



## The Relationship of Parent-Child Interaction in Developing Effective Communication in Early Childhood

Desmita Desmita<sup>1</sup>, Suci Rahmadani<sup>2</sup>✉, Adella Krisma Diyenti<sup>3</sup>, Jhoni Warmansyah<sup>4</sup>, Silvianetri Silvianetri<sup>5</sup>, Noor Annis Azwin Binti Fakaruddin<sup>6</sup>  
PIAUD, Universitas Islam Mahmud Yunus Batusangkar, Indonesia<sup>1,2,3,4,5</sup>  
Students of Universiti Pendidikan Sultan Idris, Malaysia<sup>6</sup>  
DOI: 10.31958/ijecer.v2i2.11524

---

### Article info

### Abstract

#### Article History

**Received:**

08/11/2023

**Accepted:**

07/12/2023

**Published:**

31/12/2023

*The family is the first and main educational environment for children because that is where children start with everything until they suffer and understand that all of this cannot be separated from the family's responsibilities. So the aim of this research is to build good relationships, positive and open interaction between parents and children can help build good relationships. This research uses a correlation type quantitative research method that connects the relationship between parents and children in developing effective communication in early childhood at IT Puti Tareno Bayan Kindergarten. The results of this research show that there is a relationship between parent and child interactions in developing effective communication in early childhood. The results of this research show that there is a relationship between parent and child interactions in developing effective communication in early childhood.*

**Keywords:** Interaction, effective Communication, Parent, Early Childhood

#### Abstrak

Keluarga merupakan lingkungan pendidikan pertama dan utama bagi anak karena di sanalah anak mulai dengan segala sesuatunya hingga mereka menderita sudah mengerti di mana semua ini tidak akan terlepas dari tanggung jawab keluarga. Sehingga tujuan dari penelitian ini adalah Untuk membangun hubungan yang baik, interaktif yang positif dan terbuka anantara orang tua dan anak dapat membantu membangun hubungan yang baik. Penelitian ini menggunakan metode penelitian pendekatan kuantitatif jenis kolerasi yang menghubungkan antara hubungan orangtua dengan anak dalam mengembangkan komunikasi efektif pada anak usia dini di TK IT Puti Tareno Bayan. Hasil penelitian ini menunjukkan bahwasannya ada hubungan interaksi orang tua dengan anak dalam mengembangkan komunikasi efektif pada anak usia dini. Hasil penelitian ini menunjukkan bahwasannya ada hubungan interaksi orang tua dengan anak dalam mengembangkan komunikasi efektif pada anak usia dini.

**Kata Kunci:** Interaksi, Komunikasi Efektif, Orangtua, Anak Usia Dini

---

✉ Corresponding author :

Email Address : [suci81348@gmail.com](mailto:suci81348@gmail.com)

### INTRODUCTION

Family is the primary and foremost educational environment for children, as it is where they begin with everything and comprehend life, attributing the responsibilities to the family (Astrachan et al., 2014). Parents, in particular, play a crucial role in their children's lives, thus bearing the responsibility for shaping their behavior by providing

guidance, monitoring, supervision, and mentorship (Aurambout et al., 2022). The development of children occurs through the interaction between parents and children in the family environment.

Communication has two general characteristics: direct and indirect. Direct communication involves face-to-face interaction between individuals (Ayedoun et al., 2015). In contrast, indirect communication uses media or tools to connect individuals, such as TV, the internet, newspapers, and more. Verbal and non-verbal communication are the two main types, with verbal communication being oral or written, while non-verbal communication includes body language, images, colors, physical appearance, and more. Effective communication is the one that induces tangible changes in others' attitudes during the communication process.

The purpose of effective communication is to facilitate the understanding of the conveyed message between the information giver and the information receiver. It ensures that the language used by the information giver is clear and complete, ensuring that the information receiver fully understands it. Another goal is to balance the delivery of information and feedback to avoid monotony. Furthermore, effective communication can train the effective use of nonverbal language. Effective communication within the family is crucial for the development of early childhood, serving as a bridge to strengthen the emotional bond between parents and children.

Effective communication patterns in the family need to be established to foster harmonious relationships and create mutual respect among family members (Bambara et al., 2016). Since effective communication is considered when the communicators (parents) and communicants (children) mutually understand the conveyed message, it serves both informative and persuasive purposes as part of the communication process (Birtch et al., 2016). Effective communication from parents as educators for their children should provide comfort for the child with various creative stimuli. To achieve effective communication between parents and their children, several theoretical elements must be met, including open communication, active listening, using "I" statements to reflect the child's ideas and feelings, avoiding negative terms, and using positive language.

