# MODERN PARENTING CHALLENGES: PARENTS-CHILD COMMUNICATION BARRIERS AND SOLUTIONS IN THE DIGITAL ERA

## TANTANGAN PENGASUHAN MODERN: HAMBATAN DAN SOLUSI KOMUNIKASI ORANGTUA-ANAK DI ERA DIGITAL

Anggit Juliani Indah[1], Sri Nurhayati[2], Taufikin[3]
[1-2](Community Education, IKIP Siliwangi, Indonesia)
[3](IAIN Kudus, Indonesia)
[1]anggitjulianiindah@gmail.com,[2]srinurhayati@ikipsiliwangi.ac.id, [3]taufikin@iainkudus.ac.id

**Abstrak**

Komunikasi antara orang tua dan anak merupakan landasan hubungan keluarga dan perkembangan anak, yang berfungsi memperkuat ikatan emosional, kepercayaan, dan keterampilan sosial. Namun, kehidupan keluarga modern menghadirkan berbagai tantangan, termasuk ketidaksesuaian emosional, keterbatasan waktu, dan pengaruh teknologi yang semakin dominan. Penelitian ini bertujuan untuk mengeksplorasi hambatan, strategi, dan faktor yang memengaruhi komunikasi orang tua dan anak di Kelurahan Linggajaya, Kecamatan Mangkubumi, Kota Tasikmalaya. Penelitian ini berfokus pada orang tua dengan anak usia 7-12 tahun, periode perkembangan yang penting ditandai dengan meningkatnya kemandirian dan paparan pengaruh eksternal. Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan pengumpulan data melalui observasi, wawancara semi-terstruktur, dan studi dokumen yang melibatkan 20 orang tua. Analisis tematik mengungkapkan hambatan utama, termasuk ketidaksesuaian emosional yang menyebabkan kesalahpahaman, keterbatasan waktu yang membatasi interaksi bermakna, dan gangguan teknologi yang mengurangi keterlibatan. Meskipun menghadapi tantangan tersebut, orang tua menunjukkan ketahanan melalui strategi seperti kesadaran emosional, mendengarkan secara aktif, dan memanfaatkan rutinitas terstruktur seperti waktu makan bersama untuk komunikasi. Studi ini juga menyoroti peran ganda teknologi, yang di satu sisi memfasilitasi konektivitas jarak jauh, namun sering kali mengganggu interaksi tatap muka, sehingga menuntut keseimbangan yang cermat dari orang tua. Hasil penelitian ini menegaskan pentingnya strategi komunikasi adaptif dan kebutuhan akan sumber daya praktis bagi orang tua untuk menghadapi kompleksitas kehidupan keluarga modern. Penelitian ini berkontribusi pada literatur dengan memberikan wawasan tentang persimpangan faktor emosional, teknologi, dan perkembangan dalam konteks budaya tertentu. Penelitian lanjutan disarankan untuk mengeksplorasi perspektif anak dan dampak jangka panjang pada kohesi keluarga dan perkembangan anak.

**Kata Kunci:** *Komunikasi Orang Tua-Anak; Hubungan Keluarga; Hambatan Komunikasi; Strategi Pengasuhan; Teknologi Dan Komunikasi; Dinamika Keluarga*

***Abstract***

*Parent-child communication is a cornerstone of family relationships and child development, fostering emotional bonds, trust, and social skills. However, modern family life introduces*

*challenges, including emotional mismatches, time constraints, and the pervasive influence of technology. This study explores the barriers, strategies, and influences shaping parent-child communication within Kelurahan Linggajaya, Kecamatan Mangkubumi, Kota Tasikmalaya. The research focuses on parents with children aged 7-12 years, a critical developmental period marked by increasing autonomy and exposure to external influences. A descriptive qualitative approach was employed, with data collected through observation, semi-structured interviews, and document studies involving 20 parents. Thematic analysis revealed significant barriers, including emotional mismatches that lead to misunderstandings, time constraints that limit meaningful interactions, and technological distractions that reduce engagement. Despite these challenges, parents demonstrated resilience through strategies such as emotional awareness, active listening, and leveraging structured routines like mealtimes for communication. The study also highlights the dual role of technology, which facilitates remote connectivity but often disrupts face-to-face interactions, requiring parents to strike a delicate balance. These findings underscore the importance of adaptive communication strategies and the need for practical parenting resources to address the complexities of modern family life. The study contributes to the literature by offering insights into the intersection of emotional, technological, and developmental factors in a specific cultural context. Future research should explore children's perspectives and long-term impacts on family cohesion and child development.*

***Keywords:*** *Parent-Child Communication; Family Relationships; Communication Barriers; Parenting Strategies; Technology And Communication; Family Dynamics*

## INTRODUCTION

Parent-child communication is fundamental to the emotional, social, and cognitive development of children. It serves as the cornerstone of family dynamics, fostering emotional bonds, building trust, and supporting the healthy psychological development of all family members (Istiani & Firdaus, 2024; Nelson & Colaner, 2020). Communication within families plays an especially critical role during middle childhood, a developmental stage characterized by rapid cognitive growth, expanding social networks, and emerging independence (Enns et al., 2016). Effective communication during this period lays the groundwork for children's ability to manage emotions, navigate interpersonal relationships, and develop problem-solving skills(Nurhayati & Rumsari, 2020; Rumsari & Nurhayati, 2020; Valadi et al., 2020). Despite its importance, parent-child communication faces numerous challenges, particularly in today's fast-paced, technology-driven world. These challenges have made the need to understand and address communication dynamics more pressing than ever.

