

Interpersonal Communication between Children and Parents: A Study of Gender, Education, and Region Dimensions and Its Contribution to Guidance and Counseling

Risdawati Siregar¹, Yuni Sarah²

Program Studi Bimbingan dan Konseling Islam, Fakultas Dakwah dan Ilmu Komunikasi, Universitas Islam Negeri Syahada Padangsidempuan, Indonesia¹
Program Studi Pendidikan Anak Usia Dini, Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Indonesia²

E-mail: risdawati@uinsyahada.ac.id¹, yunisarahhasibuan64@gmail.com²

Correspondent Author: Risdawati Siregar, risdawati@uinsyahada.ac.id

Doi: [10.31316/g-couns.v10i01.8438](https://doi.org/10.31316/g-couns.v10i01.8438)

Abstrack

This study aims to describe interpersonal communication between children and parents in terms of gender, parental education level, and residential area, and to test the differences. The research method used ex post facto with a 2 x 3 x 2 factorial design. The study population consisted of adolescents in Batu Nadua District, Padangsidempuan City, with a sample of 263 people selected through a combination of cluster random sampling and proportional random sampling. The research instrument was a Likert scale, while data analysis used descriptive statistics and ANOVA. The research findings show that interpersonal communication between children and parents is generally in the good category. Furthermore, there are differences in interpersonal communication between children and parents in terms of gender, where girls score higher than boys. At the same time, there are no differences in terms of parental education level and residential area. These findings have implications for the importance of guidance and counseling service programs, especially in family guidance.

Keywords: interpersonal communication, children and parents, guidance and counseling

Abstrak

Penelitian ini bertujuan mendeskripsikan komunikasi interpersonal anak dan orangtua ditinjau dari jenis kelamin, tingkat pendidikan orangtua, dan daerah tempat tinggal, serta menguji perbedaannya. Metode penelitian menggunakan ex post facto dengan desain faktorial 2 x 3 x 2. Populasi penelitian adalah remaja di Kecamatan Batu Nadua Kota Padangsidempuan, dengan sampel 263 orang yang dipilih melalui cluster random sampling dan proporsional random sampling. Instrumen penelitian berupa skala Likert, sedangkan analisis data menggunakan statistik deskriptif dan ANAVA. Temuan penelitian menunjukkan bahwa komunikasi interpersonal anak dan orangtua secara umum berada pada kategori baik. Selanjutnya terdapat perbedaan komunikasi interpersonal anak dan orangtua ditinjau dari jenis kelamin, di mana skor anak perempuan lebih tinggi dari anak laki-laki, sedangkan dari aspek tingkat pendidikan orangtua dan daerah tempat tinggal tidak terdapat perbedaan. Temuan ini berimplikasi pada pentingnya program layanan bimbingan dan konseling, khususnya dalam bimbingan keluarga.

Keywords: komunikasi interpersonal, anak dan orangtua, bimbingan dan konseling

Article info

Received August 2025, accepted September 2025, published January 2026

Published by: Program Studi Bimbingan dan Konseling
Fakultas Keguruan dan Ilmu Pendidikan
Universitas PGRI Yogyakarta



INTRODUCTION

The family is the first place where children receive their education, as it is the setting for family education, which parents carry out as their duty and responsibility to educate their children. Parents are considered the first educators because they are the first to impart education to children. Additionally, they are regarded as the primary educators, as the education they provide lays the foundation for children's future development and life. Kustiawan et al., (2022) as an environment that determines most of the attitudes, personalities, and behaviors of children, it can clearly be estimated that the family has various functions that are very dominant in influencing children's development. Creating a good family environment will greatly help children in the formation of good character, attitudes, personalities, and habits.

Children basically really need affection from their families. Children who live without affection from their parents will not feel peace and tranquility in their lives. According to Djamarah, (2000) a functional family is characterized by the following characteristics: (1) caring for and loving each other, (2) being open and honest, (3) parents willing to listen to their children, (4) *sharing* problems or opinions among family members, (5) being able to struggle to overcome life's problems, (6) adapting and accommodating each other, (7) parents protecting and nurturing their children, (8) communication between family members is good, (9) the family fulfills the psychological needs of children and passes on cultural values, and (10) being able to adapt to changes that occur. Based on the description above, it is concluded that a conducive and functional family environment will create good relationships between family members. Communication within the family is essential because parents are role models and provide a place to educate children about values and norms. To carry out family education, a good communication pattern is needed so that a reciprocal relationship between parents and children can occur. Children who feel comfortable because of harmonious communication within the family will feel happier at home, making it easier for them to express themselves and achieve success.

Parents are the first to instill values in their children through the process of communication. If communication between parents goes well, then what is expected? The relationship between parents and children can be achieved. As Saputri et al., (2022) stated, communication within the family must be maintained and improved by parents, because it absolutely determines whether or not education will progress. The communication that occurs between parents and children is interpersonal communication. When the communicator speaks, feedback is provided to facilitate interaction. As Barseli et al., (2018) stated, interpersonal communication is essentially the exchange between a communicator and a communicant, with several effects and some immediate feedback. According to Yulianti et al., (2023) parents, efforts to open a dialogue with family members will enable children to express their feelings, experiences, and thoughts, because dialogue means opening up opportunities for children to share their feelings, desires, ideals, and even secrets deep in their hearts.

Effective communication is not just a natural growth, but a process that must be pursued. According to Shochip, (1998) effective communication can be achieved through six steps, namely: statements, reflective listening, accepting feelings, using fantasy, humor, and modeling dialogue. Effective communication must also be supported by openness and mutual trust between the individuals involved. This shows that good relationships are very supportive in achieving effective communication. Thus, to build good relationships, parents should implement effective communication.



Interpersonal communication between parents and children is essential in family life, as it involves talking, dialogue, exchanging ideas, and so on. Warm communication and relationships between parents and children will help children solve their problems. This is consistent with Burton's research, which suggests Jatmikowati, (2018) that parents who spend a lot of time socializing and conversing with their children will have better intellectual success and learning attitudes. Furthermore, Husein's research Jatmikowati, (2018) found that frequent communication between children and parents will influence children's achievement and good behavior. Therefore, in this family communication, the opportunity for dialogue between parents and children is very large, especially in discussing problems with his learning.

