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Effectiveness of MOPS-F Training to Enhance Parental Understanding of Analytical Thinking Stimulation in Children Aged 3-6 Years

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Abstract: Effectiveness of MOPS-F Training to Enhance Parental Understanding of Analytical Thinking Stimulation in Children Aged 3-6 Years. The ability to think analytically is one of the important abilities for early childhood. Early childhood who is not yet independent, has not been able to solve their daily problems, and frequent tantrums are examples of children who have not been stimulated their analytical thinking skills. Parents, who are the closest environment, are the most influential factor in early childhood development. **Objective**: This study aims to test the effectiveness of MOPS-F training to improve parents' understanding of the stimulation of analytical thinking skills of children aged 3-6 years. **Methods**: The intervention carried out in this study was in the form of experiential learning training consisting of 4 stages. In the concrete experience stage, parents are invited to experience new experiences, then in the reflective observation stage, parents are invited to reflect and discuss, in the abstract conceptualization stage, the researcher provides material to form concepts, and finally at the active experimentation stage, parents apply new knowledge to real action. The study was conducted on 50 parents of early childhood. The material provided included understanding the importance of stimulating analytical thinking and how to stimulate children with the MOPS-F method. The measurement instrument used in this study was 10 questions related to the MOPS-F training module prepared by the researcher. This study was analyzed using the Wilcoxon Signed-Rank test. **Findings**: The results showed that MOPS-F training was able to improve parents' understanding of children's stimulation of analytical thinking (W=1275, p-value<.001). **Conclusion**: Experiential learning training is a method that is suitable for adult learning processes. Parents are the most influential environment in early childhood development, therefore, training carried out on early childhood parents is very important to support children's development, especially in stimulating their analytical thinking skills. This research can be useful to be a foundation in the preparation of the next intervention in parents of early childhood.

Keywords: stimulation, early childhood, analytical thinking, stimulation methods, parental training.

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INTRODUCTION

Children born between 2011 and 2025, commonly referred to as Generation Alpha, are often noted for their ability to quickly absorb information through technology, as they grow up immersed in it (Fadlurrohim, 2019). This generation is recognized for its intelligence and creativity, but also for a preference for instant gratification and a tendency to undervalue the process. As a result, they can become easily frustrated and upset when faced with problems that cannot be resolved quickly (Anwar, 2022; Fadlurrohim, 2019; Santosa, 2015).

A common issue observed in early childhood today is the lack of independence, with many children frequently experiencing tantrums.

Numerous children still struggle with basic life skills, such as opening food containers, bottles, doors, putting on and removing their own shoes, and showing initiative when faced with challenges like spilling food or drinks, fighting over toys with peers, or displaying excessive anger or sadness when they encounter problems, such as forgetting to bring requested items. These challenges are, in fact, simple everyday problems. In order to resolve such issues independently, children need to develop adequate thinking skills (Sanusi et al., 2020; Wahyuti et al., 2023).

Early childhood develops various important abilities in life. One of the important abilities is cognitive ability. Cognitive ability is the basic ability that children need to think from the simplest things to later be useful in their lives to achieve academic abilities at school (Morrison, 2015).

Analytical thinking is a cognitive skill that involves systematic examination of information to gain deeper understanding, including the process of breaking down material and utilizing logical reasoning and factual evidence to identify patterns, correlations, and cause-and-effect relationships (Kwangmuang, et al., 2024; Samat & Chaijaroen, 2019; Wijaya, 2023). Analytical thinking includes the ability to distinguish and categorize parts of the problem to then understand what is important and how the parts are connected, how the cause-and-effect relationship is, and what is the reason underlying the relationship. When associated with the abilities of children aged 3-6 years, analytical thinking skills in children aged 3-6 years are characterized by the development of the ability to categorize/ classify and understand cause-and-effect.

