

THE EFFECTIVENESS OF A BLENDED LEARNING-BASED PARENTING PROGRAM MODEL IN ENHANCING PARENTS' CHILD-REARING COMPETENCE

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Submitted: 23/01/2026

Revised: 06/03/2026

Accepted: 19/07/2026

Published: 27/07/2026

Abstract

This study aims to analyze the effectiveness of a blended learning-based parenting model in enhancing parents' understanding and involvement in a nonformal early childhood education setting. This study employed a descriptive quantitative approach using a one-group pre-test and post-test design. The research population consisted of parents and educators at nonformal early childhood education institutions in Cianjur Regency, Indonesia, with the study specifically conducted at PAUD Al Faqih. A sample of 25 active participants in the parenting program was selected using purposive sampling. Data were collected through questionnaires and documentation, then analyzed using descriptive statistical techniques. The results indicate that the blended learning-based parenting model achieved a feasibility score of 4.2, categorized as feasible. Furthermore, post-test findings demonstrate a substantial improvement in parents' understanding of positive parenting practices, effective communication, and their roles as primary educators for their children. These findings suggest that the blended learning-based parenting model is effective as an alternative strategy for strengthening parental involvement in nonformal early childhood education.

Keywords

Parenting, Blended learning, Nonformal early childhood education, Parental involvement.



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INTRODUCTION

Early childhood education is a fundamental stage in forming the foundation of children's cognitive, social-emotional, and character development (Kalsum et al., 2023). The success of education at this stage is determined not only by the quality of educational institutions' services but is also strongly influenced by parental involvement in the process of caring for and educating children. Parents serve as the first and primary educators (Mandasari et al., 2022), so that parenting patterns, interactions, and the home learning environment contribute significantly to the success of early childhood education (Epstein, 2002). Parental involvement not only affects the improvement of children's learning outcomes but also contributes more holistically to children's social adjustment and emotional development (Desforges & Abouchaar, 2003).

Although the role of parents has been widely recognized, the implementation of parenting programs at Early Childhood Education (PAUD) units or institutions still faces various obstacles. The level of parental attendance and participation in parenting activities tends to be low, mainly due to time constraints, work commitments, and a program delivery model still dominated by conventional face-to-face meetings. This condition means that parenting programs have not yet been fully able to optimally improve parents' understanding and involvement in supporting the child's education process (Mutaqin et al., 2025).

The development of information and communication technology opens up opportunities for innovation in the delivery of parenting programs. One relevant approach is blended learning, namely a learning model that integrates face-to-face learning with online learning (Hajar et al., 2024). In the context of adult education, blended learning is considered effective because it provides flexibility of time, broader access to learning, and enables learners to study in accordance with their needs and life experiences (Knowles, 1980). Blended learning is also understood as a learning system that integrates the advantages of face-to-face and online learning to create a more flexible, adaptive, and meaningful learning experience for adult learners (Graham, 2006). This approach becomes increasingly relevant for parents who have limited time to attend parenting activities directly at PAUD institutions.

Observation results show that parents' understanding and involvement in parenting programs at Nonformal Early Childhood Education (PAUD) institutions in Cianjur Regency, particularly at PAUD Al-Faqih, remain at an administrative and ceremonial level. Parenting programs are generally conducted only twice a year, namely at the beginning and end of the

semester, during the distribution of children's development reports. Initial data through the pre-test confirmed significant variation in understanding, such as parents' normative awareness of education. Nevertheless, they still struggle to consistently apply parenting practices that support children's development at home. So far, parents who drop their children off at school have tended to merely wait passively for approximately two lesson hours without any structured educational activity.

This low interest and intensity of parental involvement is caused by several fundamental factors, including time constraints due to work commitments, a delivery model that remains conventionally face-to-face, and the institution's limited capacity to present varied resource persons and materials. As an antithesis to that rigid and unscheduled conventional parenting model, this study offers a parenting model based on blended learning. This innovation combines the flexibility of online learning with face-to-face meetings that focus not only on parenting theory but are also integrated with the enhancement of practical skills such as flower arranging, cooking, and turning waste into valuable products. By shifting parents' passive waiting time into an active and reflective learning experience, this model is positioned as a strategic solution to sustainably improve parents' self-efficacy and involvement.

