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## Strengthening Holistic Early Childhood Education Learning and Positive Parenting Patterns Based on Lamongan Local Wisdom

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**Keywords:** *Holistic Early Childhood Education, Positive Parenting, Local Wisdom, Lamongan.*

**Abstract:** *This community service activity aims to optimize early childhood growth and development by strengthening holistic early childhood education practices and positive parenting patterns based on Lamongan's local wisdom. Implemented at Al Falahiyah Kindergarten, the program targets teachers and parents as primary educators. Implementation methods included initial observation, education, practical mentoring, and reflective discussions. The results of the community service demonstrated a significant increase in teachers' and parents' understanding of the concept of holistic education. Teachers successfully integrated local wisdom values such as traditional games and folktales into the curriculum. Parents also demonstrated changes in parenting behavior, leading to warmer and more communicative behavior. Positive impacts were seen in increased self-confidence and children's social-emotional activities. The conclusion of this activity confirms that collaboration between schools and families based on local values can create a meaningful and sustainable learning environment for children.*

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## Introduction

Early childhood is a crucial golden age, where the quality of stimulation provided will lay the foundation for a child's successful future development (Rustiyana et al., 2025). Therefore, special attention and a comprehensive approach are required to ensure that all aspects of development, both physical and psychological, are optimally addressed. This is crucial to maximizing a child's potential before they enter the next stage of life.

Early childhood stimulation must encompass physical-motor, cognitive (Rahayu, N. N. S., & Nafisah, 2024), language, social-emotional, and moral-spiritual (Nafisah et al., 2022) aspects in an integrated manner. This requires a comprehensive and integrated approach to education, not just a partial one. Therefore, synergy between the school environment and the role of the family is crucial. Education should not rely solely on classroom activities but must involve the entire supporting ecosystem to optimize children's growth and development in their golden phase on an ongoing basis (Wijayanto, 2025).

Holistic early childhood education (PAUD) is a strategic solution for developing a child's full potential (Nafisah, Antika, et al., 2022). This approach prioritizes synergy and active collaboration between the school, the family, and the community. Without strong integration between these three pillars of education, efforts to optimize child growth and development will be difficult. Therefore, harmonious cooperation is essential to create an educational ecosystem that supports the holistic progress of early childhood.

The implementation of positive parenting is key to the success of holistic education through the creation of warm relationships that respect the uniqueness of each child. Synergy between educators and parents is crucial in building a loving atmosphere as a foundation for growth and development (Sari & Fitri, 2024). Through this approach, children's potential can be fully optimized, where active collaboration between both parties ensures a learning environment that supports the sustainable development of character, emotional, and social skills.

Lamongan's rich local wisdom, rich in cultural and religious values, such as mutual cooperation, good manners, and social awareness, constitutes crucial social capital. These superior characteristics are highly relevant to internalize in students from an early age to form a strong personality foundation. By integrating these local values into education, children are expected to grow into civilized individuals with a strong sense of concern for their surrounding social environment (Lubis & Harahap, 2025).

In reality, the potential of local wisdom has not been optimally utilized in educational settings. Existing parenting practices and learning methods tend to ignore the cultural context of the local community, creating a gap between instructional materials and the realities of children's daily lives. As a result, the educational process

becomes less relevant and fails to internalize noble regional values (Syarif et al., 2024). Integration of local values is necessary to make stimulation of children's development more meaningful, contextual, and aligned with their cultural identity.

This community service program at Al Falahiyah Kindergarten in Lamongan focuses on strengthening the capacity of teachers and parents to integrate local wisdom into education. This initiative aims to create synergy between schools and families through more contextual learning and parenting practices. With this approach, it is hoped that the child's growth and development will be more meaningful while preserving local cultural values within a holistic and sustainable early childhood education ecosystem.

## Method

This community service implementation method was implemented in stages, beginning with in-depth observations to map learning conditions and identify dominant parenting patterns in students' families and teachers' teaching methods. The results of this mapping served as the primary foundation for the community service team to develop relevant educational materials tailored to the partners' needs. This initial stage was crucial to ensure that the interventions provided were appropriately targeted for the Al Falahiyah Kindergarten environment.

