

Development of Parenting Card Media to Promote Positive Parenting among Parents of Young Children

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Abstract

Positive parenting practices among parents are still relatively low and inconsistent, with a lack of practical tools to support positive parenting. Parenting classes are only offered through workshops, seminars, and other face-to-face sessions. This study aimed to develop a parenting card as an interactive educational media to foster positive parenting among parents of early childhood children. The research employed a Research and Development method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects included 7 parents in a limited trial to determine the practicality of the media and 14 parents in the implementation stage to examine its effectiveness. The results showed that the parenting card media was categorized as very valid based on expert validation from material and media experts, with an average score of 3.63. The media was also categorized as very practical, with a practicality percentage of 85.11%, indicating that it was easy to use and beneficial for parents. Furthermore, the effectiveness test showed an increase in pre-test and post-test scores, with a significance value of $0.000 < 0.05$ based on the paired sample t-test, indicating a significant difference before and after using the media. Based on these findings, it can be concluded that the developed parenting card media is valid, practical, and effective in fostering positive parenting among parents of early childhood children.

Keywords: Parenting Card, Positive Parenting, Interactive Educational Media

Abstrak

Praktik pengasuhan positif di kalangan orang tua masih tergolong rendah dan belum konsisten, tidak adanya alat bantu praktis untuk mendukung pola asuh positif. Kelas parenting hanya dilakukan dalam kegiatan workshop, seminar dan tatap muka lainnya. Penelitian ini bertujuan untuk mengembangkan parenting card sebagai media edukatif interaktif dalam membentuk pola asuh positif orang tua anak usia dini. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi tahap Analysis, Design, Development, Implementation, dan Evaluation. Subjek penelitian terdiri dari 7 orang tua pada uji coba terbatas untuk melihat kepraktisan media dan 14 orang tua pada tahap implementasi untuk menguji keefektifan media. Hasil penelitian menunjukkan bahwa media parenting card dinyatakan sangat valid berdasarkan hasil validasi ahli materi dan ahli media dengan rata-rata skor 3,63. Media juga dinyatakan sangat praktis berdasarkan hasil uji coba terbatas dengan persentase 85,11%, yang menunjukkan bahwa media mudah digunakan dan bermanfaat bagi orang tua. Selanjutnya, hasil uji keefektifan menunjukkan adanya peningkatan skor pre-test dan post-test dengan nilai signifikansi $0,000 < 0,05$ berdasarkan uji paired sample t-test, yang berarti terdapat perbedaan yang signifikan sebelum dan sesudah penggunaan media. Berdasarkan hasil tersebut, dapat disimpulkan bahwa media parenting card yang dikembangkan dinyatakan valid, praktis, dan efektif dalam membentuk pola asuh positif orang tua AUD.

Kata Kunci: Parenting Card, Pola Asuh Positif, Media Edukatif Interaktif

INTRODUCTION

Early childhood refers to children aged between 0 and 6 years, a developmental stage characterized by rapid brain growth and often described as the “golden age” of development (Hadya, 2025). During this period, children experience significant progress in cognitive, language, social-emotional, and motor skills that form the foundation for later development in life (Jeong et al., 2021). Early learning occurs through sensory exploration such as observing, listening, and interacting with the surrounding environment, enabling children to construct knowledge from their experiences (Herman & Rusmayadi, 2018). According to Latifah (2020), the quality of stimulation and environmental interaction received during early childhood plays a crucial role in shaping children's developmental outcomes.

Family environment, particularly parental involvement, is considered the most influential factor affecting children's social and emotional development (Nuraeni & Lubis, 2022). Parents serve as the primary educators who provide guidance, emotional support, and behavioral modeling for their children (Firmansyah, 2019). Positive parent–child interactions contribute to the development of children's social competence, including communication skills, cooperation, empathy, and conflict resolution abilities (Sunarty, 2016). According to Handayani (2021), parenting practices represent the pattern of interaction between parents and children in guiding behavior, providing discipline, and supporting children's developmental needs. Therefore, consistent and responsive parenting practices are essential in fostering optimal child development.

