

## **Parenting: Educational Parenting Patterns in Muslim Families at Ponpes Modern Gatra, Kohod Village, Pakuhaji District, Tangerang Regency**

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INDEXING	ABSTRACT
<b>Keywords:</b> Keyword 1; Parenting Keyword 2; Educational Keyword 3; Muslim Families Keyword 4; Patterns Keyword 5; Ponpes	This activity aims to enhance the understanding of the parents of students regarding the importance of family education as the main foundation for character development in children. The methods used include interactive seminars, group discussions, and Q&A sessions to provide both theoretical and practical knowledge. The results of the seminar show that participants gained new insights into the role of parents in educating children with an Islamic approach, the importance of healthy communication, and the synergy between home and pesantren. The impact of this activity includes increased awareness among parents, the formation of a commitment to improve parenting patterns, and readiness to cooperate with the pesantren. However, there are obstacles such as limited time for parents, low levels of Islamic parenting literacy, inconsistency in practices at home, and a less supportive social environment. Therefore, follow-up actions in the form of forming parenting communities, periodic training, collaboration with Islamic boarding schools, and practical assistance at home are proposed as follow-up strategies. With consistency and support from all parties, it is hoped that Muslim families can raise a generation of faithful, ethical individuals ready to face the challenges of the times.

### **Article History**

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## **INTRODUCTION**

Education is the main pillar in the development of a nation. From an Islamic perspective, education is not merely a process of transferring knowledge, but also a means of shaping morals, character, and social piety (Sajadi, 2019). The Qur'an emphasizes that parents have a significant responsibility in educating their children, as stated in Allah's word in QS. At-Tahrim verse 6: "O you who have believed, protect yourselves and your families from a Fire..." This verse affirms that the family, especially parents, is the first school for their children. Formal education in schools or pesantren is only complementary, while the main foundation remains in the family environment (Elitaliya *et al*, 2025).

In the context of modern society, parenting has become an important issue that is increasingly highlighted (Kurt, 2023). Changes in lifestyle, the rapid flow of globalization, and the development of digital technology pose new challenges in educating children (Alnajjar, 2025). Muslim families are faced with complex problems: children spend more time with gadgets than discussing with their parents, television and social media often become sources of values and role models, while warm interactions

between parents and children are increasingly diminished. As a result, many parents feel they are losing control over their children's spiritual and moral development.

Islamic boarding schools, as one of the educational institutions, have a strategic position in addressing this issue. These schools not only teach religious knowledge but also instill discipline, independence, and build an Islamic social environment (Fahham, 2020). However, the success of education in these boarding schools will not be optimal without family support. The relationship between home and the boarding school must be well established so that the values of education taught do not stop in the classroom, but continue at home and in the family environment.

From an academic perspective, this activity serves as a tangible manifestation of the implementation of the Tri Dharma of Higher Education, particularly in the aspect of community service. Through a seminar approach, it is hoped that there will be a transfer of knowledge as well as community empowerment. Parents are not only passive participants but are also involved in discussions, Q&A sessions, and parenting simulations. Thus, this seminar does not remain at a theoretical level but encourages real practices in family life. Therefore, this activity has two main objectives. First, to raise parents' awareness about the importance of Islamic parenting that focuses on character education. Second, to strengthen the synergy between families and pesantren as the two main pillars in children's education. It is hoped that through proper understanding and practice of parenting, a generation of Muslims who are faithful, knowledgeable, noble in character, and able to contribute to society and the nation will emerge.

## **LITERATURE REVIEW**

The concept of Islamic parenting is fundamentally rooted in the teachings of the Qur'an and Sunnah. In Islam, child-rearing is directed not only at intellectual intelligence but also at spiritual and moral development (Rambe & Lubis, 2023). The Prophet Muhammad (peace be upon him) emphasized that every child is born in a state of fitrah, and it is their parents who make them Jewish, Christian, or Zoroastrian. This hadith underscores that the education of children is the primary responsibility of parents, which determines the direction of the child's life in the future (Azami *et al*, 2023).

