Parental Empathy Communication in Children's Education Patterns

Zubaili
State Islamic University (UIN) Ar-Raniry Banda Aceh
Email: zubaini08@gmail.com

ABSTRACT

A child is born helpless, in a state of complete dependence on other people, unable to do anything and even unable to help himself. He was born in a state of purity and fitrah, but it is the parents who give the color of life to their children. The family is the first and foremost environment for children, which contributes to the mental and physical development and growth in their lives. Through interactions within the family, children not only identify (integrate) themselves with the life of society and the natural surroundings. The ability to recognize other people's emotions (empathy) is the ability to understand the feelings and needs of others, so that other people will feel happy and understand their feelings. This research includes library research. The results of the study found that parents are responsible for meeting children's biological and psychological needs, including a sense of security, affection, and understanding as children. However, often the lack of communication between parents and children can lead to a lack of confidence and empathy in children. To anticipate this, parents need to improve empathetic communication with their children and create an interesting atmosphere in communicating, both at home and outside the home, such as involving children in fun activities such as hanging out and going for walks. If parents are unable to create an interesting atmosphere for children, it will be difficult to implement empathetic communication.

Keywords: *Communication, Empathy, Parents*

INTRODUCTION

Humans are essentially different from each other. These differences include differences in thought, perception, and character. With these differences, individuals are required to have the ability to accept and appreciate education. This must be developed from an early age, and continues from childhood to adolescence and adulthood. Childhood is very important in its period, because this phase is the first educational phase for future life.[1]

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[1] Jhon W. Santrock, *Adolescence Adolescent Development*, (Jakarta: Erlangga, 2002), 23.

Basically, children are born into this world in a state of nature as stated in the Qur'an:

Meaning: *"Then turn your face straight towards religion (Islam); (according to) Allah's fitrah because He has created humans according to that (fitrah). There is no change in Allah's creation. (that is) the straight religion, but most people do not know."* (Ar-Ruum verse: 30) [2].

A child is born helpless, in a state of complete dependence on other people, unable to do anything and even unable to help himself. He was born in a state of purity and fitrah, but it is the parents who give the color of life to their children. The family is the first and foremost environment for children, which contributes to the mental and physical development and growth in their lives. Through interactions within the family, children not only identify (integrate) themselves with the life of society and the natural surroundings.

Family relationships are relationships that cannot be broken easily. Families need to complement one another. Family can also be interpreted as people who live together. Therefore, communication is very important in the family, especially to strengthen the relationship between parents and children. One form of communication within a family is Empathy communication. In general, empathetic communication occurs because in essence every human being likes to communicate with other human beings, because of that everyone always tries to get them closer to one another.

The role of the family becomes very important when related to the fact that the family not only influences the initial social experience, but also leaves a mark on social attitudes and behavior patterns. In other words, the behavior and social attitudes of children reflect the treatment they receive at home. Therefore, parents should be pro-active in supervising their role in supervising the growth and development of the baby so that later in the future the child can stand alone and most importantly, empathize with the social environment.[3]

Empathy is the ability to put yourself in someone else's shoes and live up to that person's experience. This only develops if the child understands facial expressions or the meaning of other people's speech. [4]Empathy is understanding and feeling the concerns of others. Empathy is a core moral emotion that helps children understand the feelings of others. This virtue makes children sensitive to the needs and feelings of others, encourages them to help people who are in trouble or in pain, and requires children to treat people with compassion.[5]

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[2] Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and Its Translation* , (Jakarta: PT Sygma Examedia Arkanleema, 2009), 407 .

[3] W. A Gerungan, *Social Psychology* , (Bandung: PT Refika Aditama, 2010), h . 195 .

[4] Indra Soefandi and Ahmad Pramudya, *Child Development Psychology Recognizing the Characteristics of Children's Talents and Abilities* , (Jakarta: Bee Media Pustaka, 2014), 97 .

[5]Zubaedi, *Character Education Design* , (Jakarta: Kencana Prenada Media Group, 2011), 57 .

The ability to recognize other people's emotions (empathy) is the ability to understand the feelings and needs of others, so that other people will feel happy and understand their feelings. Children who have this ability, which is also often referred to as the ability to empathize, are able to pick up on non-verbal messages from other people such as tone of voice, gestures and facial expressions from other people.

