

The Effectiveness of Psychoeducation on Effective Communication in Adolescent Parenting

Fildzah Hanifati, Djudiyah

Master of Psychological Science Program, Directorate of Postgraduate Studies, Universitas Muhammadiyah
Malang, Indonesia

ABSTRACT

This study aimed to evaluate the effectiveness of a psychoeducational program on effective communication in adolescent parenting in improving the quality of parent-adolescent communication. A quantitative approach with a one-group pretest-posttest design was employed. The participants consisted of 11 parents who were members of the Bina Keluarga Remaja (BKR) Mentikan 2 community group in Mojokerto City, Indonesia. Communication quality was assessed using the Parent-adolescent Communication Scale (PACS), which measures the dimensions of Open Communication and Problem Communication. Data were analyzed using the Wilcoxon Signed Rank Test. The results indicated a significant increase in Open Communication scores ($Z = -2.941$, $p = .003$) and a significant decrease in Problem Communication scores ($Z = -2.552$, $p = .011$). In addition, the program evaluation demonstrated positive participant ratings regarding the learning materials, facilitator, instructional methods, perceived benefits, and overall program implementation. The findings suggest that psychoeducational on effective communication has the potential to enhance the quality of parent-adolescent communication within community-based parenting programs.

Keywords: Adolescent Parenting, Effective Communication, Psychoeducation

Corresponding author

Name: Djudiyah

Email: djudiyah@umm.ac.id

INTRODUCTION

The family is the first social environment that plays a fundamental role in children's development, including during adolescence (Hamzah et al., 2024; Ibrahim, 2023). Through everyday interactions, parents serve as sources of support, guidance, and role models for children's physical, emotional, social, and psychological development (Kristiani et al., 2021). Within this context, communication constitutes the foundation of the parent-adolescent relationship. Open, warm, and respectful communication fosters positive relationships and supports adolescents' social and emotional development (Ramadhanti & Oktaviana, 2026).

Adolescence is a transitional stage between childhood and adulthood characterized by significant physical, cognitive, emotional, and social changes (Anggraini,

2025; Larasati & Marheni, 2019). During this period, adolescents develop abstract thinking skills, establish their personal identities, and seek greater autonomy (Santrock, 2011). These developmental changes often create differences in perspectives between parents and adolescents, thereby increasing the likelihood of communication difficulties. Such challenges become more pronounced when parents continue to adopt one-way communication patterns that limit adolescents' opportunities to express their opinions and emotions (Aprilla & Wahid, 2025; Rahmawati & Gazali, 2018; Sitepu & Abdurrahman, 2024).

In addition to adolescent developmental characteristics, the quality of parent-adolescent communication is also influenced by parenting style. Baumrind (1991) proposed that the authoritative parenting style, characterized by warmth, two-way communication, and clear behavioral boundaries, promotes positive relationships between parents and adolescents. In contrast, authoritarian and permissive parenting styles may hinder open communication by providing limited opportunities for adolescents to express their thoughts and emotions. Therefore, effective family communication depends not only on the ability to convey messages but also on the interaction patterns established through parenting practices.

Ineffective communication may reduce emotional closeness between parents and adolescents and increase the likelihood of family conflict (Amalia et al., 2025). Adolescents who feel misunderstood are less likely to disclose their thoughts and feelings to their parents and are more inclined to seek emotional support outside the family (Nikite et al., 2024). A needs assessment conducted within the Bina Keluarga Remaja (BKR) Mentikan 2 community in Mojokerto City revealed that many parents experienced difficulties in establishing effective communication with their adolescent children. Parents reported relying primarily on direct advice, reacting emotionally to adolescents' behavior, and lacking appropriate strategies for responding to their children's emotions. These findings indicate the need for interventions that not only improve parents' knowledge but also strengthen practical communication skills applicable in daily parenting.

According to DeVito (2012) effective interpersonal communication is characterized by five essential components, openness, empathy, supportiveness, positiveness, and equality. Within the context of adolescent parenting, these principles can be demonstrated through parents' ability to listen actively, understand adolescents' perspectives and emotions, and respond in a nonjudgmental manner. Gottman and DeClaire (1997) further explained that the emotion coaching approach enables parents to recognize, validate, and regulate children's emotions, thereby strengthening emotional bonds within the family. Consequently, effective communication extends beyond the exchange of information and emphasizes the quality of interpersonal interactions between parents and adolescents.

