ASHA PUBLISHING

Volume 2, Issue 2, 2025



JOURNAL OF EDUCATIONAL DEVELOPMENT AND LEARNING

E-ISSN: 3063-8844
Journal of Educational Development and Learning
https://journal.ashapublishing.co.id/index.php/jedal/index

Descriptive Study of Interpersonal Communication Patterns Between Parents and Children in Motivating Learning

Nursyamsia[1*], Siti Rahmi[2]
[1,2] Universitas Borneo Tarakan
Email: nursyamsia@gmail.com

ABSTRACT

This study aimed to describe the pattern of parent–child dyadic interpersonal communication in motivating children's learning in RT 05, Pantai Amal Baru Village. The study employed a qualitative approach with a descriptive design. Data were collected through in-depth interviews and documentation involving four parents and two children as research informants. The analysis was based on DeVito's interpersonal communication theory, which includes five dimensions: openness, empathy, supportiveness, positiveness, and equality. The findings revealed that the quality of dyadic interpersonal communication varied among families. The first family demonstrated a higher level of openness, empathy, supportiveness, positive attitudes, and equality compared to the second family. Parents who actively communicated, listened to children's experiences, provided emotional support, and involved children in communication tended to foster stronger learning motivation. Conversely, limited interaction caused by occupational demands and economic factors reduced the intensity of communication and parental involvement in children's education. Nevertheless, children generally showed openness and willingness to communicate with their parents regarding their learning experiences. The study concludes that effective dyadic interpersonal communication characterized by openness, empathy, supportiveness, positive attitudes, and equality plays an important role in enhancing children's learning motivation. Therefore, strengthening the quality of communication between parents and children is essential to create a supportive family environment for children's educational development

Keywords: learning methods, questions and answers, archiving

INTRODUCTION

Family is the first social environment that plays an important role in shaping children's personality, attitudes, and behavior. Within the family environment, parents not only function as providers of economic needs but also as the primary educators who are responsible for providing guidance, attention, and motivation to their children. The communication established between parents and children reflects this role. Effective communication enables the exchange of information, values, and emotional support that can assist children in developing their academic and social potential. Therefore, the quality of communication within the family becomes one of the essential factors influencing children's educational success (Fasya & Darmawati, 2024).

Interpersonal communication is a process of exchanging messages that occurs directly between two or more individuals, allowing immediate feedback. According to Cangara, as cited in Hamidah et al. (2022), interpersonal communication takes place through face-to-face interactions that enable each party to understand the conveyed messages. A particular form of

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/jt09jj87

interpersonal communication is dyadic communication, which involves two individuals who have a close relationship and engage in reciprocal interactions. In the family context, dyadic communication is reflected in the relationship between parents and children, characterized by openness, empathy, supportiveness, positiveness, and equality in interactions (Rahmi, 2021).

DeVito (as cited in Rahmi, 2021) identifies five major qualities that underpin effective interpersonal communication: openness, empathy, supportiveness, positiveness, and equality. These aspects play a crucial role in creating harmonious relationships between parents and children. Open communication enables children to express their feelings and difficulties, whereas empathy and support from parents can foster self-confidence and enhance children's motivation to learn. Therefore, quality dyadic interpersonal communication can serve as an important means of fostering students' learning motivation.

Learning motivation refers to the overall driving force within individuals that initiates learning activities, sustains them, and directs them toward achieving educational goals (Irma Julita et al., 2025). According to Rahman (2021), motivation is the primary factor that encourages individuals to engage in learning activities. Without motivation, the learning process cannot proceed optimally. Learning motivation may originate from internal factors such as interests, goals, and individual needs, as well as external factors including the family environment, teaching methods, and social support provided by significant others (Marsabila et al., 2022). Consequently, parental involvement through positive communication represents one of the external factors that strongly determine children's learning motivation.

Previous studies have demonstrated the importance of parental communication in improving learning motivation. Research conducted by Darmawati and Fasya (2024) revealed that open communication and emotional support from parents are capable of increasing children's learning interest and self-confidence. Similarly, Rosyadi (2024) found that parental involvement in children's education positively affects both cognitive and non-cognitive development, including students' discipline and self-regulation. Furthermore, Hamidah et al. (2022) emphasized that openness is the most important element of dyadic interpersonal communication because it serves as the foundation for empathy, equality, and supportiveness within family relationships.

However, social and economic developments often affect the quality of communication between parents and children. Tauhid and Nopiyanti (2025) explained that economic limitations, lack of parental attention, and limited access to education may hinder the development of children's learning motivation. RT 05, Pantai Amal Baru Village, also experienced such conditions. Based on preliminary interviews with a homeroom teacher at SD 032, it was found that most students' fathers work as fishermen, while many mothers are engaged in seaweed-tying activities. These occupational demands limit interactions between parents and children. Moreover, after school hours, children are often involved in helping their parents, thereby reducing the time available for studying.