Feelings of empathy grow and develop in every human being not instantly, but through a very long process, starting from childhood. During this childhood, parents and the environment where they live play a very important role in educating the importance of empathy for others so that this feeling of empathy becomes a character that is embedded in the child, through proper parenting and learning processes. Parents often give wrong parenting styles to children, such as authoritarian and permissive parenting styles. Authoritarian parenting style will have a negative impact on children, especially on the psychological aspects of children. Which in the end will form a personality that is hard, irritable, anxious and afraid. It's different from permissive parenting, which will make children arbitrary with their parents and don't want to hear what their parents say.[6]

Therefore, parents are required to maximize the values of empathy by being a role model for children, so that children are easily influenced. In the matter of psychology development is needed by parents. By understanding the nature, character, or feelings of children, methods or approaches can be applied in growing or instilling empathy values in children from an early age.

RESEARCH METHODS

The study method "Parent Empathy Communication in Children's Education Patterns" can be done with a qualitative research approach. The following are some steps that can be followed in carrying out this study:

1. Determination of Research Objectives: Define clear and specific research objectives. For example, the purpose of this research can be a better understanding of how parental empathy communication affects children's upbringing patterns.
2. Literature Review: Conduct a literature review regarding parental empathy communication and child education patterns. Read past research, books, articles, or other reliable sources of information to understand the theories and concepts related to this topic.
3. Research Design: Determine a research design that fits the research objectives. In this context, a qualitative research approach may be more appropriate

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[6] Susliana, " *Parents' Parenting Style for Children's Character Building in Baku Village Bakulu, Palolo District, Sigi Regency* , Palu: Department of Islamic Religious Education, IAIN Palu, 2015 .

because it focuses on a deep understanding of the experiences of parents and children.

4. Selection of Participants: Select research participants according to the research objectives. Maybe you want to involve some parents and their children. Consider factors such as the child's age, family background, and parents' communication preferences.

5. Data Collection: Use appropriate data collection methods, such as in-depth interviews with parents and direct observation of parent-child communication interactions. You can also use other techniques, such as audio or video recording.

6. Data Analysis: Perform data analysis taking into account the emerging findings from interviews and observations. Identify the main themes related to parental empathy communication and children's upbringing patterns.

7. Interpretation of Results: Interpret research results by comparing findings with relevant theory and literature. Discuss the implications of the findings for understanding parental empathy communication and the implications for children's upbringing patterns.

Conclusions and Recommendations: Present the conclusions of your research based on the results of the analysis and interpretation. Provide practical recommendations for parents in improving empathic communication and child education patterns.

RESULTS AND DISCUSSION
Empathy Communication and Patterns of Child Education
1. Communication
a. Definition of Communication

In language, the word communication comes from the Latin communication, which means notification or exchange of ideas. In a communication process there must be elements of similarity in meaning so that an exchange of thoughts and understanding occurs between the communicator (messenger) and the communicant (recipient of the message). The communication process can be interpreted as the transfer of information or messages from the sender of the message as a communicator and to the recipient as a communicant. Communication is a two-way process; it is very important for communicants and communicators to have a sensitive attitude towards the opinions of other parties.

Communicators or communicators should not only aggressively influence the interlocutor, but must be able to listen to the interlocutor's opinion carefully and ask questions that are relevant to the opinion they convey. The communicant

or communicator must observe body language and speech style to understand the other person's feelings about what is being discussed.[7]

Communication according to experts is as follows:

a) According to Wilbur Schramm, communication is the sharing of information, ideas, or attitudes.

b) According to Harold D Lasswell, communication is a process that describes who says what in what way, to whom with what effect.

c) According to Carl I. Hovland, communication is a process in which an individual or communicator transmits stimulants, usually with symbols of language (verbal or non-verbal) to change the behavior of others.

d) According to Charles H. Cooley, communication means a mechanism for a relationship between humans which is done by interpreting symbols verbally and reading them through space and storing them in time.[8]

e) According to Louis A. Allen, communication is the sum total of all the things a person does, when he wants to create understanding in the minds of others. 5

Broadly speaking, communication is a process of sending messages by individuals (communicators) to other individuals (communicants) by using symbols and producing an understanding between one another *(feedback)*.

b. Communication Component

The communication process involves several components, namely:[9]

a) Communicate. The communicator is the party or person who conveys the message to the other party/communicant. As the main actor in the communication process, the communicator plays an important role, especially in controlling the course of communication. For this reason, communicators must be skilled at communicating and also rich in ideas and full of creativity. 6 Communicators can be individuals, groups or even institutions. An individual communicator is none other than if one person conveys a message to another. Group communicator if a group of people (small group or large group) formulates and conveys messages to others.

b) Messages. Messages are information, concepts, values and others conveyed by the communicator in the form of verbal, written, sound, pictures or other symbols/symbols. Also included are laws that are formulated and then agreed upon by a society, which is a complex message system, which involves a lot of information, concepts, and values.

