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## PARENTS-CHILD INTERPERSONAL COMMUNICATION PATTERNS IN SELF-REGULATED LEARNING (INDEPENDENT LEARNING) OF EAST KALIMANTAN STATE MADRASAH ALIYAH STUDENTS

**Ida Suryani Wijaya**

UIN Sultan Aji Muhammad Idris Samarinda, Indonesia (idasuryaniwijaya@uinsi.ac.id)

**Rega Armella**

UIN Sultan Aji Muhammad Idris Samarinda, Indonesia (rega.armella@uinsi.ac.id)

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**ABSTRACTS**

*This research investigates parent-child interpersonal communication patterns in self-regulated learning (independent learning) of east Kalimantan state madrasah aliyah students. Learning independence is an essential skill in education that allows students to manage, organize, and supervise their learning process. This research uses a qualitative approach with interview and observation methods as data collection tools. Participants in this research were Madrasah Aliyah students in East Kalimantan and the students' parents. The collected data is then analyzed by paying attention to interpersonal communication patterns between parents and children during the learning process. The research results show that communication between children and parents plays a significant role in forming students' character and independent learning abilities. Open and honest communication influences children's confidence in their talents and interests. This also positively impacts students' active learning, discipline, and responsible attitude toward learning tasks and obligations. The role of parents in children's independent learning is evident in various aspects. The implication of this research is to provide recommendations for MAN East Kalimantan and related parties to increase the role of parents in supporting students' independent learning. It is hoped that the results of this research will provide an essential contribution to further understanding the relationship between parent-child interpersonal communication and students' independent learning abilities, which in turn can improve the quality of education at MAN East Kalimantan and similar educational institutions.*

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## A. INTRODUCTION

Educational success can be measured, one of which is student learning outcomes. Student academic achievement can be viewed as student academic achievement. Two aspects influence learning outcomes. The first is internal factors, including physiological (physical) and psychological (mental) aspects. Meanwhile, external factors include the community environment, school environment, and family environment (Rissanen & Sai, 2018; Utz, 2011). The non-social environment includes school buildings, school infrastructure, school grounds, infrastructure, weather conditions, learning methods, and study time (Wang et al., 2023; Zailani et al., 2022). To understand the subject, a learning approach is needed in the learning process that includes methods or strategies, namely systematic and structured learning steps. The learning approach is not only part of the work carried out by educators, but students have the right to determine their learning methods (Kimanen, 2016; Stern, 2011). Learners who can regulate their learning style or approach are called self-regulating learners. Self-regulated learning refers to learning activities that predominantly occur based on elements of thoughts, feelings, strategies, and behavior produced by students in order to achieve learning goals. Self-regulated learners not only refer to cognition (knowledge) and metacognition (the process of observing and controlling cognitive activities) but they must also be motivated to find learning strategies that make it easier for students to understand learning (Berglund, 2011; Saragih et al., 2021). It has become commonplace among teenagers. There is even a statement circulating among teenagers that teenagers who have never done it are considered not calm or old-fashioned. So, there are many cases of pregnancy out of wedlock, which are increasingly widespread. Some of them were found to be cases of abortion, this reckless act was carried out to cover up the results of the illicit relationship, or the teenager felt they were not ready to take responsibility.

To prevent and protect children from harmful things like the ones above, it is essential to create good communication between parents and children so that parents can monitor children to stay in the corridor of goodness. The goals of communication between parents and children include (1) the relationship between parents and children can be established in harmony; (2) there is familiarity and openness between parents and children; (3) provide space for children to share their problems; (4) make children respect their parents; (5) parents can help children evaluate problems and solve problems; (6) parents can direct children to act correctly, to prevent mistakes in acting (Bullo & Schulz, 2022; Tuna, 2022). A child has the closest relationship with family members, namely father, mother, siblings (male and female), and even colleagues. Peers and friends can become the closest people when children start to socialize and go to school. As a person ages, coworkers, colleagues, or lovers can become the people closest to a person. In general, the family influences how a person assesses his personality.

The larger the family or significant others he has, the more decisions he makes, and therefore, the greater the influence of his perspective. Intense meetings between parents and children will impact the communication inherent in them (Meter et al., 2021; Yang et al., 2021). Not only attached children but communication must also be open to each other by showing honesty, trust, and mutual respect. Open communication will impact children in regulating balanced behavior in their activities independently. Apart from that, it will also form an excellent psychological and emotional relationship between parents and children. From this, we can conclude that communication is necessary and decisive in creating a close relationship between parents and children. Good communication and relationships will lead children to achieve maximum development (Bullo & Schulz, 2022; Chen et al., 2023). Remember that adolescence is a period that is closely related to self-actualization.

