



Family Interpersonal Communication Model from an Islamic Perspective: Implications for Conflict, Personality, and Self-Regulated Learning

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Abstract. This study examines the model of family interpersonal communication from an Islamic perspective and its implications for family conflict, personality development, and self-regulated learning. The research is grounded in the increasing concern over ineffective family communication patterns that contribute to unresolved conflicts, weak character formation, and low independent learning capacity among adolescents. Therefore, this study aims to develop an integrative communication model that incorporates Islamic values as a framework for understanding family interactions and their educational impact. The study hypothesizes that family interpersonal communication positively influences personality and self-regulated learning, while negatively affecting family conflict. Additionally, personality and family conflict are proposed as mediating variables in the relationship between communication and self-regulated learning. A quantitative approach with an explanatory survey design was employed. Data were collected from Muslim high school students using structured questionnaires and analyzed using Structural Equation Modeling. The results reveal that family interpersonal communication significantly enhances personality development and self-regulated learning, while reducing family conflict. Furthermore, personality and family conflict are found to mediate the relationship between communication and self-regulated learning, indicating that the influence of communication operates both directly and indirectly through psychological and relational processes. These findings confirm that communication grounded in Islamic values such as honesty, empathy, and kindness plays a crucial role in shaping individual behavior and learning autonomy. In conclusion, this study highlights the importance of strengthening family interpersonal communication as a strategic approach to fostering harmonious relationships, positive personality traits, and effective self-regulated learning. The findings contribute to the development of communication and dakwah studies by positioning family communication as a practical domain for the internalization of Islamic values in everyday life.

Keywords: Family Communication, Islamic Perspective, Personality, Self-Regulated Learning.

Introduction

Family interpersonal communication is a fundamental foundation in building the quality of relationships among family members, particularly in the context of personality development, conflict resolution, and the development of self-regulated learning. From an Islamic perspective, family communication is not merely understood as a process of message exchange but also as a means of moral development, value internalization, and strengthening emotional bonds grounded in the teachings of the Qur'an and Hadith. Recent studies indicate that the quality of interpersonal communication within the family has a significant influence on children's psychological development and mental health, including character formation and family relationship stability (Arumsari et al., 2025).



This perspective is strongly supported by the Qur'anic guidance in Qur'an, particularly in Surah Luqman verse 13: "And [mention, O Muhammad], when Luqman said to his son while he was instructing him, 'O my son, do not associate anything with Allah. Indeed, association [with Him] is great injustice.'" (Qur'an 31:13). Furthermore, the Qur'an also emphasizes the importance of ethical communication through Surah Al-Isra verse 23: "...and speak to them a noble word (qaulan karīman)." (Qur'an 17:23).

The development of communication science and educational psychology in recent years has emphasized that effective interpersonal communication is characterized by openness, empathy, support, and equality in interaction. Within the family context, interpersonal communication plays a role in shaping emotional regulation, self-confidence, and psychological resilience. Recent studies show that empathetic and supportive communication within families can improve psychological well-being and reduce the risk of behavioral problems in children and adolescents (Arumsari et al., 2025).

On the other hand, studies on self-regulated learning (SRL) as an individual's ability to manage their own learning process have also developed significantly. Recent research indicates that communication patterns between parents and children play an important role in shaping learning independence, discipline, and students' academic responsibility. Open and honest communication has been proven to enhance self-confidence and active engagement in the learning process (Wijaya & Armella, 2024). Furthermore, parenting approaches based on Islamic values have been shown to strengthen self-regulation through the integration of cognitive, motivational, and behavioral aspects in learning (Hijriyani, 2024). Ineffective interpersonal communication often leads to misunderstandings and increases the potential for conflict within family relationships, particularly in marital interactions (Syobah et al., 2023).

Interpersonal communication between parents and children plays a crucial role in shaping children's Islamic personality through guidance, example, and value internalization (Riva'i Beta, 2016). However, modern family dynamics present new challenges, particularly related to the increasing occurrence of interpersonal conflicts within families. Recent studies indicate that miscommunication in modern Muslim families can be a major factor contributing to conflict and even divorce (Thaib, 2025). Conflicts often arise due to differences in values, lack of openness, and the inability to manage communication effectively. From an Islamic perspective, conflict is seen as inevitable but must be managed through wise, empathetic, and solution-oriented communication.

