

Program Parenting dan Critical Thinking: Studi di SDNU Kota Metro

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ABSTRACT

This study aims to examine the role of parenting programs in fostering critical thinking development among lower-grade students at SDNU Metro City. Utilizing a qualitative research design with a phenomenological approach, data were gathered through in-depth interviews with school principals, teachers, and parents, participatory observation, and documentation throughout the parenting program implementation. The data were analyzed using Miles and Huberman's interactive model, encompassing data reduction, data display, and conclusion verification. The findings indicate that among the fifteen critical thinking development indicators examined derived from parenting program activity report documentation three indicators remain inadequately understood by parents: story reading to children (66.7% of parents engage in this activity only occasionally), providing rewards to children (67.5% have yet to deliver effective rewards), and administering educational punishment (46.42% apply it inconsistently). Additionally, despite being operational for six years, the parenting program continues to be predominantly attended by mothers, with minimal paternal involvement. The study concludes that while the parenting program has contributed positively to establishing more harmonious communication patterns, ongoing improvements are essential, particularly in engaging both parents and offering sustained counseling programs.

Kata Kunci

Parenting,

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran program parenting terhadap perkembangan critical thinking siswa kelas rendah di SDNU Kota Metro. Penelitian menggunakan metode

Critical
Thinking,
Siswa Kelas
Rendah

kualitatif dengan pendekatan fenomenologi. Pengumpulan data dilakukan melalui wawancara mendalam dengan kepala sekolah, guru, dan orang tua, observasi partisipatif, serta dokumentasi selama pelaksanaan program parenting. Analisis data menggunakan model interaktif Miles dan Huberman yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa dari lima belas indikator perkembangan critical thinking yang dianalisis, data ini didapat dari dokumentasi laporan kegiatan parenting bahwa terdapat tiga indikator yang belum dipahami dengan baik oleh orang tua, yaitu: pembacaan cerita kepada anak (66,7% orang tua kadang-kadang melakukannya), pemberian hadiah kepada anak (67,5% belum mampu memberikan reward efektif), dan pemberian hukuman yang mendidik (46,42% melakukannya secara tidak konsisten). Selain itu, program parenting yang telah berjalan selama enam tahun masih didominasi oleh kaum ibu, sementara keterlibatan ayah masih minim. Penelitian menyimpulkan bahwa program parenting telah memberikan dampak positif dalam membangun pola komunikasi yang lebih harmonis, namun memerlukan perbaikan berkelanjutan terutama dalam melibatkan kedua orang tua dan menyediakan program konseling lanjutan.

INTRODUCTION

The first environment for a child's growth and development is the family. This position requires parents to have a more specific approach or mindset when choosing parenting styles (Adib & Mujahidah, 2021). All activities of child growth and development cannot be separated from parental supervision. One educational method that influences the continuity of long-term development is parental behavior at the mental and spiritual level. Parenting is how parents nurture, guide, and support their children to become independent (Utomo et al., 2022). Furthermore, this way of growing up determines both the child's character and adult character, because according to Bacon, it is impossible to understand adults without knowing the formative years of childhood. This means that how caregivers treat their children during infancy affects their social and moral development as adults.

Parents always prioritize children's cognitive development, such as calistung (reading, writing, arithmetic), focusing on what is on their minds at the moment and not considering the child's other needs. Child development should align with age characteristics. Parents always want their children to be as smart as they expect without considering the actual development adjusted to the child's interests and

talents. Not a few parents entrust their unfulfilled dreams to their children, with the reason that they will not cause difficulties for their children later like what their parents experienced in the past. How parents raise their children at home affects their critical thinking skills. Children receive guidance and direction from parents who are able to develop their skills, including child development. Considering the importance of critical thinking skills that can be taught, by thinking critically about information, parents can ensure that their children are not negatively influenced.

The family is defined in two senses by sociologists: family as a social institution and family as a social group (Irwan et al., 2022). The meaning of social institution is that the family teaches others how to behave so that social norms in society reflect family norms. Meanwhile, the family as a social group is a group of people who have a system of norms (Siregar et al., 2023).