In contemporary family contexts, technological advancements have significantly altered the ways parents and children interact. Digital tools such as smartphones, tablets, and social media platforms have introduced new avenues for connection but have simultaneously created barriers to meaningful, face-to-face interactions. Studies have highlighted the phenomenon of "technoference," which refers to technology's intrusion into daily family interactions, often leading to disengagement and reduced communication quality (Mulyati et al., 2020; Ratningsih et al., 2021; Tammisalo & Rotkirch, 2022). While technology can facilitate communication by

allowing parents and children to stay in touch remotely, it also competes for attention during crucial moments of in-person interaction (McDaniel & Radesky, 2018). This duality underscores the complex role of technology in modern family life and raises important questions about its long-term implications for parent-child relationships.

The developmental stage of children aged 7-12 years presents unique challenges and opportunities for communication. During this period, children are developing greater emotional awareness, autonomy, and social skills, which often leads to shifts in how they interact with their parents (Pechmann et al., 2020). These changes require parents to adapt their communication styles, balancing guidance with respect for their children's growing independence. At the same time, children in this age group are increasingly exposed to external influences, such as peers and media, which can further complicate family communication dynamics (Moreno, 2016). The intersection of these developmental factors with broader societal and technological changes has created a complex environment in which maintaining effective communication is increasingly challenging for parents.

Despite its critical importance, many parents struggle to navigate the barriers to effective communication. Emotional mismatches, for instance, are a common issue, where parents and children operate from different emotional states or priorities. This can lead to misunderstandings, conflicts, and a lack of emotional connection (Mullis et al., 2021). Time constraints are another major challenge, as modern family life often leaves little room for meaningful, in-depth conversations. The competing demands of work, household responsibilities, and childcare frequently undermine parents' ability to dedicate sufficient time to communication (Büchau et al., 2023). Moreover, the pervasive presence of technology in daily life often distracts both parents and children, reducing the quality of interactions and contributing to a sense of emotional distance (Carlos et al., 2020). These barriers underscore the urgent need for strategies to support parents in fostering open and meaningful dialogue with their children.

To address these challenges, researchers have proposed a range of strategies to enhance parent-child communication. Emotion coaching, as outlined by Ellis et al. (2014), emphasizes the importance of recognizing and validating children's emotions as a way to build trust and foster openness. This approach not only strengthens emotional bonds but also equips children with the skills to regulate their own emotions. Structured family routines, such as shared meals and bedtime conversations, have also been identified as effective opportunities for meaningful interactions (Ibañez et al., 2018). These routines create a sense of stability and provide parents and children with regular opportunities to connect. Additionally, active listening, which involves empathetic and nonjudgmental attention to children's perspectives, has been shown to promote mutual understanding and emotional closeness (Tustonja et al., 2024). Together, these strategies highlight the importance of intentionality and adaptability in overcoming communication barriers.

The dual role of technology in parent-child communication has been a significant focus of recent research. On the one hand, digital tools can facilitate remote communication and provide opportunities for shared activities, such as watching videos or playing games together (Alonso Ruiz et al., 2022). These activities can serve as a bridge for connection, particularly in situations where in-person interaction is not feasible. On the other hand, excessive screen time and overreliance on technology can disrupt the quality of face-to-face interactions, leading to a

phenomenon Turkle (2015) describes as being "alone together" (Jamlean & Puah, 2024). This paradox illustrates how technology, while offering new avenues for connection, can also undermine the depth and authenticity of relationships. Parents in particular face the challenge of managing their own use of technology while modeling healthy habits for their children, further complicating the dynamics of communication(Cholifah et al., 2023; Nurislam & Nurhayati, 2023).

The evolving nature of parent-child relationships adds another layer of complexity to communication. As children grow older, they increasingly seek independence and develop relationships outside the family, such as with peers and teachers. These developmental transitions can create tension as parents adjust to their changing roles within their children's lives (Tomette et al., 2020). Research highlights that while these shifts are a natural part of growing up, they can also lead to feelings of disconnection for parents, who may struggle to maintain their influence and emotional closeness (Alonso-Stuyck & Aliaga, 2017). Adapting communication styles to align with children's developmental needs is therefore critical, requiring parents to strike a balance between providing guidance and fostering autonomy.

Although extensive research has examined the principles of effective communication and the impacts of technology on family life, significant gaps remain. Much of the existing literature has focused on Western contexts, with relatively little attention paid to how these dynamics play out in non-Western or urbanizing environments. Furthermore, while studies have highlighted the importance of strategies like emotion coaching and active listening, there is limited understanding of how these approaches are adapted in the face of technological distractions and shifting family roles. Addressing these gaps is essential for developing a more comprehensive and contextually relevant understanding of parent-child communication.