There are various parenting models in the psychology literature, such as authoritarian, permissive, and democratic parenting. However, from an Islamic perspective, parenting must be based on the values of rahmatan lil 'alamin, which is full of compassion, prioritizes consultation, upholds discipline, and provides good examples. The value of compassion is reflected in Allah's word QS. Ali Imran verse 159: 'So, due to mercy from Allah, you (Muhammad) were lenient with them...'. Meanwhile, the aspect of exemplary behavior is emphasized in QS. Al-Ahzab verse 21, which states that the Messenger of Allah SAW is the best example for humanity. From here, the parenting seminar at Ponpes Modern Gatra seeks to instill awareness that Islamic parenting is a combination of love, discipline, and exemplary behavior, as well as explained Fahmy and Fauziah (2023), and also Fernando (2025).

The challenges of the digital era make the Islamic parenting model increasingly urgent to strengthen. The children of this generation, including santri, live in a technological ecosystem. They grow up alongside gadgets, social media, and the

internet. Technology indeed offers great opportunities for learning, but without wise guidance, it can also become a gateway to various negative influences: pornography, promiscuity, hoaxes, and even radicalism. Parents often lack adequate digital literacy to monitor their children, while children adapt to technology more quickly. This creates a digital gap that widens the communication distance between the elderly and the youth. In this situation, families must serve as the primary filter. Parenting seminars emphasize the importance of technology control at home, such as limiting screen time, selecting educational content, and fostering traditions like reading the Qur'an, praying together, and family discussions as a balance. Thus, technology does not become a threat, but rather a productive tool in education (Nikmatullah *et al*, 2023).

## RESEARCH METHOD

The research and Community service activities in the form of a seminar "Parenting: Educational Parenting Patterns in Muslim Families" at Ponpes Modern Gatra in Kohod Village, Pakuhaji District, Tangerang Regency were carried out with a participatory and educational approach. The participatory approach was chosen so that the parents of the students would not only be passive listeners but also actively involved in discussions, Q&A sessions, and reflections. Meanwhile, the educational approach was designed to provide applicable understanding, so that the material presented does not remain at the level of theory, but can be directly applied in daily family life.

The implementation method consists of three stages. First, the preparation stage involves coordination with the pesantren, material preparation, provision of facilities and infrastructure, as well as publicizing the activities to the guardians of the students. The prepared materials include the basic concepts of Islamic parenting, challenges of parenting in the digital era, family communication strategies, and exemplary practices in the household.

Second, the stage of seminar implementation. The activity began with an opening by the pesantren caretaker, followed by the presentation of the main material by the speaker. The material was delivered interactively using presentation media, case studies, and parenting simulation. Participants were given the opportunity to share experiences, challenges, and questions related to parenting practices at home. Small group discussions were also held so that parents could share experiences and Islamic parenting strategies with each other.

Third, the evaluation and reflection stage. Participants are given a short questionnaire to measure their understanding of the material presented. In addition, a reflection session is held by inviting parents to formulate a commitment for follow-up actions, such as improving communication with their children, limiting the use of gadgets, or getting into the habit of worshipping together as a family. This evaluation is important to see to what extent the seminar has a direct impact on the mindset and action plans of the participants.

With this implementation method, the seminar activities not only become an arena for the transfer of knowledge but also a process of empowering Muslim families to be able to play their primary role as educators in shaping a strong and resilient Islamic generation to face the challenges of the times.