A number of studies show that parenting programs designed systematically can improve parents' knowledge, attitudes, and parenting practices, and contribute positively to child development (Baumrind, 2013; Sanders, 2008). Several recent studies further reinforce the urgency of innovation in parenting programs, such as research by Özyurt et al. (2018), which proves that positive parenting programs can prevent violence against children. Meanwhile, Kong & Yasmin (2022) found that parenting style significantly influences early childhood learning through the mediation of parents' self-efficacy.

In the digital context, the research findings of Thorell et al. (2022) show that online-based parenting interventions are effective in reducing children's behavioral problems during crisis periods such as the COVID-19 pandemic. This is supported by the findings of Gremmen et al. (2018) regarding the success of online group-based parent training in enhancing children's autonomy support. Furthermore, Lanjekar et al. (2022) emphasize that the quality of the parent-child relationship built through structured education has a direct impact on children's cognitive development. However, empirical studies specifically examining the effectiveness of parenting models based on blended learning in the context of PAUD institutions remain relatively limited.

Some studies place greater emphasis on describing program implementation, without testing model feasibility or quantitatively measuring changes in parents' understanding.

Based on these conditions, research is needed that not only describes the implementation of parenting programs but also tests the effectiveness and feasibility of the applied model. This study aims to analyze the effectiveness of a parenting model based on blended learning at PAUD institutions in improving parents' understanding and involvement in child-rearing. By combining an assessment of model feasibility through expert judgment and the measurement of parents' learning outcomes through a pre-test and post-test design, this study is expected to make an empirical contribution to the development of parenting program innovation in the context of nonformal education, particularly PAUD institutions.

METHOD

This study employs a descriptive quantitative approach with a one-group pre-test and post-test design to analyze the effectiveness of the parenting model based on blended learning. This design was chosen to identify changes in parents' understanding and involvement before and after participating in the developed parenting program. In addition, this study is also supported by an assessment of model feasibility through expert judgment to ensure the suitability of the parenting model with the needs of PAUD institutions and the characteristics of parents as adult learners.

The population of this study includes all parents and educators at 25 nonformal PAUD institutions in Cianjur Regency, with PAUD Al-Faqih serving as the site of a limited trial. Sampling was carried out using a purposive sampling technique, with the criteria that subjects were active in the institution's activities and had access to digital devices. The selected sample comprised 25 people, consisting of parents and educators directly involved in the trial of the parenting model based on blended learning. The selection of the research location was based on the empirical condition of low parental participation in conventional parenting programs and the need for a more flexible and adaptive learning model. The parents who served as respondents were active participants in the parenting activities based on blended learning organized by the PAUD institution.

Research data were obtained from several sources. The main data were collected through pre-test and post-test questionnaires used to measure parents' understanding of positive parenting principles, effective communication with children, the role of parents in early childhood education,

and parental involvement in children's learning process. In addition, model feasibility data were obtained through an expert validation instrument assessing the content, presentation, language, and usefulness aspects of the parenting model based on blended learning. Supporting data were obtained through documentation of the parenting program activities.

Data collection was carried out in several stages. The first stage was the administration of a pre-test to obtain an initial picture of parents' understanding before participating in the parenting program. The second stage was the implementation of the parenting model based on blended learning, which combined face-to-face meetings with online learning through digital communication media. The third stage was the administration of a post-test to measure changes in parents' understanding and involvement after participating in the program. At the same time, model feasibility was assessed by experts competent in the field of early childhood education and nonformal education.

The measurement of variables in this study focused on the effectiveness variable of the parenting model based on blended learning, which was operationalized through the improvement of parents' understanding and involvement. Parents' understanding was measured based on questionnaire scores reflecting perceptions and knowledge about child-rearing, whereas parental involvement was measured through indicators of role awareness, attitudes toward children's education, and participation in child-rearing and learning activities at home.

