

The Role Of Interpersonal Communication Between Parents And Children In Building Children's Learning Motivation In Medan Tuntungan District

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ABSTRACT

This study aims to analyze the role of interpersonal communication between parents and children in fostering children's learning motivation in Medan Tuntungan District. Interpersonal communication is considered a crucial element in supporting children's educational success through openness, empathy, supportive attitudes, positive feelings, and supervision. This research employs a qualitative method with in-depth interviews, observations, and document analysis to explore communication dynamics within families. The findings reveal that parents who apply effective interpersonal communication tend to successfully enhance their children's learning motivation. Factors such as rewards, clear study structures, and limiting technology use are key aspects supporting this success. However, challenges such as technological distractions and authoritarian communication approaches remain obstacles that need to be addressed. This study offers practical contributions for parents, educators, and policymakers to understand the importance of interpersonal communication in supporting children's education.

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INTRODUCTION

Communication is an essential process in human life. Through communication, individuals can share information, ideas, and emotions to create shared understanding. In the context of the family, communication plays an important role in building harmonious relationships between family members, especially between parents and children. Effective communication can be the foundation for the development of children's character and the achievement of educational goals, including in building children's learning motivation (Cangara, 2017). In Medan Tuntungan District, which is part of Medan City with a developing environment, the issue of children's learning motivation is a major concern. As an area bordering Deli Serdang Regency, Medan Tuntungan has the characteristics of an urban and semi-urban society with diverse social and economic challenges. In this condition, the role of parents as the main communicators in the family is very important to provide encouragement to their children to be motivated to learn.

Learning motivation is one of the important elements in the educational process. According to Santrock, motivation is the process of providing enthusiasm, direction, and persistence of behavior. High motivation can help children to be more focused in achieving learning goals, while low motivation often results in decreased academic achievement (Amna, 2017). As an internal factor, children's learning motivation cannot develop optimally without the support of the family environment, especially through good interpersonal communication between parents and children. Interpersonal communication in the family includes face-to-face interactions that allow each party to capture each other's reactions, both verbally and non-verbally (Samosir, Zainun, & Lubis, 2018). This type of communication is considered effective because it is direct and involves strong emotional involvement between the communicator and the communicant. According to William F. Glueck, interpersonal communication is one of the most effective forms of communication because it is carried out directly, allowing a significant influence on the behavior of both parties. (Pontoh, 2013). However, based on the results of observations in several areas of Medan Tuntungan, it was found that many parents still do not understand how to communicate effectively with their children in the context of education. Some parents tend to only provide brief directions or advice without actively accompanying their children in the learning process. As a result, children become less motivated and are often distracted by the use of digital devices such as television and mobile phones (Pontoh, 2013). This condition indicates the need for a more structured and intensive interpersonal communication approach between parents and children.

Effective interpersonal communication has several main indicators, such as openness, empathy, supportive attitude, positive feelings, and equality (Saputri et al., 2018). Openness allows children to feel appreciated and accepted by their parents, while empathy helps parents to understand their children's emotional needs. A supportive attitude creates a conducive atmosphere for learning, and positive feelings from parents can increase children's self-confidence. Finally, equality in communication creates a relationship of mutual respect between parents and children, so that children feel comfortable sharing their experiences or difficulties in learning. In addition, learning motivation is also influenced by the child's learning environment. In families that have adequate learning facilities, such as a comfortable study table and access to additional books, children's learning motivation tends to be higher (Kamuh, 2016). However, in Medan Tuntungan, not all families have these facilities due to economic factors. Therefore, good interpersonal communication can be a compensation to overcome these limitations. Parents can give rewards in the form of praise or simple gifts to motivate children, as well as implement structured learning habits. In the context of urban communities such as Medan Tuntungan, another challenge that often arises is distraction from technology. Children often spend time playing gadgets or watching television, which can reduce their learning time. In this situation, effective interpersonal communication between parents and children is key to diverting children's attention from these distractions to more productive activities (Pongoliu & Kasan, 2018). Parents need to provide stricter supervision and explain the negative impacts of excessive technology use.