Positive parenting emphasizes warmth, empathy, effective communication, and consistent guidance in child-rearing practices (Hadya, 2025). Research indicates that supportive parenting environments contribute significantly to children's emotional security and social competence (Rahayu et al., 2023). According to Woodward et al. (2018), positive parenting behaviors such as responsiveness, encouragement, and supportive discipline can reduce behavioral problems and strengthen children's psychological well-being. Furthermore, Masruroh et al. (2024) explain that parenting styles directly influence children's character development, learning motivation, and emotional regulation.

However, several studies show that although many parents understand the concept of positive parenting, its implementation in everyday practice remains inconsistent (Putri et al., 2024). Research by Azizah (2023) found that parental knowledge of parenting practices does not always translate into active involvement in children's development. Similarly, Asri (2018) reported that only a small proportion of parents demonstrate a high level of positive parenting practices, indicating a gap between theoretical understanding and practical application. These findings suggest that parents often require practical guidance to apply parenting concepts effectively in daily interactions with their children.

Educational media play an important role in facilitating parental learning and supporting parenting practices (Lailan, 2023). Interactive learning media are particularly

effective because they present information in an engaging and accessible format (Surjono, 2017). Card-based learning media, such as flashcards, have been proven to enhance comprehension and engagement due to their concise and visually appealing format (Ulfa, 2020). According to Putri et al. (2024), card-based educational tools can improve understanding by presenting information in simple and memorable forms. Therefore, parenting card media has the potential to serve as a practical educational tool for parents to understand and implement positive parenting strategies in everyday situations.

Previous studies have primarily focused on parenting education through seminars, workshops, or training programs aimed at improving parents' knowledge and awareness of positive parenting practices (Indrawati, 2020; Rukayah et al., 2024). While these programs have demonstrated effectiveness in increasing parental knowledge, they often require time, structured participation, and direct facilitation, which may limit accessibility for many parents (Musila et al., 2023). In addition, research examining the relationship between parenting knowledge and parental involvement has not provided practical tools that parents can easily use in daily life to support consistent parenting practices (Azkiyah et al., 2024). Therefore, the novelty of this study lies in the development of parenting card media as a simple, practical, and interactive educational tool that provides concise parenting guidance and can be easily used by parents in everyday situations without requiring digital technology or formal training.

Based on these research gaps, this study aims to develop and evaluate the effectiveness of parenting card media as an interactive educational tool to support positive parenting practices among parents of early childhood children. Specifically, this research seeks to: (1) analyze parents' needs for parenting card media as an educational resource for positive parenting, (2) design and develop a prototype of parenting card media based on positive parenting indicators, (3) examine the validity and practicality of the developed media, and (4) evaluate the effectiveness of parenting card media in improving parents' positive parenting practices. This study is important because accessible and practical educational media can support parents in consistently applying positive parenting strategies, which ultimately contributes to the optimal development of children during the early childhood period.

METHODS

Research Design

This study employed a Research and Development (R&D) approach, which is widely used in educational research. This method aims to collect data as a basis for creating, refining, and testing the effectiveness of an educational product. The focus of this research is the process of developing a new product or improving an existing product that can be scientifically justified.

The development model used in this research is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This development model is commonly used to design new products and

procedures systematically. Through this model, the product is tested in the field, evaluated, and revised continuously until it meets specific criteria of effectiveness. This approach aligns with the instructional design theory proposed by Robert Reiser and Michael Molenda, which was later developed by Robert Maribe Branch (1990), emphasizing the development of products that are valid, practical, and effective (Emzir, 2020). The ADDIE model was selected because this study aims to examine the effectiveness of the product being developed.

Time and Research Location

This research was conducted from January to February 2026. Preliminary observations were conducted in August 2025. The study took place in Bilanrengi Village, Parigi District, Gowa Regency. Bilanrengi Village was selected as the research site because most parents have diverse social backgrounds, limited technological skills, and limited access to reading resources.

Research Design and Data Collection Procedure

The research design in this study follows the stages of the ADDIE development model. Needs analysis was conducted by distributing questionnaires to parents to identify their understanding of parenting practices, their current parenting behaviors, and their needs for parenting card media related to content, form, and language. Based on the results of the needs analysis, the parenting card content design was developed. The product that had been designed was then validated by experts. After validation, a limited trial was conducted with a small group of parents to assess the practicality, readability, and usefulness of the product. The parenting card media was subsequently implemented on a broader scale among parents. Finally, the effectiveness of the parenting card in supporting positive parenting practices at home was evaluated.