In daily life, good language and communication are essential for smooth activities. Every human engages in communication, both verbally and non-verbally, as it is a basic human need (Calvanese Strinati & Barbarossa, 2021). Communication is involved in various interactions, such as between teachers and students, parents and children, leaders and subordinates, co-workers, and more. Communication is a crucial part of all activities to ensure understanding in completing respective tasks. Communication is essential for everyone's life, making everything more understandable (De Rementeria, 2017). Communication brings communicators and communicants together, where communicants receive and communicators convey the message. Interaction through communication doesn't have to be with spoken words; it can also involve body language, such as smiling, winking, waving hands, or expressing feelings

(Gholami et al., 2018). However, the communication message will be received by the communicant if the communicator understands what the communicator conveys.

Effective communication between parents and children offers numerous benefits. Children can learn effective communication by observing their parents (Godeau et al., 2016). With effective communication, children feel heard and understood, fostering positive judgment and self-esteem. This, in turn, builds confidence in children (Goneppanavar et al., 2015). Conversely, ineffective communication creates feelings of worthlessness or insignificance in children. They may perceive their parents as unhelpful and untrustworthy. Moreover, creating effective communication between parents and children helps children understand parental expectations, leading them to behave according to those expectations.

Common problems in the interaction between parents and children in the development of effective communication in early childhood have been identified (Hernández Holguín et al., 2017). One of these issues is the gap in understanding between parents and children regarding the development of language and communication skills in children (Jeong & Kim, 2023). Parents may have high expectations or lack patience in listening to and responding to their developing children's communication (Ji & Rau, 2019). The lack of quality time spent together can also be a hindrance. The researcher hopes that the parent-child interaction in communication learning can develop ways of Effective Communication in Early Childhood.

## **METHODS**

### **Research Design**

This research adopts a quantitative method conducted in the field under the prevailing conditions at the time. The aim is to explore the extent of the relationship between parent-child interaction in developing effective communication in early childhood. Data is gathered through observations within family environments, focusing on the interaction between parents and children. The research utilizes a quantitative correlation method to analyze data by describing or depicting the collected data as is, without intending to draw generalizable conclusions or perform calculations to test the proposed hypotheses. The data collection technique employed in this research is through an online form questionnaire, addressing closely related questions about the parent-child interaction in developing effective communication in early childhood.

### **Research Setting and Participants**

The research approach involves distributing questionnaires in the form of questions using Google Forms online. The questionnaire focuses on one variable group, which is the relationship between parent-child interaction in developing effective communication in early childhood. Each group comprises ten questions that will be the main focus of the research. There are four answer choices: "strongly agree" (converted to 5 points), "agree" (converted to 4 points), "disagree" (converted to 2 points), and

"strongly disagree" (converted to 1 point). The questions revolve around the parent-child interaction in developing effective communication in early childhood and are multiple-choice. Additionally, educators and students are interviewed during the learning process. The research population consists of all children attending TK IT Puti Tareno Bayan. The research sample comprises 20 children, specifically from class A, aged 5-6 years old.

### **Ethical Considerations**

Privacy protection is crucial, as data collected by the researcher cannot be identified between individuals without permission. Approval from participants, especially when using data or interacting with others, is essential. The researcher must adhere to professional ethical codes relevant to the field. Furthermore, researcher ethics should be transparent, providing information on the purpose, methods, and potential consequences of the research aimed at respondents. The researcher must comply with the professional ethical code applicable to the specific field. Ethical considerations also involve credibility, where the researcher explains how parents communicate effectively with children in early childhood. The researcher also considers the long-term implications of the study on society and education, striving to advance skill development responsibly.

### **Data Collection and Analysis**

The data collection process took place during the odd semester of the academic year 2022/2023. After obtaining permission to conduct the survey from the lecturer in charge of the early childhood education communication-effective learning course, the online questionnaire link was shared with educators at TK IT Puti Tareno Bayan. The online questionnaire distribution occurred from December 13 to 20, 2023. The questionnaire data was downloaded in an Excel file for further analysis. The final data and the number of educators who participated were obtained from direct interviews. After all the collected data was summarized, several data analysis procedures were undertaken. Initially, the researcher performed descriptive statistics to answer questions about the relationship between parent-child interaction in developing effective communication in early childhood. The data was presented in the form of averages and percentages. Before conducting parametric tests, a normality test was performed on all variables. Then, all the variables obtained were deemed normal, and this was confirmed for all independent variables.