There are many types of parenting styles, ranging from permissive parenting to authoritarian parenting. Each parenting style has its own influence (Suryandari, 2020). According to Baumrind, the types of parenting styles are permissive, authoritarian, and authoritative. Open communication between parents and children and respect for autonomy and discipline are signs of authoritative parenting. Authoritarian parents tend to impose strict rules without first consulting their children (Santosa & Marheni, 2013).

Critical thinking is the ability to examine ideas or concepts from as many perspectives as possible and to apply judgment and logic to new or foreign ideas, opinions, and situations (Wang et al., 2020). Critical thinking is a process involving mental activities that include socializing, communicating, persuading, hypothesizing, and intellectualizing (Darmayanti et al., 2022).

Several studies focusing on the application of parenting models to the development of critical thinking have been conducted. Lestari's research (2019) discussed the relationship between parenting styles and child independence, revealing that the application of authoritarian parenting can significantly shape child independence. Sunarty's research (2016) investigated the relationship between parenting styles and child independence, showing that child independence can be improved through democratic and positive parenting. Rahmawati's research (2021) at SDN Teras, Boyolali Regency, found a positive and significant relationship between students' parenting styles and their critical thinking abilities with a correlation coefficient of 0.775 and a significance level of 0.00.

Based on the results of pre-observation, SDNU Metro City has had a parenting program every semester that has been implemented regularly. Based on the findings above, the authors are interested in researching the role of parenting programs on the development of critical thinking in students, especially lower grades. Thus, the researcher hopes to know what kind of parenting styles parents apply that impact children's critical thinking in learning.

The formulation of the problem in this study includes: How is the role of parenting programs and parenting styles on the development of critical thinking in lower-grade students at SDNU Metro City? The purpose of this study is: To analyze in depth the role of parenting programs and parenting styles on the development of critical thinking in lower-grade students at SDNU Metro City.

METHODS

This study uses qualitative methods with a phenomenological approach, which is research based on subjective or phenomenological experiences experienced by individuals. Through the phenomenological approach, it is possible to apply the parenting model that should exist within parents. Phenomenology is also interpreted as a way of thinking that emphasizes the focus on human subjective experiences and stories and interpretation or implementation in the world (Moleong, 2014).

This research focuses on parents/guardians of students at SDNU Metro City. The selection of SDNU was based on the consideration that the school already has a well-programmed, routine parenting program and has many students.

The data collection procedure uses several methods, namely: Observation is used to see parenting styles of parents at SDNU Metro City. Researchers directly observe how the role of parenting models affects children's critical thinking development. Interviews were conducted with several informants, namely teachers and lower-grade students of SDNU Metro City. The interview method explores information about the application of parenting models using several interview guidelines that encourage parents to think critically. Documentation techniques are used to collect information from non-human sources, including school profiles and documentation analyzing actual facts about the use of parenting models to improve guardians' reasoning abilities.

Data analysis techniques use an interactive model developed by Miles and Huberman. This model consists of raw data collection, data presentation, data reduction, and verification and inference. Researchers use data triangulation when re-examining information obtained from respondents and empirical information or facts obtained through observation or documentation.

Informants in this study consisted of the principal of SDNU Metro City, teachers, parents/guardians of lower-grade students, and speakers who filled the parenting program. Sampling was done purposively to obtain maximum information. The research was conducted from September 2025 to December 2025.