Analysis Stage

The analysis stage was conducted by distributing questionnaires to parents of early childhood children to determine their level of understanding and current parenting practices. This stage also aimed to identify parents' needs for parenting card media, including content, form, design, and language usage.

Design Stage

During the design stage, the researcher prepared the product design based on the results of the needs analysis. The design included the organization of materials, visual appearance, selection of easily understandable language, and the practical format of the parenting card according to parents' needs.

Development Stage

The product that had been designed was validated by experts. The results of expert validation were used to revise and improve the product so that it could be

considered appropriate for use. After revision, a limited trial was conducted with a small group of parents to evaluate the practicality, readability, and usefulness of the product. Feedback obtained from this trial was used to further improve the product before wider implementation.

Implementation Stage

The revised product was then implemented on a larger scale among parents in Bilanrengi Village, Parigi District, Gowa Regency. During this stage, the researcher distributed the parenting cards and provided brief guidance on how to use them. Parents were asked to complete pre-test and post-test questionnaires to measure changes in their parenting practices.

Evaluation Stage

Evaluation was conducted to determine the success of the parenting card media. The evaluation was carried out in two stages, namely formative evaluation and summative evaluation. Formative evaluation was conducted during the development process to allow continuous improvements. Summative evaluation was conducted after the product was implemented to assess the effectiveness of the parenting card through pre-test and post-test questionnaires.

Research Subjects

The population in this study consisted of 30 parents who have early childhood children aged 0–6 years at the Posyandu in Bilanrengi Village, Parigi District, Gowa Regency. The sample was selected using purposive sampling by considering the representation of each child age group. Each age group was represented by two parents. The selected participants met the criteria of having children aged 0–6 years and being willing to participate in the research program.

Data Collection Techniques

Data collection in this study was conducted through questionnaires, interviews, and documentation. Questionnaires were distributed to parents of early childhood children to identify their initial needs regarding parenting card media. The questionnaire was also used during the product trial and evaluation stages to collect parents' responses regarding the practicality and effectiveness of the media. Interviews were used as a data collection technique to obtain deeper information regarding parents' perceptions of the parenting card media. The interviews were conducted spontaneously and in an open-ended manner. Documentation was used to complement the research data through photographs taken during the research process. This documentation served as supporting evidence to strengthen the research findings and provide visual descriptions of the activities conducted during the study.

Data Collection Instruments

The instruments used in this research consisted of needs analysis instruments, expert validation instruments, product trial instruments, and evaluation instruments. Needs analysis instruments were used to identify parents' understanding of parenting practices and their needs regarding parenting card media in terms of content, form, and language. Expert validation instruments were used to assess the feasibility of the parenting card product. The validation instrument was in the form of a checklist used by experts to evaluate the quality of the product.

Product trial instruments consisted of practicality questionnaires given to parents who used the parenting card in their daily parenting activities. These questionnaires aimed to determine how easily the media could be used and how useful it was in helping parents understand and apply positive parenting practices. Evaluation instruments consisted of pre-test and post-test questionnaires that were distributed to parents to determine the effectiveness of the parenting card media in improving parents' understanding and practices of positive parenting.

Data Analysis Techniques

This study used both qualitative descriptive analysis and quantitative descriptive analysis. Qualitative analysis was used to explore parents' perceptions regarding the use of parenting cards as interactive educational media for positive parenting practices. The qualitative data obtained from interviews were analyzed to identify parents' experiences and responses to the use of the parenting card media.

Quantitative descriptive analysis was used to process numerical data obtained from questionnaires regarding the validity, practicality, and effectiveness of the parenting card media. Data obtained from parents and expert validators were analyzed using descriptive statistics, percentages, frequencies, and parametric or non-parametric statistical tests.

Content Validation Analysis

Content validation was conducted to assess the extent to which the parenting card media aligns with the key aspects of positive parenting. Media validation assessed aspects such as design, language clarity, readability, and attractiveness, while material validation assessed the accuracy of the content and its alignment with positive parenting theory. The interval distance was determined using the following formula. Interval Distance = Range / Number of Categories = 3.0 / 4 = 0.75

Table 1. Validity Criteria of Parenting Card Development

Interval	Evaluation Criteria
1.0 – 1.75	Not Valid
>1.75 – 2.25	Less Valid
>2.25 – 3.25	Valid
>3.25 – 4.00	Very Valid

The validity score was calculated using the following formula. $\text{Validity} = (\text{Total Valid Score} / \text{Total Score}) \times 100$. Based on these criteria, the parenting card media is considered valid if the average validity score reaches at least the “valid” category across all components. If the media does not meet these criteria, revisions are conducted based on feedback from the validators to improve the quality of the parenting card.