The formulation of the problem in this study is how the role of interpersonal communication between parents and children in building children's learning motivation in Medan Tuntungan District. This study aims to identify and analyze the role of interpersonal communication between parents and children in increasing children's learning motivation and

the factors that influence it in Medan Tuntungan District. As an effort to increase children's learning motivation, parents can also use the habituation method, giving educational reprimands, supervision, and giving gifts (Pontoh, 2013). Habituation, for example, involves a structured daily routine, such as a fixed study time every day. Reprimands or punishments should be given with affection to show parents' concern for the child's future. Meanwhile, gifts can be an additional motivation for children to achieve better results in learning. In the formation of learning motivation, the role of interpersonal communication is not only limited to interactions between parents and children but also involves other family members. For example, older siblings can help children with schoolwork when parents are busy with work (Amna, 2017). A collective approach like this can create a more supportive learning environment and increase the involvement of all family members in their child's education.

RESEARCH METHODOLOGY

This study uses a qualitative approach to explore in depth the role of interpersonal communication between parents and children in building children's learning motivation in Medan Tuntungan District. The qualitative approach was chosen because it allows researchers to understand phenomena holistically in the context of real life, focusing on individual experiences, perceptions, and interactions. According to Rahmat, qualitative research involves collecting descriptive data in the form of words, actions, or documents that are observed and analyzed to find the deep meaning of a phenomenon (Rahmat, 2009).

The subjects of this study were parents who have elementary school-aged children in Medan Tuntungan District. Subjects were selected using purposive sampling techniques, in which researchers determine certain criteria to ensure that the data obtained is relevant to the focus of the study. In this case, the main criteria are parents who actively interact with their children in the context of education and learning motivation. Data in this study were collected through in-depth interviews, participant observation, and documentation studies. In-depth interviews were conducted with open-ended questions to explore the views, experiences, and practices of interpersonal communication carried out by parents. This technique allows researchers to obtain rich and varied data according to the background of the subjects. Participant observation is used to directly observe the interaction between parents and children, so that researchers can understand the dynamics of communication in a natural context. Documentation studies involve analyzing records, family documents, or other relevant artifacts to support research findings.

Data analysis was conducted iteratively, starting with interview transcriptions and observation notes, then organized into main themes. Researchers used thematic analysis techniques to identify important patterns in the data related to indicators of interpersonal communication, such as openness, empathy, supportiveness, positive feelings, and equality (Saputri et al., 2018). This process involved coding, categorizing, and interpreting stages to gain a deep understanding of the role of interpersonal communication in building children's learning motivation.

The validity of the data in this study was maintained through triangulation of sources, methods, and theories. Source triangulation involves the use of multiple informants to ensure that the data obtained is consistent. Method triangulation refers to the use of multiple data collection techniques, such as interviews, observations, and documentation, to strengthen the

accuracy of the findings. Theory triangulation is used to connect research findings with relevant concepts or theories, so that the resulting interpretations have a strong scientific basis (Samosir, Zainun, & Lubis, 2018). This study was conducted in Medan Tuntungan District, an area with diverse social and economic characteristics. This location was chosen because of the urgent need to understand how interpersonal communication can play a role in increasing children's learning motivation in challenging environments. Observations were conducted in the homes of the research subjects to record daily interactions between parents and children, including how they communicate during learning activities.

The main research instrument in the qualitative approach is the researcher himself. As an instrument, the researcher is directly involved in data collection and must maintain objectivity throughout the research process. Field notes, voice recorders, and cameras are used as aids to document interviews and observations. Interview guides are designed to ensure that all informants provide relevant and in-depth data related to the research topic.

The research steps begin with the preparation stage, which includes literature studies and the preparation of research instruments. The next stage is data collection, which is carried out over several weeks to ensure that the data obtained reflects real conditions. After the data is collected, the researcher conducts an analysis using an inductive approach to develop findings based on patterns that emerge from the data. The final stage is reporting the research results in the form of a detailed narrative to provide a comprehensive picture of the role of interpersonal communication between parents and children. Through this methodology, this study is expected to provide theoretical and practical contributions to the development of interpersonal communication in families. The results of the study are expected to be the basis for intervention or training programs aimed at improving parental communication skills, so that they can support children's learning motivation optimally.

RESULTS AND DISCUSSION

Results

This study reveals the role of interpersonal communication between parents and children in building children's learning motivation in Medan Tuntungan District. Based on in-depth interviews, participant observation, and documentation analysis, it was found that interpersonal communication has a significant influence on children's learning motivation, especially when communication is carried out with a consistent and supportive approach.

