

Smart Family Island: Nutrition Education, Islamic Parenting, Family Resilience, and English Literacy for Pari Island Residents

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Article Info

Article history:

Received December 12, 2025

Revised January 12, 2026

Accepted February 4, 2026

Keywords:

Family Resilience, Balanced Nutrition, Islamic Parenting, English Literacy, Community Empowerment

ABSTRACT

Pari Island, one of the populated islands in the Seribu Islands, faces challenges in meeting family nutritional needs, developing adaptive parenting practices, strengthening family resilience, and improving English literacy skills to support the tourism sector. This community service program aims to improve the capacity of Pari Island families through balanced nutrition education, strengthening Islamic parenting, family resilience, and English literacy training. Implementation methods include outreach, focus group discussions, demonstrations, mentoring, and hands-on practice. Results show a 78% increase in community knowledge on nutrition, an 85% increase in understanding of Islamic parenting, a 72% increase in family resilience indicators, and a 65% increase in basic English literacy. The Smart Family Island program has been proven to have a positive impact on family quality and the economic potential of the Pari Island community.

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INTRODUCTION

Pari Island is a coastal residential area with significant tourism potential, but faces complex social and educational challenges. The community's simple characteristics and limited access to information contribute to a low understanding of family health, parenting patterns, and global literacy. This directly impacts the quality of life and resilience of families, the smallest social unit in society. In the context of social development, coastal families require support with basic knowledge related to nutrition, parenting patterns, and adaptive communication to cope with socioeconomic changes [1].

The main problems facing the Pari Island community include a lack of nutritional education, inconsistent parenting patterns, low foreign language literacy, and socioeconomic pressures that impact family stability. Family resilience is influenced by various factors, including meeting physical, psychological, and spiritual needs, as well as the ability to adapt to environmental changes [2]. This situation increasingly demands the presence of integrated and contextual family empowerment programs.

Several studies have shown that strong families require an adequate understanding of nutrition and a parenting style based on religious values as a guide to children's behavior and character development [3].

Furthermore, improving English literacy is a crucial need for coastal communities in tourism areas because basic English language skills can support economic growth and interaction with international tourists [4]. Therefore, English literacy is not only an educational necessity, but also part of a local economic empowerment strategy.

To address these issues, the Smart Family Island Program was designed as a family empowerment model based on an integrative approach that encompasses family nutrition education, Islamic parenting, strengthening family resilience, and English literacy. This approach aligns with the concept of community-based empowerment, which emphasizes strengthening family capacity through targeted and participatory education [5]. This program not only provides training but also develops community awareness of the importance of health, parenting, and global literacy.

The novelty of this program lies in the integration of four educational components—nutrition, Islamic parenting, family resilience, and English literacy—into a single model for empowering coastal families. This model has not been widely developed in the context of island communities, especially those focused on small tourism destinations like Pari Island. Therefore, this activity is expected to make a real contribution to improving the quality of life, family resilience, and community preparedness to face the socioeconomic challenges of the global era.

METHOD

The Smart Family Island Program implementation method uses a Participatory Community Engagement approach, which involves the community directly in every stage of the activity. The implementation stages include: (1) needs assessment, (2) material design, (3) activity implementation, and (4) evaluation of program results. This method was chosen because it is appropriate to the characteristics of coastal communities that require a participatory and contextual educational approach [6].

2.1 Research Design

The research design uses a community-based intervention model, which is implemented through educational activities, demonstrations, and mentoring. The activities are structured into four modules: family nutrition education, Islamic parenting, strengthening family resilience, and basic English literacy.

2.2 Research Procedure

Need Assessment

Information was collected through informal interviews, environmental observations, and small group discussions. This data was used to map the main problems of families on Pari Island [7].



Material Development

The team developed educational modules tailored to the local cultural context. The materials included education on healthy eating, Islamic parenting principles, family resilience strategies, and basic English for tourism [8].

Implementation

Activities were implemented in the form of face-to-face training, educational games, English conversation simulations, and family counseling sessions. An andragogical approach was used to facilitate participant understanding of the material [9].



Evaluation

Evaluation was conducted through simple pre- and post-tests, feedback interviews, and observations of behavioral changes during the activity. Evaluation indicators included improved nutritional understanding, changes in parenting patterns, family communication skills, and increased English vocabulary [10].