This study seeks to address these gaps by examining the dynamics of parent-child communication within the specific cultural context of Kelurahan Linggajaya, Kecamatan Mangkubumi, Kota Tasikmalaya. Focusing on parents with children aged 7-12 years, the research explores the interplay of emotional, technological, and developmental factors in shaping communication patterns. The findings of this study have important implications for both research and practice. By integrating insights from multiple dimensions—emotional, technological, and developmental—the research contributes to the growing body of knowledge on family communication in the context of modern challenges. Additionally, the study provides practical recommendations for parents, educators, and policymakers seeking to support effective communication in families. Its novelty lies in its focus on a specific cultural context, offering a valuable perspective that complements and extends existing literature. Ultimately, this research underscores the critical role of communication in fostering strong family bonds and highlights the need for tailored strategies to navigate the complexities of contemporary family life.

**METHOD**

This study employs a descriptive research design to explore the dynamics of parent-child communication, focusing on barriers, strategies, and the influences shaping interactions. Descriptive research is well-suited for providing a detailed account of participants' lived experiences, offering rich contextual insights into real-world phenomena (Iswahyudi et al., 2023; Nurhayati et al., 2024). The research was conducted in Kelurahan Linggajaya, Kecamatan Mangkubumi, Kota Tasikmalaya, an urban area characterized by a mix of traditional and modern

family dynamics. The focus was on parents with children aged 7-12 years, a developmental stage marked by growing independence and the early impacts of technology, making it a critical period for examining communication dynamics. The study involved 20 parents selected through purposive sampling to ensure that participants had direct experience relevant to the research objectives. These parents, who were actively engaged in raising children within the specified age range, represented diverse socioeconomic backgrounds. This diversity enriched the study by providing a broad perspective on the communication challenges and strategies experienced within the community.

Three primary methods of data collection were employed: observation, semi-structured interviews, and document study. Observation allowed researchers to capture the natural interactions between parents and their children in informal settings such as homes. By observing verbal and non-verbal communication during activities like meals, playtime, or homework, the researchers gained valuable insights into the contextual factors influencing communication, such as the presence of distractions, emotional states, and the physical environment. Semi-structured interviews served as the core method for data collection, enabling an in-depth exploration of participants' perspectives on their communication practices. These interviews were guided by an open-ended protocol, encouraging participants to share their experiences freely while ensuring that key themes—such as communication barriers, strategies, and the role of technology—were thoroughly addressed. The semi-structured format allowed for flexibility, enabling researchers to probe deeper into specific topics raised by participants. Each interview was conducted face-to-face, typically in participants' homes, to foster a comfortable environment for open dialogue. With participants' consent, the interviews were audio-recorded for accurate transcription and analysis. Document study complemented the data collected through observation and interviews. The researchers examined materials such as notes from parenting workshops, local parenting guides, and other relevant documents shared by participants. These materials provided additional context and served to triangulate the data, ensuring consistency and reinforcing the credibility of the findings.

Triangulation was integral to this study's methodological rigor. By combining data from three distinct sources—observation, semi-structured interviews, and document study—the researchers were able to cross-validate the findings and capture a more holistic understanding of parent-child communication dynamics. For example, patterns observed during family interactions were compared with narratives shared during interviews and insights gleaned from documents. This triangulation not only enhanced the reliability of the findings but also helped uncover nuanced relationships between barriers, strategies, and broader contextual influences. Thematic analysis was employed to analyze the data. This process began with the transcription and thorough reading of all interviews and observation notes. Initial coding identified recurring themes, patterns, and categories, which were then grouped into broader thematic constructs such as barriers to communication, emotional responses, strategies for overcoming challenges, and the role of technology. The iterative nature of the analysis ensured that the findings were grounded in the data and reflected the lived experiences of the participants.

## DISCUSSIONS
### Parents' Barriers to Effective Communication

Parents identified several barriers that hinder effective communication with their children. Emotional mismatches were among the most frequently mentioned challenges. Parents often felt that their children's priorities, emotions, or interests did not align with their own, leading to tension and misunderstandings. For example, one parent shared, "There is a mismatch in our discussions; my child wants one thing, but I have a completely different perspective, especially when it comes to education." Such differences were especially pronounced when discussing long-term goals like education and career choices, where parents' guidance was often perceived by children as overly controlling or dismissive of their desires. Adding to these challenges, parents highlighted the difficulty of addressing sensitive topics, such as relationships, discipline, or personal struggles. Some parents noted that their children tended to avoid these topics entirely, leaving parents feeling excluded or helpless. As one participant explained, "My child shuts down or changes the topic when I bring up anything serious. It's hard to know what they're really feeling." This avoidance created a sense of distance, making it harder for parents to offer support or guidance.

Timing also played a significant role in communication barriers. Many parents reported that conversations were less effective when initiated at inopportune moments, such as when their children were preoccupied or in a bad mood. One parent noted, "When my child is focused on their own things, like playing games or doing schoolwork, it's almost impossible to get their attention." This observation underscores the importance of choosing the right moment to engage in meaningful dialogue. Another prominent barrier was the role of technology. Digital devices, particularly smartphones and video games, were seen as major distractions that prevented children from fully engaging in conversations. As one participant shared, "My child is always on their phone or playing games, which makes it difficult to have a real conversation with them." Parents felt that technology often created a physical and emotional barrier, leading to superficial interactions rather than deep, meaningful exchanges.

