

Enhancing Early Childhood Learning Through Parental Risk Mitigation

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Abstract : *This research aims to understand how parents can design and implement risk mitigation strategies in early childhood education by utilizing local wisdom. This research will examine the role of local wisdom in reducing the negative impact of social media and strengthening the formation of children's character and social skills. The qualitative research approach uses interviews and observations of parents actively integrating local cultural values into their children's education. The research results show that parents who understand and master local wisdom in children and integrate it into their parenting can create an effective local wisdom-based learning environment. Additionally, collaboration with the community to expand learning has also proven beneficial. This research provides important implications regarding the need to integrate local wisdom in early childhood education as an effective effort to reduce harmful risks. Therefore, this research contributes to developing local culture-based education policies that can improve children's quality of education and social development.*

INTRODUCTION

In the current development era, parents face problems in educating their children, especially in early childhood. The main issue that arises now is parents' concerns about the risks that could hinder children's optimal development. These risks can include the negative influence of social media, which often diverts children's attention from constructive learning activities, and the lack of time parents spend with their children (Ostermann et al., 2020; Killen & O'Toole, 2023). This can be exacerbated by some parents needing to learn about appropriate learning methods and the relevance of teaching that can support children's overall development.

However, behind these challenges, there is great potential hidden in local wisdom. Local wisdom refers to traditional values, practices and culture that have existed for a long time and have been proven influential in shaping children's character and intelligence. In several regions in Indonesia, educational practices based on local wisdom, such as cooperation, teaching through folklore, and traditional arts and culture, can provide very effective alternatives in educating children at an early age (Surya et al., 2020). Therefore, this research will examine how parents can integrate local wisdom into their children's risk mitigation strategies in learning development. This research is a fascinating topic because it combines two seemingly contradictory concepts, namely between

modern-day risks that threaten children's development and the great potential that local wisdom has as a solution to facing these challenges. Local wisdom-based approaches in early childhood education need to be studied more deeply to provide new insights into learning efforts better suited to future generations' needs (Prilleltensky, 2023).

The main problem in this research focuses on how parents can identify and manage risks that can hinder children's development and how they can utilize local wisdom in strategies to mitigate these risks. Even though there is awareness about the negative impact of external influences such as social media, the role of parents in providing education based on local values is often neglected. Hence, a lack of knowledge about the potential of local wisdom in early childhood education becomes a significant problem, and parents cannot take full advantage of the values around them. This problem becomes more complicated when we see the need for more understanding regarding appropriate learning methods for early education, which can improve the quality of parent-child interactions. Therefore, this research seeks to understand how parents can design effective risk mitigation strategies using a local wisdom-based approach.

Considering the social and cultural conditions in Indonesia, which are rich in tradition, this research aims to integrate local wisdom into early childhood education to ensure better child development and more appropriate to the Indonesian socio-cultural context. Research conducted by Dewi & Alam (2020) is character education for modern students to understand the digital literal dimension and develop digital literacy learning materials and methods at and outside school. The application of digital literacy has become a model for transforming student character education. It cannot be separated from the teacher's role in learning activities, which are implemented according to their vision, responsibility, social sensitivity, logical abilities and honesty to produce well-prepared output. Meanwhile, the second research conducted by Aningsih et al (2022) found that character education is essential in learning. Character education implemented in sample elementary schools includes religion, discipline, responsibility, leadership, tolerance, cooperation, cleanliness, neatness, politeness, persistence, courage, self-confidence, economics, independence, honesty, diversity, acceptance, nationalism, justice, creativity, and appreciation achievement. Furthermore, research from Troller-Renfree et al (2022) revealed that poverty in early childhood is a risk factor for low school achievement, reduced income and poor health and is associated with differences in brain structure and function.

Although previous research has highlighted the importance of local wisdom in early childhood education, more in-depth research is still needed regarding the role of parents in integrating local wisdom into the risk mitigation strategies they face. Most previous research focused more on aspects of implementing local wisdom without focusing on how parents can actively manage and overcome existing risks. Therefore, this research attempts to fill this gap by focusing on the role of parents in designing and implementing local

wisdom-based risk mitigation strategies, which are more concrete and applicable in the existing social and cultural context.

The main novelty in this research is the emphasis on the role of parents as risk mitigation agents who incorporate local wisdom as a foundation in early childhood education. This research provides new insights into how parents can identify risks and create mitigation strategies directly involving local wisdom. This research also highlights the importance of education based on local values, which aims to reduce negative external influences and strengthen children's culture from an early age. This research analyses how parents can design and implement effective risk mitigation strategies using local wisdom in early childhood education. The main focus of this research is to identify appropriate methods for parents to face modern challenges, such as the influence of social media and lack of quality time, as well as how traditional values can be a strong basis in shaping children's character and skill development. It is hoped that this research can contribute to developing a deeper educational approach based on local wisdom relevant to future generations' needs.

