



THE ROLE OF INTERPERSONAL COMMUNICATION OF PARENTS IN BUILDING RELIGIOUS CHARACTER IN THE TECHNOLOGICAL ERA

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Article Information	Abstract
<p>Keywords: Interpersonal Communication, Parent, Technology Era</p>	<p>Communication is a key element in maintaining harmony between parents and children, as parents are the first teachers of their children. Therefore, parents must set a good example to shape their children's religious character, enabling them to face various negative impacts in the digital era. One of the most commonly used forms of communication in this relationship is interpersonal communication, where interactions occur directly and allow immediate feedback from the other party. This study employs a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation conducted by the researcher. The theoretical framework used in this study is the encoding-decoding theory by Stuart Hall. The results of the study show that the interpersonal communication conducted by parents with their children involves gradually providing understanding and giving concrete examples, making it easier for the child to comprehend. The message is then processed by the child, resulting in diverse responses, which ultimately contribute to the development of a religious character.</p>
<p>Kata kunci: <i>Komunikasi Interpersonal, orang tua, Era Teknologi</i></p>	<p>Abstrak. Komunikasi merupakan salah satu kunci dalam menjaga keharmonisan hubungan antara orang tua dan anak, karena orang tua merupakan guru pertama bagi anak-anaknya. Oleh karena itu, orang tua harus memberikan contoh yang baik untuk membentuk karakter religius anak-anaknya, sehingga anak-anaknya mampu menghadapi berbagai dampak negatif di era digital. Salah satu bentuk komunikasi yang paling umum digunakan dalam hubungan ini adalah komunikasi interpersonal, di mana interaksi terjadi secara langsung dan memungkinkan adanya umpan balik langsung dari pihak lain. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi yang dilakukan oleh peneliti. Kerangka teori yang digunakan dalam penelitian ini adalah teori encoding-decoding dari Stuart Hall. Hasil penelitian menunjukkan bahwa komunikasi interpersonal yang dilakukan orang tua dengan anak-anaknya meliputi pemberian pengertian dan contoh-contoh konkret secara bertahap, sehingga lebih mudah dipahami oleh anak. Pesan tersebut kemudian diolah oleh anak,</p>

INTRODUCTION

From birth, the first skill that is taught to us is communication. When we come into the world, the first thing our parents do is sound the call to prayer in our ears—an early form of communication with the Creator (Dayana & Bunyamin 2021). After that, even though we are not yet able to give a verbal response, the family will still invite us to talk, and we respond to it in a non-verbal way, such as through crying or smiling. Communication has a very important role in human life. Through communication, we can receive and convey messages to each other, both verbally and non-verbally. Communication is not only limited to words but can also be done through body movements, facial expressions, and various other forms of gestures.(Fatikh and Panuju 2018) There are various types of communication, one of which is interpersonal communication. According to Joseph A. Devito, interpersonal communication is the process of sending and receiving messages between two individuals or a small group of people, which involves certain effects and allows for direct feedback(Karyanto, 2023). Interpersonal communication often occurs in the context of teacher-student relationships, parent-child, leader-subordinate, and so on. This kind of communication also plays an important role in strengthening relationships between family members. Through effective communication, families can build mutual understanding and strengthen the bond between parents and children.(Ahwan and Marzuki, n.d.)

The family is the smallest social unit that is the main foundation for a child. Before the child gets to know the environment around him, the family is the first place where he learns to interact.(Norjana et al. 2022) The experiences that children get in the family greatly affect their future development. The family plays a key role in shaping a child's behavior, morals, and daily habits. As the first place for children to learn, the family also has a great responsibility in determining the direction of children's lives in society(Surbakti, Achiriah, and Abidin 2022). According to Stephen R. Covey, there are four important principles that families apply in shaping children's character, namely: (1) Modeling Parents become the main model or role model for children. Both positive and negative, parental behavior greatly affects children's development. The way parents think, and act will be a reflection on their children(Maulina and Aslinda, (2) Mentoring Parents also play the role of mentors who build affectionate relationships, providing honest, deep, and unconditional protection. This can arouse a sense of confidence in the child. (3) Organizing – Like an organization, the family needs cooperation between members to solve problems and tasks and meet needs. This organizing role helps harmonize the system and structure of the family. (4) Teaching – Parents as teachers who provide guidance on the norms, laws, and basic principles of life. This role is important to create "conscious competence" in the child, where the child

is aware of the actions they are taking and understands the reasons behind them(Nurrachmah, 2024).