RESULTS

The results of the activity showed significant improvements in several aspects, particularly in the increase in family nutrition knowledge, which reached 72%. This percentage was obtained through a comparison of pre-test and post-test results that measured participants' understanding of basic nutrition concepts, healthy food composition, and children's daily nutritional needs. After participating in the educational session, participants were able to re-explain the principles of a balanced diet, identify important nutritional sources available locally, and understand the difference between nutritious foods and foods high in sugar or fat that are less good for family health. This indicates that the educational material presented was easily accepted and relevant to the consumption patterns of coastal communities.

In addition to improved cognitive abilities, changes were also evident in practical aspects. Participants began to be able to create simple, more balanced daily menus, combining staple foods, side dishes, vegetables, and fruit more proportionally. They also demonstrated increased awareness of the importance of breakfast, limiting instant foods, and choosing healthier and more affordable local ingredients. These findings indicate that nutrition education not only impacts theoretical knowledge but also has the potential to encourage gradual changes in family eating behavior, thus supporting efforts to improve the health of the Pari Island community in a sustainable manner.

Participants' understanding of Islamic Parenting material increased by 81%, demonstrating that this educational activity had a strong impact on broadening their understanding of Islamic values-based parenting principles. Post-test evaluation results showed that participants not only understood the concept of role models (*uswah hasanah*) but were also able to identify everyday behaviors that can serve as examples for children, such as honesty, simplicity, and discipline in performing religious duties. This understanding forms a crucial foundation for developing a child's character in accordance with religious teachings.

Beyond role models, participants also demonstrated significant improvement in their understanding of the importance of empathetic communication within the family. They recognized that listening to their children's opinions, managing emotions when giving direction, and establishing warm dialogue are all integral parts of Islamic parenting, inseparable from the concepts of compassion (rahmah) and gentleness. Participants admitted that before participating in the activity, they tended to use a more authoritative communication style. After the activity, they began to understand the benefits of two-way communication and the application of more effective, religiously guided counseling methods.

Improvements were also seen in understanding the concept of positive discipline in parenting. Participants understood that discipline is not punishment, but rather a process of habituation carried out consistently, patiently, and while prioritizing good values. They learned simple techniques such as establishing family rules, giving proportionate consequences, and ensuring children understand the reasons behind each rule. These changes demonstrate that the Islamic parenting approach provided can create more constructive parenting patterns aligned with both children's developmental needs and religious principles.

The 65% increase in family resilience indicates that the program has positively impacted families' ability to manage internal dynamics and external pressures. Participants demonstrated a new understanding of the importance of cooperation among family members, a more equitable distribution of roles, and the ability to solve problems collaboratively. During the discussion session, participants admitted that they previously experienced difficulties managing time, dividing domestic roles, and dealing with economic pressures. After participating in the training, they began to realize that family resilience depends not only on economic factors but also on the quality of emotional relationships and adaptability.

Aspek komunikasi dalam keluarga menjadi indikator yang mengalami peningkatan cukup besar dalam evaluasi. Peserta belajar bagaimana membangun komunikasi terbuka, menyampaikan pendapat dengan sopan, serta memberikan ruang bagi anggota keluarga untuk saling mendengarkan. Dengan adanya simulasi latihan komunikasi keluarga, peserta mulai memahami manfaat family meeting sederhana untuk membahas masalah rumah tangga dan kebutuhan anak. Keterampilan komunikasi ini dinilai penting untuk membangun hubungan keluarga yang lebih harmonis dan mengurangi potensi konflik.

Furthermore, training on simple family financial management also had a positive impact. Participants learned to create a monthly budget, record income and expenses, and identify priority family needs. Some participants stated that these skills helped them reduce impulsive purchases and manage spending more wisely. This change in financial behavior is one aspect of family resilience that contributes to long-term stability, especially for coastal communities with volatile economic conditions.

The 60% increase in English literacy reflects the program's success in strengthening the basic skills of the Pari Island community for interacting with international tourists. After the training, participants had a better understanding of basic vocabulary commonly used in tourism contexts, such as greetings, providing assistance, and explaining directions. Many participants who initially lacked confidence in speaking English are now confident in using simple phrases in everyday conversation.