Moreover, some parents expressed concerns about the potential for miscommunication when relying on digital platforms to communicate. For instance, one parent explained, "Messages over text can be misunderstood because they lack tone and context, and that often leads to confusion or unnecessary arguments." This limitation of technology further complicated the dynamics of parent-child communication, particularly when dealing with emotionally sensitive topics. Finally, time constraints emerged as a significant barrier, particularly for parents juggling work, household responsibilities, and other commitments. Several parents lamented the lack of quality time available to engage in meaningful conversations with their children. As one participant stated, "It's difficult to communicate when both the child and I are busy with our own activities." These time pressures were particularly challenging for working parents, who often felt torn between their professional obligations and their desire to spend more time with their families.

The study revealed several barriers to effective parent-child communication, including emotional mismatches, time constraints, and technological distractions. Emotional mismatches, where parents and children have differing priorities or emotional states, were particularly problematic. This finding aligns with Ning's (2022) research on parenting styles, which

highlighted how authoritarian or overly directive approaches can lead to resistance and reduced receptivity in children. Similarly, Harahap et al. (2023) emphasized the importance of autonomy-supportive communication in fostering mutual understanding between parents and children.

Time constraints also emerged as a critical barrier, particularly for working parents. This supports findings by Walper and Kreyenfeld (2022), who documented the increasing time pressures faced by modern families and their impact on parent-child interactions. Parents in the current study expressed difficulty in finding quality time for meaningful conversations, consistent with research by Lee et al. (2017) which found that perceived time scarcity negatively affects the emotional quality of family relationships. Technological distractions were another significant barrier, with parents frequently citing smartphones and gaming as sources of disengagement. This aligns with the work of McDaniels and Radesky (2018), who identified "technoference"—the disruption of interpersonal interactions by technology—as a growing issue in family communication. Parents in the current study expressed frustration over the inability to compete with digital distractions, echoing the concerns regarding the complex role of technology in modern parenting (Lippold et al., 2022; Musa et al., 2024; Nurhayati et al., 2021, 2022; Sholihah & Nurhayati, 2024).

**Strategies for Resolving Communication Challenges**

Despite the challenges they faced, parents demonstrated remarkable resilience and resourcefulness in finding ways to improve communication with their children. One of the most common strategies was emotional awareness, with parents emphasizing the importance of understanding their child's mood and emotional state before initiating conversations. One participant explained, "I try to approach my child when they're in a good mood or when they seem relaxed, because that's when they're more likely to open up." This approach reflects a thoughtful and empathetic effort to create a conducive environment for dialogue. Many parents also highlighted the value of shared routines and activities as opportunities to connect. For instance, mealtimes, car rides, and bedtime were frequently mentioned as ideal moments for meaningful conversations. One parent shared, "We have the best talks at night before bed, when everything is calm, and we can focus on each other." These moments provided a sense of intimacy and security, allowing both parents and children to engage in deeper discussions. Another effective strategy involved adapting communication styles to suit the child's preferences or personality. For example, some parents reported using humor, storytelling, or indirect approaches to initiate conversations. One participant explained, "When my child is upset or doesn't want to talk, I try to make them laugh or share a story to break the ice." These creative methods helped reduce tension and foster a more relaxed atmosphere for communication. In addition, parents emphasized the importance of patience and persistence in overcoming resistance from their children. Several participants noted that giving their children space to process emotions or ideas often led to better outcomes. As one parent shared, "Sometimes it's better to let things settle and revisit the topic later when my child is ready to talk." This approach underscores the importance of respecting the child's autonomy while maintaining a commitment to open communication.

Parents also recognized the role of active listening in building trust and rapport with their children. Many participants noted that simply being present and attentive during conversations made a significant difference in their interactions. One parent explained, "When I listen without

interrupting or judging, my child feels more comfortable opening up to me." This focus on listening highlights the relational aspect of communication and the importance of creating a safe space for children to express themselves.

The study found that parents employ various strategies to improve communication, including emotional awareness, timing, active listening, and leveraging shared routines. Emotional awareness, where parents consider their child's mood and readiness to engage, aligns with Ellis's (2014) work on emotion coaching, which emphasizes the importance of recognizing and validating emotions to foster trust and openness. Timing was also identified as a key strategy, with parents noting that choosing the right moment—such as during relaxed routines like mealtime or bedtime—facilitated deeper conversations. This finding supports research by Ibanez et al. (2018), who found that shared family routines provide opportunities for emotional bonding and effective communication.

Active listening was another frequently mentioned strategy, reflecting the principles outlined by Hayakawa and Miyahara (2024), who emphasized the importance of empathetic and nonjudgmental listening in building trust. Parents in the current study echoed this sentiment, noting that attentive listening encouraged their children to open up and share their thoughts. The use of indirect approaches, such as humor or storytelling, to ease tension and foster dialogue aligns with findings which suggest the role of indirect communication in reducing conflict and promoting understanding (Ambarwati et al., 2020). By using creative methods to initiate conversations, parents demonstrated adaptability and resourcefulness, highlighting their commitment to overcoming barriers.