RESULTS AND DISCUSSION

This study systematically answers two main research questions, namely: How is the role of parenting programs and parenting styles on the development of critical thinking in lower-grade students at SDNU Metro City? From these problems, there are two discussion points: (1) How is the role of parenting programs on the development of critical thinking in lower-grade students? and (2) What factors affect the effectiveness of parenting programs at SDNU Metro City. To answer these two points, the researcher conducted data triangulation from in-depth interviews with principals, teachers, parents, and three expert speakers, participatory observation during program implementation, and documentation of parenting program report results from SDNU reinforced with quantitative data from 119 respondents through Google Forms. The phenomenological approach used allowed researchers not only to describe phenomena but also to explore the subjective meaning behind the participants' experiences in undergoing parenting programs and applying parenting styles at home. For more clarity, the explanation of each point is as follows:

1. The Role of Parenting Programs on the Development of Critical Thinking in Lower-Grade Students

The parenting program at SDNU Metro City has been running for six years as a result of collaboration with the BKPI study program at Ma'arif University of Lampung (UMALA) as well as the UMALA counseling and career guidance laboratory. The existence of this program is not merely an annual ceremonial activity, but a structured effort to build psychological foundations for students from the beginning of their education. The principal explained that this program

is designed to map student potential through psychological tests, adjust the selection of classroom teachers according to students' psychological development levels, and provide comprehensive understanding to parents about appropriate parenting styles. This shows that SDNU Metro has a high institutional awareness of the importance of parental involvement in the educational process, in line with Adib and Mujahidah's (2021) view that the family is the first environment for child growth and development that requires parents to have a specific approach in choosing parenting styles.

From the perspective of critical thinking development, the parenting program at SDNU Metro has had a measurable impact although it still leaves a number of challenges. Based on the results of the analysis of 119 respondents consisting of teachers and parents, out of 15 critical thinking development indicators for lower-grade elementary school children, there are three indicators that still require serious attention because they are in the less optimal category.

First, the indicator of reading stories to children shows that 66.7% of parents only do it occasionally. This finding indicates a gap between the theoretical understanding gained from the parenting program and actual practice at home. Reading stories is not just an ordinary literacy activity, but a pedagogical instrument rich in cognitive development values. When a child listens to a story, they not only absorb information but are also trained to distinguish between correct and incorrect information, identify character motives, evaluate conflicts and solutions, and develop empathy through understanding others' perspectives. This activity aligns with the concept of reflective thinking put forward by John Dewey (1909) in Fisher (2007), that critical thinking is active, persistent, and careful consideration of a belief or form of knowledge. Unfortunately, parental busyness, lack of storytelling skills, and the dominance of gadgets in daily life are significant obstacles in implementing this indicator. This phenomenon is exacerbated by the still-existing assumption that reading stories is merely an entertainment activity, not part of fundamental cognitive stimulation.

Second, the indicator of providing rewards to children shows that 67.5% of parents have not been able to give rewards effectively. This finding reveals a deeper problem about parents' understanding of motivational psychology. Many parents still construct rewards in a materialistic framework, so rewards are always identified with objects or money. In fact, as emphasized by the speakers, true rewards do not have to be in the form of material goods but can be praise,

verbal appreciation, hugs, or other forms of recognition that provide emotional validation for children. The inability to give rewards effectively has direct implications for critical thinking development because children lose positive reinforcement when they successfully solve problems or demonstrate analytical thinking patterns. Feldman (2010) states that the benefits of critical thinking include the ability to recognize bias, develop the best solutions, and understand others' arguments—all of which require a supportive environment at home, which is partly built through an appropriate reward system. When children do not receive appreciation for their thinking efforts, their intrinsic motivation to continue thinking critically will erode.

Third, the indicator of administering educational punishment shows 46.42% of parents do it inconsistently. This figure may appear lower than the previous two indicators, but it remains concerning because it involves almost half of the respondent population. Punishment in a healthy educational framework is not about physical or verbal violence, but about providing deterrent effects through educational and consciousness-building methods. Consistency in administering punishment is crucial because children learn about cause and effect, responsibility, and logical consequences of their actions. When parents are inconsistent, children become confused about understanding behavioral boundaries, which in turn hinders their ability to critically evaluate their own and others' actions. This finding is reinforced by statements from Mrs. Ani Susilowati and Mrs. Rini, two parents of grade 1 students, who revealed that their children experience learning difficulties, both in writing, reading, and concentration in class. Both mothers expressed hope for follow-up programs in the form of consultation and counseling regarding children's learning difficulties, which shows that awareness of the importance of professional assistance is beginning to grow, but has not been well facilitated by the existing system.