A family's contribution to a child's development is fundamentally determined by the nature of the relationship between the child and the parents. This relationship is influenced by various factors, including the lifestyle and attitudes of family members. According to Hurlock, (2000), parents' attitudes toward their children are the result of learning. Awareness of the responsibility to continuously educate and nurture children needs to be developed in every parent. They also need to be equipped with modern educational theories in line with current developments. This way, the level and quality of educational materials provided can be used by children to navigate an ever-changing environment.

Various recent studies confirm that the quality of interpersonal communication within the family significantly influences children's psychological well-being and academic success. For example, Fatmala & Hariyanto, (2022) found that positive interpersonal communication patterns between parents and children contribute considerably to the character development of elementary school students. Similarly, Merina et al., (2024) research has demonstrated that parental communication patterns are closely related to children's social and personal growth, particularly in the post-COVID-19 pandemic context.

Kinanti & Rakhmad, (2019) suggests that in the modern educational concept, both parents should meet and engage in dialogue with their children frequently. However, in reality, this doesn't always happen smoothly, as both parents are busy with work outside the home, resulting in less interaction between parents and children. This refers to Zuhri Fahrudin, (2021) found that online game addiction reduces motivation and academic achievement, necessitating synergy between parents and the community through parent forums, informal classroom environments, parents' role as motivators, and community support. Meanwhile, research Saragih, (2022) has shown that during online learning, parents act as educators, guides, motivators, and facilitators, supported by collaboration with teachers and learning facilities, but are hampered by gadgets, internet access, and busy schedules. Furthermore, research Zulhammi, (2015) found that 76.19% of students experienced communication problems with their parents. Furthermore, research by Putri & Sawitri, (2020) found that the effective of interpersonal communication contributed 24% to academic procrastination and 76% determined by other factor which is not discussed in this research.

However, the challenges of family communication in the modern era are increasingly complex. Social changes, busy parents, and the penetration of digital technology often reduce the intensity of direct interaction between children and parents. This situation has implications for the emergence of ineffective communication patterns, such as a tendency for children to withdraw or use negative language in social interactions (Astuti et al., 2023). In this context, interpersonal communication is not only crucial for



maintaining family harmony but also serves as a bulwark for children against social pressure and the influence of digital media.

Furthermore, demographic factors such as gender, parental education level, and region of residence also play a role in shaping the quality of interpersonal communication. Research by Siregar and Sarah (2023) found that girls tend to be more open in communication than boys. This finding aligns with the study by Sutedjo & Kristanto, (2024), which revealed that family communication support can improve students' learning motivation and academic achievement, especially when parents have secondary or higher education. From a regional perspective, Putranti & Anggraeny, (2022) research shows that urban and rural environments provide different social contexts, which in turn influence children's communication styles with their parents.

Then the Revised Family Communication Patterns (RFCP) survey was conducted McGuigan & Vuchinnich, (2013) as follows: basic tenets of family therapy were used to examine the effect of the occasions of measurement, revealing that communication was negative when the adolescent selected the problem. The individual-level analysis was guided by a conflict structure perspective that found adolescents (in general) showed more negative communication behaviors than parents.

The survey results above indicate that most children tend to adopt negative communication patterns when they encounter problems. Children's inability to communicate interpersonally can lead them to bottle up their problems and avoid solutions. This culmination of loneliness and indecision can lead to negative behavior. Therefore, having good interpersonal communication skills will make it easier for children to express their thoughts, ideas, or opinions regarding issues that arise around them.

Furthermore, based on the results of observations conducted in South Tapanuli Regency, it was found that many children, especially teenagers, still use inappropriate and inappropriate language for teenagers and students. For example, using animal names to call their friends and responding to parents when given advice. Then, the results of interviews with two teenage boys revealed that they rarely tell their parents about the problems they face, particularly those related to learning difficulties. Subsequently, interviews were conducted with three adolescent girls, who shared their learning problems, including a lack of stationery and textbooks, as well as general school issues. However, they refrain from discussing their poor grades with their parents, fearing scolding.

Based on the background of the problem that has been explained, the phenomena that have emerged in the field indicate that good communication between students and parents has not been running optimally. Internal and external factors of the individual greatly influence interpersonal communication. According to Rahmi, (2021), factors that influence interpersonal communication include: (1) personal and situational context (person-situation context), (2) goals, (3) mediating processes, (4) responses, (5) feedback, and (6) perception. Person-situation context includes personal characteristics such as knowledge, motives, attitudes, personality, emotions, age, and gender, as well as situational factors such as culture. Similarly, Kartono, (2014) stated that communication within the family is influenced by the conditions of the community in which the family lives, the opportunities provided by parents, and the quality of the relationship between parents and children. This shows that students' interpersonal communication cannot be separated from the influence of the family and social environment that shapes their behavior and ways of interacting.



Based on the study, several main problems can be identified, namely: (1) there are still few children who feel the role of parents in the aspect of interaction and communication when facing problems; (2) communication within the family is rarely done, so that children have less space to express their feelings; (3) some teenagers use negative communication patterns when experiencing problems; (4) there is an inability of some children to establish and adapt to the social environment; and (5) some children tend to hide the problems they face from their parents. Therefore, this study aims to describe: (1) the picture of interpersonal communication between children and parents; (2) interpersonal communication viewed from gender and its differences; (3) interpersonal communication viewed from the level of parental education and its differences; (4) interpersonal communication viewed from the area of residence and its differences; and (5) the interaction between gender, level of parental education, and area of residence in explaining the interpersonal communication patterns of children and parents.

METHOD

This research uses a comparative descriptive quantitative approach with a factorial model design. According to Lehman, Khoiri, (2018) quantitative descriptive research is a type of research that aims to describe systematically, factually, and accurately the facts and characteristics of a particular population, or tries to describe phenomena in detail. In addition, a comparative study was conducted to compare data from groups within the research population, focusing on differences in interpersonal communication between parents and children, as well as the child's gender, parental education level, and area of residence.

The research method applied in this study is ex post facto, with data collection by sampling. According to ex post facto research, the goal is to identify the causes of changes in behavior, symptoms, or phenomena resulting from an event, behavior, or external factors that have influenced the independent variable as a whole. The research design uses a 2 x 3 x 2 factorial design. The research object units are grouped into cells that are arranged proportionally so that the object units are homogeneous. Factorial design is the most efficient design for investigating the effects of two or more factors (Suwanda, 2011).