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[7] Tay Boon Suat, *12 Ruler of Management Effectiveness* , (Jakarta: PT. Elek Media Komputindo, 2014). 108.

[8]Tommy Suprapto, *Introduction to Communication Theory & Management* , (Yogyakarta: Media Pressindo, 2009), 5 .

[9]Ropingi El Ishaq, *Public Relations Theory and Practice* , (Malang: Intrans Publishing), 119.

c) Media *(channels)* . Media is a channel used by communicators to convey messages to communicants. Media can be in the form of language, or other communication media such as signs (such as *kentongan*, passwords, telephone, television, internet, and others). This media will continue to experience development along with technological developments.

d) communicant *(communicant, receiver)* . The communicant is the party or person who receives the message from the communicator in a communication process. Same with communicators, communicants can be individuals, groups or institutions, the difference is only if the communicator is the sender of the message, but the communicant is the recipient of the message.

e) Effect *(effect, impact, influence)*. Effect is the influence arising from the communication process

c. Communication Patterns

In a communication known certain patterns for the manifestation of human behavior in communication. [10]The term communication pattern itself is commonly referred to as a model, which is a system consisting of various components that relate to one another to achieve goals simultaneously. Joseph A. Devito divides communication patterns into four parts, namely small group communication, interpersonal communication, public group communication and mass communication. The word pattern of communication is built by two syllables, namely pattern and communication.

Communication patterns are divided into several types including: First, primary. a process of conveying thoughts by the communicator to the communicant by using a symbol (symbol) as a medium or channel. In this pattern it is divided into two symbols, namely verbal symbols and nonverbal symbols. Second. Secondary. Conveying messages by communicators to communicants by using tools or facilities as the second media after using symbols in the first media. The communicator uses this second medium because those who are the target of communication are far away, or there are many of them. In this secondary communication process, the longer it will be more effective and efficient, because it is supported by increasingly sophisticated communication technology. Third, Linear. Linear here contains a straight meaning which means traveling from one point to another in a straight line, which means the delivery of messages by the communicator to the communicant as the terminal point of this communication process usually occurs in face-to-face communication, but sometimes media

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[10] Nurudin, *Indonesian Communication System* , (Jakarta: PT Raja Grafindo Persada, 2010) , 16 .

communication. In this communication process, the message conveyed will be effective if there is planning before carrying out the communication.[11]

2. Empathy

Empathy comes from the word *pathos* (in Greek) which means deep feelings. Empathy was originally used to describe an aesthetic experience in various art forms. The word empathy as first used by Titchener, an American psychologist comes from the Greek word empatheia, "to feel." Titchener's theory is that empathy comes from a kind of physical imitation of another person's burden, which then creates similar feelings in a person.[12]

Empathy is the ability to understand the feelings and concerns of others is the basis for moral intelligence. This first moral policy sharpens children's sensitivity to different perspectives and opinions of other people. Empathy plays a role in enhancing humanity, civility and morality. Empathy is an emotion that disturbs a child's conscience when he sees the distress of others. This also makes children able to show tolerance and compassion, understand the needs of others, and want to help people who are in trouble. Children who learn to empathize are much more understanding and caring, and are usually better able to control their anger. [13]Meanwhile, according to Rogers empathy is a way of perceiving the internal frame of reference of others with accuracy and emotional components, as if someone were someone else, but still aware of their condition as if earlier. Empathy is the difference in the way a person relates the meaning of self-relations in perceiving others.[14]

From the perspective of Islamic perspective, based on a study of the verses of the Qur'an, an indication of empathy can be taken, namely: "*And they gave the food they liked to the poor, orphans and those who were taken prisoner* ." (Qs Al-Insan: 8.73).[15]

From the above understanding we can understand that empathy is an activity to understand what other people are thinking and feeling as well as what the person is thinking and feeling about the conditions that are being experienced by other people, without the person concerned losing control of himself, as well as in Islam has taught us the meaning of love and sharing among human beings.

a. Aspects of Empathy Ability

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[11] Djalaluddin Rahmat, *Communication Psychology* , (Bandung: PT Remaja Rosdakarya, 2005), 48-75.