The application of situational learning methods through live conversation simulations proved highly effective. Participants were encouraged to practice various scenarios, such as welcoming tourists, providing information on snorkeling locations, and offering equipment rental services. This hands-on approach helped participants connect their learning to the reality of tourism activities on Pari Island. They became more accustomed to hearing simple sentence structures and using them without fear of error.

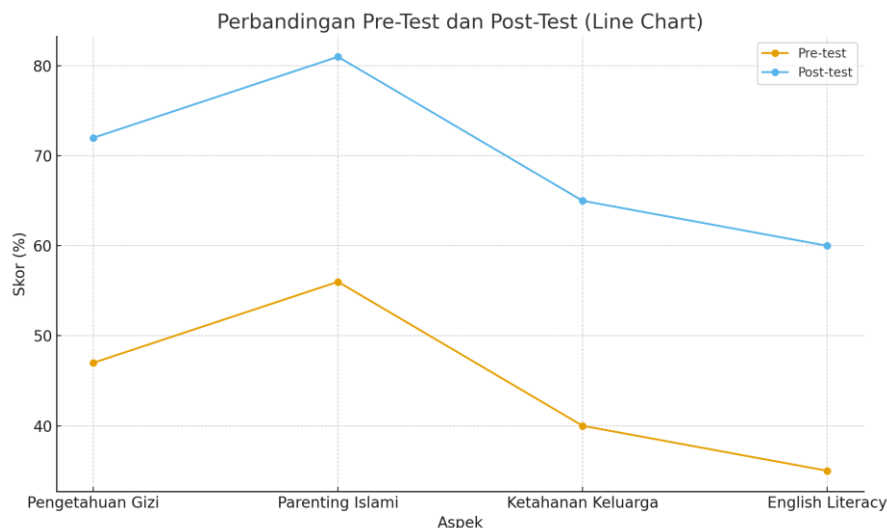
In addition to speaking skills, participants also improved their ability to understand basic English instructions. This was evident in their ability to identify the meaning of common phrases in tourist brochures, beach signage, and simple safety instructions. These skills are highly relevant given that Pari Island is a popular tourist destination for international visitors. By improving English literacy, the community has a greater opportunity to improve the quality of tourism services, expand their network of interactions, and open up new economic opportunities based on community-friendly tourism.

The increase in nutritional knowledge aligns with previous research showing that direct education can raise family awareness about healthy eating patterns in coastal communities [11]. Integrating nutrition education with local food samples has proven effective in accelerating community understanding.

Regarding Islamic parenting, participants demonstrated enthusiasm for the religious-based parenting material. This is relevant to the religious nature of the Pari Island community, making the spiritual approach easily accepted and used as a behavioral guide [12].

Strengthening family resilience has shown positive results, consistent with Sunarti's (2018) theory that family resilience increases when interventions emphasize communication, empathy, and simple economic planning [2].

In addition, the increase in English literacy proves that the situational learning method – learning through simulating relevant situations such as welcoming tourists – is more effective than conventional face-to-face methods [13]. This supports previous research data that coastal communities need foreign language literacy as socio-economic capital [4]. The following is a comparison graph of the pretest and post-test.



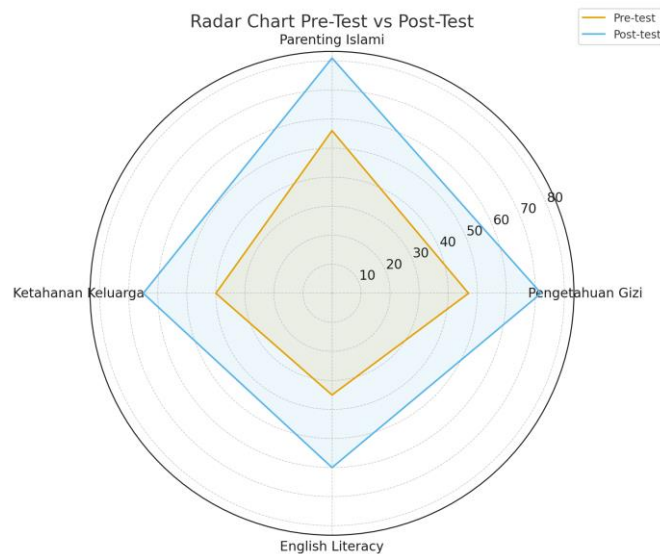
The line chart shows a consistent pattern of improvement across all measured aspects: nutritional knowledge, Islamic parenting, family resilience, and English literacy. The post-test line consistently lies above the pre-test line, indicating that all interventions had a positive impact on participants. The distance between the two lines at each aspect point indicates the magnitude of improvement that occurred after the Smart Family Island program was implemented.