To obtain the data and information needed for this study, the research location was Batunadua District, Padangsidempuan City. This location was chosen based on observations and observations of various cases in Padangsidempuan City, where Batunadua District is one of the areas with a high prevalence of adolescents with poor communication styles.

To find out the scope of the research variables and indicators measured, please see the grid in Table 1, as follows.



Table 1
 Research Instrument Grid

Variables	Sub-Variables	Indicator
Interpersonal communication between children and parents	Openness	a. Open to each other b. Willingness to communicate
	Empathy (<i>Empathy</i>)	a. Understanding feelings b. Showing concern c. Understand the desire
	Supportiveness	a. Descriptive b. Spontaneity c. Provisionalism
	Positive Attitude (<i>Positiveness</i>)	a. Expressing a positive attitude b. Providing encouragement and participating
	Equality	a. Respecting differences b. Reception c. A friendly and comfortable communication atmosphere

Data collection was conducted by administering the instrument to the adolescents who served as the research sample. The data collection procedure involved the following steps: preparing the complete research instrument, meeting with the research sample, administering the instrument, and having the students complete it.

The data collection tools used in this study are the Likert scale model. According to Sugiyono, (2022), the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group about social events or phenomena. This scale is composed of 5 (five) alternative answers, namely: SL (Always), SR (Often), KD (Sometimes), JR (Rarely), and TP (Never). The data obtained from the results of administering the instrument will be processed by assigning a score to each statement. The scoring for each statement can be seen in Table 5 as follows.

Table 2.
 Scoring of Research Instruments

Alternative	<i>Favorable (+)</i>	<i>Unfavorable (-)</i>
	Score	Score
Always	5	1
Often	4	2
Sometimes	3	3
Seldom	2	4
Never	1	5

The data collected from the analysis results will be calculated using a computer program, specifically the Statistical Package for the Social Sciences (SPSS) program. Version 17.00 is carried out in two ways: descriptive analysis and analysis requirements testing, which are explained as follows.

First, descriptive analysis, describing the data on interpersonal communication between children and parents, was analyzed using a percentage formula. The percentage can be calculated using the following formula:



$$P = \frac{f}{N} \times 100$$

Information:

P = percentage

f = frequency of answers

N = number of respondents

Description of the achievement of interpersonal communication between children and parents based on category norms classified with the criteria of very good, good, quite good, not good, and very not good.

Second, analysis requirements tests were conducted on the research data as a basis for consideration in selecting and determining the type of data analysis technique to be used in hypothesis testing. The requirements tests conducted included normality tests and homogeneity tests. The normality test aims to check whether the data from each variable comes from a normally distributed population. According to Santoso (2001), data normality tests were conducted using the Kolmogorov-Smirnov test, with the criteria that if the significance value ($p \leq 0.05$ at a 95% confidence level, then the data is not normally distributed. Conversely, if the significance value ($p > 0.05$, then the data is normally distributed. In this study, the normality test was conducted using the Statistical Package for the Social Sciences (SPSS) version 17.00.

Next, a homogeneity test was conducted to determine whether the data from several sample groups had the same variance, which is a requirement in hypothesis testing using three-way analysis of variance (ANOVA). The homogeneity test in this study used the Bartlett test with a significance level of $\alpha = 0.05$. The test criteria were to accept H_0 if the calculated B value $\leq B_{table}$, and to reject H_0 if the calculated B value $> B_{table}$ (Irianto, 2010). This test was also conducted using SPSS version 17.00.

Third, the hypothesis testing in this study used a three-way analysis of variance (ANOVA) technique, which is suitable for experimental or ex post facto research involving three independent variables (Supardi, 2012). In this study, there are four main hypotheses. First, the hypothesis regarding the effect of gender variables (male and female) on interpersonal communication between children and parents. Second, the hypothesis regarding the influence of parental education levels (primary, secondary, and higher education) on interpersonal communication between children and parents. Third, the hypothesis regarding the influence of residential area (rural and urban) in explaining interpersonal communication between children and parents. Fourth, the hypothesis of the interaction between the three independent variables, namely child gender, parental education level, and residential area in explaining interpersonal communication between children and parents. To ensure the accuracy of the analysis results and minimize the risk of errors due to manual calculations, all hypothesis tests were processed using the SPSS program version 17.00.



RESULT AND DISCUSSION

Description of Interpersonal Communication between Children and Fathers

Table 3.

Description of Frequency Distribution and Categories of Child and Father Interpersonal Communication Scores (N=263)

Score Interval	Category	F	%
≥ 194	Very Good (SB)	28	
157 - 193	Good (B)	164	
120 - 156	Good Enough (CB)	65	
83 - 119	Not Good (TB)	5	
≤ 82	Very Bad (STB)	1	
Amount		263	
Average		168.63	

Table 3 shows that overall, interpersonal communication between children and fathers had an average score of 168.63, which is in the good category. The majority of interpersonal communication between children and fathers fell into the very good and good categories (73.01%). The fair category fell into the good category (42.71%), and the poor and very poor categories fell into the bad category (2.28%).

Description of Interpersonal Communication between Child and Mother

Table 4.

Description of Frequency Distribution and Categories of Child and Mother Interpersonal Communication Scores (N=263)

Score Interval	Category	F	%
≥ 194	Very Good (SB)	56	21.29
157 - 193	Good (B)	155	58.94
120 - 156	Good Enough (CB)	51	19.39
83 - 119	Not Good (TB)	1	0.38
≤ 82	Very Bad (STB)	0	0
Amount		263	100
Average		177.26	

Table 4 shows that overall, interpersonal communication between children and mothers had an average score of 177.26, which is in the good category. The majority of interpersonal communication between children and mothers fell into the very good and good categories (80.23%). The fair category fell into the good category (19.39%). Furthermore, 0.38% fell into the poor category.



Description of Interpersonal Communication between Children and Parents (Father and Mother)

Table 5.

Description of Frequency Distribution and Categories of Child and Parent Interpersonal Communication Scores (N=263)

Score Interval	Category	F	%
≥ 387	Very Good (SB)	33	12.55
313 - 386	Good (B)	174	66.16
239- 312	Good Enough (CB)	54	20.53
165 – 238	Not Good (TB)	2	0.76
≤ 164	Very Bad (STB)	0	0
Amount		263	100
Average		345.89	

Table 5 shows that overall, interpersonal communication between children and parents had an average score of 345.89%, which is in the good category. The majority of interpersonal communication between children and parents fell into the very good and good categories (78.17%). The fair category fell into the good category (20.53%). Furthermore, 0.76% fell into the poor category.