**The Role of Technology in Communication**

Technology emerged as a complex and multifaceted influence on parent-child communication. While many parents acknowledged the benefits of digital tools for staying connected, they also highlighted the challenges and limitations these tools presented. For instance, parents noted that technology was particularly useful for maintaining contact when physical distance was a factor. One participant shared, "Media digital helps us stay in touch when my child is away from home. It's convenient and quick." However, the convenience of technology was often overshadowed by its potential to disrupt face-to-face interactions. Many parents expressed concern about their children's excessive screen time, which they felt diminished the quality of their relationships. One participant explained, "It's hard to compete with a phone or a video game for my child's attention. Technology has made it harder to have real conversations." Additionally, parents noted that digital communication lacked the emotional depth and nuance of in-person interactions. For example, one parent remarked, "When we text, I can't see my child's expression or hear their tone, so it's easy to misunderstand each other." This limitation often led to frustration or confusion, particularly when discussing sensitive or emotionally charged topics.

Despite these challenges, some parents reported using technology strategically to complement their face-to-face interactions. For example, they would use messaging apps to check in with their children throughout the day or share lighthearted content to maintain a connection. One parent shared, "Sometimes I send funny videos or memes to my child. It's a small thing, but it helps us stay connected." These examples illustrate how technology can be used as a bridge, rather than a barrier, when approached thoughtfully.

The dual role of technology as both a facilitator and barrier in parent-child communication was a prominent theme in the study. Parents acknowledged the benefits of digital tools for maintaining contact when physical distance was a factor, consistent with findings by Abdullahi et al. (2024), who highlighted the potential of technology to enhance family connectivity. However, parents also expressed concerns about the limitations of digital communication, particularly its inability to convey emotional depth and nuance. This finding supports research by Pertrova and Schulz (2021), who argued that reliance on digital communication often leads to shallow interactions and reduced emotional intimacy. Parents in the current study highlighted the challenges of interpreting tone and intent in text-based communication, reflecting concerns raised by Wajahat (2024) about the decline of nonverbal communication skills in the digital age. Technological distractions, such as smartphones and gaming, were frequently cited as barriers to face-to-face interactions. This aligns with research by Gath et al. (2023), who found that excessive screen time disrupts parent-child interactions and reduces opportunities for meaningful engagement. Parents in the current study emphasized the importance of balancing digital and in-person communication, consistent with recommendations by Anisti et al. (2023) for developing healthy technology habits within families.

**The Need for Parenting Guidance and Resources**

The findings also highlighted a strong desire among parents for resources and guidance to improve their communication skills. Many participants expressed interest in attending workshops, seminars, or parenting classes to learn practical strategies for navigating modern communication challenges. One parent stated, "I think a parenting seminar would be helpful, especially if it focuses on real-life scenarios and how to handle them." Additionally, parents emphasized the importance of accessible and user-friendly resources, such as books, online courses, or mobile apps. One participant shared, "I would love a simple guide that explains how to communicate with children of different ages. It would make things so much easier." This need for practical tools reflects the challenges parents face in adapting to rapidly changing social and technological landscapes.

The study highlighted parents' strong desire for guidance and resources to improve communication, particularly in navigating modern challenges such as technology and evolving family dynamics. This finding supports the current studies which emphasized the value of parenting programs in providing practical tools and strategies for effective parenting skills development (Heryanti & Nurhayati, 2023; Kusmiatiningsih et al., 2024; Murniati & Nurhayati, 2024; Nurhayati & Rosita, 2020; Suryani & Nurhayati, 2024). Parents expressed interest in workshops, seminars, and online resources tailored to their specific needs, consistent with findings by Pinquart and Lippke et al. (2021), who found that targeted interventions are more effective in addressing communication challenges. The need for accessible and user-friendly resources, such as mobile apps or step-by-step guides, reflects the growing demand for flexible and practical solutions in modern parenting (Hodson et al., 2024). Additionally, parents in the study highlighted the importance of peer support and shared experiences, aligning with research findings which emphasized the role of social networks in fostering family resilience (Mendoza & Fruhauf, 2019). By learning from other parents and experts, participants hoped to gain new perspectives and strategies to strengthen their relationships with their children.

**CONCLUSION**

This study provides a comprehensive exploration of the barriers, emotional dynamics, strategies, and technological influences shaping parent-child communication in modern contexts. The findings highlight the multifaceted challenges parents face, such as emotional mismatches, time constraints, and the pervasive role of technology, which often disrupts meaningful interactions. Despite these obstacles, parents demonstrate resilience and adaptability through strategies like emotional awareness, timing, active listening, and leveraging shared moments to foster meaningful dialogue. One of the key contributions of this study is its nuanced examination of technology's dual role in family communication. While digital tools offer convenience and connectivity, they also create distractions and reduce the depth of emotional interactions. This duality underscores the need for balanced approaches to integrating technology into family dynamics. Furthermore, the study illuminates how communication evolves as children grow, emphasizing the importance of flexibility, mutual respect, and developmental sensitivity in maintaining strong parent-child relationships. The study's implications extend beyond individual families, highlighting the need for tailored resources and parenting programs that address modern communication challenges. Workshops, practical guides, and peer-support initiatives could equip parents with the tools they need to navigate emotional and technological barriers effectively. By contributing new insights into the interplay of emotional, technological, and developmental factors in parent-child communication, this research expands the existing knowledge base in family studies. It highlights the urgency of addressing communication barriers in a rapidly changing social and technological landscape. Future research should explore the perspectives of children to complement parental insights and provide a more holistic understanding of family communication dynamics. Additionally, investigating the long-term impacts of communication styles on family cohesion and child development would further enrich this field. This study underscores the critical role of effective communication in fostering strong family bonds and offers practical guidance for parents seeking to navigate modern challenges.