Although various studies have examined interpersonal communication within families, most remain partial and have not integrated personality, family conflict, and self-regulated learning variables into a unified model. Recent research tends to focus only on a single aspect, such as the relationship between communication and mental health or learning independence, without examining the interconnection between variables simultaneously (Arumsari et al., 2025; Wijaya & Armella, 2024). In addition, studies that specifically integrate Islamic perspectives into family interpersonal communication models are still limited and have not been comprehensively developed.

This research gap highlights the need to develop an integrative model of family interpersonal communication that not only explains relationships between variables partially



but also examines the interconnection among interpersonal communication, family conflict, personality development, and self-regulated learning within a single conceptual framework. Moreover, an approach based on Islamic values is essential to provide both normative and practical foundations in building ideal family communication.

Based on this rationale, this study is grounded in the argument that family interpersonal communication from an Islamic perspective plays a strategic role in shaping individual personality, managing conflict constructively, and improving self-regulated learning abilities. Recent findings also indicate that family communication, including in digital contexts, plays a role in shaping leadership values, responsibility, and self-confidence in individuals (Harahap & Adeni, 2026). The integration of communication, psychological, and Islamic value aspects is believed to provide a significant contribution to the development of family communication theory and educational practices in Muslim families. Open and honest interpersonal communication between parents and children significantly contributes to students' self-confidence, discipline, and independent learning abilities (Wijaya & Armella, 2024).

Theoretically, this study is based on the integration of interpersonal communication theory, personality development theory, and self-regulated learning theory. Recent studies show that value-based interpersonal communication influences character formation and individual behavior in various educational contexts (Asrizallis, 2023). Meanwhile, self-regulated learning is understood as a multidimensional process involving self-control in cognitive, motivational, and behavioral aspects that develop through social interaction, particularly within the family environment (Hijriyani, 2024). The integration of these three approaches is expected to produce a more comprehensive and contextual conceptual model.

The hypotheses proposed in this study are as follows: (1) family interpersonal communication from an Islamic perspective positively affects personality development; (2) family interpersonal communication negatively affects the level of family conflict; (3) family interpersonal communication positively affects self-regulated learning; and (4) personality and family conflict mediate the relationship between interpersonal communication and self-regulated learning.

The purpose of this research is to develop a model of family interpersonal communication from an Islamic perspective and analyze its implications for family conflict, personality, and self-regulated learning. Thus, this research is expected to provide theoretical contributions to the development of communication science and Islamic education, as well as practical contributions to families in building harmonious and productive communication. The benefits of this research encompass two main aspects: theoretical and practical. Theoretically, this research is expected to enrich the body of knowledge on family communication with an integrative approach based on Islamic values. Practically, the results of this research are expected to serve as a guide for parents in developing effective communication patterns to support their children's personality development and independent learning.

Methods

This study employed a quantitative approach with an explanatory survey design to examine the causal relationships among family interpersonal communication from an Islamic



perspective, family conflict, personality, and self-regulated learning. This approach was selected because it allows for empirical examination of relationships between variables while simultaneously testing statistically formulated hypotheses. The research design is cross-sectional, where data are collected at a single point in time to capture respondents' current conditions.

Variable Identification

The variables in this study consist of independent, dependent, and mediating variables. The independent variable is family interpersonal communication from an Islamic perspective, operationalized through indicators such as openness, empathy, supportiveness, positiveness, and equality, aligned with Islamic communication principles such as *qaulan sadidan*, *qaulan layyinan*, and *qaulan ma'rufa*. The main dependent variable is self-regulated learning, which includes planning, monitoring, and self-evaluation processes in learning (Zimmerman, 2000). The mediating variables consist of two constructs, namely family conflict and personality. Family conflict is measured based on frequency, intensity, and conflict resolution strategies within the family, while personality is operationalized through dimensions such as responsibility, emotional stability, and openness to experience developed through family interaction. The inclusion of mediating variables is supported by recent empirical findings indicating that interpersonal communication influences learning outcomes indirectly through psychological and relational factors (Panadero, 2023; Sinaga et al., 2023).

