Culture-Based Parenting: An Effort to Protect Children from Crime

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Abstract

Parenting plays a critical role in shaping children's development and preparing them for future challenges. In many contexts, parenting practices are strongly influenced by local culture and religious values, which serve as guiding frameworks for family life. Early childhood, often referred to as the "golden years," is a pivotal stage in which children internalise values, behaviours, and skills that will shape their character and resilience in adulthood. However, social changes and the influence of technology have created new challenges that require parents to adapt their approaches while maintaining cultural identity. This community service program aimed to strengthen parents' understanding of culture-based parenting as a preventive effort to protect children from deviant behaviours and negative external influences. The activity was conducted in Piyeung Mane Village, Montasik Sub-district, Aceh Besar, involving approximately 50 participants, comprising men, women, and youth. The program employed a counselling and socialisation approach, consisting of lectures by facilitators, followed by interactive discussions and Q&A sessions. The results indicated that participants gained a broader understanding of the importance of effective parenting tailored to children's needs and supported by local cultural values. Parents recognised the necessity of combining affection, discipline, and role modelling in their daily practices. The documentation also showed strong community engagement, reflecting openness to continuous learning and collaboration with academic institutions. In conclusion, culture-based parenting provides a solid foundation for raising resilient, responsible, and value-driven young generations. Effective parenting not only ensures child welfare but also contributes to building a stronger and more harmonious community.

1. Introduction

Parenting refers to the patterns of child-rearing that parents practice to nurture and guide their children. Parents hold a fundamental role in shaping their children's development, as early parenting practices significantly influence their future growth and well-being. Parenting styles are profoundly shaped by cultural values and local traditions and often reinforced by religious teachings that guide family life [1]–[3]. In the Indonesian context, parenting is explicitly regulated in national legislation. Law No. 35 of 2014 on Child Protection, Article 26(1), states that parents are obligated to care for, nurture, educate, and protect their children, while fostering their growth in accordance with their abilities, talents, and interests. The roles of both mother and father are equally important; mothers generally provide affection and comfort, while fathers are often associated with discipline and regulation. Together, parents create a safe, comfortable, and nurturing environment that fosters children's emotional, social, and intellectual development [4]–[6].

The influence of parenting extends beyond the household. Character building, moral education, and emotional resilience begin at an early age, particularly during the so-called "golden years" between the ages of one and seven. During this critical period, children imitate and internalise the behaviour they observe from their parents. Proper parenting ensures that children grow into independent, responsible, and morally upright individuals who are less likely to engage in delinquent or criminal activities [7]–[9]. Conversely, inadequate parenting may expose children to negative peer influence and risky behaviour, as evidenced by the increasing number of juvenile offences reported in Indonesia [10]–[12]. Child welfare is a shared responsibility of parents and the community. A child's well-being ensures the emergence of a strong, resilient, and responsible young generation, capable of making positive contributions to society [13]–[15]. However, rapid social change has contributed to a decline in youth attitudes and values, leading to challenges such as a lack of discipline, reduced respect for social norms, and an increase in deviant behaviour. These issues highlight the urgency of strengthening parenting practices within the family unit.

Based on these concerns, this community service program was conducted in Piyeung Mane Village to raise awareness among parents, both men and women, about the importance of effective parenting. The program aims to provide families with knowledge and strategies for positive child-rearing that align with local culture and values. By strengthening parental understanding, it is expected that children will develop into successful, virtuous, and socially responsible individuals while being protected from harmful external influences. In recent decades, parenting research has gained global attention due to its profound impact on child development across cultural and socioeconomic contexts. Scholars emphasise that parenting styles, including authoritative, authoritarian, permissive, and neglectful, directly influence children's cognitive, social, and emotional outcomes [16]. Effective parenting is associated with higher academic achievement, stronger self-regulation, and better mental health, whereas ineffective parenting often correlates with delinquency, school dropout, and emotional instability [17]. These findings underscore the universality of parenting as a determinant of child well-being, while also highlighting the need to contextualise parenting approaches within local cultural frameworks.