**REFERENCES**

Abdullahi, S. A., Judith, O. C., & Okan, O. W. (2024). The Integration of Technology on Family Dynamics and Communication Pattern. *ALSYSTECH Journal of Education Technology*, *3*(1), 28–36. https://doi.org/10.58578/alsystech.v3i1.3892

Alonso-Stuyck, P., & Aliaga, F. M. (2017). Demanda de autonomía en la relación entre los adolescentes y sus padres: normalización del conflicto. *Estudios Sobre Educación*, *33*, 77–101. https://doi.org/10.15581/004.33.77-101

Alonso Ruiz, R. A., de Jubera Ocón, M. S., Valdemoros San Emeterio, M. Á., & de León Elizondo, A. P. (2022). Digital Leisure: An Opportunity for Intergenerational Well-Being in Times of Pandemic? *Journal of New Approaches in Educational Research*, *11*(1), 31–48. https://doi.org/10.7821/naer.2022.1.806

Ambarwati, A., . M., & Wahyuni, S. (2020). Doing Humor, Seriously!: Conflict Management of Mother and Child through the Humor in the Stories of Lupus Kecil. *KnE Social Sciences*. https://doi.org/10.18502/kss.v4i10.7407

Anisti, A., Tambunan, R. M., Sidharta, V., Sampean, S., & Syatir, S. (2023). Family Communication Patterns In The Era Digital Technology. *ARRUS Journal of Social Sciences and Humanities*, *3*(6), 750–756. https://doi.org/10.35877/soshum2225

Büchau, S., Schober, P. S., & Becker, D. (2023). Couples' Communication Behaviour and the Gender Division of Family Work Across the Transition to Parenthood. *Journal of Family Issues*, *44*(4), 909–929. https://doi.org/10.1177/0192513X211055111

Carlos, F. S., de Oliveira Denardin, L. G., Martins, A. P., Anghinoni, I., de Faccio Carvalho, P. C., Rossi, I., Buchain, M. P., Cereza, T., de Campos Carmona, F., & de Oliveira Camargo, F. A. (2020). Integrated crop–livestock systems in lowlands increase the availability of nutrients to irrigated rice. *Land Degradation & Development*, *31*(18), 2962–2972. https://doi.org/10.1002/ldr.3653

Cholifah, R. N., Nurhayati, S., & Fitriana, W. (2023). Pendampingan Mental Berbasis Pendekatan Spiritual Bagi Anak Dan Remaja Keluarga Broken Home. *Comm-Edu (Community Education Journal)*, *6*(1), 52–62.

Ellis, B. H., Alisic, E., Reiss, A., Dishion, T., & Fisher, P. A. (2014). Emotion Regulation Among Preschoolers on a Continuum of Risk: The Role of Maternal Emotion Coaching. *Journal of Child and Family Studies*, *23*(6), 965–974. https://doi.org/10.1007/s10826-013-9752-z

Enns, L. N., Barrieau, L. E., Stack, D. M., Serbin, L. A., Ledingham, J. E., & Schwartzman, A. E. (2016). Verbal and nonverbal communication in at-risk mother-child dyads: Implications for relationship quality and developing positive social behaviours in middle-childhood. *European Journal of Developmental Psychology*, *13*(1), 1–19. https://doi.org/10.1080/17405629.2015.1049153

Gath, M., McNeill, B., & Gillon, G. (2023). Preschoolers' screen time and reduced opportunities for quality interaction: Associations with language development and parent-child closeness. *Current Research in Behavioral Sciences*, *5*, 100140. https://doi.org/10.1016/j.crbeha.2023.100140

Harahap, N. H., Rahmayanty, D., , A., Pratama, A. W., & Afdhol, R. S. (2023). Effective Communication in Building Relationships Between Parents and Children. *Edumaspul: Jurnal Pendidikan*, *7*(2), 3699–3707. https://doi.org/10.33487/edumaspul.v7i2.7018

HAYAKAWA, S., & MIYAHARA, K. (2024). Empathy through Listening. *Journal of the American Philosophical Association*, 1–16. https://doi.org/10.1017/apa.2024.12

Heryanti, Y., & Nurhayati, S. (2023). Nurturing Self-Esteem in Early Childhood: A Novel Approach Through Parent-Teacher Collaboration in Positive Parenting. *Journal of Education Research*, *4*(4), 1974–1981.