The ability to think analytically does not just appear, this ability needs to be developed from an early age. Many literature states that early childhood is an important period for human development, during this period all abilities are developed to the maximum which affects individual life until adulthood, as well as the ability to think analytically (Knudsen, 2004; Lestari, et al., 2020; Morrison, 2015).

In order for early childhood to have analytical thinking skills, children need to be stimulated properly. Stimulation is needed by children to help them develop all aspects of themselves. According to the Indonesian Ministry of Health in Dewiningtyas (2020), playing and learning indirectly encourages or stimulates toddlers to grow according to their developmental stage. Early Childhood Education (PAUD) and the environment have a major influence on early childhood academic and social development, but a supportive environment has been shown to be more influential in improving early childhood cognitive abilities (Pietropoli & Gracia, 2025).

Stimulation is one of the psychological factors that trigger a children's basic abilities to develop in the most optimal way. From 0-8 years old, the environment is especially important for nutrition, brain stimulation, affectionate relationships with parents, and opportunities to learn. Various influences such as family, school, and friends affect affect a child's development. According to Bronfenbrenner's ecological theory, the environment affects children's development (Morrison, 2015).

Stimulation is part of children's basic needs which aims to hone children's abilities. Children who receive targeted stimulation will develop faster than children who are less stimulated (Kristina & Sari, 2021). Research proves that children who are frequently stimulated, given various activities related to the development of their abilities, will develop abilities faster and better than children who are rarely stimulated (Papalia & Martorell, 2023; Xiong, 2020). In fact, the most influential stimulation is the stimulation carried out by the child's closest environment, namely parents (Gallegos & Garcia, 2024). Often parents of early childhood are more concerned with children quickly learning calistung (reading-writing-counting), rather than other

skills. In addition, many also think that their children's education and stimulation is sufficient at school. Many parents are not able to stimulate their children because they do not know how to stimulate their children, or even understand the importance of stimulation (Taneri, 2012). Therefore, parents need to be educated about the importance of stimulation and understand how to stimulate children according to their developmental stages.

Several studies have discussed the importance of analytical and critical thinking skills in early childhood, but these research were conducted in schools, with teachers as mediators (Kwangmuang, et al., 2024; Rohita, et al., 2023). In fact, for early childhood, the family environment is the closest environment so it is the most influential environment for their development (Gallegos & Garcia, 2024). Currently, various parenting knowledge can be found easily on various platforms for parents, as well as training and research for parents of early childhood, such as in Novianti (2022) who made research on training to become creative parents, besides that there is training for parents to train children's independence (Qurniasasi, 2008).

Previous research has mentioned that it is important for parents to have knowledge about the psychology of child development, the right way to communicate and more concrete exercises to stimulate children (Qurniasasi, 2008). Research on analytical thinking skills for early childhood is still rare, some research that is quite similar is research on early childhood critical thinking skills in cultural-themed learning (Rohita, 2023). The difference is that the research was conducted at school to examine how children's ability to think critically is seen from the way they ask questions. Another study was conducted by Maric and Sakac (2018), which states that cognitive ability is one of the main determinants so that children can have problem solving skills, one of the abilities studied includes the ability to categorize. Meanwhile, no research has been conducted by intervening parents to help their children to be able to have analytical thinking skills. Therefore, specific training is needed for parents to stimulate early childhood analytical thinking skills that are useful for children to think more systematically. So that children can relate and categorize information which in turn can help children solve simple problems that occur in their lives.

The intervention was designed by the researcher by combining theories from psychology experts and conducted in the form of training using Kolb's experiential learning theory, which is an appropriate method for adult learning (Laird, 2003). In general, adults tend to prefer learning methods that focus on problem solving and are relevant to the daily life situations they experience. In addition, experiential learning can encourage adults to reflect and think critically, so that it can deepen understanding, and adults are not only invited to listen to theory, but also connect theory with practice carried out at the end of the cycle, so that learning becomes relevant and applicative. The training involves interactive sessions so that parents not only receive knowledge from the theories presented by the researcher, but also through hands-on practice and discussions conducted by all participants (Sarwandi, et al., 2025). In this study, parents are taught to stimulate their children's analytical thinking skills, for this reason, experiential learning is an appropriate method, because the stages carried out also stimulate parents to think analytically through the stages.