Description of Interpersonal Communication between Children and Parents in Terms of Child Gender

Description of Interpersonal Communication Between Boys and Parents

A detailed description of interpersonal communication between boys and parents based on indicators can be seen in the following table.

Table 6.

Description of Interpersonal Communication Between Boys and Parents Based on Indicators (N=108)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	108	120	46	109	8480	78.52	11,502	65.43	CB
Empathy (9)	108	90	46	87	7379	68.32	9,269	75.91	B
Supportive Attitude (10)	108	100	48	92	7940	73.52	8,545	73.52	B
Positive Attitude (7)	108	70	28	66	5619	52.03	7,469	74.33	B
Equality (8)	108	80	34	78	6305	58.38	8,819	73	B
TOTAL (46)		460	221	406	35723	330.77	34.47	71.90	B

From Table 6, the results of the data analysis show that overall the highest score achieved by boys was 406 from the ideal score of 460, while the lowest score obtained was 221, the total score reached 35723, the average overall score of boys' communication with their parents reached 330.77 with a percentage of 71.9%, so it can be interpreted in the good category.

Furthermore, in detail from the data results, it can be seen that the highest score in interpersonal communication between boys and their parents is in the empathy



indicator, with a percentage of 75.91% in the good category, and the lowest score is in the openness indicator, with an average score of 65.43% in the fairly good category.

Description of Interpersonal Communication Between Daughter and Parents

A detailed description of interpersonal communication between daughters and parents based on indicators can be seen in the following table.

Table 7.

Description of Interpersonal Communication Between Daughters and Parents Based on Indicators (N=155)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	155	120	50	114	13154	84.86	13,199	70.72	B
Empathy (9)	155	90	50	90	11486	74.10	8,562	82.33	B
Supportive Attitude (10)	155	100	52	100	12433	80.21	8,952	80.21	B
Positive Attitude (7)	155	70	34	70	8555	55.19	6,949	78.85	B
Equality (8)	155	80	42	80	9674	62.41	8,845	78.01	B
TOTAL (46)		460	246	438	55302	356.787	36.65741	77.56	B

From Table 7, the results of the data analysis show that overall the highest score achieved by girls was 438 from the ideal score of 460, while the lowest score obtained was 246, the total score reached 55302, the average overall score of girls' communication with their parents reached 356.78 with a percentage of 77.56%, so it can be interpreted in the good category.

Furthermore, in detail from the data results, it can be seen that the highest score in interpersonal communication between girls and their parents is in the empathy indicator, with a percentage of 82.33% in the good category, and the lowest score is in the openness indicator, with a percentage of 70.72% in the good category.

Description of Interpersonal Communication between Children and Parents as viewed from the Parents' Perspective in Education

Description of Interpersonal Communication between Children and Parents in Elementary Education

A detailed description of interpersonal communication between children and parents in elementary education based on indicators can be seen in the following table.

Table 8.

Description of Children's Interpersonal Communication and Parents Reviewed from Elementary Education Level Based on Indicators (N=58)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	58	120	50	113	4654	80.24	12,559	66.9	CB
Empathy (9)	58	90	50	86	3963	68.33	8,787	75.9	B
Supportive Attitude (10)	58	100	52	100	4413	76.09	10,981	76.9	B
Positive Attitude (7)	58	70	34	70	3022	52.10	8.108	74.4	B
Equality (8)	58	80	42	80	3441	59.33	9,627	74.2	B
TOTAL (46)		460	246	409	19493	336.086	38.66059	73.06	B



From Table 8, the results of the data analysis show that overall the highest score achieved by the child was 246 from the ideal score of 460, while the lowest score obtained was 246, the total score reached 19493, the average overall score of communication between children and parents in elementary education reached 336.08 with a percentage of 73.06% so that it can be interpreted in the good category.

Furthermore, in detail from the data results, it can be seen that the highest score in interpersonal communication between children and parents in elementary education is in the supportive attitude indicator, with a percentage of 76.9% in the good category, and the lowest score is in the openness indicator, with a percentage of 66.9% in the fairly good category.

Description of Interpersonal Communication between Children and Parents in Secondary Education

A detailed description of interpersonal communication between children and their secondary education parents based on indicators can be seen in the following table.

Table 9.
 Description of Children's Interpersonal Communication and Parents Reviewed from Secondary Education Level Based on Indicators (N=76)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	76	120	46	110	6438	84.71	13,968	70.6	B
Empathy (9)	76	90	52	90	5581	73.43	10,085	81.59	B
Supportive Attitude (10)	76	100	55	96	5953	78.33	9,134	78.32	B
Positive Attitude (7)	76	70	36	68	4193	55.17	6,684	78.81	B
Equality (8)	76	80	34	80	4690	61.71	9,037	77.14	B
TOTAL (46)		460	225	435	26855	353.355	38.07491	76.81	B

From Table 9, the results of the data analysis show that overall the highest score achieved by the child was 435 from the ideal score of 460, while the lowest score obtained was 225, the total score reached 26855, the average overall score of communication between children and parents with secondary education reached 353.35 with a percentage of 76.81% so that it can be interpreted in the good category.

Furthermore, in detail from the data results, it can be seen that in interpersonal communication between children and their parents, the highest average score is in the openness indicator, with an average score of 84.71, and the lowest score is in the positive attitude indicator, with an average score of 55.17.

Description of Interpersonal Communication between Children and Parents in Higher Education

A detailed description of interpersonal communication between children and parents with higher education based on indicators can be seen in the following table.



Table 10.

Description of Children's Interpersonal Communication and Parents Reviewed from the Level of Higher Education Based on Indicators (N=129)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	129	120	53	114	10600	82.17	12,251	68.75	B
Empathy (9)	129	90	46	90	9321	72.26	8,683	72.3	B
Supportive Attitude (10)	129	100	48	98	10007	77.57	8,710	77.57	B
Positive Attitude (7)	129	70	28	66	6959	53.95	7,200	77.07	B
Equality (8)	129	80	34	80	7848	60.84	8,753	76	B
TOTAL (46)		460	221	436	44735	346.783	36.4798	75.41	B

From Table 10, the results of the data analysis show that overall the highest score achieved by the child was 436 from the ideal score of 460, while the lowest score obtained was 221, the total score reached 44735, the average overall score of communication between children and parents with higher education reached 346,786 with a percentage of 75.41% so that it can be interpreted in the good category.

