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Psychoeducation on Qur'an-Based Child Care for Underage Millennial Engaged Couples

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Abstract: Quranic-based counseling is an integrative therapeutic approach that blends Islamic spiritual teachings with psychological support to address various mental, emotional, and behavioral issues. This study explores the conceptual framework, structure, and outcomes of the A-R Model Quranic Counseling, which is designed to assist clients dealing with trauma, illness, anxiety, deviant behavior, and spiritual emptiness. Using a psychoeducational and psychotherapeutic approach, the model operates in five structured phases: acceptance, initial contact, encounter, summary, and follow-up. The counselor functions not only as a spiritual guide but also as a support system for clients and their families, taking into account individual values, religious beliefs, and sociocultural backgrounds. Results from multiple case applications show significant positive changes in clients' behavior, emotional regulation, spiritual awareness, and decision-making. Clients reported feeling calmer, more focused in worship, more responsible in behavior, and more optimistic in facing life's challenges. These findings highlight the potential of Quranic counseling as a holistic and culturally relevant model for enhancing psychological and spiritual well-being, especially among Muslim communities.

Keywords: Qur'anic-Based Counseling, Spiritual Therapy, A-R Model, Islamic Psychotherapy, Mental Health, Behavioral Change.

INTRODUCTION

Underage marriage remains a serious problem in Indonesia, including in Nganjuk Regency. Although Law No. 16 of 2019 has raised the minimum age for marriage to 19 years (Law No. 16 of 2019), the practice of early marriage is still widespread through marriage dispensations at PUSPAGA Nganjuk Regency on the recommendation of the Nganjuk Regency Religious Court. This phenomenon shows that regulations alone are not enough to reduce the rate of early marriage, because behind the reasons for early marriage there are various influencing factors. Various reasons behind early marriage range from strong local traditions and cultures that still consider marriage as the best solution, social pressure from the environment and family, low levels of education that limit the knowledge and future choices of adolescents, to economic factors that often make marriage an instant solution (Hardianti and Nurwati 2021). These factors are interrelated and increase the likelihood of adolescents marrying at an immature age, both physically and psychologically.

This phenomenon has far-reaching consequences, ranging from interrupted education, increased reproductive health risks, to domestic conflicts due to the emotional immaturity of the couple, which can lead to divorce (Sekarayu and Nurwati 2021). One of the main problems arising from early marriage is the low level of readiness of the bride and groom, especially in terms of child rearing. At a young age, prospective brides and grooms generally do not yet have the psychological maturity, knowledge, or appropriate parenting skills. This unpreparedness has the potential to result in incorrect parenting patterns, which ultimately hinder child growth and development, increase the risk of domestic violence, and cause social problems. In fact, quality parenting is the main foundation for the formation of a generation that is physically, emotionally, and socially healthy (Rahmadani et al. 2024).

The Qur'an itself has warned about the importance of parental readiness in educating the next generation, as stated in Surah An-Nisa [4]: 9:

“And let those who leave behind them weak offspring fear for them, so let them fear Allah and speak with appropriate words (in terms of protecting the rights of their offspring).”

This verse emphasizes that the unpreparedness of parents has the potential to produce a weak generation, physically, mentally, and spiritually. Thus, Quran-based psychoeducation on child care is important to be given to underage millennial couples, so that they understand the essence of parental responsibility and are able to prepare themselves to be the first and foremost educators of their children.

Therefore, psychoeducation has an important role. Psychoeducation is an approach that combines educational and psychological aspects to help individuals improve their understanding, skills, and readiness in facing life's challenges (Purwati et al. 2022). Through psychoeducation on child rearing, underage prospective brides and grooms can be equipped with knowledge about child development stages, children's psychological needs, and healthy parenting strategies in accordance with religious and cultural teachings. This intervention is expected to prevent incorrect parenting patterns and minimize the negative impacts of early marriage.

The results of a study conducted by (Nawang Sari 2022) also confirm the effectiveness of psychoeducation in improving parenting knowledge and skills. Her study, which was conducted on parents with disabilities, showed a significant improvement after psychoeducation intervention using lectures and role-play methods. These findings reinforce the view that psychoeducation is a relevant and effective intervention method in preparing individuals, including underage prospective brides and grooms, to have better parenting insights and skills.