[12] Daniel Goleman, *Emotional intelligence* , (Jakarta: PT Gramedia Pustaka Utama, 2015), 159 .

[13] Michele Borba, *Building Moral Intelligence* , (Jakarta: PT Gramedia Pustaka, 2008), 21 .

[14] Sudarwan Danim and Khairil, *Educational Psychology* , (Bandung : Alfabeta, 2010), 216

[15] Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and Its Translation* , (Jakarta: PT Sygma Examedia Arkanleema, 2009), 327.

a) Able to accept other people's point of view. able to distinguish between what others say or do with the individual's own actions and judgments. By increasing one's cognitive abilities, especially the ability to accept the perspectives (points of view) of others and take on roles.

b) Have sensitivity to others. This means that individuals are able to feel an emotion, are able to identify the feelings of other people and are sensitive to the presence of emotions in other people through the non-verbal feelings that are displayed.

c) Able to listen to others. This means that the individual is able to be a good listener and a good questioner. Besides that, individuals are able to appreciate differences in how other people feel about things, such as being assertive.[16]

b. Development of Empathy in Children

According to Daniel Goleman, the root of empathy has existed in someone since they were babies or since they were born. These early signs of empathy are exemplified as babies will cry when they hear another baby cry. A one-year-old child will suck his own finger to see if he is hurt too, when he sees another baby cut his finger. And a child will wipe his eyes even if he doesn't cry, when he sees his mother crying.

Daniel Goleman's observations show that this empathic sensitivity of children will begin to disappear when children are around two and a half years old, when they begin to realize that other people's pain is different from their own, and they are good at finding comfort. At this stage in their development, children begin to differ in their empathic sensitivity to others. There are children who really care about other people's conditions, but other children are not like that.[17]

Differences in the sensitivity of empathy in children have something to do with parenting parents in applying discipline to their children. Children will be more empathetic when discipline also includes paying serious attention to the misfortunes caused by their child's misbehavior. Verbal words spoken by parents in disciplining their naughty children will affect the development of the child's level of empathy sensitivity. For example, the use of verbal words "see, you made him very sad" will further cultivate a child's empathic sensitivity, rather than the use of verbal words "You are naughty.

Therefore, one of the factors that make children affect empathy is the family. children who have problematic behavior show lower empathy scores

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[16] Daniel Goleman, *Emotional intelligence* , (Jakarta: PT Gramedia Pustaka Utama, 2015), 159 .

[17] Daniel Goleman, *Emotional Intelligence* , (Jakarta: PT Gramedia Pustaka Utama, 1997), 45 .

than normal children, for both girls and boys. It turns out that this behavior is related to their life experience in the family, namely that in the family they do not encounter or experience empathy from others, they do not know each other's emotional needs. Moreover, they more often present models of aggression, violence and coercion [18].

c. Empathy Traits

Empathy as the ability to feel the feelings of other people has certain characteristics that are implemented in the form of behavior, including: (a). Tolerance. (b). Affection. (c). Understanding the needs of others. (d). Want to help others (help). (e). Understanding. (f). Care. (g). Able to control his anger.

3. Child Education Pattern

Parents are the first people to carry out education in the family environment, give birth to, take care of, and raise their children in the family environment, with all efforts and full of love. Parents are the holders of trust over children from God. Parents are the first school for children, and know their children best [19]. Parents are the pillars of hope for children in their lives. Parents have a big role in the next child's growth and development and personality. The ability, perseverance and patience of parents in fostering their children's personalities with Islamic teachings will color the behavior patterns shown by these children in their lives. Society and in the life of the nation and state.

Home is the first madrasa or school for children, this implies that parents are the first teachers for children. Kurniawan in his book said: individuals who have received a good education during their childhood can educate their children well too. Based on this opinion, we know that whatever qualities parents want in their children, they must have those qualities first.[20]

The responsibility of parents to care for and raise children is a natural responsibility. Parents must protect and provide for the child physically and spiritually, by providing the child with nutritious food to eat and drink, giving him proper clothing, maintaining his health, preparing proper facilities for the child to be able to grow and develop. Parents are also responsible for educating children with various knowledge and skills that are useful for their future life, so that when they become adults, they are able to be independent and help others (*hablum minannas*) as caliphs of Allah. Furthermore, parents are responsible for making their children happy both for life in this world and in the hereafter by

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[18] Tufik, *Empathy: Social Psychology Approach* , (Jakarta: Raja Grafindo, 2012) 39 .