## **RESULTS AND DISCUSSION**

### **Results**

To examine aspects of the research findings, the researcher used several indicators to answer questions. Each indicator indicates the dominant amount of parent-child interaction as follows:

#### **Parent-Child Interaction**

Effective interaction between parents and children is crucial for a child's development. Good interaction between parents and children can aid cognitive development, including perception, memory, thinking, reasoning, and problem-solving. The following are factors that can enhance parent-child interaction: good communication with the child, spending quality time together, building emotional closeness with the child, providing positive support and encouragement, and being a good role model for the child.

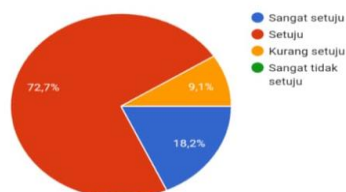


Fig1.Understanding Parent-Child Interaction

Out of the 20 parents who filled out the questionnaire, 72.7% agreed, 18.2% strongly agreed, and 9.1% disagreed with the statement.

### Effective Communication in Early Childhood

Effective communication in early childhood involves paying attention to the process of delivering information, both verbally and non-verbally. Parents can engage in school learning reports to strengthen communication. Avoiding the use of gadgets in early childhood is essential to prevent negative impacts on their development. Planned learning activities in various forms can help shape a child's character from an early age. When communicating with a child, it's important to use language appropriate to their developmental level and involve visual methods such as pictures or storybooks. By implementing these strategies, parents can build effective communication with young children.

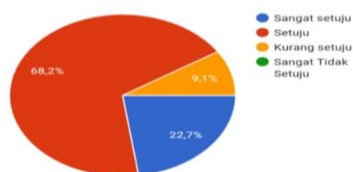


Figure 2. Effective Communication in Early Childhood

Out of the 20 children who filled out the questionnaire, 68.2% agreed, 22.7% strongly agreed, and 9.1% disagreed with effective communication.

### Developing Effective Parental Communication

Parents can develop effective communication with their children through various methods. First, being a good listener by paying full attention when the child speaks and responding positively. Additionally, parents can use body language such as smiling, eye

contact, and body movements that show interest and attention. It's crucial for parents to pay attention to the child's mood, observe facial expressions, and changes in emotions. When communicating, use language suitable for the child's developmental stage and involve visual methods such as pictures or storybooks. Providing positive praise and encouragement can boost a child's confidence and motivate them to communicate more. Moreover, avoid excessive criticism or judgment. Focus on providing constructive feedback and better solutions. Using games and activities that involve communication can make the learning process more enjoyable and interactive for young children. By applying these methods, parents can develop effective communication with their children, aiding in language and social skill development.

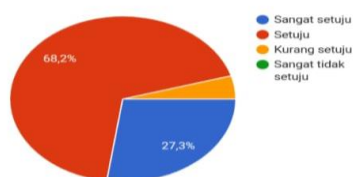


Figure 3. Developing Effective Parental Communication

Out of the 20 children surveyed, 68.2% agreed, and 27.3% strongly agreed with the ways parents develop effective communication.

## Discussion

The interactional relationship between parents and children plays a crucial role in the development of effective communication in young children (Mehlhase, 2014). First, it is important for parents to create an environment that supports open communication (Knight & Nurse, 2020). This can be achieved through consistent expressions of love and attention. Children who feel loved and valued are more likely to communicate. Active interaction in the form of daily conversations encourages the development of speech and comprehension skills in children (Jiang, 2021). Parents can use simple language and provide positive responses to children's communication efforts, even if only through body movements and words. This boosts the child's confidence in communicating.

Additionally, involving children in play activities that encourage communication, such as storytelling, role-playing, and singing together, can be beneficial (Mortensen & Mastergeorge, 2014). These activities not only enhance speech skills but also strengthen the emotional bond between parents and (Murray et al., 2014). Parents should also be good role models in communication. Children tend to mimic the behavior of adults around them (Panwar et al., 2016). Therefore, parents who demonstrate active listening, provide constructive feedback, and understand their child's feelings will teach their child to communicate healthily (Paul et al., 2021). Overall, the dialogical relationship between parents and children has a significant influence on the development of communication in young children (Pyle & Danniels, 2017). Through love, attention, conversation, play activities, and positive role modeling, parents can

build a strong foundation for children to develop effective communication skills from an early age.