Therefore, the experiential learning approach is one of the methods often used in adult training. There are 4 stages in experiential learning; concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the concrete experience stage, participants are invited to experience the event directly. The reflective observation stage aims to

understand ideas from previous experiences by reflecting. Then in abstract conceptualization, participants are invited to equate the desired concept. Furthermore, in active experimentation, participants apply or practice the concepts that have been built (Kolb, 2015).

Previous research conducted by Nissa and Rifameutia (2023) also used experiential learning from Kolb, who made training for teachers. One of the latest studies that made training for parents to increase the creative self-efficacy of parents using the experiential learning approach was by Novianti (2022), in the study it was stated that the experiential learning method helps participants get an interesting and enjoyable learning experience so that it is easier to get the essence of learning.

Another study conducted by Dien (2019), who made training for fathers using the three-steps change model theory by Lewin (1951), has limitations on the results of his research, where the theory has three stages, namely freeze-moving-refreezing, but in the research conducted only until the moving stage, due to time constraints. According to Lally, et al (2009) stone behavior will become a habit (refreezing) on average takes more than two months. This proves that experiential learning is more appropriate for interventions with a shorter period of time.

In session 1, researchers discussed the stages of child development, according to Jean Piaget's theory. How parents need to understand the importance of knowing the stages of child development, which is associated with analytical thinking skills. Then in session 2, participants were invited to discuss how to stimulate children when everyday problems occur. After the discussion, participants were told about the right way to stimulate children's analytical thinking skills, namely with MOPS-F. MOPS-F is a method designed by combining the behavior change theories of Modeling, Prompting, Shaping and Fading (Miltenberger, 2016). In the MOPS-F method, children need to experience new abilities through Modeling, parents also reflect on how help should be given which is then adjusted to the prompt given, then parents form a concept on shaping, understanding that to shape children's behavior, children need to be given appreciation and parents fading the stimulation gradually.

Researchers use behavior change theory because it is appropriate to shape new behaviors in early childhood. According to Montessori, early childhood brains are like sponges that can absorb information quickly (Montessori, 1949; Morrison, 2015). Usually, early childhood imitates the behavior of people around them (Papalia, 2023). Therefore, modeling is the first method used for early childhood to model the desired behavior. Parents need to gradually reduce the assistance provided so that children can learn optimally. In accordance with Vygotsky's Zone of Proximal Development theory, children need to be taught at an appropriate point, where they are not helped too much, but still provoked so that they want to learn and are challenged to develop their abilities (Morrison, 2015). Therefore, prompting, shaping and fading theories are used gradually to help children develop their abilities.

This study aims to examine the effectiveness of MOPS-F training to increase parents' understanding of analytical thinking stimulation in children aged 3-6 years. The hypothesis of this study is that MOPS-F training can significantly increase parents' understanding of analytical thinking stimulation in children aged 3-6 years. The formulation of this research question is whether MOPS-F training can improve parents' understanding of the stimulation of analytical thinking skills in children aged 3-6 years?

METHOD

Participants

Participants were selected using a convenience sampling technique where the

researcher chooses the most accessible research participants (Creswell & Creswell, 2018).

Participants were determined by several criteria, including that participants must be parents of young children aged 3-6 years, aged 20 to 45 years (SD = 4.11, M = 37.2) and willing to participate in the training from the beginning to the end of the session. Participants' educational backgrounds are highschool and bachelor's degree, and most were housewives, with the rest are working mothers with middle to upper economic status.

The sample size was calculated using G Power (Kang, 2021). Based on the results of G Power, the minimum sample size was 47 respondents. The number of participants present at the beginning was 52, but decreased during the training due to several things, so that the data that could be collected was 50. In this study, the researcher did not limit it to a mother/father, but all participants who attended were female, or a mother. Participants consisted of mothers who were mostly housewives. All participants came from 17 kindergartens in South Jakarta.