Practicality Analysis

Practicality analysis was conducted to determine the extent to which the parenting card media can be easily used in daily parenting practices. This assessment was based on parents’ responses regarding the usability and benefits of the parenting card media. The practicality data were obtained through parent response questionnaires.

Table 2. Practicality Criteria

Percentage	Evaluation Criteria
0–20%	Not Practical
21–40%	Less Practical
41–60%	Fairly Practical
61–80%	Practical
81–100%	Very Practical

The practicality score was calculated using the following formula. $\text{Practicality} = (\text{Total Score Obtained} / (\text{Number of Respondents} \times \text{Maximum Score})) \times 100$

Effectiveness Analysis

Effectiveness analysis was conducted to determine the success of the parenting card media in improving positive parenting practices among parents at home. The effectiveness evaluation was conducted by distributing pre-test and post-test questionnaires to parents based on a four-point rating scale ranging from 1 to 4. The collected data were analyzed using SPSS through parametric or non-parametric statistical tests.

Table 3. Effectiveness Criteria

Percentage	Evaluation Criteria
0–20%	Not Effective
21–40%	Less Effective
41–60%	Fairly Effective
61–80%	Effective
81–100%	Very Effective

The effectiveness score was calculated using the following formula. $\text{Effectiveness} = (\text{Total Score Obtained} / (\text{Number of Respondents} \times \text{Maximum Score})) \times 100$

RESULTS AND DISCUSSION

Results

Data Presentation, Research Process, and Research Findings

This research was conducted at the Posyandu in Bilanrengi Village with a total population of 30 parents who have children aged 0–6 years. The characteristics of the parents include limited reading ability, limited time to participate in online parenting classes, and limited skills in utilizing digital technology. Among the 30 parents, 7 parents were involved as respondents in the product trial to assess the practicality of the media, while 14 parents participated in the implementation stage. The participants were selected based on their willingness to participate in the research program and their representation of different child age groups.

This study aimed to develop parenting card media to foster positive parenting practices among parents of early childhood children. The research used the Research and Development (R&D) method with the ADDIE model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation.

Analysis Stage (Needs Analysis)

The needs analysis stage aimed to identify parents' needs regarding parenting card media. Data were collected through questionnaires, surveys, and spontaneous interviews with parents to explore their understanding and current parenting practices as well as their needs for educational media in terms of content, language, form, and design.

Table 4. Parents' Understanding

No	Statement	Percentage
1	I understand what is meant by positive parenting	86.7%
2	I know examples of positive parenting practices	73.3%

Based on the questionnaire results, 86.7% of parents stated that they understand the concept of positive parenting, while 73.3% reported that they know examples of positive parenting practices. These results indicate that parents generally believe they understand positive parenting concepts. However, spontaneous interviews revealed that several parents experienced difficulty explaining the concept in their own words and were unable to provide concrete examples of positive parenting practices in everyday situations. Some parents also equated positive parenting simply with being kind to children without understanding aspects such as consistency, communication, and emotional regulation. This indicates that parents' understanding remains general and not yet comprehensive.

Table 5. Parenting Practices

No	Statement	Percentage
1	I often seek information about parenting (books/internet/training)	40%
2	When my child is fussy, I calm them by raising my voice	33.3%

3	I praise my child when they do something good	93.3%
4	I spend time playing or doing stimulating activities with my child every day	86.7%

The findings indicate that only 40% of parents actively seek information about parenting practices. Furthermore, 33.3% of parents admitted that they calm their children by raising their voices when the child becomes fussy. However, 93.3% of parents stated that they praise their children when they perform positive actions, and 86.7% of parents spend time playing or conducting stimulating activities with their children daily.