The rapid transformation of society, particularly in the digital era, presents additional challenges to parenting practices. The expansion of technology, social media, and shifting cultural norms significantly alters the environment in which children grow and interact [18]–[20]. Parents are now faced with the dual responsibility of preserving traditional values while simultaneously preparing their children to thrive in a globalised, technology-driven world. This dual challenge underscores the importance of adaptive parenting strategies that balance cultural identity with modern developmental needs. Moreover, community-based initiatives have proven effective in strengthening parenting knowledge and practices, particularly in rural areas where access to educational resources may be limited. Empowering parents through workshops, training, and socialisation programs fosters a sense of collective responsibility in raising children and promoting child welfare [21]. In this regard, community service programs play a crucial role in bridging the gap between policy mandates and real-world practices, ensuring that parents are well-equipped to nurture their children in line with both cultural and developmental standards.

Ultimately, integrating local cultural values into parenting programs offers an added dimension of sustainability and acceptance. When parenting education aligns with community beliefs and traditions, it is more likely to be embraced and practised consistently. Culturally based parenting, when harmonised with modern child development principles, not only preserves social identity but also strengthens the moral and ethical foundation of future generations [22]. This synergy between cultural heritage and developmental science forms the basis for the current community service initiative in Piyeung Mane Village, aiming to cultivate resilient, responsible, and value-driven youth.

2. Methodology

Location and Time

This community service activity was conducted in Piyeung Mane Village, Montasik Sub-district, Aceh Besar, located approximately one hour from the city centre of Banda Aceh. The village has around 250

inhabitants, comprising approximately 56 households. Piyeung Mane is characterised by its scenic landscape, surrounded by rice fields, and its people are known for their hospitality. Most of the residents work as farmers, entrepreneurs, or civil servants. The community is generally receptive to social development and demonstrates a relatively good level of education, which supports their adaptability to modern challenges.

The program was implemented on August 23, 2025, at 16:00 WIB, and was attended by approximately 50 participants, including men, women, and youth. The method employed was community counselling, delivered in the form of lectures and socialisation by invited speakers, followed by a discussion and Q&A session to encourage active participation and knowledge sharing.

Figure 1: Documentation of the Community Service Program on Culture-Based Parenting in Piyeung Mane Village

Figure 1 illustrates the involvement of lecturers, students, and community partners in implementing the community service program on culture-based parenting in Piyeung Mane Village. This documentation reflects the collaborative spirit between academic institutions and local communities in addressing social issues related to child-rearing and protection. The presence of both faculty members and students signifies not only the transfer of knowledge but also the hands-on application of academic insights in real-life contexts. Such collaboration demonstrates the university's role as an agent of change, bridging theory and practice to strengthen family resilience.

Moreover, the active participation of community members underscores the villagers' receptiveness to initiatives aimed at improving parenting practices. The village hall's background setting symbolises inclusivity, where the entire community, men, women, and youth, gathered to participate in discussions on child development. This figure underscores the importance of community-based approaches in ensuring that parenting programs are culturally relevant, widely accepted, and sustainable. The documentation thus serves as evidence of successful engagement, laying the groundwork for long-term positive impacts on child welfare in Piyeung Mane Village.

Figure 2 illustrates the active participation of parents and community members in the parenting socialisation program at Piyeung Mane Village. The image shows men, women, and even young children attending the session, reflecting the program's inclusivity. This setting emphasises the importance of collective learning, where parents not only gain knowledge but also share experiences that can enrich the community's understanding of effective parenting. Such active involvement demonstrates the community's awareness of the crucial role parenting plays in shaping children's character and development.

Furthermore, the informal and interactive atmosphere of the meeting illustrates that parenting education can be effectively delivered in a comfortable and familiar environment. By engaging participants

directly within their own community space, the program reduces barriers to learning and fosters open discussion. The presence of diverse participants also highlights the intergenerational aspect of parenting education, ensuring that both current and future parents are equipped with strategies to nurture children responsibly. This figure, therefore, serves as evidence of the program's success in fostering active community engagement and reinforcing the shared responsibility of child-rearing.

