

Educating Children Through Example and Love

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Abstract:

One of the problems faced in today's digital era is: related to educating early childhood . Parents' lack of knowledge about age-appropriate parenting is a major factor hindering consistent parenting. Educating children with love and role models is crucial from an early age, as it lays the foundation for early childhood development. Furthermore, there are activities monitoring Regarding the planning, implementation, and evaluation of habituation and role model activities, they have been carried out but not optimally. However, the phenomenon that occurs in the field shows that some parents still do not understand how to educate early childhood children appropriately for their age by being a role model and of course with affection as the initial foundation in helping stimulate development. This community service activity aims to provide understanding and empower parents of students at KB AL Walidah 23 Giri Kebomas Gresik through role models. The methods used include interactive lectures, demonstrations, parental role models, and focus group discussions (FGD) to help understand the role model. This activity was carried out for one day with the involvement of students' parents.

The results of the activity showed an increase in parents' understanding of educating children through role models and love. Parents also showed a positive response and understood that being a role model for their children is very important. This activity is expected to become a model for educational programs that use good habits and examples that are sustainable in early childhood education institutions through activities. monitoring related to planning, implementation and evaluation of habituation and exemplary activities.

Keywords : Education, parents, early childhood, Through Example, Love, community service.

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Introduction

The family is the primary socialization institution that plays a crucial role in shaping the foundation of a child's personality and moral character (Pratama & Lestari, 2023). In today's era, the process of internalizing moral values faces increasingly complex challenges due to the influence of digitalization and exposure to unfiltered information. Ideally, parents are able to filter and guide their children's behavior to maintain alignment with social norms and societal ethics. However, the reality on the ground shows a shift in parenting patterns, where educational interactions between parents and children tend to be transactional and superficial, relying more on verbal instructions in the form of prohibitions and commands without any visualization of concrete behavior.

This failure to cultivate character is often rooted in inconsistencies between what parents instruct and what they actually practice in their daily lives. A doctrinaire parenting approach lacking emotional warmth has been proven to fail to foster authentic moral awareness in children (Savitri, 2024). When children lack role models within the family, they tend to seek behavioral examples externally, such as through social media, which may not align with their

developmental values. Theoretically, role models in children's behavior can be explained through *Social Learning Theory* developed by Albert Bandura (1977). Bandura postulated that most human behavior is acquired through observational *learning* of models in their environment. Through imitative learning mechanisms, the behavior, emotional regulation, and social interactions demonstrated by parents are cognitively recorded by children before being replicated in real life. This modern psychological concept is in line with the classical Islamic thought of Imam Al-Ghazali (translation, 2018) in the book *Ihya Ulumuddin* , which conceptualizes the child's soul as a pure entity (*tabula rasa*) that is sensitive to external stimuli. Through the *oral axiom al-hal ashahu min lisan al-maqal* , Al-Ghazali asserts that the manifestation of real behavior (*behavioral display*) from caregivers has a much stronger power to transmit values than mere oral indoctrination.

However, role models cannot stand alone without positive emotional support in the form of unconditional *positive regard* , as proposed in the humanistic approach (Rogers, 1957). This affective approach serves to build emotional stability and security *in* children. Without a secure emotional bond, the internalization of values exemplified by parents will be rejected by children, or only obeyed momentarily because it is based on fear of authority, not moral awareness. Therefore, the integration between behavioral modeling *and* the fulfillment of affective needs (*love and belongingness*) is an absolute determinant in forming psychological resilience and adaptive character in children.

This article aims to comprehensively analyze the integration of role-modeling and compassionate approaches in modern family parenting practices. The study focuses on formulating applicable strategies for parents to optimize children's character development within the family environment. This can serve as both a theoretical and practical reference for addressing the character crisis in children in the digital age.

KB AL Walidah 23 Giri Kebomas Gresik As an early childhood education institution committed to optimal child growth and development, it plays a strategic role in facilitating collaboration between schools and families. Given these conditions, parenting activities are needed, especially in terms of educating children, especially by leading by example and love, to improve parents' ability to implement parenting patterns that are appropriate to the challenges of the digital era. Through this program, it is hoped that parents can gain insight and strategies in accompanying their children's growth and development appropriately, thereby being able to create a safe and healthy environment to support the growth and development of early childhood.