Interpersonal communication is face-to-face interaction between two or more people, which allows each participant to experience a response, both verbal and nonverbal, to messages conveyed through the media. In addition, relational or interpersonal communication is direct or face-to-face communication between people that allows each participant to respond directly to verbal and non-verbal messages (Voss et al., 2023; Xie et al., 2024). Barnlund Johannessen believes that interpersonal communication is carried out gradually face-to-face in informal conditions. Those involved will experience verbal and nonverbal communication exchanges. From different interpretations, it can be concluded that relational communication is a communication made between two or more people in a direct situation in the form of verbal and nonverbal. There are five characteristics of interpersonal communication, among which the two-way message flow is Interpersonal communication places the giver and the recipient of the message in a parallel position so that the delivery of the message following a two-way flow can change roles appropriately (Aslan, 2019; Khaki & Sadeghi Habibabad, 2021).

Furthermore, the non-formal atmosphere is interpersonal communication, which usually occurs in a non-formal atmosphere, so communication messages are usually verbal, not written. Immediate feedback is interpersonal communication that usually brings the communicator face to face so that the response can be known immediately, both verbally and non-verbally. Communication participants are nearby. Namely, interpersonal communication is a method of communication that requires the communicant and communicator to be nearby physically and psychologically, namely being in a specific location and the intimacy of the relationship between the individual and the communication participant to send and receive messages simultaneously and spontaneously, both verbally and non-verbally (Chen et al., 2023; Meter et al., 2021). Between the communicant and the communicator, each other optimizes the use of verbal and non-verbal messages

simultaneously, complementing each other and strengthening each other according to the goals to be achieved in communication.

According to Hasan Basri, independence in the psychological and mental sense is "the state of a person in his life who can decide or do something without the help of other people. According to Mohammad Ali and Mohammad Asrori, "an independent individual dares to make decisions based on an understanding of all the consequences of his actions. According to Laura E. Berk, independence (autonomy) is "the feeling of oneself as a separate and free individual (Bullo & Schulz, 2022; Voss et al., 2023). Teenagers try to control themselves and depend less on their parents in decision-making. However, the relationship between parents and children is still meaningful to help teenagers become independent and responsible. According to Steinberg, independence is an individual's ability to manage themselves. Another opinion says that learning independence is where students try to increase responsibility in making various decisions; independence is seen as a trait that already exists in every person and learning situation; independence does not mean separating oneself from other people; independent learning can transfer learning results in the form of knowledge and skills in various situations (Abdullah, 2020; Sujadi et al., 2020). Students who study independently can engage in various resources and activities, such as independent reading, group study, exercises, and correspondence activities.

The teacher's influential role in independent learning, such as dialogue with students, searching for sources, evaluating results, and developing critical thinking, is still possible. Some educational institutions are finding ways to foster independent learning through open learning programs. Learning independence is a condition of independent learning activities that do not depend on other people, have the will, and are responsible for solving their learning problems (Chandra et al., 2019; Franken, 2018). Learning independence will be realized if students actively control everything they do, evaluate, and then plan something more profound in the learning they are going through. Students also want to be active in the learning process. Children with independent learning can be seen from their learning activities; they do not need to be instructed when studying, and learning activities are carried out on their own initiative. To determine whether students have learning independence, it is necessary to know its characteristics. According to Mudjiman, indicators of learning independence consist of self-confidence, active learning, discipline, and responsibility.

## **B. METHOD**

The research is qualitative, namely descriptive, not based on numbers obtained from measurement calculations. The data source in research is the subject where the information is obtained. If researchers use questionnaires or interviews in collecting data, the source of information is called a respondent, namely the person

who responds to research questions, both written and verbal. The information source is the subject from which the information was obtained. The information sources used are primary data sources, namely data obtained directly by researchers from the source of the question (the subject under study). In this case, interviews with parents and state school students. Secondary data sources are in the form of existing documentation such as archives, documentation, etc. The method of collecting information used by this research is a field research method, namely a method of collecting information that will be carried out using three methods: first, by conducting interviews, namely for those who are competent to be asked questions; secondly, documentation, namely archival information that will be used. To support this writing, and third, namely by making observations, the author can describe these three as follows. The data analysis technique in this research is an analysis carried out using qualitative descriptive methods. This method determines parent-child interpersonal communication in self-regulated learning of Madrasah Aliyah students in East Kalimantan.