The collected data were analyzed using descriptive statistical techniques by calculating percentage values and mean scores to describe the level of parents' understanding and involvement before and after participating in the parenting program. The results of the model feasibility assessment from expert judgment were analyzed by calculating the mean score for each assessment aspect and were categorized based on feasibility criteria. This analysis was used to empirically interpret the effectiveness of the parenting model based on blended learning and to support the discussion of the research results.

FINDINGS AND DISCUSSION

Findings

The research results show that the parenting model based on blended learning has a high level of feasibility for implementation in PAUD institutions. Based on the expert judgment assessment involving experts in early childhood education and instructional material development,

the parenting model obtained a mean score of 4.2, in the feasible category. This assessment covered four main aspects, namely content, presentation, language, and usefulness, which are presented in detail in Table 1 below.

Table 1. Expert Validation Results for the Parenting Model Based on Blended Learning

No	Aspect Assessed	Mean Score	Category
1	Content	4.3	Feasible
2	Presentation	4.1	Feasible
3	Language	4.0	Feasible
4	Usefulness	4.4	Feasible
	Overall mean	4.2	Feasible

Source: Processed primary data

The highest score was found in the usefulness aspect, indicating that the parenting model is easy to understand and can be applied by parents in daily parenting practices. This finding indicates that the development of the parenting model has taken into account the characteristics of parents as adult learners who need relevant and applicable materials.

The feasibility of the parenting model based on blended learning, as shown in Table 1, reinforces the view that the effectiveness of parenting programs is determined not only by the completeness of the material but also by its suitability to the characteristics of parents as adult learners (Nurrochman, 2024). From the perspective of adult education, the relevance and usefulness of the material are key factors determining the success of learning (Knowles, 1980). The integration of face-to-face and online learning in this model provides flexibility for parents to access materials and reflect on parenting practices in accordance with their life contexts (Graham, 2006).

The pre-test results provide an initial picture of parents' understanding before participating in the parenting program. In general, parents already have a basic awareness of the importance of their role in early childhood education. Most respondents understand that children learn optimally through play and exploration activities, and they are aware of the importance of positive communication between parents and children. Nevertheless, there is still variation in understanding regarding parenting practices that support children's development and the forms of parental involvement in children's education at PAUD institutions. This variation shows that although normative awareness has been formed, parents' conceptual and applied understanding still requires strengthening through a structured parenting program.

After the implementation of the parenting based on blended learning, the post-test results comparison of the pre-test and post-test results is presented in Table 2, which shows an increase in the percentage of parents' understanding on each indicator.

Table 2. Summary of Pre-test and Post-test Results of Parents' Understanding

Indicator	Pre-test (%)	Post-test (%)	Description
Understanding of the purpose of parenting	72.2	100.0	Increased
Application of positive parenting	68.0	100.0	Increased
Parent-child communication	75.0	100.0	Increased
Awareness of parental involvement	70.0	100.0	Increased

Source: Processed primary data

All respondents showed a high level of shared understanding of the objective of the parenting program, namely, to increase parental involvement in children's education. In addition, respondents demonstrated a stronger understanding of positive parenting principles, democratic parenting styles, empathetic communication, and the role of parents as the primary educators of their children. The high percentage of uniformity in responses on the post-test results indicates that the parenting program succeeded in building parents' collective awareness of the importance of their role in early childhood education.

This improvement in parents' understanding can be understood as a result of the blended learning approach, which provides a continuous and reflective learning space (Hilalludin & Akbar, 2025). Through the combination of face-to-face meetings and online learning, parents do not merely receive information one-way but also have the opportunity to discuss parenting experiences, ask questions, and reflect on the practices they carry out at home. This process is in line with the principle of adult learning that emphasizes experience as the primary source of learning (Rohalia & Ishak, 2025). In addition, this finding also shows that learning based on blended learning is able to enhance the sense of connectedness, participation, and involvement of adult learners compared with learning conducted entirely face-to-face or online (Rovai & Jordan, 2004a).

Besides the improvement in understanding, the research results also show changes in parents' attitudes and behavioral tendencies in child-rearing. Respondents reported increased awareness of providing playtime with their children, using more empathetic communication, and avoiding authoritarian parenting approaches. This finding supports the view that effective parenting programs not only increase knowledge but also gradually encourage changes in parenting attitudes and practices (Venty et al., 2025). This is in line with the findings of Baumrind (2013), which affirm that democratic parenting contributes positively to children's social-emotional development and independence.