Research Design and Procedures

This study is an applied quantitative research using pre-post within subject design. This study aims to test the effectiveness of MOPS-F training to improve parents' understanding of the stimulation of analytical thinking skills in children aged 3-6 years. Pretest was conducted once to measure the level of parents' understanding of the stimulation of children's analytical thinking skills before the intervention. Then after attending the training, one posttest was conducted to measure the level of parental understanding.

The intervention used Kolb's experiential learning theory. In this theory, adults learn through four interconnected stages, called cycles. The first stage begins with concrete experience, which aims to provide real experience to participants. Then the second stage is reflective observation, the goal is to provide opportunities for participants to reflect on the experiences that have been experienced in the previous stage. The next stage is abstract conceptualization, to form concepts that are in accordance with the objectives of the intervention. Finally, participants are asked to apply the concepts that have been built at the active experimentation stage (Laird, 2003). This study uses the training intervention method because the participants of this study are parents. In accordance with adult learning theory, adults need to experience experiential learning (Laird, 2003).

The study consisted of 2 sessions conducted over 1 day in a kindergarten in South Jakarta. All communication was conducted in Indonesian. The materials provided in this study were taken from a training module designed by the researcher titled "MOPS-F Training Module to Improve Understanding of Analytical Thinking Stimulation in 3-6 Year Old Children". The training took place in 4 hours, with each session consisting of 1 cycle lasting 1 hour 40 minutes with a break of 20 minutes so that participants do not feel tired and bored.

Table 1. Intervention module overview

Sesion	Activities	Description of Activites
1	Pretest	Completed the pre-intervention comprehension questionnaire
	Concrete Experience	Self-reflection through filling out a checklist of the development of analytical thinking skills of children aged 3-6 years
	Reflective Observation	Discussion and reflection based on the developmental checklist

	Abstract Conceptualization	Equalize the concept of the material "Stages of Development of Children's Analytical Thinking Ability" through lecture by the trainer
	Active Experimentation	Practice applying training knowledge through videos
2	Concrete Experience	Group discussion about problems encountered when stimulating children
	Reflective Observation	Discussion and reflection about CE activities by presenting the result of discussion and respond to each other
	Abstract Conceptualization	Equalize the concept of the material "How to Stimulate Analytical Thinking Skills" through lecture by the trainer
	Active Experimentation	Creating a stimulation guide based on MOPS-F Method by paper and pencil method
	Posttest	Completing the comprehension questionnaire after the intervention

Instruments

The instrument used in this study was a questionnaire containing 10 multiple choice questions with four answer options consisting of 1 correct answer and 3 wrong answers. The questions used in the instrument refer to the material provided in the MOPS-F training, consist of 6 questions aimed at testing parents understanding of the stages of development of children's analytical thinking abilities, and 4 questions to test parents understanding of how to stimulate children's analytical thinking skills abilities. One example of the question is "Why do children need to be stimulated in their analytical thinking skills?", with answer choices; (a) So that children can express their feelings; (b) So that children can color neatly; (c) So that children obey their parents; (d) So that children can find solutions to the problems they encounter.

This measuring instrument has been tested on 69 participants with the same criteria as the training participants, namely parents who have children aged 3-6 years, to measure the reliability of the questionnaire. Then the item reliability test calculated Cronbach's Alpha value. In testing the reliability of this instrument, the IBM SPSS Statistics 24 for Windows application was used. Based on the results of the reliability test analysis, it can be seen that the Alpha Cronbach reliability value obtained is 0.615. This indicates that the reliability of the instrument is acceptable (Ursachi et al., 2015), although according to other sources it is stated that the minimum value of Alpha Cronbach is 0.70 (Taber, 2018). Thus, this may be a limitation of this study. Other sources say that the value of >0.6 is moderate but still acceptable (Daud, 2018). In addition, the measuring instrument has also gone through a content validity test conducted by two psychological experts through the expert judgment method. First, the entire item is tested with item difficulty, then after the results are found, the experts check the items that have values above 0.8 and below 0.4, and recommend revisions. Some items that are not in accordance with the purpose are replaced, some other items are clarified in sentences so that they can be easier to understand, in addition, there are items that are only replaced with the choice of answers in order to deceive participants in choosing answers. Because a question should not be too easy, but also not too difficult (Cappelleri, et al., 2015).

