



Enhancing Parenting Quality through a Mobile Learning-Based Parenting Program

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Abstract

The widespread use of WhatsApp in parenting learning processes today is a highly intriguing phenomenon. Parents learn a great deal from social media and chat applications about parenting techniques. Ideally, this should help improve the quality of parenting in the digital era, though there are also challenges and drawbacks. Based on this background, the purpose of this study is to examine mobile learning-based parenting education in terms of program meaningfulness and parenting quality. This study employs a descriptive quantitative approach, involving 55 participants. Data were collected through a questionnaire created using Google Forms. The findings reveal that the accumulation of messages in WhatsApp groups reduces participant engagement; however, it also improves relationships with their spouses and children at home. The parenting quality of participants was categorized as "very high," while their participation level was categorized as "high." Partially, participation has an influence of 25.6%, while the simultaneous influence of participation and program meaningfulness on parenting quality is 28%. This study contributes to the growing body of knowledge on digital-era parenting by providing empirical evidence of the effectiveness of mobile learning-based programs in enhancing parenting quality. It highlights both the opportunities and limitations of using WhatsApp as a platform for parenting education, offering insights for future program development and implementation.

Keywords: *Mobile Learning, Parenting Program, Parenting Quality*



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INTRODUCTION

The lack of parental understanding in Indonesia has triggered various cases involving children, either as victims or perpetrators (Septiani, 2021). According to data, 68.7% of cases are related to the fulfilment of children's rights, while 31.3% involve special child protection cases (KPAI, 2023). This indicates that many cases affecting children arise from various factors, one of which is the family environment. Parents serve as the frontline in character education, as children first learn the foundations of life and moral values within the family setting (Aopmonaim et al., 2023). The specific attitudes and behaviours exhibited by parents are reflected in their parenting styles, which play a crucial role in a child's life (Bibi et al., 2013). A strong

foundation of positive character formation within the family can shield children from negative social influences, ensuring that they remain unaffected by unfavourable peer environments if they have been instilled with good habits from an early age (Rafii et al., 2021). The role of parents in stimulating children's moral development is crucial, as consistent moral and religious role modelling in daily life helps shape good character in children (Ma'rufah & Hidayati, 2024). Family harmony has been found to influence juvenile delinquency by 17.87% (Muniriyanto & Suharnan, 2014). The lack of parental understanding remains a key factor contributing to various child-related cases in Indonesia, both as victims and perpetrators (Fairuzzen et al., 2024). Given the high number of cases related to child rights fulfilment and special protection, families—especially parents—hold a crucial role as primary character educators (Andhika, 2021). A positive and consistent parenting style within the family can help develop strong character in children, protecting them from negative social influences (Anugrah & Siregar, 2024).

These statistics indicate that negative behaviour among children in Indonesia remains relatively high, posing a challenge for both the government and society to reduce these numbers. The issue lies in the fact that parents tend to prioritize academic skills or left-brain-related abilities while neglecting moral education (Badriah & Fitriana, 2018). In reality, many children, who are supposed to be the future leaders of the nation, still exhibit poor morals and spend their childhood in inappropriate ways. This highlights the need for all families in Indonesia to reflect on the fact that their knowledge and methods of raising children are not yet fully developed and strong (Jailani, 2014). Consequently, various seminars, books, and discussions on parenting have emerged, with many parents expressing regret for not learning proper parenting techniques sooner. Indonesian families must strive for high-quality parenting, ensuring that all levels of society understand how to properly educate their children, as they are the future generation responsible for building a better nation.

According to a survey by Indonesian Child Protection Commission (KPAI), only about 23% of parents have ever received parenting education (KPAI, 2023). This suggests that the role of families is vital in national development, emphasizing the need to educate society on parenting techniques in creative and innovative ways to enhance their accessibility and effectiveness. Parenting practices significantly impact children's development, and parenting programs have the potential to be an effective means of supporting parents in fostering optimal outcomes for their children (Barlow & Coren, 2001).