One of the most common forms of communication used in families is interpersonal communication, where face-to-face communication allows the interacting parties to capture direct reactions, both verbal and non-verbal.(Aidil and Rifa'i 2020) This communication helps to promote understanding and deeper relationships between family members. Through interpersonal communication, a person's character can be judged based on how they convey and receive messages(Situmorang, 2016). The emergence of various destructive cases, such as inter-ethnic disputes, student brawls, drugs, bullying, violence against children, and legal, reflects the weak character of the nation. Therefore, it is important to instill strong character from an early age to avoid such negative behavior, as well as to foster a good culture for the progress of the nation. Idris stated that the family has an important role in building children's character, such as instilling honesty, religious values, sincerity in worship, caring for others, and togetherness. This character can be grown from an early age through communication and parental example(Surbakti, Achiriah, and Abidin 2022).

In the context of children's education, the family has a very important role. As explained in the Qur'an surah At-Tahrim verse 6, Muslims are reminded to protect themselves and their families from the fire of hell. Building a religious character in children is not an easy thing and is full of challenges(Safii, Therefore, the habit of worship in the family must continue to be strengthened so that children can imitate these behaviors and grow into individuals with strong religious characters. In today's digital era, technological developments are very rapid and have a significant impact on children(Fatikh & Hendrik, 2023). Technology, while beneficial in many ways, also brings challenges, such as gadget addiction, behavior changes, and a lack of social interaction. In addition, the digital age also affects the condition of society, where many people tend to imitate what they see on social media without verifying the truth(B. Cahyono, 2023). This also causes a hoax phenomenon that is often believed without further investigation. While technology has many benefits, its negative impact cannot be ignored either. Therefore, the role of parents is very important in shaping children's religious character from an early age so that they can sort out what is good and bad for themselves. This research will examine how parents' interpersonal communication shapes children's religious character in the digital era, as well as how children respond to such communication(Norjana et al.,

RESEARCH METHODS

Qualitative research aims to describe and analyze phenomena, social activities, events, attitudes, opinions, beliefs, and thoughts of individuals or groups. The purpose of using a qualitative approach is so that researchers can immediately go into the field

and gain a deep understanding of the problems raised in the research (Kriyantono & Sos 2014). Thus, researchers can understand how interpersonal communication between parents and children in Galenglo Hamlet plays a role in shaping religious characters in the digital era. The theoretical framework used in this study is the encoding-decoding theory by Stuart Hall. Primary data in this study was obtained through interviews with the head of Galenglo Hamlet and mothers who have children aged 2-8 years in the hamlet. Data collection techniques include observation as the main method, followed by interviews and documentation to confirm the findings from the observations (Bungin, 2007). For data analysis, this study uses an analysis model from Miles and Huberman, which involves the stages of data collection, data reduction, data presentation, and conclusions drawn.

RESULTS AND DISCUSSION

The results of this study show in detail how interpersonal communication that occurs in families in Galenglo Hamlet plays an important role in shaping children's religious character in the midst of the digital era. Based on the results of interviews and observations conducted, several communication patterns and approaches used by parents in conveying religious values and limiting the use of technology to their children were found.

The results of the study revealed that interpersonal communication between parents and children in Galenglo Hamlet is generally carried out directly and face-to-face, especially at leisure times such as at night after the Isha prayer. This moment is considered the most appropriate by parents because of the calmer and more relaxed atmosphere, allowing them to give advice and direction to their children (Natalia & Nurul, 2021). In some families, especially where one parent works outside the home, the time to communicate with the child becomes more limited. However, in families with housewives, the intensity of communication is higher because mothers have more time to supervise and accompany their children. Mothers are often the main figures who guide children in terms of religious education and pay attention to the use of technology (Widjajanto & Natalia, 2021). Parents in Galenglo Hamlet use various ways to convey religious values to their children. One of the most commonly used methods is to give direct examples, such as inviting children to pray together on time, as well as reminding them of the importance of worship and good behavior. This approach is in accordance with the encoding-decoding theory, which states that parents act as encoders that convey messages through simple and easy-to-understand language to children. In addition, the messages conveyed by parents are not only in the form of verbal but also non-verbal directions. Children are given real examples in daily life, for example, by watching their parents worship and behave in accordance with religious values (Safi'i et al., This real-life example is recognized by many parents as an effective way to shape a child's religious character gradually. Although the results are not

immediately visible, changes in children's behavior are beginning to be seen, especially in terms of discipline in worship. Gradually, children begin to follow good habits exemplified by their parents, although there are some cases in which the child shows resistance or initial reluctance.

