developments indicate that a school environment free from violence has a positive influence on the growth and development of young children.

Column 1 : Challenges in Community Service

Challenges in Community Service	Explanation	Implemented Solutions
Parents' attitudes toward physical punishment	Some parents still view physical punishment, yelling, and threats as effective ways to discipline their children because they are influenced by traditional parenting styles and a lack of understanding about the effects of violence	A persuasive approach was taken through Islamic parenting seminars, education on positive discipline, and demonstrations of more child-friendly communication styles.
The lack of understanding of Islamic parenting	Parents have not yet grasped the concept of Islamic parenting, which emphasizes love, setting a good example, and positive communication in raising children.	The volunteer team provides training, interactive discussions, and hands-on simulations of Islamic parenting practices.
Parents' limited time	Parents are busy with work and household chores, so they are unable to fully participate in the entire series of parenting activities.	Support is provided on a regular basis through communication and consultation groups so that participants can continue to take part in the activities with flexibility.
Lack of initial participation by participants	At the beginning of the session, some participants were less enthusiastic because they believed that parenting was a natural process that did not require special training.	A humanistic approach and intensive communication are used to raise awareness of the importance of parenting in preventing violence against children.
The difficulty of breaking old habits	Parents need time to shift from an authoritarian parenting style to a more educational and non-violent one.	The team of volunteers provides ongoing guidance and facilitates group reflection sessions to help participants gradually adopt Islamic parenting practices.

Several challenges were identified, including the fact that some parents still view physical punishment as an effective way to discipline their children. In addition, parents' limited availability to fully participate in parenting activities posed a challenge of its own. Nevertheless, through a persuasive approach, interactive discussions, and regular mentoring, participants began to embrace a more educational and non-violent approach to Islamic parenting. This aligns with the concept of education based on leading by example—as taught by Muhammad—where the internalization of values occurs through concrete practice within the family. The participatory approach employed also reinforces community empowerment theories that emphasize the importance of a sense of ownership in creating sustainable change (Sulaeman dkk., 2026).

Discussion

The implementation of a community service program on Islamic parenting to prevent violence against early childhood has had a positive impact on increasing parents' and teachers' understanding and awareness of the importance of child-

friendly parenting practices (Arsana et al., 2020). Islamic parenting does not focus solely on rules and discipline, but also emphasizes the values of love, gentleness, positive communication, and setting a good example in raising children. This approach is crucial because young children are in a phase of emotional and social development that critically requires a sense of safety and comfort from their surroundings. From an Islamic perspective, parental responsibility extends beyond ensuring that children grow up physically healthy and intellectually bright; it also encompasses fostering good character and a consciousness of the Divine. This principle aligns with the teachings of Muhammad, which emphasize the importance of education grounded in exemplary conduct and compassion within the family (Abbas & Astoko, 2024).

The initial phase of the program began with observations and the identification of issues related to parenting practices in both school and family settings. Based on the observations, it was found that some parents and teachers still use harsh communication styles when disciplining children. This situation is influenced by generational habits, a lack of parenting literacy, and limited understanding of the impact of verbal and emotional abuse on early childhood development (Suhartono et al., 2020). Therefore, the Islamic parenting program was designed as both an educational initiative and a support system for teachers and parents to help them adopt more positive and constructive parenting styles.

Second, the conduct of seminars and Islamic parenting training sessions formed a core component of this community service initiative. The topics covered included the Prophet Muhammad's SAW approach to parenting, the importance of effective communication with children, strategies for disciplining children without violence, and character development through setting a good example. The activities were conducted in a participatory manner through discussions, simulations, and hands-on practice so that participants not only understood the concepts theoretically but were also able to implement them in their daily lives (Salsabila et al., 2024). This participatory approach encouraged participants to be more active in sharing their experiences and the challenges they faced while raising their children.

The changes in parenting styles observed following the program indicate that Islamic parenting can serve as a preventive measure to reduce violence against early childhood. Parents and teachers have begun to realize that discipline does not have to be enforced through physical or verbal punishment, but rather through positive

reinforcement, setting a good example, and empathetic communication. These changes have a direct impact on the children's behavior, making them more comfortable, confident, and easier to guide both at home and in the school environment.

Third, in addition to influencing parenting styles, this initiative has also successfully fostered a culture of collaboration between schools and families in supporting the growth and development of early childhood. A harmonious relationship between teachers and parents is a key factor in creating a safe and child-friendly educational environment (Sagita & Saputri, 2024). Through ongoing Islamic parenting guidance, it is hoped that public awareness of the importance of preventing violence against children will continue to grow, thereby fostering a generation that is emotionally, spiritually, and socially healthy.

Figure 3: The implementation of community service activity



During the implementation of this community service activity, several obstacles were identified that pose challenges to the process of fostering Islamic parenting. One of the main obstacles is the mindset of some parents who still believe that physical punishment and shouting are effective ways to discipline young children. This parenting style is generally influenced by long-standing traditions that have been practiced for generations within the family (Saepudin et al., 2023). Some parents believe that children will be more obedient if they are punished immediately upon making a mistake. Additionally, a lack of understanding regarding the impact of verbal and physical violence on children's psychological development is another factor contributing to the persistence of such parenting styles. In some cases, parents

admit to having difficulty controlling their emotions when faced with a child's active behavior, so they opt for quick fixes like yelling or making threats to get the child to obey immediately. This situation indicates that changing parenting styles requires a continuous process of education and guidance so that parents can understand the concept of positive discipline from an Islamic perspective.

Another challenge is the limited time parents have to fully participate in the entire series of parenting activities (Rifat & Ratnasari, 2023). Most parents are busy with work and household chores, so they cannot attend every coaching session in full. As a result, participant engagement at the start of the program was not yet optimal. Additionally, some parents still feel that parenting programs are not a top priority, believing that raising children can be done naturally without the need for specialized training. However, through a persuasive approach, empathetic communication, interactive discussions, and regular mentoring, participants began to show a more open attitude toward the importance of Islamic parenting (Lee et al., 2016). Parents began to understand that non-violent parenting does not mean spoiling children, but rather providing an education full of love, setting a good example, and engaging in positive communication. The guidance provided in stages also helped participants feel more confident in applying Islamic parenting practices within the family and school environments, thereby creating a more harmonious and child friendly atmosphere.

Conclusion

The community service initiative on Islamic Parenting Guidance for the Prevention of Violence Against Early Childhood in School Settings has had a positive impact on enhancing parents' and teachers' understanding of the importance of non-violent parenting. Through parenting seminars, positive communication training, parenting simulations, and regular mentoring, participants began to understand that early childhood education must be conducted with an approach based on love, setting a good example, and humane communication in accordance with Islamic values. This activity also succeeded in raising participants' awareness regarding the negative impact of verbal and physical violence on the emotional and psychological development of early childhood.

This community service initiative has fostered synergy between the school and parents in creating a safe, comfortable and child-friendly educational environment. The shift toward more positive communication patterns among teachers, parents, and

children demonstrates that Islamic parenting can serve as a preventive solution to reduce violence against early childhood. Although several challenges were encountered during implementation such as outdated views on discipline and limited parental participation through a persuasive approach and ongoing guidance, participants began to embrace the application of Islamic parenting that is more educational and constructive. Thus, this program is expected to serve as a first step in fostering a culture of nurturing, loving, and sustainable care within both family and school environments.

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