Method

The parenting seminar for parents of students at KB AL Walidah 23 Giri Kebomas Gresik was designed to provide parents with understanding and hands-on practical experience that can be applied in their daily parenting. This method combines interactive lectures, demonstrations, and group discussions, adapting to the characteristics of the school community and the theories of Bronfenbrenner and Vygotsky. The material was delivered through an interactive lecture method to provide parents with a basic understanding of educating children by example and love, as well as the importance of parental guidance. The presentation of the material was complemented by simple case studies relevant to the lives of early childhood children, so parents could relate the material to their own experiences. This method supports Bronfenbrenner's ecological approach because it reinforces the role of the family environment as the closest system in child development (Elok et al., 2026).

Results and discussions

The result of this community service activity was a seminar held at KB Al Walidah 23 Giri Kebomas Gresik with 37 participants. The activity began with filling out the participant attendance list and receiving refreshments guided by PIAUD students, namely Faridatul Imania . Next, the event was opened by Faridatul Imania as MC, a speech from the principal of KB Al Walidah 23 Giri Kebomas Gresik and closed with a prayer. Then it was handed over to the MC and the presentation of the material by Mrs. Fitri Ayu Fatmawati, M.Pd, then Q&A.



Figure 1 Q&A



Figure 2 Presentation of Material



Fig 3 Presenter Delivers Material on the Use of Gadgets

Early childhood education is the initial foundation for children before they move on to higher education. Based on Law No. 20 of 2003 concerning the national education system, the Indonesian nation is committed to providing early childhood education, namely from birth to six years of age (0-6 years) (Law of the Republic of Indonesia Number 20 of 2003, 2003). In implementing early childhood education, of course, it has a good legal basis, as stated in the word of Allah SWT (Ministry of Religion of the Republic of Indonesia, nd):

وَاللّٰهُ أَخْرَجَكُمْ مِّنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ
السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۚ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: "And Allah SWT took you out of your mother's womb in a state of not knowing

anything, and He gave you hearing, sight and a heart, so that you may be grateful. (An Nahl: 78)

The process of internalizing moral values and character formation in children is not determined by the intensity of verbal indoctrination or rigid regulations applied within the family environment. Psychologically, children are in a phase of developmental imitation, where they continuously observe, record, and adopt behavioral and verbal stimulation from the domestic environment. When parents want their children to actualize the values of honesty, patience, and discipline, children require empirical behavioral modeling from their attachment figures. *Therefore*, the role model factor has a higher significance and greater effectiveness in modifying children's behavior compared to verbal instructions alone. The concept of role models in this context does not demand absolute perfection from parents, but rather consistency, integrity between cognitive and motor aspects, and openness in evaluating mistakes wisely in front of children. However, the implementation of role models oriented towards assertiveness requires a balance in the form of unconditional love. Parenting based on positive affection contributes significantly to creating a psychologically safe space *that* supports the formation of optimal self-esteem *and* self-acceptance in children. This manifestation of affection is not a reflection of an indulgent parenting style.

Conclusion

Parenting seminar activities at KB Al Walidah 23 Giri Kebomas Gresik has been successfully implemented and has had a positive impact on parents. Based on the results of these activities, it can be concluded that: first, there has been an increase in parents' understanding of educating children through role models and love, as well as educational strategies. Second, the focus group discussion (FGD) sessions successfully encouraged parents to identify educational challenges by being role models at home and formulating a shared commitment to implementing family rules to help stimulate children's growth and development. The method, which combines interactive lectures, live demonstrations, and group discussions, has proven effective in increasing parental understanding. This approach aligns with Vygotsky's scaffolding theory and Bronfenbrenner's ecological approach, both of which emphasize the importance of a supportive family environment in the process of child development in the digital era. This activity is expected to become a sustainable education in other early childhood education institutions. Suggested follow-up steps include: establishing a community for education, providing modules for independent learning, and regular evaluation of the implementation of parenting at home. Thus, efforts to improve parents' digital literacy can be carried out sustainably and have a long-term impact on early childhood development.

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