Figure 2: Community Participation during the Parenting Socialisation Program in Piyeung Mane Village

Proposed Solution
The primary objective of this program was to enhance community awareness of the importance of parenting, especially during the early "golden years" of child development. Parents are encouraged to pay close attention to their children's physical, mental, and psychological growth. The program emphasised the application of culturally based parenting approaches, which are more easily adopted and practised within parents' daily lives. Although parenting styles may vary, it is essential to recognise that each child is unique and requires a tailored approach to their development. Parenting practices must therefore be adapted to the child's individual needs to ensure effective upbringing. The insights gained in early childhood provide a foundation for children's future behaviour and resilience. Character, attitudes, and moral values are reflections of the parenting children receive from both their family and social environment. Hence, parents play a central role in child-rearing, particularly during the critical ages of 0–7 years.

Proposer and Partner Justification
The proposers of this program consist of lecturers from Abulyatama University, accompanied by students, in collaboration with local community leaders as partners. The proposers were responsible for coordinating program logistics, delivering lectures and socialisation activities, and facilitating overall implementation. The students assisted in supporting operational needs during the community service activities. Meanwhile, the community partners provided the venue and coordinated the participation of residents in the program.

Implementation Steps
    a. The implementation of the program followed several systematic stages:

b. Coordination with local community partners.
c. Collection of data and identification of community situations and problems.
d. Preparation and design of the community service program.
e. Delivery of lectures and socialisation sessions.
f. Program evaluation.

3. Result & Discussion

Coordination of Implementation
The first step in implementing this community service program was to conduct discussions with lecturers, students, and community partners who were involved in the event. The proposers and partners deliberated to identify topics and urgent issues that needed to be addressed, as well as to determine appropriate solutions. The outcome of these discussions was an agreement to conduct a socialisation program on parenting, as many children in the area required proper guidance and support from their parents.

Figure 3 captures the collective participation of families and community members during the parenting socialisation program in Piyeung Mane Village. The gathering, held in a communal space, highlights the inclusivity of the activity, where men, women, and children attended together. This collective presence reflects the community's strong interest in gaining knowledge about effective parenting practices. It also illustrates how parenting is not only an individual responsibility but also a shared cultural and social effort supported by the wider community environment. Additionally, the image demonstrates the effectiveness of holding the program in a familiar and religiously significant setting, which creates a sense of comfort and belonging for participants. The arrangement of participants sitting together in an open, dialogic format indicates that the program was designed to foster communication, trust, and active engagement. Such gatherings are crucial for reinforcing parenting education as a communal priority, ensuring that knowledge dissemination is not limited to individuals but spreads across families and generations. This underscores the sustainability of the program's impact on strengthening child protection and development within the village.

Figure 3: Community Gathering during the Parenting Socialisation Program in Piyeung Mane Village

Program Implementation Process
Parenting refers to the practice of raising and educating children carried out by parents or caregivers. It encompasses all aspects of child development, ranging from the fulfilment of basic needs to the emotional and social growth of the child. Parenting is not merely about providing for the child's physical needs; it also involves interaction, guidance, and the shaping of personality and character. Each parent

applies parenting differently, as every individual has their own style and approach. According to Law No. 35 of 2014 on Child Protection, parents are legally obliged to provide care, nurture, and guidance to ensure their children's proper development.

Figure 4: Presentation and Discussion during the Parenting Socialisation Program in Piyeung Mane Village

Figure 4 illustrates two key moments of the parenting socialisation program in Piyeung Mane Village: the delivery of a presentation by a facilitator and the subsequent group discussion involving community members. The presentation session provided structured information on culture-based parenting practices, highlighting both theoretical perspectives and practical strategies that parents could apply in their daily lives. By using visual aids and clear explanations, the facilitator created an engaging learning environment that made complex parenting concepts more accessible to the audience. This step was crucial in ensuring that participants not only listened but also understood the core messages conveyed. The group discussion depicted in the second part of the figure reflects the program's participatory approach. Community members, including men, women, and youth, were allowed to share their perspectives, raise questions, and exchange experiences related to child-rearing. Such interaction strengthens collective learning and ensures that the program is grounded in the real-life context of the community. Furthermore, the dialogic format fosters trust between facilitators and participants, creating a sense of ownership among the villagers. This inclusive approach is crucial for sustaining the long-term impact of parenting programs, as it fosters continuous dialogue and mutual support within the community.