Next, a socialization of holistic early childhood education materials and positive parenting patterns was conducted, followed by mentoring for teachers in designing a curriculum based on Lamongan's local wisdom. This program concluded with a reflective discussion forum to address field challenges and a comprehensive evaluation of changes in participant behavior. This aimed to ensure the sustainability of the positive impact and long-term effectiveness of the community service program for all partners.

This community service activity was carried out at Al Falahiyah Kindergarten, located in Lamongan Regency. The target group for this program involved all teachers at Al Falahiyah Kindergarten and parents, who are the primary educators in the family environment. This community service implementation took place in 2022 (according to the report), with a series of stages including initial observations, educational outreach, and intensive practical mentoring. The entire series of activities is designed in such a way to ensure that the integration of Lamongan's local wisdom values can be well internalized in the school curriculum and parenting patterns at home.

## Result

Based on the community service activities that have been implemented, there have been significant changes in several key indicators of program success. These

changes can be seen in the following table:

**Table 1.** Community Service Results

Dimensions of Change	Pre-Condition	Post-Service Results
Teaching Methods	Conventional and Textual	Innovation based on local wisdom (Lamongan)
Parenting	Tends to be Authoritarian/Rigid	Positive, Warm, and Communicative
Learning materials	Lack of familiarity with local culture	Integration of Folk Tales and Traditional Games
Child's Response	Passive in social interactions	Confident, Active, and High Empathy

The data in Table 1 confirms significant positive transformations in all aspects of the community service program, particularly in the instructional dimension. Educators who previously relied heavily on conventional, textual approaches have now shifted to innovative teaching methods. The integration of Lamongan's local wisdom is a key differentiator in this new curriculum. The use of folklore and traditional regional games has proven effective as a strategic instrument for instilling noble character values in children in a more contextual and engaging manner.

Along with changes in school methods, the parenting dimension has also shown encouraging development. The parenting approach, which was initially rigid and authoritarian, has transformed into a more positive, warm, and interactive communication pattern. This paradigm shift creates a more supportive domestic environment for children's mental development. This collective behavioral change between teachers and parents provides a crucial foundation that allows children to feel more valued and secure in expressing themselves at home.

The impact of this synergy is immediately evident in the responses of students at Al Falahiyah Kindergarten. Children who previously tended to be passive in social interactions now demonstrate increased self-confidence and active participation in the learning process. They also begin to show deep empathy for their peers. This harmonious collaboration between innovative learning methods at school and improved parenting at home is a key factor in optimizing all aspects of a child's development.

## Discussion

The implementation of the community service program at Al Falahiyah Kindergarten has yielded satisfactory results for all stakeholders, particularly in enhancing teachers' understanding of the essence of holistic early childhood education. Educators now fully recognize that a child's educational success is a collective responsibility between the school and the home environment. Teachers demonstrate high creativity by integrating local elements typical of Lamongan into daily classroom activities. The use of folklore and traditional games is now optimized as instruments for children's physical and cognitive stimulation (Syakira, 2024), thus creating a more flexible and enjoyable learning environment for all students.

In addition to cognitive aspects, religious values and good manners, representing local wisdom, are beginning to be consistently internalized in children's daily behavior (Munawaroh, 2024). Teachers design special group activities to instill the value of togetherness, effectively strengthening children's cultural identity from an early age. Furthermore, there has been a significant paradigm shift in parents' views on the parenting process in the domestic environment (Harun & Sudaryanti, 2020). Communication patterns between parents and children are now reported to be much warmer, more open, and more harmonious, laying an important foundation for emotional closeness within the family.

Transformation in parenting patterns is also evident in the tendency of parents to abandon authoritarian, imposing methods. Currently, children's discipline is built through positive behavioral examples demonstrated directly by parents in their daily lives (Maronta & Nafisah, 2024). Parents demonstrate a greater appreciation for the potential and individual uniqueness of each child. This change in approach has successfully created a home atmosphere that strongly supports children's emotional stability, allowing them to feel more secure and supported in their growth and development within a positive family environment.