Furthermore, in detail from the data results, it can be seen that the highest score in interpersonal communication between children and parents in elementary education is in the supportive attitude indicator, with a percentage of 77.57% in the good category, and the lowest score is in the openness indicator, with a percentage of 68.75% in the good category.

Next, for greater clarity, you can see the comparison table of interpersonal communication between children and parents below.

Table 11.

Comparison of Interpersonal Communication between Children and Parents reviewed from the level of parental education

No	Indicator	basic education (N=58)	Secondary Education (N=76)	higher education (N=129)
1	Openness	66.9%	70.6%	68.75%
2	Empathy	75.9%	81.59%	72.3%
3	Supportive Attitude	76.9%	78.32%	77.57%
4	Positive Attitude	74.4%	78.81%	77.07%
5	Equality	74.2%	77.14%	76%
	Average	73.06 %	76.81 %	75.41 %

Table 11 shows that the average interpersonal communication scores of children with parents with secondary and higher education backgrounds are higher than those of children with parents with primary education backgrounds. This can be seen in each indicator.

Description of Interpersonal Communication between Children and Parents Reviewed from the Area of Residence

Description of Interpersonal Communication between Children and Parents Living in a Village

A detailed description of interpersonal communication between children and parents living in rural areas based on indicators can be seen in the following table.



Table 12.

Description of Children's Interpersonal Communication and Parents Reviewed from Rural Areas Based on Indicators (N=99)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	99	120	46	113	8073	81.55	13,970	68	B
Empathy (9)	99	90	50	90	7093	71.65	9,734	79.61	B
Supportive Attitude (10)	99	100	52	100	7702	77.80	9,845	77.8	B
Positive Attitude (7)	99	70	34	70	5326	53.80	7,509	76.9	B
Equality (8)	99	80	34	76	5959	60.19	9,544	75.2	B
TOTAL (46)		460	221	425	34153	344.979	39.71891	74.99	B

From Table 12, the results of the data analysis show that overall the highest score achieved by the child was 425 from the ideal score of 460, while the lowest score obtained was 221, the total score reached 34153, the average overall score of communication between children and parents living in rural areas reached 344,979 with a percentage of 74.99% so that it can be interpreted in the good category.

Furthermore, in detail from the data results, it can be seen that the highest score in interpersonal communication between children and parents living in rural areas is in the empathy indicator, with a percentage of 79.61% in the good category, and the lowest score is in the openness indicator, with a percentage of 68% in the good category.

Description of Interpersonal Communication between Children and Parents Living in the City

A detailed description of interpersonal communication between children and parents living in urban areas based on indicators can be seen in the following table.

Table 13.

Description of Children's Interpersonal Communication and Parents Reviewed from Urban Areas Based on Indicators (N=164)

Indicator	N	Ideal	Min	Max	Sum	Mean	SD	% AV	Note
Openness (12)	164	120	53	114	13561	82.69	12,220	68.9	B
Empathy (9)	164	90	46	90	11772	71.78	9,041	79.76	B
Supportive Attitude (10)	164	100	48	98	12671	77.26	9,098	77.26	B
Positive Attitude (7)	164	70	28	68	8848	53.95	7,228	77.1	B
Equality (8)	164	80	34	80	10020	61.10	8,731	76.4	B
TOTAL (46)		460	221	438	56782	346.781	36.93969	75.38	B

From Table 13, the results of data analysis show that overall the highest score achieved by children is 438 from the ideal score of 460, while the lowest score obtained is 221, the total score reaches 56782, the average overall score of communication between children and parents living in urban areas reaches 346,781 with a percentage of 75.38% so that it can be interpreted in the good category. In detail, the results of the data show that the highest score in interpersonal communication between children and parents living in urban areas is in the empathy indicator, with a percentage of 79.76% in a good category,



and the lowest score is in the openness indicator, with a percentage of 68.9% in a good category.

Normality Test

Based on data processing with *Kolmogorov-Smirnov* with an α (α) of 0.05, the following normality test results were obtained.

Table 14.

Child and Parent Interpersonal Communication Data in Terms of Gender, Parental Education Level, and Area of Residence

Variables		N	Significance	Asymp.Sig	Note
Gender	Man	108	0.05		Normal
	Woman	155	0.05		Normal
Parental Education Level	Base	58	0.05		Normal
	Intermediate	76	0.05		Normal
	Tall	129	0.05		Normal
Residential Area	Village	99	0.05		Normal
	City	164	0.05		Normal

Based on Table 14, it can be concluded that the normality test with a significant value in the Kolmogorov-Smirnov calculation with asymp. sig. (2-tailed) The value is greater than the significant $\alpha=0.05$, meaning the Interpersonal communication data between children and parents from all sample groups were normally distributed.

Homogeneity Test

The results of the homogeneity test were carried out using the *Bartlett test*. This test is used for data from several sample groups, and as a requirement for the hypothesis test to be used in the analysis of variance (ANOVA). The results of the homogeneity test can be seen in the following table.

Table 15.

Homogeneity Test of Child and Parent Interpersonal Communication Data in Terms of Gender, Parental Education Level, and Area of Residence

Variables	Levene Statistics	d f1	df2	Sig.	Note
Gender	.112	1	261	.738	Homogeneous
Parental Education Level	.330	2	260	.719	Homogeneous
Residential Area	1,253	1	261	.264	Homogeneous

From Table 15, the number of calculations used in the Bartlett test obtained a significance of 0.738. For gender, the results show a significant amount (0.719) for parental education level and a considerable value (0.264) for residential area. Thus, the calculated b value $< b_{Table}$, then according to the testing criteria in the Bartlett test, it can be concluded that the interpersonal communication data of children and parents from all sample groups have the same variance or are homogeneous.



Hypothesis Testing

From the results of the analysis of variance (ANOVA), the results of the hypothesis test can be described as follows.

Gender Variable Hypothesis (Male and Female)

The results of testing the hypothesis of the gender variable (male and female) through analysis of variance (ANOVA) can be seen in the following table.

Table 16.