Table 6. Media Needs (Content)

No	Statement	Percentage
1	I need media containing key messages about positive parenting	100%
2	I need concrete examples of actions in responding to children's behavior	93.3%
3	The media should provide short solutions to daily parenting problems	93.3%
4	I need parenting guidance that can be directly applied at home	100%
5	The media content should not be overly theoretical	100%
6	The media should contain parenting messages that are easy to remember	93.3%
7	I need media as a reminder to consistently apply positive parenting	100%

All parents stated that they require media that contains key messages about positive parenting. Parents also expect parenting guidance that can be directly implemented at home and content that is practical rather than overly theoretical.

Table 7. Media Needs (Language)

No	Statement	Percentage
1	The language used in the media should be simple and easy to understand	100%
2	The media should contain short and clear sentences	100%
3	The use of foreign terms should be limited	93.3%
4	The language should match parents' everyday communication	93.3%
5	Parenting messages are easier to understand when delivered directly and concisely	100%

The results indicate that parents strongly prefer simple, clear, and concise language. Parents also suggested that parenting messages should be delivered directly and should reflect the language commonly used in everyday communication.

Table 8. Media Needs (Form and Design)

No	Statement	Percentage
1	Card-based media is more practical than parenting books	100%

2	The media size should be small and easy to carry	100%
3	The media should be easy to use anytime	100%
4	The media design should be attractive and not boring	100%
5	The media should be simple and not overly dense	100%
6	Printed media suits my condition as a parent	93.3%
7	The media should not require special skills to use	100%

Overall, the needs analysis indicates that parents require parenting media that is simple, practical, easy to understand, and capable of serving as a reminder to apply positive parenting consistently.

Design Stage

The design stage focused on developing the initial prototype of the parenting card media based on the results of the needs analysis. The parenting card consists of two sides. The front side presents the main topic, theme or situation, and visual illustrations, while the back side includes key messages, educational points, practical actions, and simple reflection prompts.