Data Analysis

This study was analyzed using the Wilcoxon signed rank-test technique because it is

appropriate for data that is not normally distributed. Non-parametric tests are appropriate for cases when data is not assumed to be normally distributed which is required when using parametric tests such as paired t-test. Results from the Wilcoxon signed rank-test were interpreted with a significance level of $p<0.05$. The important finding was that there was a statistically significant difference in the median score between the two data sets, and the change was due to the intervention. In this study, data processing was carried out using the Jamovi application, which is particularly suitable as it provides a simple yet effective 'how-to' procedure for carrying out non-parametric tests and obtaining results that need to be interpreted.

■ RESULT AND DISCUSSION

In this study, the normality test was conducted using Shapiro Wilk to determine whether the samples were normally distributed. The pretest value shows (W=0.918) which means that the data is not completely normally distributed, (p<.001) indicating that the null hypothesis is rejected. Likewise, the posttest value shows (W=0.932) is not fully normally distributed with (p<.001). Based on these results, researchers need to use a non-parametric analysis method, namely the Wilcoxon Signed-Rank Test, because it is more suitable for data that is not normally distributed.

Effectiveness of MOPS-F Training

The results of this study show the effectiveness of training on parents' understanding of the importance of stimulating analytical thinking skills in children. The pretest mean value is (M=4.92), while the post test mean value is (M=7.38), which shows an increase in the mean value between pretest and posttest. Statistical tests using Wilcoxon Signed-Rank showed a value of (W=1275, p-value<.001), indicating that there was a significant difference. Effect size measured by Cohen's d, which indicating large effect.

Table 3. Wilcoxon signed-rank test result

	Statistic	df	p	Mean Difference	Effect Size
pretest	19.0	49.0	<.001	4.92	2.69
posttest	27.2	49.0	<.001	7.38	3.85

The results of the training showed good significance of the difference in pre-test and post-test scores. This proves that the training method is one of the best methods for adult learning, because in this training participants are invited to experience something that can be correlated with previous experiences, then invited to reflect with discussion, then invited to form concepts and finally experiment with the newly gained experience.

Implementation of MOPS-F Training

This study proves that MOPS-F training is effective in improving parents' understanding of stimulating children's analytical thinking skills. This research proves that Kolb's experiential learning cycle is suitable for adult learning (Bartle, 2015; Kolb, 1984), since adults are best suited to learn through real experiences that are relevant to their lives, this corresponds to the first stage of Kolb's cycle, which is Concrete Experience. In addition, in the next stage, namely Reflective Observation, participants are given space to reflect on their experiences so that they can strengthen their understanding. Then in the next stage, namely Abstract Conceptualization, participants are invited to connect experiences with broader theories and principles so that the knowledge captured becomes stronger. Finally, participants are invited to apply the concepts that have been accepted in real situations, which can strengthen practical learning. The same technique was used by Novianti (2022) in her research, which also

produced results in accordance with the research hypothesis.