Parenting programs have been widely implemented in various settings to enhance parental competence in child-rearing. Studies show that in one early childhood education (PAUD) institution, parenting programs have had a positive and significant—albeit not yet optimal—impact on children's independence development (Syamsu, 2018). Various approaches and methods have been utilized in parenting programs to attract parental participation. For smaller-scale programs, lectures and seminars are commonly used by facilitators. However, for larger-scale programs spanning cities or even islands, technology and internet-based methods are preferred. Each method, whether offline or online, has its advantages and drawbacks. Offline methods face challenges related to time and costs, while online methods are often hindered by unstable internet connections (Zaitun & Patilima, 2024). The outcomes of

parenting programs vary depending on whether they are conducted in-person or through media platforms. In face-to-face programs, participants tend to focus more on the sessions but are constrained by time and location. Meanwhile, online programs rely on text messages, chats, or videos from facilitators, with engagement levels assessed based on responses, comments, or assignment submissions. The effectiveness of parenting programs is ultimately measured by whether they achieve their intended goals, particularly in influencing parents' child-rearing practices, as this is one of the primary objectives of such programs.

The lack of parental knowledge regarding child-rearing, which has a significant impact on children's character development, has prompted researchers to explore parenting education further. Given the numerous offline and online learning activities available for parents to enhance their parenting knowledge, online parenting education is particularly interesting to study due to its broader reach compared to offline learning. Online learning differs significantly from offline learning, especially in terms of participant engagement and the meaningfulness of the experience. This serves as the rationale for investigating the influence of participant engagement and perceived meaningfulness in mobile learning-based parenting programs on parenting quality within families.

METHODOLOGY

Descriptive quantitative research is a research method aimed at describing current or past phenomena. This study employs a quantitative approach to examine a specific population or sample. This approach was chosen because the population and participants of this program are spread across the Greater Bandung area. Given the relatively large number of respondents and the study's focus on personal aspects, an online questionnaire was used as the data collection instrument. For this study, we used a Google Form questionnaire, as members of the Institut Ibu Profesional Community are widely dispersed, including areas outside Bandung City, such as Cimahi City, Bandung Regency, and West Bandung Regency.

The study's population consisted of 65 individuals registered in the WhatsApp group of the Institut Ibu Profesional Bandung Community, all of whom met the criteria of being married and having children aged 2 to 7 years. With a 5% margin of error, the sample size was determined to be 55 participants. Data collection was conducted through a Google Form, which included questions about participant identity, age, education, occupation, residence, marital status, and the number of children. Marital status and the number of children were key factors in determining the final sample. The questionnaire used a Likert scale to assess attitudes, opinions, and perceptions of individuals or groups regarding social phenomena (Sugiyono, 2016, p. 134). The data analysis techniques included a normality test and multiple regression analysis to predict the dependent variable (Y) based on two or more independent variables, in order to determine the existence of functional or causal relationships between the independent and dependent variables. Additionally, the coefficient of determination test was conducted to measure the extent to which the independent variables—participation (X1) and perceived meaningfulness (X2)—influence the dependent variable, parenting quality (Y). The coefficient of determination is used to indicate the contribution of variable X to variable Y.

RESULTS AND DISCUSSION

This study analyzed participant engagement trends based on various categories, including age, class affiliation, region, education level, occupation, and number of children. The results, obtained using a Likert scale, showed a generally high average score, indicating that participants in Batch 3 of Bunda Sayang were actively engaged.

Participation percentages varied across categories. In terms of class affiliation, Bunda Sayang Bandung 2 participants had the highest participation rate at 72.20%, while Bandung 1 had the lowest at 69.71%. Regarding age groups, participants aged 31–50 years had the highest participation rate at 71.50%, while those aged 21–30 years had the lowest at 70.80%. In regional distribution, participants from "Other Areas" had the highest participation rate (76.89%), while those from Bandung Regency had the lowest (68.08%). Regarding the number of children, participants with more than three children had the highest participation rate (79.11%), whereas those with exactly three children had the lowest (66.67%). Overall participation rate was 77.62%, classified as "high," indicating that Bunda Sayang participants were actively engaged in learning activities. The remaining 22.38% could be influenced by various factors, including disinterest, apathy, ignorance, and reluctance to change within the community.

Participation is defined as an individual's or group's emotional and mental involvement in a group context, motivating them to achieve group goals and take responsibility for the outcomes (Dwiningrum, 2011). According to Cohen and Uphoff (as cited in Dwiningrum, 2011), participation in benefiting from a program is not solely dependent on the quality or quantity of program outcomes. Rather, increased output serves as an indicator of program success, which can be measured through participant engagement and its impact on parenting quality within families.