RESEARCH METHOD

This research uses a qualitative approach with a descriptive research type. A qualitative approach was chosen because this research aims to explore in depth the role of parents in designing and implementing risk mitigation strategies based on local wisdom in early childhood education. Descriptive research aims to provide a clear picture of phenomena that occur in the context of early childhood education by considering social, cultural and psychological aspects that influence parenting and parental education (Bhakta et al., 2023). With this approach, researchers can obtain more comprehensive information about how local wisdom is used to overcome the modern challenges older people face.

The data collection techniques used in this research were in-depth interviews and participant observation; in-depth interviews were conducted with parents who have young children and several education experts who understand local wisdom-based education. Participatory observations will be conducted in several communities implementing local wisdom-based education. This research was carried out at RA Zainul Hasan on Jalan Ponpes Zaha 2, Tambelang Village, Krucil District, Probolinggo Regency, East Java. This village was chosen because it has a strong tradition of local wisdom, such as teaching through local arts and culture, which is relevant to the research topic. In addition, this location has an active community involving parents in their children's education.

The data analysis technique used in this research is thematic analysis. Data obtained from interviews and observations will be analyzed by identifying the main themes related to applying local wisdom in risk mitigation strategies (Brondizio et al., 2021). This analysis process involves coding data and categories and interpreting the meaning of each emerging theme to provide a deeper understanding of the dynamics between parents, children, and local wisdom in early childhood education. This technique allows researchers to draw relevant

and applicable conclusions based on the data collected during the research (Safitri et al., 2022).

RESULT AND DISCUSSION

Result

Understanding and Mastery of Local Wisdom

The first step parents must take is to understand and become familiar with the local wisdom around them. This local wisdom includes cultural values, traditions and social norms in the community. Parents can understand various sources of information, such as folklore, traditional traditions, or life philosophies passed down from generation to generation. With a good understanding of local wisdom, parents can choose values relevant to their child's developmental needs and adapt them to daily learning. Such as using folk tales that contain moral messages or life principles that can enrich children's character. In line with the results of an interview with one of the teacher who is active in teaching local values to his children, Evi Himayatul Husna said,

"I give a story about the stories of our ancestors, especially those that teach the importance of cooperation and mutual respect for each other, so that children understand more about the values that exist in society, rather than just being fixated on the world virtual or social media." (Eh_I.1)

This informant's statement shows that the informant uses short stories or fairy tales to teach children about essential values in social life, such as cooperation and mutual respect. These stories are a tool to connect children with local traditions and wisdom, which have moral messages that are relevant to their character development. The resource person also emphasized that, in this way, children will better understand the values that exist in social life rather than just focusing on cyberspace, which often does not provide in-depth learning about healthy social relationships. This illustrates parents' efforts to reduce the negative impact of technology and social media by introducing a local culture rich in moral and social messages. In line with the statement of another teacher who taught his students through farming traditions and storytelling, Indra Wahyuni emphasized,

"In gardening, I teach children about responsibility, hard work and family values. Every step, from planting to caring for the plants, helps them understand the meaning of commitment and patience. "For me, this experience gives them lessons that are much more meaningful and memorable than just watching shows on television or cellphones." (Iw_I.2)

This informant revealed that gardening activities are a perfect informal educational medium for teaching children the values of life. For the interviewee, gardening is not just a physical activity but also a learning process with deep meanings related to responsibility, hard work, and family togetherness. Every step in gardening, from planting to caring for plants, is considered a way to instill commitment and patience in children, which, according to this informant, can have a more positive and meaningful impact than passive entertainment via television or cellphone displays. This shows that local wisdom-based activities reduce the time children spend playing on social media and give them direct

experiences that are more educational and character-building. Parents who integrate these activities into their children's daily lives demonstrate better risk management in avoiding the negative impacts of technology. Also in line with that was expressed by one of the teachers whom the guardian of one of the students, Sri Nanik Yulika, said that,

“Almost every afternoon, I invite the children to take care of the plants in the yard, even if it's just to look at them, but I want them to know that plants also need attention and care. When they see plants thriving because they are cared for, they feel proud. I think, from this simple thing, they learn to respect nature and understand that effort does not always give instant results, but if we are patient, the results will be seen.” (Jm_I.3)

This informant's expression describes how the informant uses activities involving caring for plants to instil the values of caring, patience and respect for nature in his children. The resource person also involved the children in gardening activities, even if only observing, to introduce them to the fact that plants also need attention and maintenance. This method can teach children the importance of process and effort in achieving results. Through gardening activities, they see how consistent care makes plants grow well, creating a sense of pride in them. The resource person wants his children to learn that results are not always obtained instantly but require patience and continuous effort. This experience is a way to teach that success requires time and effort, which does not immediately show results but will pay off later.