If these three indicators are examined holistically, a mutually interconnected pattern emerges. Parents who are not accustomed to reading stories or encouraging discussion with their children tend not to understand how to give effective rewards and punishments because all three require the same pedagogical awareness: the ability to be psychologically present for children, understand cognitive development stages, and have adequate communication skills. The parenting program so far has succeeded in building parents' cognitive awareness, but has not

fully reached the realm of practical skills that require ongoing assistance. As expressed by speaker Muhammad Yusuf, parents' understanding of parenting has not been maximized because many still consider educating children to be the sole responsibility of the mother, so knowledge transfer from the program to home practice becomes hindered.

2. Factors Affecting the Effectiveness of the Parenting Program

The effectiveness of the parenting program at SDNU Metro City cannot be separated from a number of complexly interacting factors. Based on the results of in-depth interviews with the principal, three child practitioner speakers: Muhammad Yusuf, Psychologist: Sugiarto, and Counselor: Ika Ariyati, as well as teachers and parents, supporting factors and inhibiting factors that shape the dynamics of program implementation were identified, namely:

a. Supporting Factors for Program Effectiveness

First, the quality of the speakers presented is the main asset of this program. The three speakers have relevant and complementary scientific backgrounds: child practitioners, psychologists with deep understanding of children's mental development, and counseling guidance lecturers with competence in parental assistance. This combination of expertise allows the parenting program to touch various aspects at once—from theoretical understanding of various parenting styles, the psychological impact of each parenting style, child characteristics based on age stages, to the fundamental differences between the position as a parent and as a friend to children in the family.

Second, SDNU Metro's institutional awareness to make the parenting program a routine agenda every beginning of the academic year shows long-term commitment. The physical impact is visible from the increasing public trust in the quality of education at SDNU Metro, reflected in the increasing number of students and school reputation. The non-physical impact is visible from early detection of student potential, ease for teachers to adjust learning patterns, and the establishment of harmonious relationships between parents and the school. This aligns with Rahmawati's findings (2021) at SDN Teras, Boyolali Regency, which found a positive and significant relationship between students' parenting styles and their critical

thinking abilities with a correlation coefficient of 0.775 and significance of 0.00. This means that when parenting programs are well managed, children's critical thinking abilities will develop significantly.

Third, there is willingness from some parents to continue learning and consulting and expressing the desire for follow-up programs. This openness shows that the parenting program has succeeded in building parental awareness of the importance of collaboration with the school, although the capacity to act is still limited. Speaker Ika Ariyati emphasized that parenting programs should be for both parents, not just mothers. This awareness is beginning to grow even though the reality on the ground still shows dominance of participants from among mothers.

b. Inhibiting Factors for Parenting Program Effectiveness

First, the dominance of participants from mothers is the most significant structural obstacle. Based on observations and admissions from the speakers, the presence of fathers in parenting programs is still minimal. Speaker Muhammad Yusuf even stated that there is still much understanding among parents that educating children is solely the mother's responsibility, and the majority that occurs is that only mothers care about children's development in education at school. This phenomenon is not just a cultural issue, but also has profound psychological implications. A Rahman et al.'s research (2017) affirms that parents who lack understanding of their children's development will determine how children's critical thinking skills develop. When fathers are not involved, there is a parenting gap that can confuse children. Children may receive different approaches from mother and father, so consistency in cognitive stimulation becomes disrupted. Furthermore, the minimal involvement of fathers in parenting reflects gender inequality in the division of caregiving roles, which in turn perpetuates stereotypes that the domestic sphere and children's education are solely women's responsibility.