The results of the interviews showed that most parents are aware of the importance of communication as a means of providing encouragement to children. However, the level of understanding and application of effective interpersonal communication still varies. Some parents tend to use one-way communication, where they give instructions without opening up space for dialogue. This has an impact on the lack of child involvement in the learning process. In contrast, parents who apply two-way communication, by listening to children's opinions and providing empathetic responses, tend to be successful in increasing children's learning motivation. This approach is in line with the indicators of openness and empathy explained by Saputri et al., where these two aspects are key elements in creating effective interpersonal communication (Saputri et al., 2018). Participatory observation revealed that children who received full attention from their parents during learning activities showed

higher levels of concentration. For example, in one family observed, parents actively accompanied their children while doing homework, gave praise for their efforts, and helped explain difficult material. This situation created a conducive and enjoyable learning environment for children. On the other hand, other families who do not pay special attention during children's study time show different results, where children are more often distracted by digital devices or other activities outside of studying. This phenomenon supports the findings of Widya P. Pontoh, who stated that parental supervision is very important to ensure consistency in children's learning motivation (Pontoh, 2013).

Documentation analysis strengthens the findings from interviews and observations. Several family documents, such as study schedules and records of children's academic progress, indicate that families who implement structure and routines have better results in increasing children's learning motivation. In these families, parents act as supervisors and facilitators, ensuring that their children follow the schedule that has been prepared and providing regular feedback. According to Kamuh, providing a clear structure can help children understand the importance of learning and increase their commitment to academic goals (Kamuh, 2016). In addition, this study found several challenges faced by parents in building children's learning motivation. One of the main challenges is technological distraction. Children in Medan Tuntungan District tend to spend time with digital devices, such as cellphones and televisions, which often interfere with their study time. Parents who successfully overcome this challenge are those who are able to explain the negative impacts of excessive technology use and set clear boundaries for its use. In contrast, parents who do not provide boundaries tend to have difficulty in directing their children to focus on learning. This finding supports the view of Pongoliu and Kasan, who emphasize the importance of parental supervision in managing children's use of technology (Pongoliu & Kasan, 2018).

In the context of rewarding, this study found that rewards or praise given consistently have a positive impact on children's learning motivation. For example, some parents give simple rewards, such as story books or extra playtime, as a form of appreciation for their children's learning efforts. This is in accordance with Emda's findings, which state that rewards can be a powerful motivator for children, especially when the rewards are accompanied by positive verbal recognition (Amna, 2017). However, this study also found that excessive punishment can have a negative impact on children's learning motivation. One of the research subjects revealed that their child became increasingly reluctant to study after receiving a harsh reprimand from their parents. In this situation, the child feels pressured and loses interest in learning activities. In contrast, punishment given with affection, such as reducing playtime, is more effective in directing children to focus on learning without damaging the relationship between parents and children. This approach supports the view of Saputri et al., who suggest that punishment should be used as a last resort and should be carried out by considering the child's emotional needs (Saputri et al., 2018).

This study also identified the role of other family members, such as older siblings, in supporting children's learning motivation. In some families, older siblings act as mentors who help their younger siblings with their schoolwork. A positive relationship between siblings creates a collaborative and supportive learning atmosphere. This phenomenon shows that children's learning motivation does not only depend on communication with parents but also on the dynamics of family relationships as a whole (Samosir, Zainun, & Lubis, 2018). From a

cultural perspective, this study found that traditional values still influence communication patterns between parents and children in Medan Tuntungan District. Some parents tend to adopt an authoritative approach, where they expect their children to follow instructions without asking many questions. This approach sometimes hinders children's ability to develop independence and initiative in learning. In contrast, parents who are more open to dialogue and discussion with their children tend to create an environment that encourages creativity and curiosity. This finding is relevant to the view of (Cangara, 2017), which emphasizes the importance of openness in communication to build harmonious and productive relationships.

Overall, the results of this study indicate that interpersonal communication carried out with a structured and supportive approach has great potential to increase children's learning motivation. Openness, empathy, and consistent supervision are key elements in creating a supportive relationship between parents and children. In addition, it is important for parents to manage the use of technology, provide appropriate rewards, and involve other family members in supporting the child's learning process.