Previous studies have demonstrated that psychoeducational interventions focusing on effective communication can improve the quality of parent-child interactions. Fadhilah et al. (2023) reported that communication training enhanced parents' effective communication skills in parenting. Similarly, Ramadhanti and Oktaviana (2026) found that open communication contributed to more positive parent-adolescent relationships. In addition, Yusmi and Wahyuni (2025) showed that training in active listening, emotion

regulation, and appropriate responses enabled parents to manage adolescent developmental challenges more constructively. Collectively, these findings suggest that psychoeducation represents a promising approach to improving family communication.

However, previous studies have generally developed or evaluated communication skills, emotion coaching, and communication strategies separately. Research integrating knowledge of adolescent development, parenting styles, emotion coaching, active listening, and I-messages into a single community-based psychoeducational program remains limited, particularly within Bina Keluarga Remaja (BKR) groups. Such an integrated approach may provide parents with a more systematic learning experience, thereby facilitating the application of communication skills in everyday parenting practices. Accordingly, the present study developed a psychoeducational program that integrates these competencies through the Listening, Understanding, and Expressing approach as a practical framework for strengthening effective communication between parents and adolescents.

Based on these considerations, this study aimed to examine the effectiveness of a psychoeducational program on effective communication in adolescent parenting in improving the quality of parent-adolescent communication. The intervention consisted of psychoeducational sessions on adolescent development, parenting styles, effective communication, and emotion coaching, followed by practical training using the Listening, Understanding, and Expressing approach, which integrates active listening, emotion coaching, and I-messages. This study is expected to provide an applicable community-based psychoeducational model for enhancing the quality of parent-adolescent communication.

METHOD

This study employed a quantitative approach using a pre-experimental one-group pretest-posttest design (Creswell, 2017). This design was used to evaluate the effectiveness of a psychoeducational program on effective communication in adolescent parenting by comparing participants' communication quality before and after the intervention. The study was conducted on June 4, 2026, at the Bina Keluarga Remaja (BKR) Mentikan 2 community group in Mojokerto City, East Java, Indonesia.

The participants were parents who were members of the Bina Keluarga Remaja (BKR) Mentikan 2 community group. Participants were recruited using purposive sampling based on the following inclusion criteria: (a) having at least one adolescent child, (b) willingness to participate in the entire psychoeducational program, and (c) completion of both the pretest and posttest questionnaires. A total of 11 participants met these criteria, and all data were included in the analysis.

Communication quality was assessed using the Parent-adolescent Communication Scale (PACS) developed by Barnes and Olson (1982) and adapted into Indonesian by Purbasafir (2024). The instrument consists of two dimensions, Open Communication and Problem Communication, and is designed to assess the quality of communication between parents and adolescents. The scale contains 20 items rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The PACS was selected because it aligns with the objectives of the intervention, which aimed not only to improve parents'

understanding of effective communication but also to increase communication openness and reduce communication barriers in parent-adolescent interactions.

The study began with an explanation of the research objectives, followed by the distribution of informed consent forms. Participants then completed the PACS as a pretest to assess baseline communication quality. The psychoeducational intervention consisted of four sessions covering adolescent development, parenting styles, effective communication, and emotion coaching, followed by practical communication training through the Listening, Understanding, and Expressing approach, which integrates active listening, emotion coaching, and I-messages. The intervention employed interactive lectures, group discussions, self-reflection activities, parenting-style quizzes, case analyses, and role-play exercises. These activities were designed to provide participants with both conceptual understanding and practical communication skills applicable to everyday parenting situations. After completing all intervention sessions, participants completed the PACS again as a posttest to assess changes in communication quality. Finally, participants completed a program evaluation questionnaire to provide feedback on the learning materials, instructional methods, and overall implementation of the psychoeducational program.

Table 1. Structure of the Psychoeducational Program

Session	Objective	Main Activities
1	Understanding adolescent development	Interactive lecture and discussion
2	Understanding parenting styles	Parenting style quiz, self-reflection, and discussion
3	Understanding effective communication	Interactive lecture, case study, and discussion
4	Developing parents' communication skills through active listening, emotion coaching, and I-messages.	Demonstration, role play, discussion, and feedback.