In addition, parental involvement in monitoring children's educational development remains relatively low. Most parents rarely ask about their children's learning experiences at school, assignments given by teachers, or difficulties encountered during the learning process. Consequently, many children receive insufficient emotional support and motivation to study at home. This situation has affected the literacy skills of some students and their ability to understand learning materials provided at school. Such a phenomenon indicates that educational responsibilities tend to be entirely delegated to schools, whereas the family's role as the primary educational environment has not been optimally fulfilled.

The researcher's preliminary observations indicate that parents and children have not optimally implemented dyadic interpersonal communication. First, openness remains limited

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/jt09jj87

because parents rarely communicate about their children's learning activities. Second, occupational demands and family economic conditions constrain parental empathy toward children's learning needs. Third, parental supportiveness is still inadequate, as learning assistance at home is minimal. Fourth, positive attitudes in providing motivation and appreciation for children's learning efforts have not been fully developed. Finally, equality in communication has not been properly established because children tend to follow parental instructions without having sufficient opportunities to express their difficulties and needs.

Based on the foregoing discussion, it can be understood that dyadic interpersonal communication between parents and children plays a crucial role in shaping children's learning motivation. Nevertheless, the socio-economic conditions of the community in RT 05, Pantai Amal Baru Village, present various challenges that potentially affect the quality of family communication. Therefore, a more in-depth study is required to describe the patterns of dyadic interpersonal communication between parents and children in motivating learning. Accordingly, the researcher is interested in conducting a study entitled A Descriptive Study of Parent–Child Dyadic Interpersonal Communication Patterns in Motivating Learning in RT 05, Pantai Amal Baru Village.

METHODS

This study employed a descriptive qualitative approach to explore and describe parent–child dyadic interpersonal communication patterns in motivating children's learning in RT 05, Pantai Amal Baru Village, East Tarakan District, Tarakan City, North Kalimantan Province. Qualitative research is appropriate for understanding social phenomena and participants' experiences in their natural settings (Creswell & Creswell, 2018). The study involved two families consisting of fathers, mothers, and elementary school children as participants. Informants were selected using purposive sampling because they possessed characteristics and experiences relevant to the research objectives (Campbell et al., 2020). Parents served as the primary informants, while children acted as supporting informants. Primary data were obtained directly through semi-structured interviews, whereas secondary data were collected from books, journal articles, and other relevant documents related to interpersonal communication and learning motivation.

Data collection was conducted through semi-structured interviews and documentation. The interview guide was developed based on DeVito's dimensions of interpersonal communication, namely openness, empathy, supportiveness, positiveness, and equality. Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2020), which includes data reduction, data display, and conclusion drawing. To ensure the trustworthiness of the findings, source triangulation and member checking were employed. These procedures enabled the researcher to verify the consistency of information obtained from different informants and enhance the credibility of the research findings (Lincoln & Guba, 1985; Creswell & Poth, 2018).

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/jt09jj87

RESULT AND DISCUSSION

Openness

The findings revealed that the level of openness in parent–child interpersonal communication varied across families. The first family (BFT, MFT, and F) demonstrated a higher degree of openness than the second family (BDM, IDM, and A). Parents in the first family actively asked about school activities, subjects learnt, and academic achievements and listened to their children's experiences at school. In the second family, communication primarily revolved around homework, limited by the parents' occupational responsibilities. Nevertheless, children in both families showed a willingness to share their learning experiences and daily activities with their parents.

These findings indicate that openness in dyadic interpersonal communication plays an essential role in establishing effective two-way communication between parents and children. According to DeVito (2016), openness is one of the fundamental elements of effective interpersonal communication because it enables individuals to exchange information, feelings, and experiences honestly and meaningfully. The present findings are consistent with those of Adawiyah and Pranawukir (2022), who reported that open communication encourages children to express learning difficulties and enhances their academic motivation. Similarly, Epstein (2018) emphasized that parental involvement through frequent communication contributes positively to children's academic engagement and achievement. Castro et al. (2015), in a meta-analysis published in Educational Research Review, further demonstrated that effective parental communication significantly improves students' academic outcomes. Therefore, greater openness in parent–child communication is associated with stronger learning motivation among children.

Empathy

The results also demonstrated differences in the level of empathy shown by parents. BFT and MFT exhibited high empathy by understanding their children's emotional conditions, avoiding excessive pressure when children experienced fatigue, and providing support according to their needs. Conversely, BDM and IDM tended to regard learning fatigue as something normal and consequently paid less attention to the emotional aspects experienced by their children. Despite these differences, children from both families openly expressed feelings of exhaustion and boredom related to learning activities.

These findings suggest that empathy is a crucial factor in developing positive emotional relationships between parents and children. DeVito (2016) argued that empathy allows individuals to understand others from their perspectives, thereby making communication more meaningful and effective. The present findings support Rosyadi (2024), who found that parental emotional support enhances children's self-confidence and learning motivation. Likewise, Wang and Sheikh-Khalil (2014) demonstrated that emotional involvement from parents positively affects students' academic engagement. Jeynes (2016) further emphasized that parental empathy and emotional support are significant predictors of children's academic success. Thus, children who feel understood and appreciated by their parents are more likely to develop higher motivation toward learning.