The digital era presents its own challenges for families in Galenglo Hamlet, especially those related to children's use of gadgets. Many parents realize that gadgets can have a negative impact if not properly supervised. In this study, it was found that most parents in Galenglo Hamlet apply strict rules regarding the use of gadgets in their children. The commonly applied time limit is 1 to 3 hours per day, and the use of gadgets is closely supervised by parents. This supervision is carried out to prevent children from becoming addicted to gadgets, which can have a negative impact on health, such as nearsightedness, as well as reducing social interaction with the surrounding environment. Parents also try to replace the time when children play gadgets with positive activities, such as playing outside the home, interacting with peers, or involving children in family activities. In addition to limiting the use of gadgets, parents also provide their children with an understanding of the dangers of using gadgets too often. Through interpersonal communication, parents explain to children the negative impact of gadgets on eye health and mental development, as well as the importance of socializing with friends in the surrounding environment. The delivery of this message is carried out in a language that is easy for children to understand, in accordance with the principles of Encoding-Decoding theory, where the message must be conveyed in a way that suits the audience (Safi'i, 2021).

The study also found some of the obstacles experienced by parents in communicating with their children. One of the main obstacles is time constraints, especially for working parents. Some parents admit that they have little time to interact with their children, so communication often only happens at night or on weekends. Another obstacle is the parents' lack of understanding in conveying the message in a way that is appropriate for the children. There are parents who find it difficult to explain religious values or rules for using gadgets in a way that is easy for their children to understand. This often causes children not to understand or respond to the message conveyed fully. However, parents who are more proactive in setting an example through everyday actions, such as inviting their children to worship together or limiting the use of gadgets wisely, tend to be more successful in shaping positive behaviors in their children. Although technology brings challenges, some parents also consider it a tool that can be used to support children's education. More tech-savvy parents are taking advantage of educational apps or online learning programs to help their children learn (B. et al., 2022). However, parents still try to keep an eye on the content accessed by their children, ensuring that gadgets are used productively and not just for entertainment alone.

Overall, this study shows that interpersonal communication carried out directly and consistently by parents is very influential in the formation of the religious character

of children in Galenglo Hamlet. This process, although it takes place gradually, begins to show positive results. Children began to show changes in worship discipline, as well as began to understand better the religious values instilled by their parents(Puspita, 2024). On the other hand, the role of parents in providing limits and supervision over the use of technology is also very important in maintaining a balance between the use of technology and the development of religious character(Salsabila, 2022). With good communication and wise supervision, parents in Galenglo Hamlet have succeeded in guiding their children to get to know religion better and maintain mental and physical health in this digital era (Bunyamin, 2024). The results of this study underline the importance of interpersonal communication in the family, especially in shaping children's religious character in the midst of the challenges of the digital era. Parents who are proactive in communicating and setting a real example through daily actions have a greater chance of forming better behavior and character in children.

DISCUSSION

The results of this study show how the process of interpersonal communication between parents and children in Galenglo Hamlet, especially in shaping religious characters in the digital era. Using the encoding-decoding theory put forward by Stuart Hall, this study analyses how messages conveyed by parents are received and interpreted by children through various decoding positions. Based on the encoding-decoding theory, there are three main positions in the process of receiving and interpreting messages, namely the dominant hegemonic position, negotiation, and opposition. The findings of this study show that most children are in a dominant hegemonic position, where they receive the message conveyed by their parents well. This happens especially when the message conveyed by parents is in accordance with the child's wishes or understanding. For example, children are more likely to receive instructions to perform prayers on time if they see consistent examples from parents. However, there are also children who are in a negotiating position. In this position, children receive part of the message conveyed by the parents, but not all elements of the message are fully accepted. For example, some children may accept parental advice to reduce their use of gadgets but still feel that they can use gadgets within certain limits outside of the rules set by the parents. Children in this position show a negotiation process for the message they receive, where they modify or adapt the message according to the conditions and context they are facing.