From the interviews with several informants above, the observations show that gardening activities are a means of learning values such as responsibility, hard work, togetherness, concern for nature, and patience in children. Every afternoon, children are invited to participate in activities to care for the plants in the yard, even if only observing. Children appear enthusiastic and excited when they see plants thriving, showing that they understand and appreciate the effort they put into these plants. The gardening process also teaches them that good results take time, forming their mindset about the importance of patience and commitment in achieving goals. From this activity, observation results indicate that children gain practical skills and life values that benefit their character development. Therefore, to make things easier, researchers will conclude in the form of the chart below,

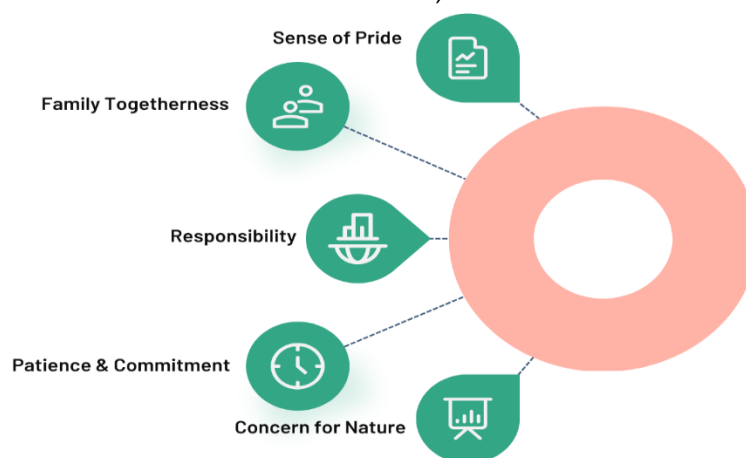


Figure 1. Developing Children's Character

The figure above shows that family togetherness in children's education is an essential basis for supporting their emotional and social development. Shared gardening activities create deep interaction between parents and children, strengthening emotional bonds and a sense of belonging. Based on the Ecological Systems Theory from Swann et al (2020), the immediate environment, especially the family, has a significant role in shaping children's behaviour patterns and character through attentive and involved interactions. Besides increasing a sense of togetherness, this activity also encourages collaborative learning, strengthening social relationships between family members (Fazey et al., 2020; Kern & Wehmeyer 2021). Through gardening activities, children gradually learn about responsibility and feel proud of the results of their work. Theoretically, responsibilities adapted to the child's age can increase their sense of competence and self-confidence, as explained by Erikson in his psychosocial development theory (Ariyanto, 2020). When children care for plants and see the results of their efforts, a sense of pride strengthens their motivation to continue participating in similar activities. Giving children meaningful tasks creates satisfaction, which deepens the value of personal responsibility and achievement (Antong & Riyanti, 2021).

Integration of Local Wisdom in Parenting Patterns

After understanding local wisdom, parents can integrate it into their child's parenting and daily activities. One way is through folklore or fairy tales that contain moral messages, such as honesty, hard work and togetherness. Parents can also invite children to get involved in traditional activities that have educational value, such as cooperation, gardening, or making handicrafts. Activities like this can teach social and cultural values for the development of children's character and provide a comprehensive, direct experience of these values. This strategy will help reduce the negative impact of social media or other external influences that are less appropriate for early childhood development. In addition, this research found that teaching based on local wisdom reduces negative external influences and improves the development of children's character and social skills. As said by the school principal who regularly invites children to cooperation activities in the village, Rosita Wahyu Rani,

"I always teach my children to help others so they learn the importance of caring for others, empathy and working together. I want them to know that togetherness and mutual support are taught values and realized in real daily actions. Even though in essence the child's behaviour is not completely in line with what we expect, this can help the child's growth." (Rw_I.4)