Figure 5: Closing Session and Reflections during the Parenting Socialisation Program in Piyeung Mane Village

Figure 5 illustrates the closing session and reflection activities during the parenting socialisation program in Piyeung Mane Village. The first image shows a community member delivering closing remarks, signifying the collaborative nature of the program and the community's active involvement in the event. This moment reflects the sense of shared responsibility in strengthening parenting practices and ensuring that the knowledge gained will be applied within families. Closing remarks are essential as they reinforce the program's key messages and leave participants with a sense of commitment to improve their parenting approaches. The second image portrays facilitators engaging directly with

participants, symbolising the program's interactive and participatory approach. This exchange facilitated reflection, feedback, and expressions of gratitude, ensuring that the program was not a one-way transfer of knowledge, but rather a dialogue between academics and the community. Such interaction helps build trust and strengthens the partnership between the university and residents. Furthermore, it highlights the sustainability aspect of community service, where follow-up collaboration can be fostered to ensure that the positive impacts of parenting education extend beyond the program's duration.

Figure 6: Closing Ceremony and Group Documentation of the Parenting Socialisation Program in Piyeung Mane Village

Figure 6 highlights the closing ceremony of the parenting socialisation program, marked by a symbolic exchange of appreciation between the facilitators and community representatives. This act signifies mutual respect and gratitude, reflecting the collaborative spirit that underpinned the entire program. The closing session also provided an opportunity to reinforce the key lessons delivered throughout the activities and to encourage participants to apply the knowledge in their daily parenting practices. Such ceremonial gestures play a crucial role in strengthening the partnership between the academic team and the local community, ensuring that the program's outcomes are recognised and valued. The second part of the figure depicts group documentation, with facilitators, students, and community members holding a banner that emphasises the theme of "Culture-Based Parenting." This documentation serves as both a formal record and a symbol of collective achievement, showcasing the successful completion of the program. Beyond being a visual reminder of the activity, it represents the unity and shared commitment of all stakeholders to improving parenting practices in Piyeung Mane Village. The group photo underscores the sustainability of the initiative, as it builds a sense of belonging and motivates both the academic team and the community to continue fostering positive child-rearing practices in the future.

Figure 7: Group Photo of Facilitators and Community Members after the Parenting Socialisation Program in Piyeung Mane Village

Figure 7 presents a group photo of facilitators and community members taken at the conclusion of the parenting socialisation program in Piyeung Mane Village. The picture on the left shows the facilitators,

including lecturers and students, who played a central role in delivering materials, guiding discussions, and supporting the smooth implementation of the program. Their presence underscores the role of higher education institutions in promoting community development and facilitating knowledge exchange between academia and society. This collaboration highlights the importance of engaging young people in community service, as it offers them valuable experience in applying theoretical knowledge to real-world challenges. The group photo on the right includes both facilitators and community participants, symbolising the unity and shared commitment that emerged from the program. The banner displayed in the background reinforces the theme of "Culture-Based Parenting," serving as a reminder of the program's objectives and achievements. This collective documentation reflects not only the success of the activity but also the enthusiasm and solidarity that have been built among stakeholders. Such visual evidence underlines the sustainability of the initiative, as it strengthens social bonds and motivates continued collaboration between the university and the community in nurturing effective parenting practices.

The Role of Parents in Educating Children

Children require guidance and direction from their parents, beginning from the prenatal stage until they can understand the meaning of life. Parenting, or the parental approach to child-rearing, is not limited to meeting physical needs such as food and shelter, but also encompasses psychological needs, including affection, a sense of security, and the ability to socialise with the surrounding community. These aspects are crucial to ensure that children grow up in a supportive and healthy environment. Parents must recognise that each child is a unique individual with their own existence, personality, and rights to grow and develop properly.

The stages of child development essentially occur within the family environment, making parental involvement a crucial factor in shaping children's character and behaviour. Parents are expected to serve as role models for their children. Although many parents may not be able to spend all of their time with their children due to work responsibilities, alternatives such as early childhood education centres (PAUD) can provide interim care. Essentially, parenting practices are strongly influenced by local culture, as reflected in the proverb "different waters, different ponds," which conveys that practices vary according to context. Since the majority of the community adheres to Islam, parenting styles are naturally shaped by Islamic values and traditions that emphasise moral conduct, compassion, and social responsibility.