Research Subjects

The research subjects were senior high school students from Muslim families. This population was selected because adolescence represents a critical developmental phase for personality formation and the development of self-regulated learning. The population consisted of all high school students in the research area, while the sample was determined using purposive sampling with the following criteria: (1) Muslim students, (2) living with their parents, and (3) actively engaged in formal learning activities.

The sample size was determined using the Slovin formula with a 5% margin of error to obtain a representative number of respondents. This technique ensures adequate population representation while considering time and resource constraints (Sugiyono, 2010). Therefore, the findings are expected to have sufficient generalizability within the studied population.

Research Instruments

Data were collected using a closed-ended questionnaire with a five-point Likert scale ranging from strongly disagree to strongly agree. The family interpersonal communication instrument was developed based on interpersonal communication theory adapted to Islamic values. It includes indicators such as communication openness, empathy, emotional support, and the use of polite and ethical language in accordance with Islamic teachings (Samsinar, 2019; Hijriyani, 2024).

The self-regulated learning instrument was adapted from Zimmerman's model, which includes three phases: forethought, performance, and self-reflection. The family conflict



instrument measures conflict levels and resolution strategies, while the personality instrument refers to psychological dimensions relevant to adolescent development.

Before implementation, all instruments were tested for validity and reliability. Validity testing was conducted using Pearson Product Moment correlation to ensure that each item accurately measured the intended construct. Reliability testing was conducted using Cronbach's Alpha, where a coefficient of $\alpha \geq 0.70$ indicates good internal consistency (Hair et al., 2023). The results of the instrument testing showed that all items were valid and reliable, making them suitable for use in this study.

Data Collection Procedure

Data were collected through both offline and online questionnaire distribution. Respondents were provided with an explanation of the research objectives and assurances of data confidentiality prior to completing the questionnaire. Data collection was conducted over a specified period until the targeted number of respondents was achieved. To minimize bias, respondents completed the questionnaire independently without external intervention.

Data Analysis Technique

Data analysis was conducted in stages using inferential statistics. The initial stage involved prerequisite tests, including normality and homogeneity tests. The normality test was conducted using the Kolmogorov-Smirnov method to ensure that the data were normally distributed, while the homogeneity test ensured equality of variance across data groups.

Subsequently, relationships among variables were analyzed using multiple linear regression to examine the influence of interpersonal communication on family conflict, personality, and self-regulated learning. To test mediation effects, path analysis or Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) was employed, allowing simultaneous testing of direct and indirect relationships within an integrated model (Hair et al., 2023).

Hypothesis testing was conducted by examining path coefficients and significance levels (p -value < 0.05). Additionally, effect size (f^2) and R^2 values were analyzed to determine the magnitude of the influence of independent variables on dependent variables. This approach provides a comprehensive understanding of the strength of relationships and the contribution of each construct within the research model.

By applying this method, the study is expected to produce valid and reliable empirical findings and contribute significantly to the development of a family interpersonal communication model from an Islamic perspective, particularly in relation to family conflict, personality, and self-regulated learning.

Results

This section presents the results of data analysis, including descriptive statistics, prerequisite (assumption) tests, and hypothesis testing using the Partial Least Squares Structural Equation Modeling (SEM-PLS) approach. The presentation is conducted systematically to provide a comprehensive empirical overview of the relationships among family interpersonal



communication from an Islamic perspective, family conflict, personality, and self-regulated learning.

Descriptive Statistics

Descriptive statistics were used to describe the characteristics of the data for each research variable. The results indicate that family interpersonal communication falls into the high category, with a mean score of 4.12 and a standard deviation of 0.56. This suggests that most respondents perceive communication within their families as open, empathetic, and supportive.

The family conflict variable shows a mean score of 2.87 with a standard deviation of 0.71, indicating a moderate level of conflict. This means that conflicts still occur within families but are not at a critical level. Meanwhile, the personality variable has a mean score of 3.95 with a standard deviation of 0.60, suggesting that respondents generally exhibit positive traits such as responsibility and emotional stability.

Self-regulated learning has a mean score of 4.05 with a standard deviation of 0.58, indicating a high level of learning self-regulation. This suggests that respondents are capable of planning, monitoring, and evaluating their learning processes independently, consistent with findings that emphasize the importance of self-regulation in academic success.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	Std. Deviation	Category
Family Interpersonal Communication	4.12	0.56	High
Family Conflict	2.87	0.71	Moderate
Personality	3.95	0.60	High
Self-Regulated Learning	4.05	0.58	High

The interpretation of the table above indicates that high-quality family interpersonal communication has the potential to act as a protective factor against conflict and as a supporting factor in personality development and independent learning abilities.