Hodson, N., Woods, P., Solano, J. L., Talbot, C., & Giacco, D. (2024). Evaluating a Mobile App Supporting Evidence-Based Parenting Skills: Thematic Analysis of Parent Experience. *JMIR Pediatrics and Parenting*, *7*, e53907–e53907. https://doi.org/10.2196/53907

Ibañez, L. V., Kobak, K., Swanson, A., Wallace, L., Warren, Z., & Stone, W. L. (2018). Enhancing interactions during daily routines: A randomized controlled trial of a web-based tutorial for parents of young children with ASD. *Autism Research*, *11*(4), 667–678. https://doi.org/10.1002/aur.1919

Istiani, N., & Firdaus, A. A. (2024). Muslim Learners' Self-Confidence Building in Public Spaces: Study of Cheerful Wednesday Program at SMP Negeri 7 Pekalongan. *TATHO: International Journal of Islamic Thought and Sciences*, *1*(4), 216–226. https://doi.org/10.70512/tatho.v1i4.45

Iswahyudi, M. S., Wulandari, R., Samsuddin, H., Sukowati, I., Nurhayati, S., Makrus, M., Amalia, M. M., Faizah, H., Febianingsih, N. P. E., & others. (2023). *Buku Ajar Metodologi Penelitian*. PT. Sonpedia Publishing Indonesia. https://buku.sonpedia.com/2023/09/buku-ajar-metodologi-penelitian.html

Jamlean, A., & Puah, E. (2024). ALONE TOGETHER MENURUT SHERRY TURKLE DAN RELEVANSINYA BAGI KEHIDUPAN GEREJA DAN MASYARAKAT. *Pineleng Theological Review*, *1*(2), 171–193. https://doi.org/10.53396/pthr.v1i2.392

Kusmiatiningsih, E., Nurhayati, S., & Ansori, A. (2024). Fostering Early Childhood Independence Through Positive Parenting Programs. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, *7*(2), 38–50.

Lee, S., McHale, S. M., Crouter, A. C., Kelly, E. L., Buxton, O. M., & Almeida, D. M. (2017). Perceived time adequacy improves daily well-being: day-to-day linkages and the effects of a workplace intervention. *Community, Work & Family*, *20*(5), 500–522. https://doi.org/10.1080/13668803.2017.1365691

Lippke, S., Derksen, C., Keller, F. M., Kötting, L., Schmiedhofer, M., & Welp, A. (2021). Effectiveness of Communication Interventions in Obstetrics—A Systematic Review. *International Journal of Environmental Research and Public Health*, *18*(5), 2616. https://doi.org/10.3390/ijerph18052616

Lippold, M. A., McDaniel, B. T., & Jensen, T. M. (2022). Mindful Parenting and Parent Technology Use: Examining the Intersections and Outlining Future Research Directions. *Social Sciences*, *11*(2), 43. https://doi.org/10.3390/socsci11020043

McDaniel, B. T., & Radesky, J. S. (2018). Technoference: Parent Distraction With Technology and Associations With Child Behavior Problems. *Child Development*, *89*(1), 100–109. https://doi.org/10.1111/cdev.12822

Mendoza, N., & Fruhauf, C. (2019). GRANDPARENT CAREGIVERS: THE RELATION BETWEEN SOCIAL NETWORKS AND RESILIENCE. *Innovation in Aging*, *3*(Supplement_1), S678–S679. https://doi.org/10.1093/geroni/igz038.2507

Moreno, M. (2016). Media Use in School-Aged Children and Adolescents. *Pediatrics*, *138*(5). https://doi.org/10.1542/peds.2016-2592

Mullis, M. D., Kastrinos, A., Wollney, E., Taylor, G., & Bylund, C. L. (2021). International barriers to parent-child communication about sexual and reproductive health topics: a qualitative systematic review. *Sex Education*, *21*(4), 387–403. https://doi.org/10.1080/14681811.2020.1807316

Mulyati, D., Nurhayati, S., & others. (2020). MANAJEMEN PENYULUHAN PARENTING UNTUK MENGURANGI KECANDUAN GADGET ANAK–ANAK USIA SEKOLAH RW 30 CIMINDI HILIR CIMAHI SELATAN. *Comm-Edu (Community Education Journal)*, *3*(3), 253–260.

Murniati, B., & Nurhayati, S. (2024). Early Childhood Care and Education Institutions' Innovative Strategies to Boost Father Participation in Parent Classes. *Jurnal Ilmiah Profesi Pendidikan*, *9*(1), 345–352. https://doi.org/10.29303/jipp.v9i1.1861

Musa, S., Nurhayati, S., Muhyiddin, Y., & Siswanto. (2024). Evaluation of Digital Literacy Training Program Intended for Parental Digital Skills Improvement in Reference to Child Upbringing in a Rapidly Changing Digital Era. *International Journal of Applied Engineering and Technology*, *1*(VI), 617–627.

Nelson, L. R., & Colaner, C. W. (2020). Fostering "Family": Communication Orientations in the Foster Parent-Child Relationship. *Western Journal of Communication*, *84*(4), 476–498. https://doi.org/10.1080/10570314.2020.1734231

Ning, P. (2022). How Does Authoritarian Parenting Style Influence Adolescents in China? *Journal of Student Research*, *11*(4). https://doi.org/10.47611/jsrhs.v11i4.3663

Nurhayati, S., Kurnianta, P. D. M., & Anggraeni, A. F. (2024). *Pengantar Karya Tulis Ilmiah*. PT. Sonpedia Publishing Indonesia.