Table 1. Participant Participation

Characteristic	Highest Participat ion (%)	Characteristic	Lowest Participat ion (%)
Bandung 2 Class	72,20	Bandung 1 Class	69,71
31-50 years old	71,50	21-30 th years old	70,80
The Greater Bandung Area	76,89	Bandung District	68,08
More than 3 childs	79,11	Having 3 children	66,67

Program Meaningfulness

Various categories, including age, class origin, regional origin, education, occupation, and number of children, yielded very high percentages, indicating that the program was highly meaningful for participants of the Bunda Sayang Batch 3 class. The program meaningfulness variable for the Bandung 2 class had the highest

percentage at 91.01%, while the lowest percentage was 89.52% in the Bandung 1 class. The highest percentage of program meaningfulness was found in the 31–50 age group at 91.42%, while the lowest was in the 21–30 age group at 90.19%. The highest program meaningfulness variable was observed among participants working as civil servants (PNS) at 91.55%, whereas the lowest percentage was among non-civil servant participants at 89.11%. The highest percentage of program meaningfulness was recorded among participants with a high school (SMA) education at 97.78%, while the lowest was among diploma (D3/D4) holders at 88.15%. Participants from West Bandung Regency obtained the highest program meaningfulness percentage at 96.67%, while those from Bandung City had the lowest at 87.82%.

Table 2. Program Meaningfulness

Characteristic	Higest Participat ion (%)	Characteristic	Lowest Participat ion (%)
Bandung 2 Class	91,01	Bandung 1 Class	89,52
31-50 years old	91,42	21-30 th years old	90,19
Working as a civil servant	91,55	Non Civil Servant	89,11
High school graduate	97,78	Diploma	88,15
West Bandung District	96,67	Bandung City	87,82

Program Emphasis and Parenting Quality

The results of the program emphasis showed a value of 90.25% (very high), indicating that the Bunda Sayang class program aligns with participants' needs and that the methods used are considered appropriate by the participants. The attribute of meaningful learning is emphasized as a goal in the use of technology and as a criterion for evaluating technology use (Howland, J., et al., 2011, pp. 3–5). Groteluschen (as cited in Sudjana, 2010, p. 253) divides the aspects of program meaningfulness into three categories: program emphasis, program resources, and program acquisition. Program emphasis relates to determining the most important program elements, including components, processes, or objectives of the program resources. Program resources consist of inputs and collaboration between institutions that organize the program. Program acquisition encompasses the results and impacts achieved for evaluation. Based on this theory, the core or input of the program is its essence, which includes the curriculum and learning methods used. The results of the analysis indicate that the curriculum or materials provided align with the participants' needs, and the techniques used in discussions and family projects facilitate the application of the material.

Parenting Quality

The results of the parenting quality tendency level, categorized by age, class origin, regional origin, education, occupation, and number of children, showed a very high percentage, indicating that the parenting quality in the families of Bunda Sayang Batch 3 participants was excellent. The parenting quality in Bandung 2 class was 84.15%, while in Bandung 1 class, it was 82.14%. The highest parenting quality variable was found among participants aged 21–30 years, at 83.93%, while the lowest was among participants aged 31–50 years, at 81.17%. The highest parenting quality variable was observed among participants working as civil servants (PNS), at 83.33%, while the lowest was among participants working in the non-civil servant sector, at 79.89%. The highest parenting quality percentage was recorded among participants with a high school (SMA) education, at 91.11%, while the lowest was among diploma (D3/D4) holders, at 82.07%. The highest parenting quality percentage was obtained by participants from the Greater Bandung area, at 87.77%, while the lowest was among participants from Bandung City, at 80.83%.

Table 3. Parenting Quality

Characteristic	Highest Participation (%)	Characteristic	Lowest Participation (%)
Bandung 2 Class	84,15	Bandung 1 Class	82,14
21-30 years old	83,93	31-50 th years old	81,17
Working as a civil servant	83,33	Non Civil Servant	79,89
High school graduate	91,11	Diploma	82,07
The Greater Bandung Are	87,77	Bandung City	80,83

Parenting Quality and Program Participation Impact

The final results indicate a total parenting quality score of 83.13%, which is classified as very high. This suggests that participants' parenting quality is strongly linked to the use of productive communication materials and training in fostering children's independence, both of which were studied in the Bunda Sayang Class program. In other words, most participants applied the productive communication lessons learned in the program to their interactions with their children. According to (Djamarah, 2004) communication is defined as the statements conveyed by one person to another. Laynas Waun, a researcher from the University of Arizona (Mohibu, 2015), identified several key aspects of effective parent-child communication, including maintaining eye contact with the child, asking questions they can comprehend, giving full attention to the child, speaking calmly and softly, and being attentive to the child's feelings.

