



Positive Parenting as a Protective Factor for Early Childhood Resilience in the Perspective of Islamic Education

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Abstract

This research is motivated by the still high vulnerability of early childhood in facing environmental pressures that have an impact on low resilience, so it is necessary to strengthen protective factors in the family through *positive parenting*. This study aims to analyze the level of *positive parenting*, relationships, and the influence of *positive parenting* as protective factors for early childhood resilience. The approach used is quantitative using the *Structural Equation Modeling-Partial Least Square* (SEM-PLS) method. The research sample amounted to 1,092 respondents who were selected through purposive sampling techniques. The research instrument was tested using *external model* and *inner model* analysis. The results showed that all indicators of *positive parenting* and early childhood resilience variables met the validity and reliability criteria. The *path coefficient value* of 0.781 showed a positive and strong relationship. The results of the hypothesis test showed a significant influence with a T-statistic of 35.67 (>1.96) and a P-value of 0.000 (<0.05). An R^2 value of 0.61 indicates that *positive parenting* is able to explain 61% of the variation in early childhood resilience. This study concludes that *positive parenting* as a protective factor has a positive, strong, and significant effect on early childhood resilience. These findings confirm the importance of positive parenting in the family and its relevance to the values of Islamic education based on *rahmah*, *amanah*, and *uswah hasanah*.

Keywords : *positive parenting*; protective factors; early childhood resilience; Islamic education; childcare.

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INTRODUCTION

Early childhood is a crucial phase in human development that determines the quality of life in the next stage. In this period, children experience rapid cognitive, emotional, and social development so that they need the right nurturing environment to support optimal growth and development. However, in reality, there are still various problems that show that not all children have good adaptability in dealing with environmental pressures. Many early childhood children still show emotional vulnerability, are easily anxious, are unable to manage stress, and are not optimal in dealing with changes in the situation. This condition indicates that the child's level of resilience is still weak in the early phase of development.

One of the factors presumed to play a significant role in this issue is parental parenting practices. Inconsistent, unresponsive, or excessively authoritarian parenting may undermine children's capacity to develop psychological resilience. On the other hand, positive parenting - characterized by warmth, emotional support, and proportional control - is widely recognized as a protective factor for the development of children's resilience (Baumrind, 1991)(Masten, 2014). Therefore, the main problem in this study lies in the suboptimal implementation of positive parenting practices in supporting early childhood resilience.

Theoretically, the family is regarded as the primary and most influential environment in the formation of children's character and psychological resilience (Bronfenbrenner, 1979). Positive parenting has a strategic role in shaping children's ability to adapt, manage emotions, and rise from difficulties. Therefore, strengthening parenting is based on *positive parenting* is seen as one of the solutions to increase early childhood resilience.

In the context of this study, the approach used is a quantitative analysis using *the Structural Equation Modeling-Partial Least Square* (SEM-PLS) method. This method was selected due to its capability to examine the structural relationships between variables simultaneously and comprehensively, so that it can provide a more accurate picture of the effect of *positive parenting* on early childhood resilience. In addition, this approach allows for stronger model testing than the simple regression method commonly used in previous studies.

On the other hand, from the perspective of Islamic education, childcare is part of the *tarbiyah process* that emphasizes the balance of physical, intellect, and spiritual aspects. Values such as *rahmah* (compassion), *amanah* (trustworthiness), and *uswah hasanah* (exemplary conduct) are important foundations in building a strong and resilient child's character. The integration of these values is expected to strengthen the understanding that *positive parenting* is not only psychologically important, but also has a spiritual and religious foundation.

Studies on *positive parenting* and early childhood resilience has developed in various studies. Theoretically, *positive parenting* emphasizing warmth, responsiveness, and balanced control in parent-child interactions (Baumrind, 1991) (Maccoby & Martin, 1983). Meanwhile, resilience is conceptualized as the ability of individuals to adapt positively in the face of pressure and difficulties (Masten, 2014) (Masten, 2014).

A number of studies show that supportive parenting contributes to increasing children's resilience (Luthar, 2006)(Werner & Smith, 1992). In the context of Indonesia, (Maulina Rosyida, Indah Lestari, 2025)(Idrus et al., 2024)(Suryameng, 2022) found that parenting has a significant influence on early childhood resilience. (P. P. Sari et al., 2020) also show the relationship between parenting and the social-emotional development of children, while (Juita et al., 2026) (A. M. Sari et al., 2024)(Muhamad Japar, Purwati Purwati, Rohman Adi Pratama,

2023) affirm that *positive parenting* plays an important role in the formation of early childhood character.