## **C. RESULT AND DISCUSSION**

### **The Impact of Communication Patterns on Student Character Formation**

Communication between children and parents at MAN East Kalimantan is essential in character formation and student learning independence. The following factors influence student character, including open and honest communication influencing children's self-confidence. This factor found that open and honest communication between parents and children contributes positively to children's self-confidence, especially in recognizing and pursuing their talents and interests. Parents who listen empathetically and provide space for children to speak stimulate the development of solid self-confidence. The next factor is the positive impact on active learning and discipline. This research also found that effective communication between parents and children positively impacts students' active learning and their level of discipline. The support provided by parents through positive communication and guidance motivates children to be more focused and disciplined in the learning process (Tuna, 2022; Yang et al., 2021). Apart from that, the role of parents in independent learning is vital. The role of parents in facilitating children's independent learning is evident in this research. They provide advice, support, and guidance that helps children learn independently. Advice containing support and advice is not only related to academics but also shapes children's character and responsible attitudes in interacting with the surrounding environment. Another factor is interpersonal communication, which builds close relationships (Chen et al., 2023; Voss et al., 2023). This research shows that interpersonal communication carried out by parents at MAN KUBAR creates close and intimate relationships between them and their children. Communication does not only consist of words but also involves physical expressions such as hugs and caresses. This creates a

comfortable and warm communication environment. Lastly is the factor of appreciation and praise as a form of support. This research underlines the importance of giving appreciation and praise to children as a form of support (Gumiandari et al., 2022; Sujadi et al., 2020). This simple act turns out to greatly impact a child's motivation and development. Appreciating their achievements can increase children's self-confidence and interest in learning.

### **Types of Communication Patterns that emerge**

On the other hand, these communication patterns can be divided into two main groups: effective and ineffective. Students who report effective communication with their parents tend to be more independent in learning. Effective communication includes emotional support. Parents who provide emotional support to their children, such as positive encouragement and recognition of their children's efforts, tend to have more motivated children to learn. They feel supported and appreciated in their learning efforts. Second is practical support: Parents who assist children in completing assignments, provide supporting resources or assist in solving learning problems tend to facilitate children's learning independence (Wang et al., 2023; Xie et al., 2024). The following communication pattern is open communication: Students who feel comfortable talking to their parents about learning problems, the obstacles they face, and the goals they want to achieve tend to have more effective communication patterns. Open communication creates opportunities for parents to provide guidance and support.

The second type of communication pattern is ineffective communication. On the other hand, students who report ineffective communication with their parents tend to have obstacles in developing independent learning. Ineffective communication can include insensitive parents who are insensitive to their child's learning needs, and challenges can make their child feel unsupported (Meter et al., 2021; Voss et al., 2023). They may feel that their parents do not care or understand their problems. Communication Violence also includes ineffective communication patterns. Communication patterns filled with tension, excessive criticism, or constant conflict between parents and children can hinder the development of independent learning (Ji et al., 2009; Keshavarzi & Haque, 2013). Children may feel stressed or uncomfortable when talking about their learning problems. Lastly, there is; a lack of support. Parents who are less active in providing practical support or positive encouragement can make children find it challenging to overcome learning obstacles. They will feel alone in facing learning problems. Apart from that, the results of this research have several important implications for increasing student learning independence at MA East Kalimantan. What is meant is the development of training for parents. This research highlights the importance of training parents in effective communication with their children (Ahmed, 2021; Al-Thani & Moore, 2012). This training may include empathetic listening skills. Parents need to be taught how to

listen empathetically to understand their child's feelings and perspectives. Improved Understanding of Children's Learning Needs: Parents need to be given better information about their children's learning progress and how they can help. Developing Support Skills: Parents must develop skills in providing emotional and practical support to children in learning (Brifkani, 2021; Meter et al., 2021). Second, encourage open communication. MAN East Kalimantan can encourage parents and students to communicate openly about learning problems and the goals to be achieved.

By creating an environment where children feel comfortable talking about learning problems, parents can provide more practical guidance and support the development of students' learning independence. Next is collaboration between parents and schools. MA East Kalimantan can promote closer collaboration between parents and schools. This may include Regular Meetings between Parents and Teachers. Regular meetings between parents and teachers can be a forum for discussing student learning progress. This allows parents to understand better the challenges faced by their children. Joint Discussion in Planning Learning Goals: Parents and teachers can work with students to plan learning goals. This can help manage students' learning independence and provide the necessary support (Bullo & Schulz, 2022; Meter et al., 2021). For further research, it is hoped that we can explore several aspects that have not been covered in this research, namely the influence of the family environment. Further research could consider the influence of the family environment on parent-child communication patterns and student learning independence. Factors such as family structure, family culture, and parental educational background can influence it.

#### **D. CONCLUSION**

Based on the findings of this research, it can be concluded that communication between children and parents plays a significant role in forming students' character and independent learning abilities. Open and honest communication influences children's confidence in their talents and interests. This also positively impacts students' active learning, discipline, and responsible attitude toward learning tasks and obligations. The role of parents in children's independent learning is evident in various aspects. They provide advice and support that helps children learn and shape their personalities in interacting with peers and various age groups. In this case, parents play an essential role in guiding their children to become responsible individuals and develop in a positive environment. Interpersonal communication carried out by parents also creates close and warm relationships between them and their children. This is not just verbal communication but also involves physical touch and expressions of affection, which creates a comfortable and warm communication environment. Providing appreciation and praise for children's

achievements is a diminutive form of support that greatly impacts children's motivation and development.

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