Data were analyzed using IBM SPSS Statistics version 27. Descriptive statistics were used to summarize participant characteristics and communication scores. The Shapiro-Wilk test was performed to assess data normality because the sample size was fewer than 50 participants. Differences between pretest and posttest scores were analyzed using the Wilcoxon Signed Rank Test with a significance level of .05. The magnitude of the intervention effect was calculated using effect size (r). In addition, program evaluation data were analyzed descriptively using mean scores to summarize participants' evaluations of each aspect of the psychoeducational program.

FINDING AND DISCUSSION

RESEARCH RESULT

The study involved 11 parents who completed the entire psychoeducational program and both the pretest and posttest assessments. The analysis focused on two dimensions of parent-adolescent communication, namely Open Communication and Problem Communication, by comparing participants' scores before and after the intervention.

Table 2. Descriptive Statistics of Parent-adolescent Communication Scores

Variable	Pre-test <i>M</i> (<i>SD</i>)	Post-test <i>M</i> (<i>SD</i>)
Open Communication	37.82 (2.64)	43.91 (2.26)
Problem Communication	27.64 (6.15)	22.36 (6.23)

As presented in Table 2, the mean Open Communication score increased from 37.82 (*SD* = 2.64) at pretest to 43.91 (*SD* = 2.26) at posttest. In contrast, the mean Problem Communication score decreased from 27.64 (*SD* = 6.15) to 22.36 (*SD* = 6.23) following the psychoeducational intervention.

The Shapiro-Wilk test was subsequently conducted to examine data normality. The results indicated that the Open Communication pretest scores were not normally distributed ($p = .003$), whereas the remaining variables met the assumption of normality ($p > .05$). Therefore, differences between pretest and posttest scores were analyzed using the Wilcoxon Signed Rank Test.

Table 3. Wilcoxon Signed Rank Test Results

Variable	<i>Z</i>	<i>p</i>	Effect Size (<i>r</i>)
Open Communication	-2.941	.003	.89
Problem Communication	-2.552	.011	.77

The Wilcoxon Signed Rank Test revealed significant differences between pretest and posttest scores for both communication dimensions. Open Communication scores increased significantly following the intervention ($Z = -2.941$, $p = .003$), whereas Problem Communication scores decreased significantly ($Z = -2.552$, $p = .011$). The calculated effect sizes indicated that the intervention had a large effect on both the improvement of Open Communication ($r = .89$) and the reduction of Problem Communication ($r = .77$).

In addition to evaluating the effectiveness of the intervention, participants were asked to evaluate the psychoeducational program in terms of the learning materials, instructional methods, facilitator, perceived benefits, and overall program implementation.

Table 4. Participant Evaluation of the Psychoeducational Program

Evaluation Aspect	Mean
Learning Material	4.36
Learning Methods	3.91
Facilitator	4.45
Program Benefits	4.33
Program Implementation	4.14

The program evaluation results indicated that all evaluation aspects received mean scores above 3.90 on a five-point scale. The highest-rated aspect was the facilitator ($M = 4.45$), followed by learning materials ($M = 4.36$), program benefits ($M = 4.33$), and program implementation ($M = 4.14$). The learning methods received a mean score of 3.91. Overall, these findings indicate that the psychoeducational program was well accepted by the participants.

DISCUSSION

The findings of this study demonstrated that the psychoeducational program on effective communication in adolescent parenting significantly increased Open Communication while reducing Problem Communication. These findings indicate that the intervention not only enhanced communication openness between parents and adolescents but also reduced communication barriers commonly encountered in everyday interactions. The large effect sizes observed for both communication dimensions suggest that the intervention produced not only statistically significant improvements but also meaningful practical effects. Therefore, integrating knowledge of adolescent development, parenting styles, effective communication, and practical communication skills into a psychoeducational program contributed positively to improving the quality of parent-adolescent communication.

The improvement in communication quality observed in this study may be explained by DeVito's (2012) theory of interpersonal communication. According to DeVito (2012) effective interpersonal communication is characterized by openness, empathy, supportiveness, positiveness, and equality. Throughout the psychoeducational program, participants not only gained an understanding of these principles but also practiced applying them through the Listening, Understanding, and Expressing (LUE) approach. This approach enabled parents to develop more open two-way communication, appreciate adolescents' perspectives, and express their thoughts in a more empathetic and constructive manner. Consequently, the increase in Open Communication and the decrease in Problem Communication following the intervention may be attributed to parents' improved ability to apply the principles of effective interpersonal communication. These findings further indicate that improvements in communication quality were reflected not only in greater communication openness but also in reduced communication barriers. Accordingly, the two dimensions assessed by the Parent-adolescent Communication Scale (PACS) effectively captured the communication changes targeted by the intervention.