This research can be successfully implemented due to various factors. At the beginning of the training, participants were invited to recognize the purpose of the training, and were invited to write down their expectations and concerns in participating in this training, so that participants could better understand the objectives, and have the same expectations as the researchers before attending the training, this could also foster participants' motivation in participating in the training. The researcher also set an agreement before the training began, this was done so that participants did not do things that could interfere with the training, so that the training was more effective. The researcher saw that the participants were very enthusiastic to follow each activity. During the training, the researcher provided many question and answer sessions and discussions, so that the training felt more alive and the atmosphere was more fun. In addition, the researcher presented the material with enthusiasm, inserted humor and mentioned many examples and pictures and videos related to everyday phenomena so that participants felt close and easily understood the material discussed, and participants did not feel bored and could be more involved with the training. This is in accordance with the theory that individuals feel interested if the information or content discussed has a connection with their lives (Renninger & Hidi, 2015). Researchers also conducted a small quiz to test participants' understanding during the training. This is in line with the results of a previous study that said that allowing students to be actively involved has a greater impact than monotonous, passive learning (Han, 2021).

The material provided related to the importance of stimulating children's analytical thinking skills according to their developmental stages proved to be effective for parents with early childhood, because from the results of interviews conducted a month after the training, a mother said that early childhood in this generation is very critical, for example, when parents ask children to do something that children think is not necessary, children will give reasons so that they do not need to do it. Parents must have more knowledge and appropriate strategies to be able to answer children's arguments and provide appropriate stimulation. Therefore, the MOPS-F method is suitable for stimulating children. This method details the stages of stimulation so that children can follow easily, until increasing the difficulty so that children continue to be challenged and hone their abilities. In MOPS-F, parents are taught how to get children to perform a new behavior. The way to teach the new behavior is initially with Modeling. Modeling is when parents model the behavior to be formed, then the child is asked to follow the example. When the researcher gave an explanation of the modeling, some participants expressed their agreement with this method, because it was known for a long time, and indeed it was an appropriate method for teaching new behaviors in early childhood. However, the new participants learned that modeling can be applied to the aspect of analytical thinking, for example when teaching children to open their lunch boxes, or brush their teeth. After the child can follow the example, parents ask the child to do it again by Prompting, which is providing reduced assistance, for example only by giving gestural or verbal commands. In contrast to modeling, the explanation of prompting is new for the participants. Usually parents communicate with their children without thinking about how he should behave/speak, but after being explained about prompting and how, the participant who is a parent begins to think about how to help his child by choosing the help provided and adjusted to his child's ability. Parents are also taught how to do shaping. Shaping is giving appreciation to the child when the child can achieve new abilities when parents provide reduced assistance. For example, on day 1, the child must be modeled to cut, when the child can, the parents give

appreciation. Then on day 2, when the child will cut but still asks to be modeled, parents do not give appreciation. On the 3rd day, parents only provide verbal assistance on how to cut, and the child can do it, then the parents give appreciation to the child. The appreciation given will continue to disappear when the child is increasingly able to do his ability. Researcher felt that shaping was the most interesting method for the participants, because at the time of explaining this section, the participants showed various reactions such as "Oh", "Wow", as well as nodding their heads intensely. At the end of the session, some participants said that "it was just found out that there are stages to help children", and hoped to practice it in children. In the end, parents should apply Fading, which is the process of fading the assistance provided as the child's ability grows. Personally, the researcher feels that fading is not a stage, but fading needs to be included in the MOPS-F method, because it is the core of this method, which is for parents to reduce assistance to children so that children can develop their abilities. In accordance with Vygotsky's theory of ZPD, the child should be given a challenge with a sufficient level of difficulty, which he cannot solve on his own, but can complete his task if he is helped. And in this theory, scaffolding is also mentioned, which is to gradually reduce assistance so that children can be more independent (Smagorinsky, 2018).

In the training session, participants also said that so far they have not attached/paid attention that this is something that needs to be done, even though helping children when they can do it, will only make children dependent on help, and this is the forerunner of children becoming spoiled.