This informant's statement describes parents' efforts to teach their children social values such as empathy, concern for others, and cooperation. He emphasized that by involving children in social activities and teaching them constantly to help others, they are taught theoretically and guided to practice it in everyday life. However, parents admit that their children's behaviour does not always fully comply with their parents' expectations; they still believe that these values help support their children's character growth and development. Thus, this informant emphasized that although there is no guarantee that all direct

teachings will be accepted or implemented perfectly, every effort to teach togetherness and mutual support will contribute to forming positive attitudes and behaviour necessary for children's long-term development. One of the parents, who also teaches his children about traditional arts, Andini Sulastris commented that,

"Traditional arts can teach my children discipline, because they can appreciate the results of their own hard work and love their own culture. Through art, they learn to be more thorough, patient, and responsible in every step they take. I think this is an important lesson because art introduces them to values related to cultural identity, thereby fostering a sense of pride in their ancestral heritage. Apart from that, it is also important to preserve existing traditions." (As_I.5)

The interview results show that traditional art is an effective educational tool in teaching discipline and essential values to children. Traditional art is not just a creative activity but also functions as a means to develop the qualities of precision, patience and a sense of responsibility. Through art, children learn to appreciate the process of the results of their hard work and feel satisfaction from the achievements obtained through continuous effort. This shows that education based on local wisdom, such as arts and culture, traditional music and handicrafts, not only educates children to appreciate their culture but also hones their social skills. Children learn to cooperate, communicate, and adapt to social environments by engaging in activities involving many people. Then Indra Wahyuni added again; he said that,

"I always try to teach children about the local wisdom values that exist around us, such as mutual cooperation, respect for each other and maintaining good relations with neighbors. Because in this way, children will learn that the strength of community is important and we must maintain good relationships with other people. It is not just about helping, but also about sharing responsibility and caring for others." (Iw_I.6)

Through applying local wisdom values like this, children will learn that a healthy social life depends not only on physical assistance but also on mutually supportive and caring relationships. By being involved in activities that share responsibility in the community, children can develop a sense of empathy and good social skills, shaping their character to become caring, responsible, and able to work together in a social environment. This finding is consistent with research by Yusuf and Hanif (2022), which states that parents who teach local values in their children's education through social and cultural activities can form strong character and social skills. This activity helps reduce the negative impact of external influences and makes children who are independent and sensitive to the social values around them.

From the findings above, a common thread can be drawn that family togetherness plays a vital role in children's development, which can be created through positive interactions in joint activities. Through activities such as mutual aid, children learn solid social values within the family, strengthen emotional bonds, and form a strong foundation for social development. Responsibility and a sense of pride are formed when children can contribute to activities involving

hard work and collaboration. Their involvement in social activities teaches them that good results come from hard work and perseverance and gives them a sense of competence that is important for personal development.

Collaboration with the Community for Broader Learning

Collaboration with The final finding is the role of parents in expanding children's learning time by collaborating with the surrounding community. Through collaboration with community leaders or cultural institutions, parents can help children gain direct experience in learning local traditions and culture, such as inviting children to participate in traditional events or cultural activities that involve many parties. This collaboration enriches children's experiences and strengthens relationships between families and communities, creates space to share knowledge, and strengthens understanding of the importance of maintaining and preserving local wisdom in everyday life. This research also reveals that collaboration between parents and the community is crucial in implementing local wisdom in children's education. One community figure in the local arts community Zammilil explained,

"We hold art performances with local children, where they show their creativity and learn how to work hard, discipline, and respect traditional regional arts and culture. "In this way, we hope that children will not only master artistic skills but also develop a sense of pride and responsibility for preserving our culture." (Z_I.7)

The interview results show that performing arts activities with local children is a forum for creative expression and a means of character education that instils the values of hard work, discipline, and appreciation for traditional arts and culture. In the process, children learn artistic skills and develop a sense of pride and responsibility for preserving their cultural heritage. This approach introduces local cultural values in an interactive and fun way, so it is hoped that it can strengthen the younger generation's ties to their cultural identity and build awareness of the critical role of culture in their lives. This is also in line with the statement of the student's parents, Syahrudi stated that,

"I spoke several times with teachers and community leaders to ensure the children received an appropriate education that fit our culture. "Because it is worrying that children will only be taught the material without knowing their culture because it will be beneficial in teaching them a broader insight into life." (S_I.8)

This informant's statement reflects active efforts to ensure children's education aligns with local culture. By discussing with teachers and community leaders, special attention is paid to ensuring that children receive formal education and learn to understand and appreciate their own culture. Concerns that education has become too focused on subject matter without paying attention to cultural aspects have encouraged a more holistic approach, where cultural insight becomes integral to learning. This approach aims to ensure that children have a broader understanding of life, including knowledge that shapes their identity and social understanding so that they grow up aware of the values and traditions that are important for their lives. This collaboration not only

educates children academically but also helps them understand and appreciate their own culture in a broader social context, which can be illustrated by the chart below;