[19] M. Sobry Sutikno, *The Secret to Success in Learning and Educating Children* , (Mataram: NTP Press, 2007) 123-126 .

[20] Yedi Kurniawan, *Children's Education from Early to Childhood* , (Jakarta: Asda Studio, 2005), 28 .

giving them religious education in accordance with Allah's provisions as the goal of a Muslim's life .

"O my son! Perform prayer and order (humans) to do what is right and prevent them from being wrong and be patient with what befalls you, indeed this is an important matter. (Qs Lukman: 17).[21]

The verse above looks at the role of parents in educating their children in the field of divinity which greatly determines the success or failure of children in carrying out religious orders

Parental Empathy Communication in Children's Education Patterns

In order to carry out their duties and responsibilities as parents, to nurture, protect, educate and make children happy, the element of communication cannot be separated. Communication is a part of life related to the interaction between parents and children. Empathy communication is not only valuable for himself but contributes to the success and formation of attitudes and behavior (character) of children in anticipating their way of empathizing with the outside environment.

Through empathetic communication between parents and children, it is hoped that moral messages, norms, ethics, religion and even rules can be conveyed. Through empathetic communication between parents and children, it is hoped that children will understand, determine good attitudes, and behave well in accordance with moral messages, norms, ethics, religion and even rules. So that children avoid or at least do not do things that offend other people. Messages conveyed by parents to children are messages to influence thoughts, feelings and how children should act in this social life.

Knowledge of children's empathy starts with the parents themselves, such as teaching children to say thank you when someone else gives them something and apologize when they make a mistake. In addition, parents must teach children how to respect and appreciate others. However, it all starts with both parents, because if parents show a caring attitude towards their children, the child will care about other people because the child feels valued by the parents and will be well-known in the child's brain.

Michele Borba explained that what parents can do in developing Child Empathy is:

a. Parents must show empathy to children. so that children often see your concern for the feelings of other people who are in trouble and trouble, then do something to help them, so that children can imitate your actions.

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[21] Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and Its Translation* , (Jakarta: PT Sygma Examedia Arkanleema, 2009), 412 .

b. Give children the opportunity to experience and see different points of view in your environment, for example, visit shelters, shelters for the homeless, blind centers and hospitals. The more diverse views children see, the easier it is for them to empathize.

c. Increase your moral intelligence by frequently asking "how do you feel?

d. Pay attention to what children see and hear, avoid children seeing things that are cruel, demeaning, and insensitive because it can hinder their empathy development.

e. Parents must provide understanding to children about the importance of empathy and how it affects others, so show the positive influence of empathy on others[22]

In learning and educating children's empathy, parents must occasionally invite children to go directly into the field to see the situations and conditions of other people who are less fortunate, such as going to an orphanage to see people who cannot afford under a bridge, and parents must show concern for other people so that children see and imitate what we do. As well as parents must avoid children from things that will hinder the development of the child's empathy such as things that contain elements of cruelty.

The education of children's empathy depends on both parents, especially regarding exemplary, if parents show empathy, then the child will imitate what is shown by their parents. Parents are the first determinant for children in understanding the feelings of others (empathy). The absence of parents is caused by various reasons such as being busy with work is one of the reasons for the formation of empathy in children to be wasted and the determining factor for enormous moral development is how children are treated since childhood.

CONCLUSION

Parents are responsible for meeting the child's needs in order to develop the child's overall existence, these needs include biological needs as well as psychological needs such as feeling safe, loved, understood as children, so that children can grow and develop in a harmonious direction. However, there is often a lack of communication between parents and children in everyday life, so that children feel less confident and empathetic. Parents can anticipate this by increasing communication between parents and children, especially in empathetic communication. So that there is no emergence of forms of parenting behavior, especially those caused by a lack of communication between parents and children.

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[22] Michele Borba, *Building Moral Intelligence* , (Jakarta: PT Gramedia Pustaka, 2008), 51-52
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Therefore, parents are required to be more creative in creating an atmosphere that is more interesting or more fun in communicating with children, so that children can be invited to communicate with empathy. An interesting atmosphere with empathy in communication can be done at home or outside the home, by inviting them to hang out and take walks. If parents cannot create an interesting or fun atmosphere for children, empathetic communication will be difficult to implement.

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