The synergy created between school innovations and changes in parenting patterns at home has had a direct impact on the concrete development of children at Al Falahiyah Kindergarten. The most prominent impact is a significant increase in self-confidence as children interact with the social environment at school. Furthermore, students demonstrate greater enthusiasm and become more active in participating in each learning session provided by teachers. Overall, this integration of local values and positive parenting has successfully created an ideal educational ecosystem for optimizing children's overall potential.

Significant improvements in children's social-emotional development have been observed following the program's implementation. Currently, students are able to demonstrate good coordination in group work and demonstrate increased empathy

towards peers. Comprehensively, the strategic goal of optimizing child growth and development has achieved various strong indicators of success. This achievement reflects the effectiveness of interventions in building character maturity and emotional stability in children, which are essential foundations for their future development.

The integration of holistic learning and local wisdom is a key strategy in early childhood education. Community service results confirm that Lamongan's local values effectively convey strong moral messages (Sholeh et al., 2025). Learning becomes more contextual because children understand their surroundings. The role of teachers as facilitators of holistic learning at Al Falahiyah Kindergarten has proven crucial. By strengthening their capacity, teachers are able to design a curriculum that transcends academic goals. The focus shifts to the balanced development of all aspects of child development (Anggreni & Fachrurrazi, 2025).

The implementation of local wisdom, such as the culture of mutual cooperation through traditional games, significantly contributes to children's social development. Through enjoyable activities, children naturally learn the values of queuing, collaboration, and sportsmanship. This approach is a concrete manifestation of comprehensive and integrated stimulation for their growth (Karoso et al., 2025). Support for positive parenting at home complements the foundation established in the school environment. A warm and supportive domestic environment is a key factor in maintaining children's mental health and emotional stability (Nafisah et al., 2025).

The transformation from an authoritarian parenting style to one that values the uniqueness of individual children has far-reaching impacts. Effective communication between parents and children creates a safe space that encourages children to boldly explore their potential. This sense of security is the primary trigger for the development of strong self-confidence in children (Safitri, 2024). Therefore, family support is a fundamental variable that is inseparable from the success of early childhood education. Synergy between home and school ensures the consistent and sustainable internalization of character values.

Collaborative discussions between the service team, educators, and parents have successfully broken the communication deadlock that has hampered the educational process. This communication forum serves as a strategic space for sharing practical solutions to address the increasingly complex challenges of parenting in the modern era (Bilimbi, et al., 2025). This strong synergy ensures that every moral value taught in school is similarly reinforced when children are at home. Alignment of vision between both parties is key to creating a harmonious educational ecosystem for children's character development.

The success of the mentoring model at Al Falahiyah Kindergarten has proven to optimize children's holistic growth and development. Students not only excel cognitively

but also develop strong character traits based on local wisdom, which will serve as valuable assets for the future. This program emphasizes that practical educational materials are more effectively absorbed by partners than purely theoretical approaches. Through hands-on mentoring, teachers gain valuable experience for continued innovation. This ensures that the transformations occurring at the school represent real, substantial change, not merely formalities.

The added value of this activity is the emergence of a collective awareness to preserve Lamongan's local culture. Early childhood education is the primary gateway to preserving the legacy of ancestral values. It is through these children that local wisdom remains alive and relevant. Overall, this service provides a model for other early childhood education institutions in managing education. Collaboration, local wisdom, and positive parenting are the golden triangle in holistic early childhood education. The sustainability of this program depends heavily on the long-term commitment of the partners at Al Falahiyah Kindergarten.

## **Conclusion**

The effective implementation of the community service program at Al Falahiyah Kindergarten has strengthened the competency of teachers and parents in implementing holistic early childhood education (PAUD) and positive parenting based on Lamongan's local wisdom. The harmonious synergy between educational stimulation in the school environment and parenting support at home has proven highly effective in optimizing all aspects of child development comprehensively. Furthermore, this collaboration has successfully created a more contextual and meaningful learning atmosphere for students. Through the integration of noble local cultural values and traditions, this program not only improves children's cognitive abilities but also fundamentally succeeds in instilling positive character and a love for regional identity from an early age in a sustainable manner.

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