Second, the frequency of program implementation only once a year becomes an obstacle for the sustainability of parental understanding. An ideal parenting program is not enough just as a one-day seminar, but requires a series of ongoing activities that allow parents to practice, reflect, and improve their parenting styles. Speaker Sugiarto firmly stated that from

parenting activities, follow-up in the form of consultation, counseling, and guidance related to various psychological aspects in students' learning difficulties is needed. Without follow-up, the knowledge gained in seminars tends to evaporate over time and does not integrate into daily parenting practices. This explains why three critical indicators (reading stories, rewards, and punishment) are still in the less optimal category even though the program has been running for six years. Parents may have theoretical awareness of the importance of these three indicators, but do not have the opportunity to deepen and practice them under expert guidance.

Third, limited time and facilities at school also become inhibiting factors. Based on information from speaker Muhammad Yusuf, the learning system run by teachers has not been maximized if it must be directly aligned with parenting goals. Some things considered less relevant include: overly packed learning activities at school so break time is only short, absence of additional hours for students experiencing learning difficulties, and teachers who are not firm enough in conveying the importance of parenting programs for children's critical thinking development. This condition creates a less supportive cycle: schools are busy with dense academic curricula, parents are busy with work, and children become victims of the gap between expectations and reality. Whereas as affirmed by Beyer in Ramdani et al. (2019), critical thinking includes identifying errors or biases, identifying attitudes, and evaluating evidence supporting opinions. These skills require sufficient time, space, and guidance both at school and at home.

Fourth, the absence of systematic program evaluation and improvement. The principal acknowledged that although the parenting program has been running for six years, there are still several things that need system improvement, such as the need for parenting programs at the beginning of each semester, ongoing counseling programs, parenting workshops for teachers, annual program evaluation, and programs involving fathers. Without periodic evaluation, the parenting program risks becoming a routine activity that loses relevance and momentum for improvement. Evaluation should not only measure participant satisfaction, but also measure changes in parental behavior and their impact on child development. This aligns with Tridonanto's view (2014) which states that one of the most influential factors for children's critical thinking skills in the

current era is parenting style. Therefore, parenting programs must continue to be evaluated and adjusted to the actual needs of parents and children.

If a common thread is drawn from all the research findings, there appears to be a gap between the expectations of the parenting program and the reality on the ground. Theoretically, the parenting program at SDNU Metro has been well designed: presenting expert speakers, conducting student psychological tests, adjusting classroom teacher selection, and providing parents with understanding about parenting styles. However, practically, there are still three critical thinking indicators that are not optimal, the dominance of mother participants is still high, and there is no ongoing counseling program.

This gap can be explained through the framework of behavior change theory. Knowledge does not automatically change attitudes, and attitudes do not automatically change behavior. The parenting program so far has touched more on the realm of knowledge and attitudes, but has not sufficiently touched the realm of behavior due to minimal mentoring and direct practice. Parents may know that reading stories is important, but do not have engaging storytelling skills. Parents may agree that rewards and punishment are important, but do not have practical strategies to apply them consistently.

Furthermore, the phenomenological approach used in this study reveals that parents' subjective experiences in undergoing the parenting program are very diverse. There are parents who feel helped and motivated, but there are also those who feel that this program has not sufficiently equipped them with practical skills. This diversity of experiences shows that parenting programs cannot use a "one size fits all" approach, but must consider the background, capacity, and specific needs of each parent.

CONCLUSION

Overall, this discussion has answered the two research problem formulations by integrating empirical findings and theoretical frameworks. The parenting program at SDNU Metro plays a positive role in building parental awareness and harmonious communication, but still requires optimization on three critical indicators of critical thinking development: reading stories (66.7% sometimes), providing rewards (67.5% not effective), and administering educational punishment (46.42% inconsistent). Supporting factors for program effectiveness include the

quality of speakers, institutional awareness of the school, and parents' willingness to learn. While inhibiting factors include the dominance of mother participants, limited program frequency, limited time and facilities, and the absence of systematic evaluation. The gap between expectations and reality of the parenting program shows the need for gradual program design, father involvement, integration with the curriculum, and ongoing evaluation. Thus, the parenting program at SDNU Metro has a strong foundation but requires continuous improvement to achieve maximum impact on the development of critical thinking in lower-grade students.

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