The change in parents' attitudes in providing positive support, trust, and space for exploration to children can be understood through the concept of self-efficacy. Bandura (1986)

explains that an individual's belief in their own abilities plays an important role in determining the behavior they display. In the context of parenting, an increase in parents' self-efficacy encourages them to be more confident in consistently applying positive parenting practices (Rachmawati & Hastuti, 2017).

In terms of parental involvement, the research results show that parents increasingly understand the importance of the partnership between the family and PAUD institutions. The majority of respondents stated that parents are the party who best understands children's needs, yet still require collaboration with educators in supporting children's education. This finding reinforces the concept of school-family partnership put forward by Epstein (2002), which positions parents as strategic partners in children's education. Through parenting programs based on blended learning, communication between parents and educators becomes more intense and continuous, not limited to face-to-face meetings alone (Amalia et al., 2024).

Although the post-test results in Table 2 show a very high level of uniformity in responses, this finding does not necessarily indicate a weakness of the study. The high uniformity of responses can be understood in the context of the objective of the parenting program, which focuses on increasing awareness and aligning parents' perceptions. This program was designed as an initial intervention aimed at building a shared framework of thinking about positive parenting principles and the role of parents in early childhood education. Thus, the consistency of understanding shown by respondents actually indicates the program's success in achieving that objective.

However, this study has limitations that need to be considered. The research design using one group with a pre-test and post-test without a control group limits the researcher's ability to draw stronger causal conclusions. In addition, the instrument used still focuses on measuring parents' perceptions and understanding, so that long-term changes in parenting behavior cannot yet be measured in depth. Therefore, further research with a stronger experimental design and longitudinal measurement is needed to examine the long-term impact of the parenting model based on blended learning on parenting practices and child development.

Discussion

The findings of this study show that the limited trial of implementing the parenting model based on blended learning at PAUD Al-Faqih, Cianjur Regency, was significantly able to improve parents' understanding. This is evidenced by the achievement of maximum scores (100%) on the indicators of positive parenting, effective communication, understanding of the purpose of

parenting, and awareness of parental involvement as the primary educator. This success confirms that the integration of technology into family education programs is not merely a complement but a strategic solution to overcome conventional obstacles such as time constraints and low physical participation (Mukhlis & Sopari, 2021) in nonformal PAUD institutions, particularly in the Cianjur Regency area. The implementation of the model at this location proves that geographical constraints and parents' busy schedules can be mitigated through flexible access to digital materials without eliminating the essence of personal interaction in face-to-face meetings (Inayati et al., 2025).

Theoretically, the remarkable achievement on the understanding indicator at PAUD Al-Faqih is highly relevant to the findings of Yahya et al. (2024), which state that adults will learn effectively if the material has practical relevance and can be immediately applied in daily life. The increase in scores from pre-test to post-test shows that the transition from a one-way lecture model to a blended model provides space for parents to internalize the material in accordance with their own learning pace (self-paced learning). This academic dialogue is reinforced by the findings of Lanjekar et al. (2022), which emphasize that parental involvement correlates positively with children's cognition; however, this study in Cianjur goes further by proving that the effective "entry point" for delivering parenting material to parents is through the integration of practical skills (such as flower arranging and cooking) that meet their psychological and economic needs. This is a strong affirmation that parent education must be humanistic and needs-based (Mareta, 2018).

Furthermore, the model's feasibility score of 4.2 (feasible category) proves that combining face-to-face interaction and online modules provides a stronger sense of connectedness (sense of community). Theoretically, this is in line with the argument of (Rovai & Jordan, 2004) regarding the advantage of blended models in building active participation compared with a purely online or purely offline model. The presence of offline sessions at PAUD Al-Faqih preserves the emotional and social aspects, while online sessions through the WhatsApp platform or an LMS provide access flexibility. This transformation of the subjects' understanding toward democratic parenting (Jayanti & Sos, 2020) is also in line with the research of Fragoso & Valadas (2018), which states that systematic intervention can serve as a preventive instrument against violence toward children. The success at this research location provides an antithesis to the assumption that communities in rural areas or nonformal institutions find it difficult to adapt to technology (Latifa & Pribadi, 2021). In this context, technology actually becomes a bridge when the conventional model fails to reach parents amid their busy schedules.