## **RESULT AND DISCUSSION**

The results of the parenting seminar show an increased understanding among participants in several important aspects related to Islamic parenting. The guardians of the students have once again recognized the urgency of the family's role as the first school in shaping the character of children. In addition, participants were able to identify practical steps that can be applied at home to support children's education in the pesantren. Modern Gatra Islamic Boarding School, located in Kohod Village, Pakuhaji District, Tangerang Regency, is one of the pesantren that pays great attention to the development of Muslim families. This pesantren strives to build synergy between formal education, dormitory upbringing, and family education. In practice, many students come from families with diverse social, economic, and cultural backgrounds. Some parents have a relatively good level of educational literacy, while others have minimal understanding of the importance of Islamic parenting patterns that are relevant to contemporary developments. This situation creates a gap between what the pesantren advocates and what is practiced at home.

### **The level of understanding among participants**

The results of the parenting seminar indicate an increase in participants' understanding of several important aspects related to Islamic parenting. The guardians of the students have once again realized the urgency of the family's role as the first school in shaping a child's character. In addition, participants are able to identify practical steps that can be applied at home to support a child's education in the pesantren.

- a. Understanding the importance of parental role modeling as the main example for children.
- b. Awareness of the urgency of warm, open, and loving Islamic communication.
- c. Knowledge of how to manage children's use of digital technology to be more productive.
- d. Commitment to establishing synergy with Islamic boarding schools in building the Islamic character of students.

### **Impact of the Seminar**

The parenting seminar at Ponpes Modern Gatra has a positive impact on the participants, both in terms of knowledge and attitude. The guardians of the students feel more confident in carrying out their roles as primary educators at home. They also begin to realize that an Islamic parenting style requires consistency, patience, and cooperation between the family and the pesantren.

- a. Increasing Awareness Among Parents About the Important Role of Family Education. This seminar opens a new understanding for parents that the family is the first school for children. They increasingly realize that education is not only the responsibility of Islamic boarding schools or schools but begins at home. This awareness encourages parents to be more active in guiding their children, providing moral direction, and instilling Islamic values from an early age. Additionally, they begin to see the importance of creating a conducive home environment for learning, worship, and communication.
- b. The formation of a commitment to build more intensive communication with children. Participants realized that effective communication is key to educating

children. They understand that children need to be listened to, given space to express their feelings, and guided with a loving approach. After the seminar, many parents committed to spending quality time with their children, for example by holding family discussions, light discussions about daily activities, or reading the Quran together. This is hoped to strengthen the emotional bond between parents and children.

- c. The Growing Motivation of Parents to Apply Islamic Parenting Patterns in Daily Life. A new motivation has emerged among parents to consistently implement Islamic parenting patterns. They are beginning to commit to making the home a center for instilling noble character, such as encouraging congregational prayers, reading the Quran together, and wisely managing technology use. This encouragement has also sparked a desire to continue learning about Islamic parenting, whether through books, training, or community discussions. Thus, parenting practices at home are not only spontaneous but also directed and sustainable.
- d. The emergence of willingness to continue collaborating with pesantren. Parents also show an open attitude to build more intensive communication with the pesantren. They understand that the success of children's education requires solid cooperation between families and educational institutions. This willingness is manifested through participation in regular meetings of guardians, involvement in pesantren activities, and openness to receiving evaluations from educators. This collaboration is expected to create continuity between education in the pesantren and habits at home, so that Islamic values can be more easily internalized within the child.

The results are detailed in the table below:

**Table 1. Participant Understanding Levels**

<b>Aspects of Understanding</b>	<b>Information</b>
<b>Role model of parents</b>	Participants understand that the behavior and attitudes of parents serve as the primary example for children, both in worship, morals, and daily discipline.
<b>Islamic communication</b>	Participants are aware of the importance of warm, open, and loving communication as a means to build emotional and spiritual closeness with their children.
<b>Management of digital technology</b>	Participants understand how to wisely guide the use of technology, including limiting screen time, selecting educational content, and accompanying their children.
<b>Synergy with Islamic boarding schools</b>	Participants are committed to collaborating with the pesantren to ensure that the formation of Islamic character in children is more consistent at home as well as in the dormitory.