The findings further suggest that the observed improvements were associated not only with increased knowledge but also with the development of practical communication skills through direct practice during the intervention. The Listening, Understanding, and Expressing (LUE) approach enabled parents to apply active listening, emotion coaching, and I-messages in situations that closely resembled everyday interactions with their adolescent children. These practical exercises likely contributed to greater communication openness and fewer communication barriers following the intervention. These findings are consistent with previous studies by Fadhilah et al. (2023), Ramadhanti and Oktaviana (2026), and Yusmi and Wahyuni (2025) which reported that communication training and emotional management strategies improved the quality of parent-adolescent interactions. However, unlike previous studies, the present study offers a more comprehensive community-based psychoeducational program by integrating adolescent development, parenting styles, emotion coaching, active listening, and I-messages into a single intervention through the Listening, Understanding, and Expressing (LUE) approach.

Several limitations should be considered when interpreting the findings of this study. First, the relatively small sample size, consisting of only 11 participants, limits the generalizability of the findings. Second, the use of a one-group pretest-posttest design without a control group limits the ability to attribute the observed changes exclusively to the intervention. Furthermore, no follow-up assessment was conducted; therefore, the long-term sustainability of the improvements in communication quality could not be determined.

Despite these limitations, the findings suggest that psychoeducation on effective communication represents a promising intervention for community-based family development programs, particularly within Bina Keluarga Remaja (BKR) groups. The Listening, Understanding, and Expressing (LUE) approach provides a practical framework that parents can readily apply in their daily communication with adolescents. This conclusion is further supported by the program evaluation results, which demonstrated positive participant evaluations of the learning materials, facilitator, instructional methods, perceived benefits, and overall program implementation. These findings indicate that the intervention was not only effective in improving parent-adolescent communication but also demonstrated high program acceptability, suggesting its feasibility for broader implementation in community-based parenting programs. Future studies are encouraged to recruit larger samples, employ more rigorous experimental designs with control groups, and include follow-up assessments to examine the long-term effectiveness of the intervention.

CONCLUSION

This study demonstrated that a psychoeducational program on effective communication in adolescent parenting effectively improved the quality of parent-adolescent communication by increasing Open Communication and reducing Problem Communication. The intervention enabled parents to communicate more openly while reducing communication barriers following their participation in the psychoeducational

program. These findings suggest that the Listening, Understanding, and Expressing (LUE) approach provides a practical framework for helping parents develop more open, empathetic, and constructive communication in adolescent parenting.

Although this study involved a relatively small sample and employed a one-group pretest-posttest design, the findings indicate that psychoeducation on effective communication has the potential to be implemented as a parent capacity-building intervention within Bina Keluarga Remaja (BKR) and other community-based family empowerment programs. Future research is recommended to recruit larger samples, employ control groups or more rigorous experimental designs, and include follow-up assessments to examine the long-term sustainability of improvements in parent-adolescent communication.