Figure 2. Benefits of Collaboration

Thus, the observations show that, in learning activities involving collaboration with local communities, children are allowed to learn practical skills through art groups, artisans and traditional leaders. With this collaboration, they gain technical knowledge and cultural values that are important for children's continued growth. This fosters a sense of pride in local culture and strengthens emotional ties between children and their respective communities. The education they receive becomes more meaningful and contextual because children learn within the social and cultural context they experience daily, allowing them to apply their learning in real life.

Discussion

This qualitative research investigates how parents utilize local wisdom in early childhood education as a strategy for risk mitigation, particularly addressing the negative influence of social media and its potential to hinder the development of children's character and social skills. The findings from this study significantly contribute to the existing literature by demonstrating how local wisdom can be an effective risk mitigation strategy. By integrating traditional values and practices such as folklore, arts, and community cooperation, parents can create a supportive learning environment that counterbalances the adverse effects of modern challenges such as social media (Hidayat et al., 2020; Hidayati et al., 2020; Birhan et al., 2021).

The findings confirm that local wisdom can indeed serve as a foundational element in mitigating risks related to children's development. In particular, folklore and cultural practices have been identified as key tools in shaping children's values and character, aligning with previous studies on the importance of cultural education in early childhood (Birhan et al., 2021; Hidayat et al., 2020). The study highlights how traditional values, when actively taught by parents, not only help children resist the allure of social media but also nurture important life skills such as cooperation, patience, and responsibility. This is consistent with

research that indicates the role of family and community-based education in shaping children's social competencies (Ritchie, 2017; Tanjung et al., 2021).

The results of this study support the theory of cultural and community-based education, which suggests that learning experiences rooted in local wisdom provide a solid foundation for social and emotional development in children (Prilleltensky, 2023). By integrating local values into parenting practices, the research challenges the conventional approach of relying solely on formal educational institutions to shape children's development. Instead, it positions parents as active agents of socialization who leverage cultural tools and practices to enhance children's resilience against external risks, particularly those posed by modern technology. The findings expand upon the work of Hidayati et al. (2020), who discussed the role of cultural education in shaping children's character, by showing how these values can be used specifically to mitigate the harmful effects of modern technological influences.

However, this study also offers a new perspective by emphasizing the integration of local wisdom into risk mitigation strategies, a gap that has not been fully explored in prior research. While previous studies focused more on the theoretical implications of local wisdom in education (Surya et al., 2020; Hidayat et al., 2020), this research provides concrete examples of how parents are practically applying these values in their children's upbringing. This new angle contributes to the broader understanding of how parental involvement in education, rooted in cultural traditions, can serve as a protective factor against contemporary developmental risks.

This research contributes significantly to the literature on early childhood education by exploring the role of parents in integrating local wisdom into risk mitigation strategies. The findings support the idea that local wisdom is an effective tool for strengthening children's character and social skills, thereby offering a valuable approach to addressing the challenges posed by modern technological influences. Moreover, the study expands existing theories on parental involvement and character education by illustrating how local wisdom can serve as a practical, culturally embedded solution to contemporary issues in child development. Future research should further investigate the applicability of these findings across different cultural contexts and explore additional strategies that parents can use to mitigate modern risks in early childhood education.

CONCLUSION

This research provides important insights into the role of local wisdom in helping parents design and implement risk mitigation strategies for early childhood development. The main finding of this research is that integrating local cultural values and traditions in early childhood education can reduce the negative impact of social media influence and form better character and social skills. Through cultural activities, such as cooperation, traditional arts and folklore, children learn moral values, social responsibility, and the importance of togetherness. Local wisdom plays a vital role in overcoming modern challenges in educating children, which are often influenced by external factors such as technology and changes in lifestyle.

This research contributes to a renewed perspective regarding the importance of local wisdom in early childhood education, which is rarely discussed in the context of risk mitigation against the negative influences of modernity. This research also develops methods focusing on in-depth interviews and direct observation, which provide an accurate picture of how parents utilize local wisdom to educate their children. However, this research has limitations, especially in terms of the research location, which is limited to one area and only involves respondents of a certain age and gender. Therefore, further research is needed to accommodate variations in gender, age and survey methods to obtain a more comprehensive picture of the implementation of local wisdom in various regions, which can ultimately be used as the basis for more targeted and effective education policies.

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