Source: Author (2025)

Overall, these results indicate that the seminar successfully increased participants' awareness and understanding, although further support is still needed to reinforce practices at home. Furthermore, this seminar also emphasizes the importance of a balanced parenting style between affection (rahmah), firmness (qaumiyah), and role modeling (uswah hasanah). In Islamic education literature, the Prophet Muhammad (SAW) is the main example in educating generations. He taught the balance between

love and discipline, providing motivation as well as advice, and promoting gentle yet firm communication. This parenting style is what we want to instill back into Muslim families in the modern era, so that children are not only smart intellectually but also possess noble character. In addition, this seminar also discusses recent phenomena faced by Muslim families, such as gadget addiction in children, the decline of the culture of reading the Qur'an at home, and the lack of family consultation traditions. These issues pose real threats to family education. Therefore, the seminar materials are compiled contextually with the needs of the Kohod Village community, so they can be applied practically in daily life.



**Figure 1. Presentation of Material**

Source: Author (2025)

### **Obstacles during the activity**

In the implementation of the parenting seminar at Ponpes Modern Gatra, there were several obstacles faced both from the participants' side and the social environment. These obstacles are an important note so that community service activities in the field of parenting can be more effective in the future.

a. Time Constraints

Many parents of students cannot fully participate in activities due to work commitments. Most of them work as fishermen, laborers, or traders, resulting in their limited presence and reduced concentration in receiving the material.

b. Consistency in Practice

Although they understand the importance of an Islamic parenting pattern, many parents struggle to maintain consistency. Work routines, fatigue, or lack of coordination between fathers and mothers often cause parenting practices to halt midway..

c. Consistency in Practice

Although parents understand the importance of Islamic parenting styles, many struggle to maintain consistency. Work routines, fatigue, or lack of coordination between father and mother often cause parenting practices to stall halfway, preventing the applied parenting style from becoming more directed and consistent.

d. Environmental Support

The social environment also presents challenges due to the strong influence of digital media, free association, and a consumerist culture surrounding the child. This often undermines parents' efforts to fully implement Islamic parenting styles.

By understanding these obstacles, the next seminar is expected to emphasize more on practical and sustainable solutions, while also building a stronger community support.

### **Follow-up Action Plan**

To ensure that the parenting seminar at the Modern Gatra Islamic boarding school does not stop at merely delivering the material, a systematic and sustainable follow-up plan is needed. This follow-up is aimed at strengthening parents' understanding, enhancing the consistency of Islamic parenting practices, and building synergy between families, the pesantren, and the surrounding environment.

- a. Formation of Parenting Community  
Forming a group of parents of students as a forum for discussion, sharing experiences, and supporting each other in applying Islamic parenting patterns at home.
- b. Regular Training  
Conducting Islamic parenting training regularly by presenting expert speakers, so that parents' knowledge increases and family education literacy improves.
- c. Collaboration with Islamic Boarding Schools  
Building intensive communication between parents and the boarding school, for example through monthly meetings, reports on students' progress, or parenting day agendas.
- d. Practical Guidance at Home  
Encouraging parents to create a shared prayer schedule, limit gadget use, and establish family consultation traditions to strengthen emotional and spiritual closeness.



**Figure 2. Follow-up Action Plan for Guidance Through Seminar**

Source: Author (2025)

## CONCLUSION

The parenting seminar at the Modern Gatra Islamic Boarding School successfully increased parents' understanding, awareness, and commitment to strengthening family education with an Islamic approach. Despite obstacles such as time constraints, low parenting literacy, a lack of consistency, and environmental influences, this activity had a positive impact and encouraged the emergence of new commitments from parents and the boarding school.

Follow-up actions include the establishment of a parenting community, regular training, collaboration with the boarding school, and practical assistance at home as strategic steps to ensure that the changes achieved are more sustainable. With consistency and cooperation, Muslim families are expected to raise a generation that is faithful, morally upright, and ready to face the challenges of the modern era.

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