Types of Parenting Styles
    a) Democratic Parenting
       This parenting style offers children greater freedom while still providing guidance and direction. Parents encourage independence but maintain involvement in their children's decision-making processes.
    b) Authoritarian Parenting
       Strict rules and frequent use of punishment characterise authoritarian parenting styles. In this approach, parents tend to emphasise obedience and discipline over dialogue.
    c) Permissive Parenting
       This style often leans toward indulgence, where parents are more likely to pamper their children and impose fewer rules or restrictions.

Practical Tips for Effective Parenting

Some key tips for effective parenting include: (1) giving positive attention, (2) practising effective communication, (3) setting clear boundaries and involving children in decision-making, (4) serving as a role model, (5) spending quality time, and (6) continuously learning about parenting. Child development occurs in several stages. From birth to age 3, children primarily imitate what they see from their parents, without yet being able to distinguish between right and wrong. At this stage, parents must position themselves wisely, even when experiencing anger or disappointment. From ages 3 to 6, children enter the preschool phase. During this period, the focus should be on developing social skills and cognitive abilities through appropriate stimulation and a supportive environment. Parents must create safe and comfortable surroundings while providing opportunities for exploration and learning.

Key areas to emphasize for children aged 3 to 6 include: (1) language stimulation through storytelling and discussions, (2) motor development through physical activities such as sports and cycling, (3) cognitive growth by engaging with their environment, (4) social skills such as sharing and interacting with peers, (5) independence, (6) safety, and (7) proper nutrition.

Parenting in the Digital Era

Today's young children are considered digital natives, as they are exposed to technology from birth. They are accustomed to using gadgets for play and communication, making it easier for them to adapt to the digital world. However, this reality requires greater parental attention and guidance. Children need sufficient supervision to ensure that technology is used appropriately and purposefully. There are three main objectives in parenting: (1) ensuring that children remain healthy and safe, (2) preparing them to grow into productive individuals, and (3) transmitting cultural values. Educating children is not an easy task, as the family serves as the primary institution for moral and social education. If parents employ inappropriate parenting practices, it can harm a child's behaviour. A child is like a blank sheet of paper (tabula rasa), ready to be shaped by their parents into a positive or negative outcome.

Parental Roles and Functions

Parents play multiple roles in child-rearing, which can be categorised into four main functions:

a) Religious Function
b) Parents serve as guides in fostering true and steadfast faith.
c) They are responsible for nurturing worship practices and instilling noble character (akhlaq al-karimah).

Sociological and Creative Function

Parents act as facilitators of socialisation, both internal and external, and support their children's creativity.

Biological Function

a) Parents provide financial support.
b) They are also responsible for caregiving and nurturing.

Protective Function

Parents serve as guardians, supervisors, and protectors, ensuring safety, dignity, and emotional security. When these four functions are carried out effectively, children are more likely to grow into virtuous, polite, and responsible individuals.

Program Evaluation

The implementation of this community service program has broadened the community's understanding of parenting, especially among parents with young children. Participants gained insights into applying parenting styles suited to their children's unique personalities. While parenting practices may vary across families, the ultimate goal remains the same: to raise responsible, independent, and well-adjusted individuals. It was also observed that the social environment has a significant influence on children's behaviour. Therefore, both families and the wider community must work together to provide positive role models and supportive spaces for children's growth. Parents must continually update and adapt their parenting practices to keep pace with societal changes and technological advancements. Effective parenting must always be context-sensitive, aligned with the specific era in which children are raised.

4.   Conclusion

Culture-based parenting can play a crucial role in preparing children to face future challenges. The parenting style applied during childhood has a significant impact on their growth, development, and behaviour in adulthood. Experiences gained during the early, formative years have a profound influence on how children shape their lives later on. With appropriate and consistent parenting, it is possible to

nurture a generation of young people who are resilient, responsible, and capable of making positive contributions to society. It is therefore recommended that parents continuously strive to provide the best care and guidance for their children, particularly in the area of parenting practices. Effective parenting should not only address physical needs but also foster emotional, psychological, and moral development. Good parenting will serve as a strong foundation for children as they grow, enabling them to navigate life with confidence, integrity, and a sense of responsibility.

Acknowledgement

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