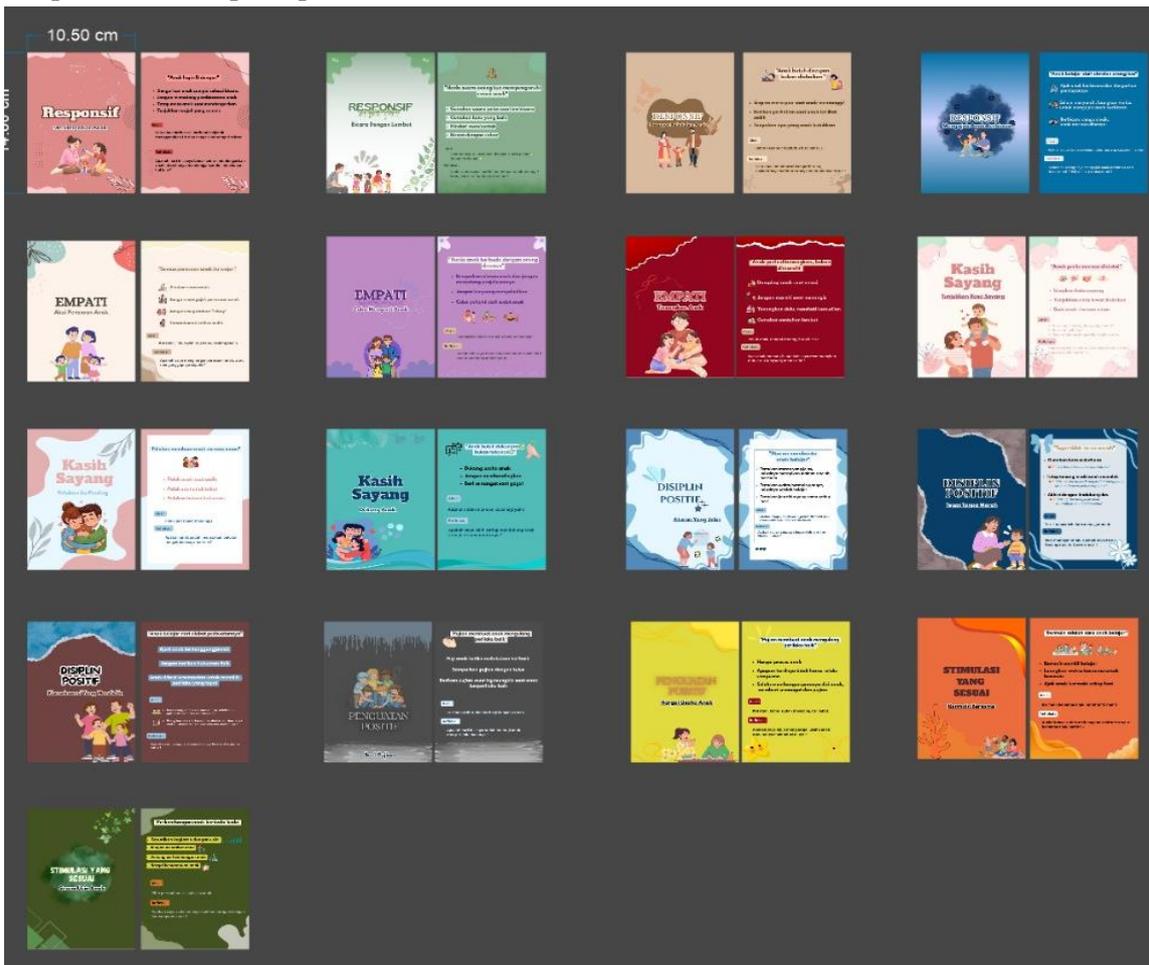


Figure 1. Media Design



Figure 2. Parenting Card Packaging Design

The parenting card is equipped with a storage box to ensure that the cards are not easily lost. The packaging includes a barcode that links to a video tutorial, guidebook, and printable card design.

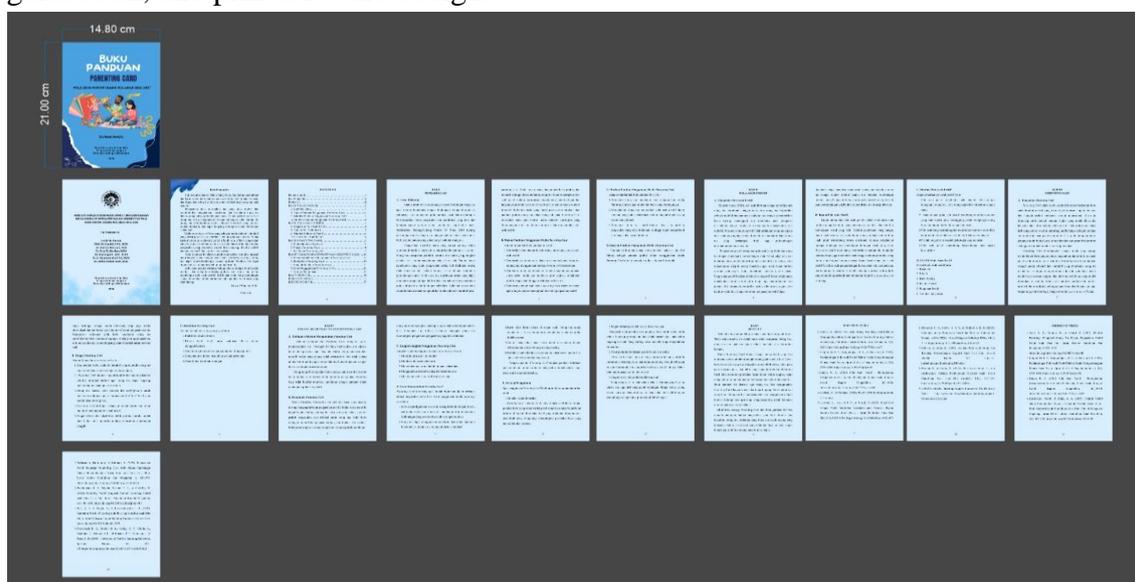


Figure 3. Guidebook Design

The parenting card guidebook consists of 18 pages and includes an introduction, background, objectives, explanations of positive parenting concepts, instructions for using the parenting cards, and references.

Development Stage

During the development stage, the parenting card media was produced using kingstruk paper and laminated with a matte finish to ensure durability. After development, validation was conducted by experts in early childhood education and educational technology. The validation results indicated that the parenting card media achieved an average score of 3.69, categorized as very valid. The guidebook achieved an average score of 3.81, also categorized as very valid. The research instruments,

including the needs analysis questionnaire, parent response questionnaire, and effectiveness instruments, were also categorized as very valid.