However, there are still several research gaps. First, previous research generally used relatively simple statistical analysis which may limit their ability to comprehensively describe the structural relationship. Second, the relatively small sample size limits the generalization of the research results. Third, the use of SEM-PLS in the study of *positive parenting* and early childhood resilience in Indonesia is still limited. Fourth, the integration of Islamic educational values in empirical analysis is still rare, even though it has strong relevance in the context of Islamic value-based family education.

This research is expected to contribute to the literature from theoretical, methodological, and practical perspectives. Theoretically, this research strengthens the concept of *positive parenting* as a protective factor for early childhood resilience. Methodologically, the use of SEM-PLS with a large sample is expected to provide a more comprehensive analysis model that can be replicated in future research. Practically, the results of this study are expected to be a reference for parents, educators, and early childhood education practitioners in implementing effective parenting. In addition, the integration of Islamic educational values is expected to enrich perspectives in building a parenting model based on the values of *rahmah*, *amanah*, and *uswah hasanah*.

METHODS

This study uses a quantitative approach with the aim of testing the influence of *positive parenting* as a protective factor for early childhood resilience. The quantitative approach was chosen because it allows for objective measurement of variables as well as statistical testing of relationships between variables (Creswell, 2009)(Creswell, 2014).

The research design used is an explanatory survey design (*explanatory survey research*), which is research that aims to explain the causal relationship between variables through hypothesis testing (Fraenkel et al., 2012). The analysis model used is *Structural Equation Modeling-Partial Least Square* (SEM-PLS) that allows testing of measurement models (*outer model*) and structural models (*inner model*) simultaneously (Hair et al., 2017). This approach was selected due to its ability to examine complex relationships between latent variables and its suitable for analyzing data derived from large samples.

The population in this study consists of parents who have early childhood learners attending Early Childhood Education (PAUD) institutions in the West Java, Indonesia, which include Kindergarten (TK), Raudhatul Athfal (RA), Integrated Islamic Kindergarten (TKIT), and Play Group (KOBER). Sampling technique using *purposive sampling*, i.e. sample selection based on certain criteria relevant to the research objectives (Etikan et al., 2016). The number of samples in this study was 1,092 respondents who were considered representative for the SEM-PLS analysis.

The data collection technique was carried out through the distribution of questionnaires to respondents. The research instruments were compiled based on variable indicators *positive parenting* and early childhood resilience using the Likert scale (Likert 1932). The *Positive parenting* variable includes indicators of positive warmth, responsiveness, and control, while the child's resilience variable includes adaptability, emotion regulation, and resilience in the face of adversity (Masten, 2014). Before use, the instrument is tested through validity and reliability tests to ensure the feasibility of the measuring instrument (Hair et al., 2017).

The data analysis technique was carried out using SEM-PLS with the help of SmartPLS software. The analysis consisted of two main stages, namely *external model* analysis to test convergent validity, discriminant validity, and instrument reliability, and *inner model* analysis to test the relationship between variables through *path coefficient values*, *R-square*, and significance tests using *the bootstrapping method* (Hair et al., 2019). The significance testing criteria were determined based on the statistical T-value > 1.96 and the P-value < 0.05 . This model was used to determine the magnitude of the influence of *positive parenting* on early childhood resilience empirically.

RESULTS AND DISCUSSION

1. Positive Parenting and Early Childhood Resilience Levels

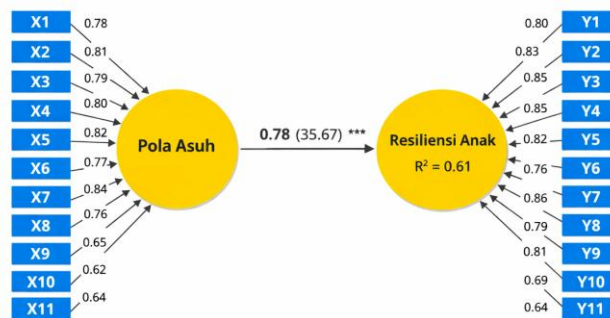
The results of the *outer model* test showed that all indicators on the variables of *positive parenting* and *early childhood resilience* had an *outer loading* value above 0.60, thus meeting the *convergent validity* criteria. The AVE values on the parenting variables (0.586) and child resilience (0.612) > 0.50 showed good construct validity. In addition, the *composite reliability* values (0.941; 0.948) and *Cronbach's alpha* (0.932; 0.941) indicate very high reliability.