This research is new, because previously there has been no research that makes training for parents that specifically discusses how to stimulate analytical thinking skills in early childhood. This study discusses the analytical thinking skills of early childhood, where in previous studies no one has discussed the same thing in early childhood. Some studies that discuss analytical thinking skills include Kwangmuang, et al., (2024), who conducted research on the effects of animated cartoons to improve analytical thinking skills in elementary school children. Then Inayah and Lubab (2023), conducted research on science teachers to improve students' analytical thinking skills through pre-practicum virtual stimulation. In addition, there are several intervention studies in the form of training for parents of early childhood that are similar, such as training to support school readiness (Ujianti, et al., 2022), This research was carried out by organizing training using the lecture method. In addition, there is also research on training to optimize early childhood growth and development (Bustan, et al., 2016), and parenting skills training on parental sensitivity and involvement with preschool children (Sandjaja, 2020). This study held a training for 2 days with a total of seven sessions, and was carried out by the lecture method. The results of this study also showed an increase in participant scores. Meanwhile, research conducted in countries other than Indonesia related to parental training is mostly conducted on parents with children with special needs, for example in a study by Douglas, et al., (2018) that made online training on parents of children with autism spectrum disorder. The research included online training to teach communication strategies to parents, as well as hands-on practice sessions, question and answer sessions and self-reflection. In addition, there is emotion-focused skills training for parents (Ansar, 2024), which is carried out in 2 days and followed by five to six hours of individual supervision. The program includes training in four core parenting skills, and results in a significant improvement in mental health problems in children from the beginning of the training to 12 months of follow-up (Foroughe, et al., 2018; Foroughe, et al., 2022).

Based on the literature review conducted on the research gap, training conducted with

experiential learning has good results, as well as training conducted on parents. In accordance with this research. Based on the evaluation conducted at the end of the training activities, most participants were satisfied with the material provided during the training, because many parents did not know how to stimulate children who turned out to have stages that must be considered so that children can develop their abilities to the fullest. It can be concluded that the results of this study are inline with previous studies conducted with training for parents.

Limitations on Future Research

There are several things that are limitations of the research and need to be a concern to be developed in future research.

First, The participants in this study were all mothers, even though the researcher did not intend to only invite mothers, and included the word 'parents', which means father and mother, in the invitations distributed. This condition is in line with the findings that fathers tend to participate less in parenting programs (Lundahl, et al, 2008; Wells, et al., 2016). This can be a limitation, as parenting training conducted on both parents can provide valuable insights that produce different impacts and new findings.

Second, From the observations made, it is important to ensure that participants are ready to participate in the research to the fullest. In this study, researchers have tried to condition and design the right time for participants, but unexpected obstacles can still occur, for example some participants who initially wanted to take part in the study withdrew due to illness or other busy schedules. This study, which was conducted in 1 day for 4 hours, from 08.00-12.00, was still too long for some participants, because some participants had to leave to pick up their children from school, so they could not participate in the study optimally. In addition, the researcher also had to prepare details that turned out to be important, such as a pretest-posttest in the form of a hard file to facilitate participants who had limitations in using technology. Research conducted on parents, should pay attention to different conditions in each person, because it is quite difficult to equalize the time of many people who have different conditions and busyness. Researchers must pay attention to the availability of participants' time so as not to burden, or can conduct research with a shorter duration of time or data collection is not done at once but is done more than once.

Third, the measurement test used in this study has a moderate reliability value, so this can affect the results and the effect size. It is necessary to pay attention to the measuring instrument used in further research.

■ CONCLUSION

The objective of this study is to evaluate the effectiveness of MOPS-F training in enhancing parents' understanding of how to stimulate analytical thinking in children aged 3 to 6 years. The findings from this study revealed that MOPS-F training significantly improved parents' comprehension of how to foster analytical thinking skills in their young children.

According to the evaluation results and interviews, participants expressed satisfaction with the intervention, noting that the content was both comprehensive and relevant to real-life issues. They felt that, following the training, they gained a better understanding of how to engage with children from Generation Alpha, who have a distinct mindset and a preference for fast-paced experiences. Participants reported that they had become more patient and reflective when communicating with and providing stimulation to their children.

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