In the opposition position, it was found that there were children who rejected messages conveyed by parents, especially related to restrictions on the use of gadgets. Children in this position feel that the rules given by their parents are not in accordance with their wishes or are contrary to what they consider important. As a result, these children tend to resist or question the rules given by giving arguments or even ignoring

the messages conveyed by the parents. The study also revealed that children's responses to parental communication are influenced by several factors, including the intensity of communication, parental involvement in setting an example, and the frequency of face-to-face interactions between parents and children. Communication carried out face-to-face, especially at leisure times, such as after the Isha prayer, has proven to be effective in conveying religious messages and values that parents want to inculcate. This communication process allows for immediate feedback so parents can see how the children are responding to the message. Although interpersonal communication in the family has great potential in shaping a child's religious character, the study also found that not all parents have enough time or ability to carry out effective communication. Some parents, especially those who work, have limited time to interact with their children, so communication is less than optimal. In addition, not all parents are able to convey messages in a way that is easy for children to understand, which leads to resistance or lack of acceptance on the part of the child.

In terms of restricting the use of technology, the results of this study show that parents who apply strict limits to the use of gadgets in their children are more successful in reducing the negative impact of technology. Parents who provide children with an understanding of the dangers of gadget addiction, as well as provide examples of good behavior in terms of the use of technology, are able to create a more conducive atmosphere for the formation of children's religious character. However, the study also found that there are parents who tend to let their children use gadgets unsupervised, which can result in a negative impact on children's health and social development. In the context of religious character formation, parents who consistently provide examples and directions, as well as use persuasive communication techniques, tend to be more successful in shaping religious behavior in their children. While the changes may be gradual, this study shows that the right communication approach can have a positive impact in the long run. By setting concrete examples, such as inviting children to pray together and limiting the use of gadgets, parents can help children understand religious values and build good habits from an early age.

This study strengthens the concept of encoding-decoding in interpersonal communication, especially in the context of the relationship between parents and children. The encoding process by parents, which involves imparting values and rules to children, is greatly influenced by how parents choose the right language and communication methods. Meanwhile, decoding by children shows that the reception of messages is highly dependent on how the message is delivered, the context of the communication, and the child's own preferences. From a practical point of view, this study highlights the importance of consistency in providing examples of behavior by parents. In shaping a child's religious character, parents not only need to provide verbal advice but also must be an example in daily behavior. In addition, parents need to be more active in supervising children's use of technology to ensure that the negative impact of the digital era can be minimized. Ultimately, the study suggests that effective

communication between parents and children, based on a proper understanding of encoding, can facilitate the formation of a strong religious character amid the challenges of the digital age.

CONCLUSION

This study shows that children interpret their parents' messages in various ways. Most children are in a position of dominant hegemony, where they fully accept the message given. Children in a negotiating position modify the message according to their own context and needs, while children in an opposition position reject the message conveyed by their parents. The process of interpersonal communication allows parents to set a concrete example, such as inviting children to pray on time, as well as limiting the time spent using gadgets to prevent addiction. Despite challenges, such as time constraints for working parents, communication conducted in a consistent and wise manner has proven to help children understand religious values and modify their behavior gradually. One of the challenges faced by parents in the digital era is the supervision of children's use of gadgets. Parents who apply strict rules in the use of gadgets have been shown to be more successful in preventing negative impacts, such as eye health problems and lack of social interaction. However, there are some parents who let their children use gadgets unsupervised, especially when they are busy with work. This study also found that interpersonal communication not only plays a role in shaping religious character but also supports the development of children's education. Parents who are active in communicating, advising, and supporting their children's positive activities tend to help their children achieve better academic achievement. Overall, this study highlights the importance of interpersonal communication in the family to shape children's religious character, especially in facing the challenges of the digital era. Using the *encoding-decoding* theory, this study shows that the way messages are conveyed by parents greatly affects the way children interpret them. In addition, consistent communication accompanied by real examples has the potential to create positive changes in children's behavior, even if the changes occur gradually. Challenges such as the use of gadgets in the digital era require more intensive attention and supervision from parents to ensure that children's development remains balanced physically, mentally, and spiritually.

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