Product Trial

A limited trial was conducted with seven parents to evaluate the practicality of the media. The results indicated that the parenting card media obtained a practicality score of 85.11%, which falls into the very practical category. Parents reported that the instructions were clear, the language was easy to understand, and the media could be easily used in daily parenting activities.

Implementation Stage

The implementation stage involved 14 parents who voluntarily participated in the research program. Parents completed a pre-test questionnaire before using the parenting card media and a post-test questionnaire after using the media.

Table 9. Recapitulation of Pre-Test and Post-Test Scores

Respondent	Before	After	Difference
Parent 1	39	58	19
Parent 2	41	58	17
Parent 3	37	60	23
Parent 4	37	60	23
Parent 5	38	59	21
Parent 6	37	55	18
Parent 7	39	57	18
Parent 8	44	60	16
Parent 9	34	51	17
Parent 10	37	54	17
Parent 11	39	58	19
Parent 12	37	55	18
Parent 13	41	60	19
Parent 14	39	57	18

Table 10. Parenting Card Effectiveness Analysis

Respondent	Score	Percentage	Category
Parent 1	58	96.66%	Very Effective
Parent 2	58	96.66%	Very Effective
Parent 3	60	100%	Very Effective
Parent 4	60	100%	Very Effective
Parent 5	59	98.33%	Very Effective
Parent 6	55	91.66%	Very Effective
Parent 7	57	95%	Very Effective
Parent 8	60	100%	Very Effective
Parent 9	51	85%	Very Effective
Parent 10	54	90%	Very Effective
Parent 11	58	96.66%	Very Effective

Parent 12	55	91.66%	Very Effective
Parent 13	60	100%	Very Effective
Parent 14	57	95%	Very Effective

Total score obtained was 802 with an average effectiveness percentage of 84.24%, categorized as very effective.

Statistical Test Results

Table 11. Normality Test Results

	Statistic	df	Sig
Pre-Test	0.921	14	0.228
Post-Test	0.886	14	0.071

Both pre-test and post-test data were normally distributed because the significance values were greater than 0.05.

Table 12. Homogeneity Test Results

Levene Statistic	df1	df2	Sig
0.285	1	26	0.598

The homogeneity test result indicates that the data are homogeneous because the significance value is greater than 0.05.

Table 13. Paired Sample t-Test Results

Mean Difference	Std Deviation	Std Error	t	df	Sig (2-tailed)
-18.78571	2.15473	0.57588	-32.621	13	0.000

The paired sample t-test result shows a significance value of $0.000 < 0.05$, indicating a significant difference between pre-test and post-test scores.

Evaluation Stage

The evaluation stage is the final phase of the ADDIE model. Evaluation was conducted to assess the validity, practicality, and effectiveness of the parenting card media. Formative evaluation was conducted during the development process through expert validation and product trials. Revisions were made based on feedback from validators and parents. Summative evaluation was conducted by analyzing the results of the pre-test and post-test instruments.

The evaluation results indicate that the parenting card media is needed by parents of children aged 0–6 years, validated by experts, considered practical by parents, and proven effective in fostering positive parenting practices. Statistical analysis results showing $0.000 < 0.05$ confirm that the parenting card media is effective in improving positive parenting practices among parents of early childhood children.

Discussion

Needs Analysis of Parenting Card Media

The results of the needs analysis revealed that although most parents reported understanding the concept of positive parenting, their understanding remained superficial and was not consistently applied in everyday parenting practices. Similar findings were reported by Putri et al. (2024), who noted that many parents possess conceptual knowledge about positive parenting but struggle to translate this knowledge into daily behavior. According to Masruroh et al. (2024), the inconsistency between parenting knowledge and actual parenting practices is often influenced by limited access to practical learning resources and parental time constraints.

The findings also showed that a significant proportion of parents still respond to children's behavior using harsh communication, such as raising their voices when children are difficult to manage. According to Muraco et al. (2020), effective parenting involves both responsiveness and demandingness, meaning parents must balance warmth with clear behavioral expectations. This perspective aligns with Woodward et al. (2018), who emphasize that positive parenting requires emotional regulation, supportive communication, and consistent behavioral guidance.