Supportiveness

Based on the interviews, all parents demonstrated supportive attitudes toward their children's education, although the degree of support differed among families. BFT displayed

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/jt09jj87

the highest level of support by directly assisting and supervising learning activities, whereas MFT motivated children through rewards and encouragement. Meanwhile, BDM and IDM mainly provided verbal encouragement and limited assistance during the learning process.

These findings indicate that parental support constitutes an important external factor influencing children's learning motivation. According to DeVito (2016), supportive communication is characterized by attention, appreciation, and assistance that encourages individuals to develop their potential. The present findings are consistent with those of Fan and Williams (2010), who found that parental support positively influences students' academic engagement and achievement. Similarly, Froiland et al. (2013) reported that parental support contributes to children's intrinsic motivation in learning. Castro et al. (2015) also concluded that parental involvement through academic support significantly affects students' academic performance. Therefore, supportive parental attitudes are essential in fostering children's enthusiasm and motivation to learn.

Positiveness

The findings revealed that all parents possessed positive views regarding the importance of education for their children's future. BFT and MFT showed strong positive attitudes by expressing hopes that their children would attain a better future through education. Meanwhile, BDM and IDM exhibited positive attitudes in simpler forms by adjusting expectations to their children's abilities and avoiding excessive academic demands.

These findings suggest that positive attitudes from parents create a conducive communication environment that supports children's motivation to learn. According to DeVito (2016), positivity in interpersonal communication promotes harmonious relationships and mutual respect. Hill and Tyson (2009) found that parents' positive expectations are strongly associated with students' academic achievement. Likewise, Wilder (2014) concluded that positive parental involvement contributes substantially to children's educational success. In this context, positive attitudes serve as an indirect source of motivation that encourages children to become more optimistic, confident, and enthusiastic about learning. Therefore, parents' positive attitudes play an important role in fostering children's academic motivation.

Equality

The findings revealed that both families had established equality in communication, albeit with varying levels of intensity. Parents generally provided opportunities for children to express their opinions and participate in decisions regarding the allocation of time between studying and helping with household responsibilities. In the first family, children's involvement in communication was relatively more balanced, whereas in the second family, parents remained more dominant in directing decisions and interactions.

These findings demonstrate that equality in communication allows children to feel respected and responsible for their learning activities. DeVito (2016) emphasized that effective interpersonal communication is based on mutual respect and recognition of the value and dignity of each individual. The findings of this study support Hamidah et al. (2022), who reported that equality in family communication enhances the quality of parent–child relationships. In addition, Seginer (2006) found that democratic and egalitarian family relationships positively influence adolescents' academic motivation. Consequently, greater equality in parent–child interpersonal communication contributes not only to more effective communication but also to stronger learning motivation and active participation in educational activities.

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/jt09jj87

CONCLUSION

Based on the findings and discussion, it can be concluded that parent–child dyadic interpersonal communication in RT 05, Pantai Amal Baru Village, generally reflects the dimensions of openness, empathy, supportiveness, positiveness, and equality, although the quality of these dimensions varies across families. Families characterized by more intensive and reciprocal communication demonstrated greater openness, empathy, supportive behaviour, positive attitudes toward education, and equality in interaction. Such communication patterns enabled children to express their experiences and learning difficulties more comfortably, while parents provided emotional support, motivation, and guidance. In contrast, families experiencing limited interaction due to occupational and economic demands showed lower levels of communication quality and parental involvement. Overall, effective dyadic interpersonal communication contributes significantly to enhancing children's learning motivation by creating a supportive, respectful, and emotionally secure family environment. Therefore, strengthening communication between parents and children is essential to support children's academic development and foster positive learning attitudes.

REFERENCES

Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. Sage Publications.

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing, 25*(8), 652–661. https://doi.org/10.1177/1744987120927206

Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33–46.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

DeVito, J. A. (2016). *The interpersonal communication book* (14th ed.). Pearson Education.

Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (3rd ed.). Routledge.

Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology, 30*(1), 53–74.

Froiland, J. M., Peterson, A., & Davison, M. L. (2013). The long-term effects of early parent involvement and parent expectation in the USA. *School Psychology International, 34*(1), 33–50.

Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740–763.

Jeynes, W. H. (2016). A meta-analysis: The relationship between parental involvement and

Volume 2, Issue 2, 2025
DOI: https://doi.org/10.70188/jt09jj87

African American school outcomes. *Journal of Black Studies, 47*(3), 195–216.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.

Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting: Science and Practice, 6*(1), 1–48.

Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development, 85*(2), 610–625.

Wilder, S. (2014). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review, 66*(3), 377–397.