Discussion

The discussion in this study focuses on an in-depth analysis of the role of interpersonal communication between parents and children in building children's learning motivation in Medan Tuntungan District. Based on the data obtained, good interpersonal communication can be a major factor in supporting the achievement of children's educational goals. This study identified several key elements of interpersonal communication, such as openness, empathy, supportive attitudes, positive feelings, and equality, and how these elements affect children's learning motivation. One of the main findings is the importance of openness in communication between parents and children. Openness allows children to feel heard and appreciated, so they are more motivated to learn. For example, when parents give children the opportunity to share opinions or express difficulties they face, children tend to feel more confident and comfortable in the learning process. This is in line with the view (Saputri et al., 2018) which emphasizes that openness is an important element in creating effective interpersonal communication. In addition, empathy also plays an important role in increasing children's learning motivation. Empathy allows parents to understand their children's emotional needs, which are often the basis for their intrinsic motivation. In this study, it was found that parents who showed empathy tended to be more successful in helping children overcome learning challenges. For example, when children have difficulty understanding the subject matter, parents who provide emotional support and help explain patiently can increase children's self-confidence. This view is supported by the findings (Pontoh, 2013), which states that empathy from parents creates a conducive and supportive learning atmosphere.

Supportiveness is also a key element in effective interpersonal communication. In this context, supportiveness includes providing encouragement, rewards, and recognition for the efforts made by the child. Parents who give praise for their child's achievements, even if they are small, can increase the child's motivation to continue trying. According to (Amna, 2017), this kind of appreciation can be a powerful motivator, especially when accompanied by positive verbal recognition. This study found that simple rewards, such as additional playtime or small gifts, are often effective in motivating children to learn better. However, this study also shows that excessive punishment can have a negative impact on children's learning motivation. One of the study subjects revealed that their child became reluctant to study after

receiving a harsh reprimand. In this situation, the child feels pressured and loses interest in learning. In contrast, punishment given with affection, such as reducing playtime, is more effective in directing children without damaging the relationship between parents and children. This finding supports the view of (Saputri et al., 2018) who suggest that punishment should be used as a last resort and should be carried out by considering the child's emotional needs.

Parental supervision is also an important factor in building children's learning motivation. This study found that children who receive direct supervision from parents during study time show higher levels of concentration. For example, parents who actively accompany their children while doing homework tend to create a more conducive learning environment. Conversely, lack of supervision often results in children being distracted by digital devices or other activities. This phenomenon is in line with the findings of (Pongoliu & Kasan, 2018), which emphasize the importance of parental supervision in managing children's study time. Technological distractions are one of the main challenges faced by parents in Medan Tuntungan District. Children in this area tend to spend a lot of time with digital devices, such as cellphones and televisions, which often interfere with their study time. This study found that parents who successfully overcome this challenge are those who set clear boundaries for technology use. For example, some parents enforce a rule that children are only allowed to use cellphones after completing their homework. This approach helps children stay focused on learning while still enjoying their free time. According to (Kamuh, 2016), this kind of arrangement can help children develop more disciplined learning habits.

From a cultural perspective, this study found that traditional values still influence communication patterns between parents and children in Medan Tuntungan District. Some parents tend to adopt an authoritative approach, where they expect their children to follow instructions without asking too many questions. This approach sometimes hinders children's ability to develop independence and initiative in learning. In contrast, parents who are more open to dialogue and discussion with their children tend to create an environment that encourages creativity and curiosity. This supports the view of (Cangara, 2017), which emphasizes the importance of openness in communication to build harmonious and productive relationships. In addition to parents, other family members, such as older siblings, also play an important role in supporting children's learning motivation. This study found that positive relationships between siblings can create a collaborative learning atmosphere. For example, older siblings who help their younger siblings with schoolwork can provide additional useful support. This kind of relationship shows that children's learning motivation does not only depend on communication with parents but also on the dynamics of family relationships as a whole (Samosir, Zainun, & Lubis, 2018).