The study also found that most participants implemented the materials on fostering children's independence as provided by the facilitators in the Bunda Sayang Class. According to the Professional Mothers' Institute Community, there are various ways to teach children independence, including creating a child-friendly home environment, consistently enforcing rules, informing children about risks, assigning responsibilities according to their age and abilities, and providing motivation. The findings indicate that participants actively trained their children in independence using the materials provided in the program. Independent children tend to exhibit exploratory behaviour, self-confidence, decision-making skills, and creativity ([Astuti & Sukardi, 2013](#)).

The Impact of Participant Engagement and Program Meaningfulness on Parenting Quality

Participation in the study, the sense of responsibility, consideration of others' opinions, and knowledge-sharing are all elements that reflect participant engagement. Participation levels during the learning process in the Bunda Sayang Class can be observed through WhatsApp group interactions. Throughout the program, perspectives from both facilitators and other participants help determine the level of participant engagement. Additionally, participants' expected outcomes in terms of knowledge enhancement, comprehension, and application depend on the perceived value of the Bunda Sayang Class program.

Based on data analysis, the significance value for variable X1 was calculated at 0.005, which is less than 0.05 ($0.005 < 0.05$), indicating a correlation between X1 and Y. The correlation coefficient between X1 and Y was 0.377, suggesting a low correlation. The significance value for variable X2 was 0.000, which is also below 0.05 ($0.000 < 0.05$), confirming a correlation between X2 and Y. The determination coefficient test results indicate that participation and program meaningfulness contribute 28% to parenting quality in the families of Bunda Sayang Batch 3 participants, while the remaining 72% is influenced by other variables.

This aligns with the concept of participation, which refers to an individual's mental, emotional, and physical involvement in taking the initiative in activities, supporting goal achievement, and taking responsibility for their engagement ([Karnia et al., 2023](#)). These findings support the idea that participation plays a role in achieving the objectives of the Bunda Sayang Class program, namely improving parenting quality through the materials studied during the program.

Meaningful learning is a process of connecting new information with relevant ideas in an individual's cognitive structure. It is a pleasurable learning experience that allows individuals to comprehensively absorb information, ultimately enhancing their abilities ([Abdullah, 2016](#)). The term "learning" suggests a process that can stimulate individuals to become more motivated in acquiring knowledge. This type of learning experience can be enjoyable for participants and lead to an increase in their capabilities. These findings support the conclusion that parenting quality among participants' families can be improved through the meaningfulness of the program for its participants. This study contributes to the growing body of knowledge on digital-era parenting by providing empirical evidence of the effectiveness of mobile learning-based programs in enhancing parenting quality. It highlights both the opportunities

and limitations of using WhatsApp as a platform for parenting education, offering insights for future program development and implementation.

CONCLUSION

Participation in deriving benefits is not dependent on either the quality or quantity of the program's implementation outcomes. In terms of quality, the success of a program is indicated by an increase in output, which aligns with participant involvement that can influence results, such as the quality of family parenting. Regarding program meaningfulness, findings suggest that the program is highly relevant and beneficial to participants, meeting their needs. Participants also perceive the methods used as appropriate. They consider the program to be effective because it aligns with their needs and is easily accessible via mobile devices, making it convenient to engage with. Several efforts to improve parenting quality include participation and program meaningfulness in engaging with initiatives that support parenting improvement. The Bunda Sayang Class is one such program that enhances parenting quality. This study found that participant involvement had a partial effect of 14.21%, while program meaningfulness had a partial effect of 25.6%. The combined influence of participant involvement and program meaningfulness on parenting quality was 28%, with the remaining 72% influenced by other factors not examined in this study. However, participation did not have a statistically significant simultaneous effect on parenting quality, indicating that only program meaningfulness had a concurrent influence.

ACKNOWLEDGEMENT

Thanks to all participants who can help me to complete my research.

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<https://doi.org/10.30605/jsgp.7.3.2024.4705>

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