Nurhayati, S., Noor, A. H., Musa, S., Jabar, R., & Abdu, W. J. (2022). A digital literacy workshop training model for child parenting in a fourth industrial era. *HighTech and Innovation Journal*, *3*(3), 297–305.

Nurhayati, S., Nugraha, W. A., & Solihah, H. (2021). Needs analysis of childrens' right curriculum for parenting education. *5th International Conference on Early Childhood Education (ICECE 2020)*, 278–282.

Nurhayati, S., & Rosita, T. (2020). Positive Parenting Training Program Implementation to Increase Parents' Emotional Intelligence in Raising Well Being Children. *The 1st International Conference on Early Childhood Care Education and Parenting (ICECCEP 2019)*, *1*(SEAMEO), 67.

Nurhayati, S., & Rumsari, C. (2020). Social Skill Development In The Game Oray-orayan Traditional Children Of West Java. *The 2nd International Conference on Science Education in Industrial Revolution 4.0 (ICONSEIR 2019)*, *ISBN 978-1-63190-252-9 ISSN 2593-7650*, https--eudl.

Nurislam, J. S., & Nurhayati, S. (2023). DAMPAK EDUKASI BATASAN DIRI PEMUDA MELALUI MEDIA SOSIAL PADA AKUN INSTAGRAM@ FIKSI\_SILIWANGI. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat (JPPM)*, *10*(02), 206–212. https://doi.org/https://jppm.ejournal.unsri.ac.id/index.php/jppm/article/view/10/10

Pechmann, C., Catlin, J. R., & Zheng, Y. (2020). Facilitating Adolescent Well-Being: A Review of the Challenges and Opportunities and the Beneficial Roles of Parents, Schools, Neighborhoods, and Policymakers. *Journal of Consumer Psychology*, *30*(1), 149–177. https://doi.org/10.1002/jcpy.1136

Petrova, K., & Schulz, M. (2021). *Emotional experiences in technology-mediated and in-person interactions: An experience-sampling study*. https://doi.org/10.31234/osf.io/2teu5

Ratningsih, O., Sadiah, R. A., Nurhayati, S., & Widiastuti, N. (2021). Father Parenting Role in the Child'S Social-Emotional Development. *Empowerment : Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *10*(2252), 47–53.

Rumsari, C., & Nurhayati, S. (2020). Parent Involvement in Instilling Social Care Attitudes to Early Childhood Through the Friday Blessing Program. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *9*(2), 306–312.

Sholihah, H., & Nurhayati, S. (2024). Child Protection in the Digital Age Through Education in the Islamic Educational Environment. *JIE (Journal of Islamic Education)*, *9*(1), 200–218. https://doi.org/10.52615/jie.v9i1.353

Suryani, Y., & Nurhayati, S. (2024). Assessing the Impact of Parenting Styles on Teen Independence in Rural Contexts. *Jurnal Ilmiah Profesi Pendidikan*, *9*(2), 1068–1075. https://doi.org/https://doi.org/10.29303/jipp.v9i2.2248

Susanto, A., Ratnasari, S. L., Susanti, E. N., Megah, S. I., Wilany, E., & Yuliani, S. (2024). Beliefs of English Language Instruction by Indonesian Elementary School Teachers: Exploring the Influence of Environment and Educational Background. *AL-ISHLAH: Jurnal Pendidikan*, 16(1), 1-13.

Tammisalo, K., & Rotkirch, A. (2022). Effects of information and communication technology on the quality of family relationships: A systematic review. *Journal of Social and Personal Relationships*, *39*(9), 2724–2765. https://doi.org/10.1177/02654075221087942

Tomette, A., Henderson, J. N., Hass, A., Carson, L. D., & King, K. (2020). Parental Stress as a Child With Diabetes Transitions From Adolescence to Emerging Adulthood. *Journal of Patient Experience*, *7*(3), 365–371. https://doi.org/10.1177/2374373519842963

Tustonja, M., Topić Stipić, D., Skoko, I., Čuljak, A., & Vegar, A. (2024). ACTIVE LISTENING – A MODEL OF EMPATHETIC COMMUNICATION IN THE HELPING PROFESSIONS. *Medicina Academica Integrativa*, *1*(1), 42–47. https://doi.org/10.47960/3029-3316.2024.1.1.42

Valadi, S., Gabbard, C., & Hooshyari, F. (2020). Effects of affordances in the home environment on children's personal-social, problem-solving, and communication skills. *Child: Care, Health and Development*, *46*(4), 429–435. https://doi.org/10.1111/cch.12756

Wajahat, A. (2024). Social media and it's Impact on Nonverbal Communication. *International Journal For Multidisciplinary Research*, *6*(3). https://doi.org/10.36948/ijfmr.2024.v06i03.23102

Walper, S., & Kreyenfeld, M. (2022). The Intensification of Parenting in Germany: The Role of Socioeconomic Background and Family Form. *Social Sciences*, *11*(3), 134. https://doi.org/10.3390/socsci11030134