The Family Learning Center (PUSPAGA) is one of the service institutions established by the government to strengthen family functions through education and counseling services. In Nganjuk Regency, PUSPAGA is a strategic space for providing psychoeducation to underage prospective brides and grooms before they enter into marriage. With this service, it is hoped that prospective brides and grooms will not only be ready to build a household, but also be able to carry out their parenting roles wisely.

However, to date, there has been limited research specifically highlighting the effectiveness of child-rearing psychoeducation for underage prospective brides and grooms. Most studies discuss the impact of early marriage rather than possible intervention efforts. Therefore, this study attempts to fill this gap by examining how child care psychoeducation at PUSPAGA in Nganjuk Regency can be an alternative solution in reducing the risks of child care problems due to early marriage.

Thus, this study not only has academic significance but also practical value in supporting government policies and child protection.

METHOD

This study uses a mixed methods approach with a quantitative dominance and qualitative support. The quantitative part uses a One Group Pretest-Posttest Design, which is an experimental design that uses a group as a sample and then conducts measurements before (Pretest) and after (Posttest) the sample is given treatment (Arliana, Putri, and Sari 2022). This design was chosen because it is suitable for measuring the effectiveness of psychoeducation intervention in a single group of subjects without a control group. Through this design, participants were first given a pretest to measure their initial knowledge, then received an intervention in the form of psychoeducation on child care, and then a posttest was conducted to assess the changes that had occurred. The research subjects were 10 pairs of prospective brides and grooms aged 16–18 years (20 people) who attended services at PUSPAGA Nganjuk Regency through the recommendation of the Religious Court. The sampling technique used purposive sampling with the following criteria: under 19 years of age, currently applying for a marriage dispensation, and willing to participate in the intervention. The research was conducted directly at the PUSPAGA Nganjuk Regency office.

Data collection was carried out in two ways. First, quantitative data was obtained through a child care knowledge test administered before and after the intervention to compare changes in participants' scores (Salmaa 2023). The instrument was a questionnaire containing items about child development, children's psychological needs, and communication patterns in parenting. Second, qualitative data was obtained through semi-structured interviews with several participants and their partners to explore their experiences, perceptions, and challenges in participating in psychoeducation, as well as through participatory observation during the sessions to record participants' participation, emotional reactions, and interaction dynamics.

Quantitative data were analyzed descriptively using mean values and standard deviations, followed by a Wilcoxon Signed-Rank Test to determine the difference between pretest and posttest scores because the data were not normally distributed (Dandin 2024). In addition, the *effect size* (r) was calculated to determine the strength of the intervention's impact (Damanik, Sinaga, and Napitupulu 2021). Meanwhile, qualitative data were analyzed thematically, with theme categorization based on interviews and observations. The triangulation technique was used to strengthen the validity of the findings and integrate quantitative and qualitative results into a more comprehensive picture (Nurfajriani et al. 2024).

RESULTS

This study was conducted at the Family Learning Center (PUSPAGA) in Nganjuk Regency with ten pairs of underage prospective brides and grooms, totaling twenty people. All respondents were between the ages of 16 and 18. The respondents consisted of 10 men and 10 women, making the number balanced. Meanwhile, in terms of their highest level of education, the majority of respondents had completed junior high school or equivalent. This condition shows that most prospective brides and grooms are still at a low level of education and relatively lack sufficient knowledge and experience related to household life and child care.

In general, the characteristics of the respondents show that they are still in the transition phase from adolescence to young adulthood. This phase is characterized by a search for identity,

emotional instability, and limited experience in making major life decisions. Thus, it can be assumed that their initial knowledge of child care is still low, so psychoeducational intervention is needed to equip them with understanding and child care skills before entering family life.

Before being given psychoeducational intervention, all respondents first took a *pretest* to measure their level of knowledge about child care. After being given psychoeducational intervention, the respondents took a *posttest* with the same instrument to measure changes in their knowledge about child care.. The following is a recap of the *pretest* and *posttest* scores.