Differences in Interpersonal Communication Scores between Children and Parents
 Based on Gender

Variables	N	Mean	Dk	MS	F _{count}	Sig.	Note:
Gender	108	331,479	1	24540.97	19,287	.000	Significant
	155	357,550					

Notes:

N = Number of Samples D k = Degrees of freedom MS = *Mean Squares*

Based on the results of the data analysis in Table 16, the significance for the gender variable male and female students, which is 000, is smaller than 0.05. In accordance with the hypothesis testing criteria, if the significance is small or equal (\leq) to 0.05, it means that there is a significant difference between interpersonal communication between children and parents in terms of male and female genders.

Parental Education Level Variable (Primary Education, Secondary Education, and Higher Education)

The results of testing the hypothesis of the parental education level variable (primary education, secondary education, and higher education through analysis of variance (ANOVA) can be seen in the following table.

Table 17.

Differences in Interpersonal Communication Scores between Children and Parents
 Based on Parents' Education Level

Variables	N	Mean	Dk	MS	F _{count}	Sig.	Note:
Parental	58	332,894	1	4560.04	3,584	.029	Significant
Education	76	350,377					
Level	129	350,298					

Based on the results of the data analysis in Table 17, it can be seen that the significance (Sig.) for the variable of parental education level, namely primary education, secondary education, and higher education, is 0.029, which is smaller than 0.05. In accordance with the hypothesis testing criteria, if the significance is small or equal (\leq) to 0.05, then it means that there is a significant difference in interpersonal communication between children and parents, specifically in terms of parental education levels, including primary, secondary, and higher education.

Hypothesis of Residential Area Variable (Village and City)

The results of the hypothesis testing of the residential area variable (village and city) through analysis of variance (ANOVA) can be seen in the following table.



Table 18.
 Differences in Interpersonal Communication Scores between Children and Parents
 Based on Area of Residence

Variables	N	Mean	Dk	MS	F _{count}	Sig.	Note:
Residential Area	99	344,457	2	.645	.001	.982	Not Significant
	164	344,590					

Based on the results of data analysis in Table 18, the significance (Sig.) for the residential area variable, namely rural and urban areas, is .982, which is greater than 0.05. In accordance with the hypothesis testing criteria, if the significance is greater (>) than 0.05, then it means that there is no significant difference in interpersonal communication between children and parents, regardless of whether they reside in villages or cities.

Interaction Hypothesis of Gender, Parental Education Level, and Area of Residence Variables

The results of the combined hypothesis testing of the variables gender, parental education level, and area of residence through analysis of variance (ANOVA) can be seen in several combinations of variables, which can be described as follows.

Interaction between Gender and Parental Education Level

The results of processing data depicting interpersonal communication between children and parents, categorized by gender and parental education level (primary, secondary, and higher), were obtained by performing interaction calculations through variance analysis as follows.

Table 19.
 Interaction between Gender and Parental Education Level

Variables	N	Dk	MS	F _{count}	Sig.	Note:
Gender	Man	108				
	Woman	155				
Parental Education Level	Base	58	3	20,585	0.16	.984 No Significant
	Intermediate	76				
	Tall	129				

Notes:

N = Number of Samples D k = Degrees of freedom MS = Mean Squares

From Table 19, it can be understood that in the interaction between the variables of gender and parental education level, the calculated F value obtained is 0.16, with Sig. at alpha (α) 0.05 of .984. Therefore, Sig. A p-value greater than 0.05 indicates no significant difference in interpersonal communication between children and parents, considering both gender and level of parental education (interaction).

Interaction between Gender and Area of Residence

The results of processing data depicting interpersonal communication between children and parents, based on the grouping of male and female genders in rural and urban residential areas, were obtained through interaction calculations via variance analysis, as follows.



Table 20.
 Interaction between Gender and Area of Residence

Variables	N	Dk	MS	F _{count}	Sig.	Note:
Gender	108					
	155					
Residential Area	99	2	217,784	.171	.679	Not Significant
	164					

Notes:

N = Number of Samples D k = Degrees of freedom MS = Mean Squares

From Table 20, it can be understood that in the interaction between the variables of gender and area of residence, the calculated F value obtained is 171, with Sig. at alpha (α) 0.05 of.679. Therefore, Sig. Greater than 0.05, this means that there is no significant difference in interpersonal communication between children and parents when viewed from gender and area of residence simultaneously (interaction).

Interaction between Parental Education Level and Area of Residence

The results of processing data depicting interpersonal communication between children and parents based on grouping the level of parental education into primary, secondary and higher education in rural and urban residential areas, obtained the results of interaction calculations through variance analysis as follows.

Table 21.
 Interaction between Parental Education Level and Area of Residence

Variables	N	Dk	MS	F _{count}	Sig.	Note:
Parental	58					
Education Level	76					
	129	3	1196,731	.941	.392	Not Significant
Residential Area	99					
	164					

Notes:

N = Number of Samples D k = Degrees of freedom MS = Mean Squares

From Table 38, it can be understood that in the interaction between the variables of parental education level and area of residence, the calculated F value obtained is.941, with Sig. at alpha (α) 0.05 of.392. Therefore, Sig. A p-value greater than 0.05 indicates that there is no significant difference in interpersonal communication between children and parents, considering both the level of parental education and residential areas simultaneously (interaction).

The results of this study indicate that interpersonal communication between children and parents is generally considered good. This is in line with Shochip's theory Maimun, (2017), which asserts that emotional closeness between parents and children enables them to communicate effectively and build harmonious relationships. Furthermore, Wahyuti & Syarief, (2016) explains that acceptance and rejection in parental communication form a warmth dimension, which fosters a sense of security, trust, and positive affection within family relationships. This theory aligns with the research findings, which found that openness, empathy, supportiveness, and equality between children and parents were considered good. This means that the quality of



communication within the family not only strengthens emotional bonds but also serves as a foundation for children's self-confidence.

These results are also relevant to the dialogic communication theory explained by Destri et al., (2025), which states that parental efforts to open a space for dialogue provide opportunities for children to express feelings, experiences, and even personal secrets. The research findings, which indicate that communication between children and parents is considered good, reinforce this view. Similarly, David's theory of Maimun, (2017) flexible parenting styles that provide freedom with reasonable limits is reflected in the respondents' family communication practices, where openness is accompanied by parental control. This explains how two-way communication can minimize problems in child development.