REFERENCES

- Amalia, R., Dilasari, D., & Muthmainnah, F. G. (2025). Peran komunikasi interpersonal dalam membangun keharmonisan keluarga. *Journal of Communication and Social Sciences*, 3(2), 85-98. <https://doi.org/10.61994/jcss.v3i2.1184>
- Anggraini, T. (2025). Studi deskriptif parent adolescent communication pada remaja di kota Bukittinggi. *Liberosis: Jurnal Psikologi Dan Bimbingan Konseling*, 16(3), 81-90. <https://cibangsa.com/index.php/liberosis/article/view/6467>
- Aprilla, R. A., & Wahid, A. (2025). Pola komunikasi antara orang tua dan anak dalam menghadapi kenakalan remaja perspektif Al- Qur'an. *FATHIR: Jurnal Studi Islam*, 2(2), 207-219. <https://doi.org/10.71153/fathir.v2i2.264> P-ISSN:
- Barnes, H. L., & Olson, D. L. (1982). Parent-adolescent communication scale. In *Family inventories: Inventories used in a national survey of families across the family life cycle* (D. H. Olso, pp. 33-48). St Paul: Family Social Science, University of Minnesota.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. In *The Journal of Early Adolescence* (Vol. 11, Issue 1, pp. 56-95). Sage Publications. <https://doi.org/10.1177/0272431691111004>
- Creswell, J. W. (2017). Educational research: Planning, conducting and evaluating quantitative and qualitative research. *Pearson*.
- DeVito, J. A. (2012). *The interpersonal communication book* (13th edition). Pearson.
- Fadhilah, C. R., Nisfiary, R. K., & Lubis, I. S. L. (2023). Psikoedukasi mengenai penerapan komunikasi efektif antara orang tua dengan anak untuk meningkatkan perilaku positif anak. *JURNAL PENGABDIAN MASYARAKAT TJUT NYAK DHIEN*, 2(2), 59-68. <https://doi.org/10.36490/jpmtnd.v2i2.671>
- Gottman, J. M., & DeClaire, J. (1997). *Raising an emotionally intelligent child: The heart of parenting*. Simon & Schuster.
- Hamzah, N. F., Mirza, M., & Pradesti, A. (2024). Peran komunikasi antar pribadi terhadap orang tua dalam pembentukan karakter anak. *TUTURAN: Jurnal Ilmu Komunikasi, Sosial Dan Humaniora*, 2(1), 184-194. <https://doi.org/10.47861/tuturan.v2i1.762>
- Ibrahim, N. (2023). Pola komunikasi orang tua dalam perkembangan psikologi pada anak usia remaja. *Sadida: Islamic Communications and Media Studies*, 3(1), 65-78.

- <https://doi.org/10.22373/sadida.v3i1.2787>
- Kristiani, R., Lunanta, L. P., & Ardani, A. (2021). Gambaran pola pengasuhan, disiplin, dan komunikasi orangtua terhadap remaja di kawasan kumuh penjarangan. *Jurnal Psikologi : Media Ilmiah Psikologi*, 19(1), 8-17. <https://doi.org/10.47007/jpsi.v19i01.105>
- Larasati, K., & Marheni, A. (2019). Hubungan antara komunikasi interpersonal orangtua-remaja dengan keterampilan sosial remaja. *Jurnal Psikologi Udayana*, 6(1), 88-95. <https://doi.org/10.24843/JPU.2019.v06.i01.p09>
- Nikite, C. A., Subhani, S., Masriadi, M., Mardhiah, A., & Anismar, A. (2024). Pola komunikasi interpersonal orang tua dalam memahami kebutuhan emosional remaja. *CENDEKIA: Jurnal Hukum, Sosial & Humaniora*, 2(4), 859-869. <https://doi.org/10.5281/zenodo.14286459>
- Purbasafir, T. F. (2024). Solution focused therapy : Penanganan permasalahan komunikasi orangtua dan remaja. *PROCEDIA : Studi Kasus Dan Intervensi Psikologi 2024*, 12(1), 1-7. <https://doi.org/10.22219/procedia.v12i1.29889>
- Rahmawati, R., & Gazali, M. (2018). Pola komunikasi dalam keluarga. *Al-Munzir*, 11(2), 163-181. <https://doi.org/10.31332/am.v11i2.1125>
- Ramadhanti, S. D., & Oktaviana, R. (2026). Keluarga tangguh : Komunikasi efektif orang tua dan anak untuk meningkatkan pemahaman mengenai perkembangan psikologis anak di Desa Tanjung Lago. *Jurnal Akademik Pengabdian Masyarakat*, 4(1), 492-504. <https://doi.org/10.61722/japm.v4i1.8085>
- Santrock, J. W. (2011). *Life-span development* (Thirteenth). McGraw-Hill.
- Sitepu, A. S. N. B., & Abdurrahman, A. (2024). Komunikasi interpersonal orang tua dalam membentuk perilaku anak di Desa Sidomulyo Kecamatan Stabat Kab. Langkat. *Abdurrahman*, 21(2), 264-273. [https://doi.org/10.25299/al-hikmah:jaip.2024.vol21\(2\).19147](https://doi.org/10.25299/al-hikmah:jaip.2024.vol21(2).19147)
- Yusmi, R. E., & Wahyuni, S. (2025). Psiko edukasi parenting menumbuhkan mental sehat seni berkomunikasi pada anak, panduan mendidika anak tanpa “ngegas.” *JURNAL MUDABBIR (Journal Research and Education Studies)*, 5(1), 943-956. <https://doi.org/10.56832/mudabbir.v5i1.1064>