Table 1. Recapitulation of *Pretest* and *Posttest*

No	Participant Code	Pre-test Score	Post-test Score	Difference
1.	P1	0	0	0
2.	P2	0	0	0
3.	P3	5	4	-1
4.	P4	3	6	+3
5.	P5	5	4	-1
6.	P6	6	6	0
7.	P7	3	10	+7
8.	P8	3	7	+4
9.	P9	5	8	+3
10.	P10	5	10	+5
11.	P11	3	7	+4
12.	P12	5	9	+4
13.	P13	3	9	+6
14.	P14	5	8	+3
15.	P15	9	10	+1
16.	P16	3	10	+7
17.	P17	10	10	0
18.	P18	10	10	0
19.	P19	4	9	+5
20.	P20	9	8	-1

Of the 20 respondents, 14 experienced an increase in their *Posttest* scores with an increase ranging from 1 to 7 points. Some respondents even showed a significant increase, such as P7 and P16, whose knowledge scores increased by 7 points, and P10 and P19, who experienced an increase of 5 points each. This shows that psychoeducational material can provide meaningful additional knowledge for prospective parents. However, there were also 3 respondents who experienced a decrease in scores, namely P3, P5, and P20, with a decrease of 1 point. Meanwhile, three other respondents showed no change in their scores (remained the same), namely P1, P2, and P6, who had low scores from the start, as well as P17 and P18, who had already achieved the maximum score since the *Pretest*.

Overall, the average *Pretest* score of 4.85 increased to an average *Posttest* score of 7.55. This means that there was an average increase of 2.7 points after psychoeducation was provided. These results show that psychoeducation intervention has a positive effect on increasing knowledge of child care among underage prospective parents, even though some individuals did not experience any change.

Then, to analyze the data obtained from the *Pretest* and *posttest* results, descriptive statistical techniques were used, including the calculation of the mean, median, and standard deviation.

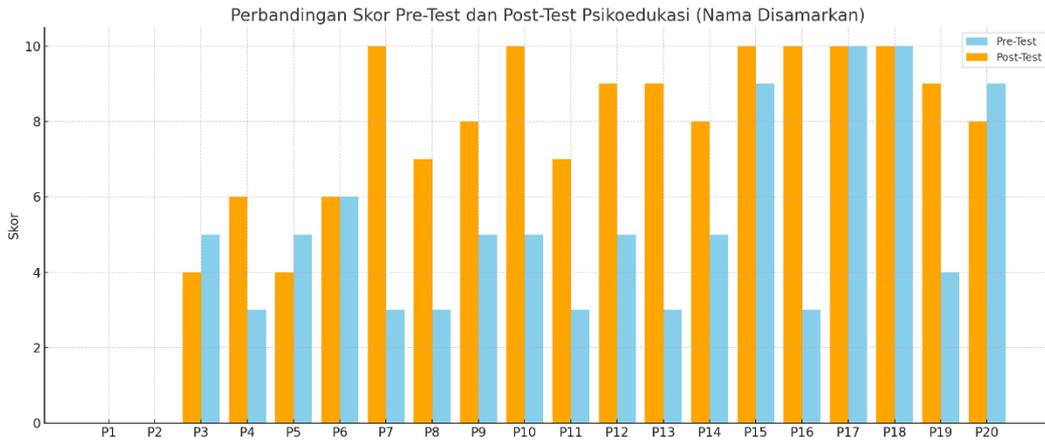


Figure 1. Statistics for the *Pretest* and *Posttest*

Table 2. Descriptive Statistical Analysis

Type of Test	Mean	Median	Standard Deviation
<i>Pre-test</i>	4,85	5	2,52
<i>Post-test</i>	7,65	8	2,43

The increase in the mean and median scores from the pre-test to the post-test shows that the participants' understanding generally improved after participating in the training. The slight decrease in the standard deviation also indicates that the distribution of scores became more even, which means that most participants benefited relatively equally from this program.

Qualitative Analysis

Qualitative data obtained through participants' reflections after attending psychoeducation on parenting enriches the quantitative results presented earlier. These reflections provide an emotional and cognitive context that clarifies why there was an increase in scores in the *post-test*. Most participants showed significant changes in their understanding and attitudes toward parenting. This is evident in the statement of one participant:

“This material made me understand more about positive parenting by communicating and listening to children attentively, instead of giving direct instructions so that children don't get confused, as my parents taught me and my siblings.”

This statement reflects a transformation in the cognitive aspect, namely a new understanding of the concept of positive parenting, as well as the affective aspect, namely emotional involvement in realizing the difference between a more empathetic and dialogical parenting style. This shows that the psychoeducation material was not only accepted intellectually, but also began to be internalized in the participants' values and beliefs.