Sociologically, the effectiveness of this model in Cianjur Regency supports the Ecological Theory of Bronfenbrenner (2013) and the findings of Safitri et al. (2023) regarding the partnership between PAUD institutions and families. The synergy between the home environment (microsystem) and educational institutions through the blended learning platform creates a harmonious ecosystem for children's development (Patilima et al., 2025). This finding is relevant to the study results of Desforges & Abouchaar (2003), which state that parental support at home has a greater influence on children's achievement than any school variable. Thus, the findings at PAUD Al-Faqih provide empirical evidence that the appropriate use of digital media can facilitate continuous dialogue between parents and educators. This innovation not only improves cognitive knowledge but also strengthens the position of nonformal PAUD institutions as strategic partners of the family. This is in line with the concept of social capital (Coleman, 1987), in which the information network built through the blended learning community strengthens collective parenting norms in the school environment.

The transformation from the phenomenon of “passive waiting” for two hours at school into “active learning” represents the sharpest antithesis to traditional parenting practices in nonformal PAUD that are often unplanned. As put forward by Horn & Staker (2014) in the theory of disruptive innovation, this model provides control over the time, place, and pace of learning. The concern of parents in Cianjur about limited time is addressed through the availability of concise yet substantial digital content, a need that was also found in the research of Thorell et al. (2021) during the global digital transition period. By shifting most of the cognitive load of the material to online media, face-to-face meetings can be focused on simulation and skills practice. This analysis is supported by Cognitive Load Theory (Sweller, 1988), which explains that dividing information into various channels (digital audiovisual and physical practice) prevents learners' mental fatigue, so that 100% understanding of the effective communication indicator can be achieved.

In addition, the effectiveness of this model must be viewed from the improvement of Parental Self-Efficacy. The increase in understanding scores shows that parents at PAUD Al-Faqih now feel more competent in carrying out their role. This is in line with Bandura's (1997) framework, which was put forward by Saragih (2022) through their research, namely that *mastery experience* (the experience of mastering something) is the main source of self-efficacy. Empirically, this result supports the study of Kong & Yasmin (2022) that quality parenting styles are only realized if parents are confident in their abilities. This model acts as a bridge that provides continuous strengthening

(reinforcement). This is also supported by the research of Hoover-Dempsey & Sandler (1997) on the motivation for parental involvement, in which, when parents feel they possess knowledge (through online materials) and feel actively invited (through offline sessions), their participation increases automatically.

Integration of local values and productive activities reflects the concept of "Funds of Knowledge" (Moll, 1992). At PAUD Al-Faqih, using waste as craft products or cooking activities is not merely a diversion but the institution's recognition of the family's sociocultural assets. This finding adds a new dimension to the parenting literature, which is often criticized by Selwyn (2011) as "technological failure" when it does not touch the social reality of its users. Here, the success of the model in Cianjur proves that technology and motor skills must be blended proportionally. As a final affirmation, this study emphasizes that the blended learning-based parenting model is not only about digitalizing material but about redistributing learning power from the institution back into the hands of parents, creating a more equal and collaborative pattern of relationship between school and home (Harris & Goodall, 2008).

CONCLUSION

This study concludes that the parenting model based on blended learning is a highly feasible and effective strategy for improving the quality of parental involvement in nonformal PAUD institutions. The main findings show that this model achieved a feasibility score of 4.2 from experts and succeeded in significantly improving parents' understanding to 100% on the indicators of positive parenting, effective communication, and awareness of their role as the primary educator. These results answer the research objective by proving that the integration of face-to-face and online learning is able to overcome participation barriers caused by time constraints, while also providing a more flexible and reflective learning space for parents. Practically, this model is recommended as a reference for PAUD institutions to strengthen the strategic partnership between family and school in order to support early childhood development more comprehensively.

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