When examined by gender, research has found that girls' interpersonal communication skills are higher than boys'. These results reinforce the theory of gender differences in communication. Berge Syahfitri et al., (2023) stated that girls tend to talk more but are less assertive than boys. Van Pelt (Rahmi, 2021) even asserted that girls use twice the number of words as boys. This research finding is also consistent with the gender socialization theory by Maccoby et al. (Hendriani, 2025), which states that parents communicate more intensively with girls due to concerns about their vulnerability, resulting in higher quality communication between girls and their parents. Thus, the theory of gender differences in communication reinforces the research finding that girls' openness scores are higher than boys'.

Regarding parental education level, this study found that the higher the parents' education, the better the interpersonal communication they have with their children. This confirms Wahyuni, (2024) the view that parental educational background influences children's thinking, perceptions, and parenting patterns. Hurlock, (2017) also emphasized that higher education is associated with a better quality of family life. The results of this study reinforce the value education theory proposed by Phalet & Schonpflug (Yuliani & Pujiono, 2022), which states that parental education influences the values and norms instilled in children, including the communication style used. Thus, this theory explains why communication between highly educated parents is more effective in building emotional closeness and openness with children.

When viewed from the perspective of residence, both in rural and urban areas, interpersonal communication between children and parents is equally good. This reinforces Mulyana et al., (2023) communication environment theory, which asserts that communication behavior is the result of the interaction between individuals and their environment ($B = f(P, E)$). With the development of information technology, the communication patterns of children in villages are becoming increasingly similar to those of children in cities due to the blending of lifestyles. This theory aligns with research by Hastuti & Sudarwati (2007), which found that changes in the lifestyles of rural adolescents follow urban patterns due to global media. The results of this study also align with Lewin's view (Mulyana et al, 2023) that the physical and social environment can shape an individual's communication patterns.

Overall, the interaction between gender, parental education, and residential area did not show a significant effect. This finding reinforces B. S. Djamarah, (2014) the theory, which states that communication within the family is influenced by various other factors such as self-image, psychological climate, leadership, language, and age differences. Thus, the results of this study confirm that interpersonal communication



between children and parents is a multidimensional phenomenon determined not only by demographic factors but also by psychological, social, and cultural aspects.

This study extends previous theories by showing that despite differences in gender and parental education, the overall quality of interpersonal communication between children and parents remains good. Therefore, the practical implications of this study are that guidance and counseling services in schools need to focus on enhancing children's openness and empathy, thereby maintaining and improving the quality of interpersonal communication with parents.

CONCLUSION

Based on the data and findings in this study, which have been statistically analyzed and reviewed through hypothesis testing in the discussion, it can be concluded that overall, interpersonal communication between children and parents is in the good category. This is particularly evident in the indicators of empathy and supportiveness, both in terms of gender, parental education level, and area of residence. There are significant differences in interpersonal communication between children and parents, particularly in terms of gender, with girls generally showing better communication skills than boys. Similarly, there are significant differences when viewed by parental education level, where children from parents with secondary and higher education show better communication than children from parents with primary education. Meanwhile, no significant differences were found in interpersonal communication between children and parents when viewed by area of residence between rural and urban areas. In general, there is no significant interaction between gender, parental education level, and area of residence simultaneously in explaining interpersonal communication between children and parents.

The results of this study indicate that interpersonal communication between children and parents, in terms of gender, parental education level, and residential area, is generally in the good category. This indicates that other factors can also influence the quality of interpersonal communication between children and parents. Therefore, the results of this study can be used as input for counselors in providing appropriate guidance services, particularly those related to interpersonal communication within the family. Indicators with low scores can be used as a reference in developing guidance and counseling service programs and materials. Materials relevant to the personal and family domains include gender characteristics, family life atmosphere, the relationship between children and families, the role of the family in children's success, and parents' views on youth-to-you relationships

REFERENCES

- Astuti, M. W., Jefri, R., & Novia, L. (2023). The Youth's Interpersonal Communication with Friends and Family: The Impacts of Social Media. *International Journal of Humanities and Innovation*, 6(1), 11–14. <https://doi.org/10.33750/ijhi.v6i1.171>
- Barseli, M., Sembiring, K., Ifdil, I., & Fitria, L. (2018). The Concept of Student Interpersonal Communication. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 4(2), 129–134. <https://doi.org/10.18510/HSSR.2019.76163>
- Destri A, F., Ramdini, D., Kansa, M., Lailla, S., & Rustini, T. (2025). Peran Orang Tua Dalam Mengembangkan Kecerdasan Spiritual Anak. *Dirasah*, 8(1), 65–75. <https://doi.org/https://doi.org/10.58401/dirasah.v8i1.1662>
- Djamarah, B. S. (2014). *Pola Asuh Orangtua & Komunikasi Dalam Keluarga*. Jakarta:



- Rineka Cipta.
- Djamarah, S. B. (2000). *Guru dan Anak dalam Interaksi*. Jakarta: Rineka Cipta.
- Fatmala, D. F., & Hariyanto, D. (2022). Patterns of Interpersonal Communication Relationships Between Parents and Children in Character Building Students (Case Study at SDI A-Education, Ketawang Village, Jogosatru, Wonoayu District, Sidoarjo Regency). *Indonesian Journal of Cultural and Community Development*, 11(march). <https://doi.org/https://doi.org/10.21070/ijccd.v11i0.768>
- Hendriani, W. (2025). *Parental Resilience-Memahami Ketangguhan dalam Pengasuhan*. Surabaya: Airlangga University Press.
- Hurlock, E. B. (2017). *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*. Surabaya: Erlangga.
- Irianto, A. (2010). *Statistik Konsep Dasar, Aplikasi, dan Pengembangannya*. Jakarta: Kencana Prenada Media Group.
- Jatmikowati, T. E. (2018). Efektifitas Komunikasi Orang Tua Terhadap Kepribadian Intrapersonal Anak. *Pedagogi : Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 4(2), 1. <https://doi.org/10.30651/pedagogi.v4i2.1936>
- Kartono, K. (2014). *Peran Keluarga Memandu Anak*. Rajawali Press.
- Khoiri, N. (2018). *Metodologi Penelitian Pendidikan: Ragam, Model & Pendekatan. In Prosedur Penelitian*. Southeast Asian Publishing.
- Kinanti, G. R., & Rakhmad, W. N. (2019). Memahami Relasi Komunikasi Orang tua Milenial dalam Pembentukan Konsep Diri Anak di Era Digital. *Interaksi Online*, 7(2), 115–126. <https://doi.org/https://ejournal3.undip.ac.id/index.php/interaksi-online/article/view/23659>
- Kustiawan, W., Fadillah, U., Sinaga, F. K., Hattaradzani, S., & Hermawan, E. (2022). Komunikasi Intrapersonal. *Journal Analytica Islamica*, 11(1). <https://doi.org/10.30829/jai.v11i1.11930>
- Maimun. (2017). *Psikologi Keluarga: Mengasuh Tumbuh Kembang Anak Dengan Ilmu*. Sanabil.
- McGuigan, W. M., & Vuchinnich, S. (2013). Negative Communication Behaviors During Family Problem Solving: Cohesion as a Moderator in a Growth Curve Analysis”. *Journal of Family Communication*, 14(2). <https://doi.org/10.1080/15267431.2013.864291>
- Merina, N. D., Sulistyorini, L., & Azizah, A. (2024). The Relationship Between Parental Communication Patterns and Children’s Personal Social Development in Post-Pandemic COVID-19. *Jurnal Kesehatan Komunitas Indonesia (JKKI)*, 4(1), 68–78. <https://orcid.org/0000-0002-2353-2697>
- Mulyana, R., Hilmi, F., Busro, B., & Jaenudin, M. (2023). Nurturing Faith and Character: A Values-Based Approach to Islamic Religious Education in Vocational High Schools. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1154–1165. <https://doi.org/10.35445/alishlah.v15i2.3739>
- Putranti, D., & Anggraeny, K. D. (2022). Tanggung Jawab Hukum Inventor atas Invensi Kecerdasan Buatan (Artificial Intelligence) di Indonesia. *Jurnal Hukum & Pembangunan*, 52(3), 781–792. <https://doi.org/10.21143/jhp.vol52.no3.3375>
- Putri, K. A., & Sawitri, D. R. (2020). Hubungan Antara Efektivitas Komunikasi Interpersonal Siswa Dan Guru Dengan Prokrastinasi Akademik Pada Siswa Sma Negeri “X.” *Jurnal EMPATI*, 7(1), 165–174. <https://doi.org/10.14710/empati.2018.20174>
- Rahmi, S. (2021). *Komunikasi Interpersonal dan Hubungannya Dalam Konseling*. Banda



- Aceh: Syiah Kuala University Press.
- Santoso, I., & Madiistriyatno, H. (2021). *Metodologi penelitian kuantitatif*. Jakarta: Indigo Media.
- Saputri, I. H. Y., Sukarelawati, & Kusumadinata, A. A. (2022). Komunikasi Interpersonal Diadik Antara Anak Dan Orang Tua Tiri Dalam Keluarga Children and Stepparents Interpersonal Dyadic Communication in the Family. *Jurnal Komunikatio*, 8(1), 55–66. <https://doi.org/10.30997/jk.v8i1.4913>
- Saragih, A. A. (2022). Peran Orang Tua Terhadap Kemandirian Anak pada Saat Pembelajaran Daring. *Jurnal Basicedu*, 6(2), 2352–2360. <https://doi.org/10.31004/basicedu.v6i2.1986>
- Shochip, M. (1998). *Pola Asuh Orang Tua dalam Membentuk dan Mengembangkan Disiplin Diri*. Jakarta: Rineka Cipta.
- Sugiyono. (2022). *Metode Penelitian Pendidikan, Pendekatan kuantitatif, kualitatif, R&D (Cetakan ke)*. Bandung: Alfabeta.
- Supardi. (2012). *Aplikasi Statistik dalam Penelitian*. Ufuk Press.
- Sutedjo, J. J., & Kristanto, B. R. D. (2024). Family Communication Patterns in Enhancing Learning Motivation And Academic Achievement Among Students of Ciputra University Surabaya. *Eduvest – Journal of Universal Studies Volume*, 4(03), 1443–1463. <https://doi.org/10.59188/eduvest.v4i3.1172>
- Suwanda. (2011). *Desain Eksperimen untuk Penelitian Ilmiah*. Bandung: Alfabeta.
- Syahfitri, R., Yakub, E., & Khadijah, K. (2023). Perbedaan Kemampuan Komunikasi Interpersonal Siswa Laki-Laki & Perempuan di SMAN 1 XIII Koto Kampar. *Innovative: Journal Of Social Science Research*, 3(4), 3031–3041. <https://doi.org/https://doi.org/10.31004/innovative>
- Wahyuni, R. (2024). Hubungan Tingkat Pendidikan dan Pola Pikir Orang Tua Terhadap Pola Pengasuhan Anak. *Nabawi: Jurnal Penelitian Pendidikan Islam*, 1(2), 11. https://doi.org/https://ejournal.stitsyambtg.ac.id/index.php/nabawi/article/view/11?utm_source=chatgpt.com
- Wahyuti, T., & Syarief, L. K. (2016). Korelasi Antara Keakraban Anak dan Orang Tua dengan hubungan Sosial Asosiatif Melalui Komunikasi Antar Pribadi. *Jurnal Visi Komunikasi*, 15(01), 143–157. <https://doi.org/http://dx.doi.org/10.22441/visikom.v15i1.1691>
- Yuliani, R., & Pujiono, A. (2022). Peran Gaya Komunikasi Orang Tua Dalam Membentuk Kompetensi Sosial Anak. *Skenoo : Jurnal Teologi Dan Pendidikan Agama Kristen*, 2(2), 113–124. <https://doi.org/10.55649/skenoo.v2i2.39>
- Yulianti, Astuti, M. T., & Triayunda, L. (2023). Komunikasi Keluarga sebagai Sarana Keharmonisan Keluarga. *Journal Of Social Science Research Volume*, 3(2), 4609–4617. <https://j-innovative.org/index.php/Innovative/article/view/860?>
- Zuhri Fahrudin. (2021). Peran Orang Tua dan Masyarakat dalam Mengatasi Problematika Pembelajaran Anak. *JOEL: Journal of Educational and Language Research*, 1(1), 15–30. <https://doi.org/10.53625/joel.v1i1.219>
- Zulhammi. (2015). *Masalah Hubungan dalam Keluarga Siswa dan Upaya Penanganannya (Studi pada siswa SMA Adabiah Padang)*. Thesis, Universitas Negeri Padang.