Furthermore, several participants said that they began to realize that there were old parenting patterns that were authoritarian and uncommunicative, which were previously considered normal. This awareness marks the beginning of a process of behavioral change, which is the long-term goal of psychoeducational intervention.

Quantitative Analysis

Before testing the hypothesis, a normality test was conducted using Kolmogorov-Smirnov. The analysis results showed that the *Pretest* score had a significance value of 0.011 (< 0.05) and the *Posttest* score was 0.045 (< 0.05). Thus, it can be concluded that the data was not normally distributed. Therefore, hypothesis testing used the non-parametric *Wilcoxon Signed-Rank Test*. The Wilcoxon test results showed that there were 3 participants who experienced a decrease in scores, 12 participants experienced an increase in scores, and 5 participants did not experience any changes. The Z value obtained was -2.994 with a significance value of 0.003 (< 0.05). This indicates that there is a significant difference between the *pretest* and *posttest* scores, so it can be concluded that psychoeducation on child care has an effect on increasing the knowledge of underage prospective brides and grooms. To determine the strength of the intervention's effect, the effect size was calculated using the following formula:

$$r = \frac{Z}{\sqrt{N}}$$

With $Z = -2.994$ and $N = 20$, the value obtained was $r = 0.67$. According to Cohen's criteria (1988), this value falls into the category of **large effect**. This means that the psychoeducation provided is not only statistically significant but also has a strong practical impact in increasing participants' knowledge about child rearing.

The results of this study indicate that psychoeducation plays an important role in increasing the knowledge of underage prospective brides and grooms about child rearing. This is in line with the research by **Septiani Ayu Nawangsari (2022)**, which found that psychoeducation can improve parents' knowledge of parenting practices, especially for parents with children with special needs. Although the research contexts are different, these findings reinforce that the psychoeducation approach can make a real contribution to expanding the understanding, skills, and readiness of parents or prospective parents in raising children.

DISCUSSION

The research shows that the respondents (underage prospective brides and grooms) were aged 16–18 years and the majority had a junior high school or equivalent educational background. This condition indicates that most participants had limited prior knowledge about child rearing and family life. This is consistent with the findings of Nainggolan & Hamidah (2019), who stated that psychoeducation is an important way to provide information and support the development of individual coping skills, especially in populations with low prior knowledge (Nainggolan and Hamidah 2019).

In the context of parenting interventions, the literature shows that psychoeducational interventions are often used as a key strategy in strengthening the understanding of parents or prospective parents, especially regarding communication, emotional relationships, and adaptive parenting strategies (Bosqui et al. 2024).

Because the participants' education levels and experience were relatively limited, psychoeducational interventions needed to be designed with simple language and concrete examples so that the material could be immediately internalized. Quantitative data showed that of

the 20 participants, 14 experienced an increase in their posttest scores (1–7 points), 3 experienced a small decrease, and the other 3 remained unchanged.

The average score rose from 4.85 to 7.55 (an increase of ~2.7 points). The Wilcoxon test showed a significant difference ($p = 0.003$), with an effect size of $r = 0.67$ (large category). These findings indicate that psychoeducation interventions have a statistically significant and practically strong effect.

These findings are in line with the research by Missler et al. (2020), which reported that psychoeducational interventions for prospective parents help prevent postpartum parenting stress, depression, and anxiety (Missler et al. 2020a). Grolnick et al. (2021) also found that participants who received education on motivational theory and parenting strategies showed positive changes in parental effectiveness and a reduction in controlling parenting strategies (Grolnick et al. 2021). Bosqui et al. (2024) emphasized that the elements of parental psychoeducation, communication, and differential reinforcement are common components of effective parenting interventions (Bosqui et al. 2024).

Research by Putri et al. (2023) in Indonesia also shows that parenting psychoeducation increases the *parental sense of competence* in unmarried young adults, demonstrating that early education is highly relevant in preparing individuals before they enter the role of parent (Putri et al. 2023). Thus, the results of this study extend the application of the literature to the population of underage prospective brides and grooms, showing that educational interventions can be effective in the earliest stages of preparation.

Although the majority of participants experienced an increase in their scores, there were 3 participants whose posttest scores decreased (P3, P5, P20) and several participants whose scores remained the same (P1, P2, P6, P17, P18).