This study also found that the structure and routine implemented by the family have a positive impact on children's learning motivation. Some families interviewed have a structured learning schedule, which helps children understand the importance of learning time. In addition, these families also use academic progress notes to monitor their children's progress, which provides positive feedback to the child. This approach is in accordance with the findings of (Kamuh, 2016), which states that a clear structure can help children to focus more on their learning goals. According to (Rifa, 2009), interpersonal communication between parents and children plays an important role in building children's character and motivation,

especially in the context of parenting. An approach that includes empathy and openness creates a sense of security for children, so that they are more motivated to learn. In addition, (Suciati, 2014) emphasized that effective interpersonal communication requires good listening skills and a willingness to understand the child's perspective. This attitude allows children to feel valued and supported in every step of their learning. (Sardiman, 2012) also emphasized that learning motivation is closely related to intensive interaction between parents and children. Factors such as giving praise, consistent supervision, and open dialogue can significantly increase children's enthusiasm for learning. In the context of giving rewards, this study found that rewards given consistently have a positive impact on children's learning motivation. For example, some parents give small rewards, such as story books or extra play-time, as a form of appreciation for their children's learning efforts. This is in line with the view of (Amna, 2017), who emphasized that rewards can be a powerful motivator, especially when given in an appropriate and supportive manner.

Overall, this discussion confirms that interpersonal communication conducted with a structured and supportive approach has great potential to increase children's learning motivation. Openness, empathy, supervision, and appropriate appreciation are key elements in creating a supportive relationship between parents and children. By overcoming challenges such as technological distractions and lack of structure, interpersonal communication can be an effective tool for building children's learning motivation in Medan Tuntungan District.

CONCLUSION

This study aims to understand the role of interpersonal communication between parents and children in building children's learning motivation in Medan Tuntungan District. Based on the analysis conducted, it was found that effective interpersonal communication between parents and children plays an important role in supporting children's educational success. Several main elements of interpersonal communication, such as openness, empathy, supportive attitudes, positive feelings, and equality, are key to creating a conducive environment for learning. Openness in communication allows children to feel valued and heard, so they are more motivated to learn. Parents who open up a dialogue with their children, listen to their opinions, and respond in a supportive way create a relationship of mutual respect. Empathy also plays an important role in helping children overcome learning difficulties. When parents are able to understand their children's emotional needs, children tend to feel more confident and enthusiastic about learning.

Supportive attitudes from parents, such as giving praise for children's efforts, have been shown to increase learning motivation. Simple rewards, whether in the form of positive words or small gifts, are effective encouragement to encourage children to achieve better results. However, it is important to note that excessive punishment can damage children's learning motivation. Conversely, punishment given lovingly and within reasonable limits can help children understand the consequences of their actions without feeling pressured. Parental supervision during children's learning time is also an important factor found in this study. Children who receive direct attention from their parents while studying show better concentration and tend to be more disciplined. Conversely, lack of supervision often results in children being distracted by digital devices or other unproductive activities. In this context,

managing the use of technology by parents is very important to ensure that children remain focused on learning.

This study also shows that structure and routine in the family can help children understand the importance of study time. A regular study schedule and the use of tools such as academic progress notes provide a clear framework for children to achieve their educational goals. In addition, the involvement of other family members, such as older siblings, in supporting children's learning process also makes a positive contribution. Collaborative relationships between family members create a supportive learning atmosphere and strengthen children's motivation. The main challenge faced by parents in Medan Tuntungan District is technological distraction. Children often spend time with digital devices, such as mobile phones and television, which reduces their study time. Parents who successfully set clear boundaries for technology use show better results in building children's learning motivation. In addition, the authoritative communication approach still used by some parents sometimes hinders the development of children's independence and creativity. A more open and dialogical approach can help children feel more comfortable and motivated in learning.

Overall, the conclusion of this study is that interpersonal communication conducted in a supportive and structured manner has great potential to increase children's learning motivation. Elements such as openness, empathy, appreciation, supervision, and clear structure are key factors in creating a positive relationship between parents and children. By understanding and addressing existing challenges, such as technological distractions and lack of structure, interpersonal communication can be an effective tool to support children's educational success in Medan Tuntungan District. The results of this study are expected to provide insight for parents, educators, and policy makers about the importance of interpersonal communication in supporting children's education. With the implementation of better communication, children in Medan Tuntungan District can achieve their academic potential optimally and contribute positively to society.

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