In addition, the study found that only a small percentage of parents actively seek parenting information from books or digital resources. This result supports the findings of Musila et al. (2023), which indicate that parents often experience stress and limited time when supporting children's development, making it difficult for them to engage in extensive learning activities. Therefore, learning resources for parents should be practical, concise, and directly applicable to daily parenting situations.

Furthermore, parents expressed a strong preference for learning materials that provide clear examples of actions they can apply in real-life parenting scenarios. This finding aligns with Knowles' adult learning theory, which states that adults learn more effectively when learning materials are relevant to real-life problems and provide practical solutions. Consequently, educational media for parents should prioritize simplicity, practicality, and relevance to everyday parenting challenges.

Development of Parenting Card Prototype

The development stage involved designing parenting card media based on positive parenting indicators, including responsiveness, empathy, affection, positive discipline, reinforcement, and appropriate stimulation. According to Hadya (2025), positive parenting emphasizes emotional warmth, supportive guidance, and constructive discipline strategies that foster children's well-being. These principles served as the conceptual foundation for developing the parenting card content.

The parenting card media was designed with a two-sided format. The front side presents the parenting theme and illustrative visuals, while the back side provides key messages, practical guidance, and reflection prompts. According to Ulfa (2020), card-based educational media are effective because they present information in a concise and visually engaging format that enhances comprehension and retention. Similarly, Putri et

al. (2024) found that flashcard-based media can significantly improve learning engagement due to their structured and interactive design.

Additionally, a user guidebook was developed to support the implementation of parenting card media. The guidebook provides instructions on how parents can integrate the cards into daily parenting routines. According to Surjono (2017), the integration of supporting instructional materials enhances the usability and effectiveness of educational media.

Validity and Practicality of Parenting Card Media

Expert validation results indicated that the parenting card media achieved a “very valid” category in terms of content accuracy, language clarity, and media design. This finding suggests that the developed media aligns well with positive parenting concepts and educational media design principles. According to Gumulya and Natasha (2024), effective educational media should combine clear content structure, appropriate visual design, and accessible language to ensure usability for target users.

The practicality test conducted with parents also demonstrated that the parenting card media was easy to use, understandable, and beneficial for daily parenting activities. Parents reported that the concise format and practical guidance made the media convenient for quick reading and immediate application. This result is consistent with findings from Listriyati et al. (2025), which highlight that card-based educational tools are effective because they allow users to access information quickly and repeatedly.

Furthermore, parents indicated that the media increased their motivation to apply positive parenting strategies at home. According to Rahmah et al. (2022), parenting education resources that are simple and practical can enhance parental engagement in child development activities.

Effectiveness of Parenting Card Media

The implementation results demonstrated a significant improvement in parents' positive parenting practices after using the parenting card media. Statistical analysis showed a significant difference between pre-test and post-test scores, indicating that the media effectively improved parenting behavior.

These findings support the argument that practical educational interventions can enhance parenting competence. According to Jeong et al. (2021), parenting interventions that provide accessible guidance and support significantly improve early childhood development outcomes. Similarly, Firmansyah (2019) explains that parenting knowledge plays a critical role in shaping children's character development.

Moreover, Rahayu et al. (2023) emphasize that positive parenting practices create supportive environments that foster children's emotional and social development while reducing negative behaviors. Therefore, the parenting card media developed in this study provides a practical tool that helps parents translate parenting knowledge into consistent daily practices.

Overall, the findings confirm that parenting card media is not only valid and practical but also effective in supporting parents to apply positive parenting practices. The simplicity and accessibility of this media make it a promising educational tool for promoting healthy parenting practices in early childhood development contexts.

CONCLUSION

This study concludes that the developed parenting card media is valid, practical, and effective in promoting positive parenting among parents of early childhood. Needs analysis indicated that parents require simple and practical media that can be easily applied in daily parenting practices. Expert validation confirmed that the media, guidebook, and instruments met high validity standards in terms of content, design, language, and relevance to positive parenting indicators. Trial results showed that the media is easy to use and beneficial for helping parents understand and implement positive parenting, while statistical analysis demonstrated a significant improvement between pre-test and post-test scores ($p < 0.05$), indicating its effectiveness. However, this study was limited to a relatively small sample, which may affect the generalizability of the findings. Therefore, future studies are recommended to involve larger and more diverse participants and to further develop the parenting card into digital or application-based formats to increase accessibility and broader utilization.

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