The interactional relationship between parents and children plays a central role in the development of effective communication in young children (Qiao et al., 2021). First and foremost, it is crucial for parents to develop a strong emotional bond with their children through consistent parenting and attention (Rashid et al., 2022). Children who feel loved are more likely to be open and willing to communicate. Effective communication can also be enhanced through daily conversations. Parents should actively engage in conversations with their children, using language appropriate to their understanding. Listening carefully and providing positive feedback on children's communication efforts will encourage the development of speech and comprehension skills in children. Participation in shared play activities is also crucial.

Activities such as reading together, role-playing, and singing can strengthen the parent-child bond while stimulating the development of vocabulary and creativity in children (Renno & Shutts, 2015). Additionally, parents serve as role models for good communication behavior as children tend to mimic what they see. Therefore, parents who demonstrate good listening skills, polite speech, and healthy expression of emotions can help children develop positive communication patterns (Sanchez-Guerrero, 2020). Hence, parents' awareness of the importance of positive interaction, the use of supportive language, participation in play activities, and role modeling provides a solid foundation for the development of effective communication in young children. It is not just about learning language but also building a strong foundation for interpersonal relationships from an early age, positively impacting a child's life into adulthood.

## **CONCLUSION**

Effective communication built within the family environment between parents and young children establishes a relationship filled with love and harmony. Parents need to adapt their communication style to that of young children, who employ simple, imaginative, creative, and expressive means of expression. This involves using words that are correct and firm, leaving a lasting impression on the child's soul, and employing words that are gentle yet pleasing to the heart. A dialogical relationship filled with love and support serves as a crucial foundation for developing effective communication in young children. Through daily conversations, cooperative games, and positive role modeling, parents can significantly impact the development of a child's communication skills. By understanding their role as facilitators, parents provide a solid foundation for children to cultivate effective communication skills from an early age.

## **REFERENCES**

Astrachan, C. B., Patel, V. K., & Wanzenried, G. (2014). A comparative study of CB-SEM and PLS-SEM for theory development in family firm research. *Journal of*

- Family Business Strategy*, 5(1), 116–128.  
<https://doi.org/10.1016/j.jfbs.2013.12.002>
- Aurambout, J.-P., Gkoumas, K., & Ciuffo, B. (2022). A drone hop from the local shop? Where could drone delivery as a service happen in Europe and the USA, and how many people could benefit from it? *Transportation Research Interdisciplinary Perspectives*, 16, 100708.  
<https://doi.org/10.1016/j.trip.2022.100708>
- Ayedoun, E., Hayashi, Y., & Seta, K. (2015). A Conversational Agent to Encourage Willingness to Communicate in the Context of English as a Foreign Language. *Procedia Computer Science*, 60, 1433–1442.  
<https://doi.org/10.1016/j.procs.2015.08.219>
- Bambara, L. M., Cole, C. L., Kunsch, C., Tsai, S.-C., & Ayad, E. (2016). A peer-mediated intervention to improve the conversational skills of high school students with Autism Spectrum Disorder. *Research in Autism Spectrum Disorders*, 27, 29–43. <https://doi.org/10.1016/j.rasd.2016.03.003>
- Birtch, T. A., Chiang, F. F. T., & Van Esch, E. (2016). A social exchange theory framework for understanding the job characteristics–job outcomes relationship: The mediating role of psychological contract fulfillment. *The International Journal of Human Resource Management*, 27(11), 1217–1236.  
<https://doi.org/10.1080/09585192.2015.1069752>
- Calvanese Strinati, E., & Barbarossa, S. (2021). 6G networks: Beyond Shannon towards semantic and goal-oriented communications. *Computer Networks*, 190, 107930.  
<https://doi.org/10.1016/j.comnet.2021.107930>
- De Rementeria, A. (2017). How to grow up or (nearly) die trying: Developing trust in one's own capacity for growth. *Journal of Child Psychotherapy*, 43(1), 66–82.  
<https://doi.org/10.1080/0075417X.2017.1283851>
- Gholami, R., Elochukwu, H., Fakhari, N., & Sarmadivaleh, M. (2018). A review on borehole instability in active shale formations: Interactions, mechanisms and inhibitors. *Earth-Science Reviews*, 177, 2–13.  
<https://doi.org/10.1016/j.earscirev.2017.11.002>
- Godeau, G., Darmanin, T., & Guittard, F. (2016). Staudinger–Vilarrasa reaction to develop novel monomers with amide bonds for superhydrophobic properties. *Progress in Organic Coatings*, 90, 431–437.  
<https://doi.org/10.1016/j.porgcoat.2015.10.022>
- Goneppanavar, U., Magazine, R., Periyadka Janardhana, B., & Krishna Achar, S. (2015). Intravenous Dexmedetomidine Provides Superior Patient Comfort and Tolerance Compared to Intravenous Midazolam in Patients Undergoing Flexible Bronchoscopy. *Pulmonary Medicine*, 2015, 1–8.  
<https://doi.org/10.1155/2015/727530>