This decline could be due to fatigue, concentration problems, or errors in completing the posttest. Participants with unchanged scores may already have low knowledge that is difficult to improve or may have already reached the maximum score from the start (ceiling effect). Individual variations in response to the intervention are also noteworthy. Some participants may find it more difficult to absorb the material due to differences in learning styles, psychological backgrounds, or emotional conditions.

In a parenting intervention study, Grolnick et al. (2021) found that the intervention had a stronger effect on parents with low educational backgrounds or children with certain emotional symptoms (Grolnick et al. 2021).

Descriptive statistical analysis shows that the mean, median, and standard deviation changed positively after the intervention. The mean increased, the median rose, and the standard deviation decreased (2.52 → 2.43). The decrease in standard deviation indicates that the participants' results were more evenly distributed, suggesting that most participants felt the benefits of the intervention.

In the parenting intervention literature, this effect of homogeneity is expected because it shows that the material was successfully conveyed to all participants. Bosqui et al. (2024) state that a good intervention minimizes disparities in outcomes between participants by providing inclusive teaching methods (Bosqui et al. 2024).

The distribution of pretest and posttest data was not normal ($p < 0.05$), so the nonparametric Wilcoxon test was used. The results showed a significant difference ($Z = -2.994$; $p = 0.003$), with an effect size $r = 0.67$, which is classified as a large effect according to Cohen (1988). This confirms that psychoeducation has a strong practical impact.

This approach is in line with other parenting intervention studies, such as Putri et al. (2023), which also considered effect size in assessing the influence of psychoeducation on parental competence (Putri et al. 2023).

Participants' reflections indicate that the material helped them better understand the concepts of communicative and empathetic positive parenting. This transformation reflects that psychoeducation not only adds to knowledge but also influences attitudes and values.

Missler et al. (2020) emphasize the importance of reflective components in educational interventions for attitude change to occur (Missler et al. 2020b). Putri et al. (2023) also note that psychoeducation can strengthen feelings of competence in parenting, reflecting affective and self-efficacy aspects (Putri et al. 2023).

Some limitations to note include: the short duration of the intervention, which may only increase short-term knowledge; individual variation in responses; unmeasured long-term effects; small sample size, resulting in limited generalizability; and possible social response bias. Missler et al. (2020) recommend ongoing interventions for more lasting effects (Missler et al. 2020c).

Theoretically, this research reinforces the idea that psychoeducation is a core element of effective parenting programs, even before individuals marry or have children. Bosqui et al. (2024) cite *caregiver psychoeducation* as the most common element of successful parenting interventions (Bosqui et al. 2024).

Practically, these results suggest that institutions such as PUSPAGA, KUA, or premarital institutions include a child care psychoeducation module as mandatory material. Previous premarital studies have emphasized mental readiness, while this study adds the dimension of child care from the outset (Warits, Anshori, and Hidayat 2025).

Several recommendations that can be developed are: (1) conducting long-term follow-ups to observe changes in actual practices; (2) expanding the research to other locations with larger samples; (3) researching moderator and mediator factors; (4) adding observation or interview methods; (5) developing adaptive modules according to participant characteristics; and (6) utilizing digital technology as a medium to strengthen the intervention (Augustin et al. 2023).

CONCLUSION

Al-Qur'an-based counseling is a medium for strengthening the faith of a Muslim, more specifically in this study, it is to strengthen the faith of prospective brides and grooms so that they can equip themselves with faith in raising children. On the other hand, Al-Qur'an-based counseling also improves the competence of therapists or counselors in developing therapy models and accepting clients of various ages, occupations, and genders who need help. Continuous efforts to explore religious teachings are a driving force in developing counseling theory towards the principle of making everyone happy and guiding them towards appropriate behavior in daily life.

In practice, psychoeducational interventions have a positive effect on increasing child-rearing knowledge among underage prospective brides and grooms. Prospective brides and grooms become aware of old patterns of authoritarian and uncommunicative parenting, which were previously considered normal. This awareness marks the beginning of a process of behavioral change, which is the long-term goal of psychoeducational intervention, although some prospective brides and grooms still did not show any improvement. Therefore, in future research, more appropriate interventions can be sought to improve child-rearing knowledge among underage prospective brides and grooms.

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