These findings are in line with the concept *positive parenting* that emphasizes warmth, proportionate control, and parental responsiveness (Baumrind, 1991) (Maccoby & Martin, 1983). In the Indonesian context, positive parenting has been proven to be able to shape the character of early childhood optimally (Juita et al., 2026; Maulina Rosyida, Indah Lestari, 2025; Muhamad Japar, Purwati Purwati, Rohman Adi Pratama, 2023; A. M. Sari et al., 2024). In addition, the development of children as resilient individuals is also influenced by the quality of interaction in the family (Desmita, 2009).

These results show that the research instrument is not only statistically valid, but also contextually relevant to the conditions of parenting in Indonesia. Thus, this study confirms that the constructs of *positive parenting* and resilience can be measured empirically in the local context. The novelty of this study lies in the use of the SEM-PLS approach with a large sample number (1092 respondents) in testing the validity of the construct of *positive parenting* and *early childhood resilience* simultaneously, which is still relatively limited in previous studies in the Indonesian context.

In the perspective of Islamic education, parenting reflects the process of *tarbiyah* based on affection (*rahmah*), as contained in the Qur'an. Ar-Rum: 21. This value emphasizes the importance of warm emotional relationships as the basis for the formation of a child's personality.

2. The Relationship Between *Positive Parenting* and Early Childhood Resilience



Value *path coefficient* of 0.781 indicates a positive and strong relationship between *positive parenting* and early childhood resilience. These results are in line with developmental ecological theories that place the family as a major factor in child development (Bronfenbrenner, 1979). Research in Indonesia also shows a significant relationship between parenting and children's social-emotional development (P. P. Sari et al., 2020)(Idrus et al., 2024; Maulina Rosyida, Indah Lestari, 2025). In addition, a positive emotional relationship between parents and children is the main foundation in building resilience (Luthar, 2006).

These findings confirm that the quality of parenting has a direct relationship with children's ability to adapt to stress. In the local context, this relationship is increasingly relevant because the family is still the main environment in early childhood character formation.

The novelty of this study lies in the empirical findings that show a high strength of relationships (coefficient of 0.781), which indicates that *positive parenting* is not just a supporting factor, but has a central position in the formation of early childhood resilience compared to the findings of previous studies that generally show moderate relationships.

In Islamic teachings, the relationship between parents and children is regarded as a trust (*amanah*) that must be upheld in accordance with the principle of *ihsan* (excellence in conduct). Parenting grounded in compassion and care is therefore expected to foster children's resilience and promote their emotional balance.

3. The Influence of Positive Parenting on Early Childhood Resilience

The results of the hypothesis test showed that T-statistic = 35.67 (>1.96) and P-value = 0.000 (<0.05), thus the influence of *positive parenting* on the resilience of early childhood is significant. The R² value of 0.61 shows a contribution of 61%. These findings are supported by research showing that parental parenting plays an important role in increasing children's resilience (Suryameng, 2022). In addition, from the perspective of Islamic education, children's resilience is also influenced by the development of spiritual and moral values from an early age (Muhamad Japar, Purwati Purwati, Rohman Adi Pratama, 2023; Nanang Anshori & Siti Rokhimah Institute, 2026; Wahyuni & Zainuddin, 2024). Internationally, the family is the main protective factor in building resilience (Masten, 2014).

This study strengthens and develops the theory that *positive parenting* is the dominant factor in forming early childhood resilience. The contribution of 61% shows that family-based interventions have high effectiveness. However, there are still 39% of other factors that need to be studied further. The novelty of this study also lies in the large contribution of *positive parenting* (61%) in explaining the resilience variable, which shows the dominant role of parenting in the context of early childhood in Indonesia, as well as providing new empirical reinforcement that family factors are more determinant than other external factors in the early development phase.

As articulated in Qur'anic verse At-Tahrim (66:6), parents are entrusted with the responsibility of safeguarding their families, which reflects their central role in fostering children's resilience. Within this framework, positive parenting may be viewed as an expression of *uswah hasanah* (exemplary conduct), which parents serve as exemplary role models by demonstrating patience and *tawakkul* (reliance on God) in navigating life's challenges.

CONCLUSION

This study concludes that *positive parenting* as a protective factor has a positive, strong, and significant effect on early childhood resilience based on the results of the SEM-PLS analysis with a *path coefficient* value of 0.781, T-statistic value of 35.67 (>1.96), P-value of 0.000 (<0.05), and R-square of 0.61 which shows a contribution of 61%. The findings suggest that the more effectively positive parenting is implemented within the family context, the greater the level of resilience demonstrated in early childhood. Positive parenting plays a critical role in shaping children's adaptability, emotional regulation, and resilience, as well as reflecting the values of Islamic education such as *rahmah*, *amanah*, and *uswah hasanah* in shaping children's character from an early age.

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