- Hernández Holguín, D. M., Páez Zapata, E., Múnera Restrepo, L. M., & Duque Ramírez, L. F. (2017). Diseño de un programa basado en la promoción del desarrollo positivo en la infancia para la prevención temprana de la violencia en Colombia. *Global Health Promotion*, 24(1), 83–91. <https://doi.org/10.1177/1757975915591683>
- Jeong, S., & Kim, Y. (2023). A recipient country-centered approach to framing digital financial management information systems. *Public Administration and Development*, 43(4), 323–327. <https://doi.org/10.1002/pad.2028>
- Ji, X., & Rau, P.-L. P. (2019). A comparison of three think-aloud protocols used to evaluate a voice intelligent agent that expresses emotions. *Behaviour & Information Technology*, 38(4), 375–383. <https://doi.org/10.1080/0144929X.2018.1535621>
- Jiang, F. (2021). Quantitative Research on Cracks in Pipe Based on Magnetic Field Response Method of Eddy Current Testing. *Applied Computational Electromagnetics Society Journal*, 36(1), 99–107. <https://doi.org/10.47037/2020.ACES.J.360114>
- Knight, R., & Nurse, J. R. C. (2020). A framework for effective corporate communication after cyber security incidents. *Computers & Security*, 99, 102036. <https://doi.org/10.1016/j.cose.2020.102036>
- Mehlhase, A. (2014). A Python framework to create and simulate models with variable structure in common simulation environments. *Mathematical and Computer Modelling of Dynamical Systems*, 20(6), 566–583. <https://doi.org/10.1080/13873954.2013.861854>
- Mortensen, J. A., & Mastergeorge, A. M. (2014). A Meta-Analytic Review Of Relationship-Based Interventions For Low-Income Families With Infants And Toddlers: Facilitating Supportive Parent-Child Interactions: Relationship-Based Intervention Meta-Analysis. *Infant Mental Health Journal*, 35(4), 336–353. <https://doi.org/10.1002/imhj.21451>
- Murray, L. K., Dorsey, S., Haroz, E., Lee, C., Alsiry, M. M., Haydary, A., Weiss, W. M., & Bolton, P. (2014). A Common Elements Treatment Approach for Adult Mental Health Problems in Low- and Middle-Income Countries. *Cognitive and Behavioral Practice*, 21(2), 111–123. <https://doi.org/10.1016/j.cbpra.2013.06.005>
- Panwar, N., Sharma, S., & Singh, A. K. (2016). A survey on 5G: The next generation of mobile communication. *Physical Communication*, 18, 64–84. <https://doi.org/10.1016/j.phycom.2015.10.006>
- Paul, E., Steptoe, A., & Fancourt, D. (2021). Attitudes towards vaccines and intention to vaccinate against COVID-19: Implications for public health communications. *The Lancet Regional Health - Europe*, 1, 100012. <https://doi.org/10.1016/j.lanepe.2020.100012>

- Pyle, A., & Danniels, E. (2017). A Continuum of Play-Based Learning: The Role of the Teacher in Play-Based Pedagogy and the Fear of Hijacking Play. *Early Education and Development*, 28(3), 274–289. <https://doi.org/10.1080/10409289.2016.1220771>
- Qiao, G., Ma, T., Liu, S., & Bilal, M. (2021). A frequency hopping pattern inspired bionic underwater acoustic communication. *Physical Communication*, 46, 101288. <https://doi.org/10.1016/j.phycom.2021.101288>
- Rashid, Dr. M. I., Iqbal, M., & Nawab, M. W. (2022). Belt and Road projects in Tajikistan: Opportunities to strengthen the ties between Pakistan and Tajikistan. *Asian Journal of Comparative Politics*, 7(4), 944–956. <https://doi.org/10.1177/20578911211064670>
- Renno, M. P., & Shutts, K. (2015). Children’s social category-based giving and its correlates: Expectations and preferences. *Developmental Psychology*, 51(4), 533–543. <https://doi.org/10.1037/a0038819>
- Sanchez-Guerrero, G. de las N. (2020). Methodology for building trend scenarios. *Problem Solving In Operation Management*, Query date: 2023-10-09 07:31:26, 17–45. [https://doi.org/10.1007/978-3-030-50089-4\\_2](https://doi.org/10.1007/978-3-030-50089-4_2)