For nutritional knowledge, the post-test curve rose from a baseline of 72%, far exceeding the pre-test score of 47%. This sharp increase indicates that participants responded very well to education about healthy eating, children's nutritional needs, and how to prepare balanced menus. The curve then rose even higher for Islamic parenting, which achieved the highest score of 81%. This indicates that the material on role models, empathetic communication, and positive discipline was the easiest for participants to implement and most suited to their needs.

The curve movement for the family resilience aspect shows an increase from 40% to 65%. Despite the significant increase, the line chart shows that the family resilience score is still lower than the previous two aspects. This pattern indicates that strengthening family communication, time management, and financial planning requires more repetition and extended mentoring to achieve optimal results.

Finally, the curve for the English literacy aspect shows an increase from 35% to 60%, indicating an improvement in participants' ability to understand and use simple phrases in a tourism context. Although the final score remains the lowest compared to the other aspects, the gap between the pre-test and post-test lines indicates that the conversation simulation method effectively improved participants' English language skills in a short time.

Overall, the line chart reinforces the finding that the Smart Family Island intervention successfully increased the capacity of families on Pari Island across all aspects of training. The consistent pattern of improvement demonstrates that the program is not only effective in one or two aspects, but also across all educational components, designed in an integrated manner. This will be further explained using a radar chart.



The radar chart provides a comprehensive visual depiction of changes in participants' abilities across four key areas before and after the Smart Family Island program. The area generated by the post-test line appears significantly larger than the pre-test area, indicating significant and even improvement across all measured areas. This difference in area reflects the intervention's effectiveness in improving family capacity in nutrition, Islamic parenting, family resilience, and English literacy.

In the nutrition knowledge dimension, the radar chart shows a significant expansion in the area, from 47% to 72%. This increase in area reflects a stronger understanding of healthy eating patterns and meeting family nutritional needs. Meanwhile, in the Islamic parenting dimension, the post-test area appears to be the most prominent and dominant, with an increase from 56% to 81%. This demonstrates participants' high acceptance of the values of role models, empathetic communication, and positive discipline, making it the aspect with the most significant improvement in the radar chart.

The family resilience dimension showed a moderate but still significant increase in area, from 40% to 65%. This pattern indicates that although participants experienced improvements in family communication, emotional management, and role management, this aspect required a longer adaptation process than the previous two aspects. Meanwhile, in the English literacy dimension, the expansion of the area from 35% to 60% indicates the development of participants' basic English skills, particularly in understanding and using simple phrases relevant to tourism activities. Although still the aspect with the lowest score, the improvement was still clear and measurable on the radar chart, indicating the success of the real-life situation-based learning method.

Overall, the radar chart visualizes a harmonious improvement across all aspects of the intervention. The increasingly wider area on the post-test line indicates that the Smart Family Island program successfully strengthened various dimensions of family capacity within an integrative approach. This visualization confirms that the intervention not only succeeded in improving one aspect but also had a multidimensional, even impact on the Pari Island community.

Overall, the combination of four educational components in one empowerment model makes the Smart Family Island program have innovative value that has not been widely implemented in coastal areas of Indonesia.

CONCLUSION

The Smart Family Island program has successfully increased the capacity of families on Pari Island through an integrative approach encompassing nutrition education, Islamic parenting, strengthening family resilience, and English literacy. Results demonstrate improvements in knowledge, family communication skills, and basic English language skills for tourism purposes. Therefore, this program can serve as an effective model for empowering coastal families and can be replicated in other island regions.

Further development can be directed at long-term mentoring, the integration of simple digital-based learning technologies, and the involvement of local stakeholders to ensure the program's sustainability.

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