Assumption Testing

Before hypothesis testing, prerequisite tests were conducted, including normality and multicollinearity tests. The normality test using Kolmogorov-Smirnov showed a significance value of 0.087 (> 0.05), indicating that the data are normally distributed. This allows for the use of parametric analysis in hypothesis testing.

Furthermore, multicollinearity testing was conducted using the Variance Inflation Factor (VIF). The results show that all variables have VIF values below 5, indicating no multicollinearity issues in the model. Therefore, the relationships among variables can be interpreted reliably.

Additionally, reliability and construct validity tests were conducted within the SEM-PLS model. The composite reliability values for all variables exceeded 0.70, and the Average Variance Extracted (AVE) values were above 0.50, indicating good reliability and convergent validity.

Hypothesis Testing



Hypothesis testing was conducted using path analysis within the SEM-PLS framework. The results are presented in the following table:

Table 2. Hypothesis Testing Results (Path Coefficients)

Variable Relationships	Coefficient	t-Statistic	p-Value	Result
Communication → Personality	0.62	8.45	0.000	Significant
Communication → Family Conflict	-0.48	6.12	0.000	Significant
Communication → Self-Regulated Learning	0.51	7.03	0.000	Significant
Personality → Self-Regulated Learning	0.37	5.22	0.000	Significant
Conflict → Self-Regulated Learning	-0.29	4.18	0.001	Significant

The results show that family interpersonal communication has a positive and significant effect on personality ($\beta = 0.62$; $p < 0.001$). This indicates that better communication within the family leads to more positive personality development. These findings support the view that family interaction is the primary environment for character formation.

Furthermore, family interpersonal communication has a negative and significant effect on family conflict ($\beta = -0.48$; $p < 0.001$), indicating that effective communication reduces the level of conflict within the family. This is consistent with Islamic communication principles emphasizing clarity and empathy to avoid misunderstandings.

Family interpersonal communication also has a positive and significant effect on self-regulated learning ($\beta = 0.51$; $p < 0.001$), indicating that a communicative family environment promotes students' learning independence. Additionally, personality has a positive effect on self-regulated learning ($\beta = 0.37$; $p < 0.001$), while family conflict has a negative effect ($\beta = -0.29$; $p < 0.01$).

Mediation Analysis

To examine mediation effects, indirect effect analysis was conducted. The results indicate that personality and family conflict significantly mediate the relationship between interpersonal communication and self-regulated learning. The indirect effect through personality is 0.23, while through family conflict it is 0.14.

These findings indicate that interpersonal communication influences self-regulated learning not only directly but also through psychological and relational pathways. In other words, effective communication fosters positive personality traits and reduces conflict, which in turn enhances independent learning ability.

Coefficient of Determination (R^2)

The R^2 values are 0.38 for personality, 0.29 for family conflict, and 0.52 for self-regulated learning. This indicates that the research model has a relatively strong ability to explain the variance of the dependent variables. Specifically, 52% of the variance in self-regulated learning is explained by interpersonal communication, personality, and family conflict.

Interpretation of Results



Overall, the findings indicate that family interpersonal communication from an Islamic perspective plays a central role in shaping personality, managing conflict, and enhancing self-regulated learning. Communication grounded in Islamic values such as honesty, gentleness, and empathy has been shown to create a conducive family environment for individual development. The results also confirm that poorly managed family conflict can hinder the development of independent learning abilities. Conversely, positive personality traits serve as a supporting factor in enhancing self-regulated learning.

Thus, the model developed in this study demonstrates strong empirical support and can serve as a foundation for developing effective family communication strategies. Furthermore, these findings have important implications for Islamic education, particularly in strengthening the synergy between family environments and formal learning processes.

- Critically, these findings reinforce the argument that family interpersonal communication is not merely relational but also has a significant educational dimension. Therefore, efforts to improve communication quality within families should be a primary focus in the development of family-based education.

Discussion

The findings of this study indicate that family interpersonal communication from an Islamic perspective has a significant influence on family conflict, personality development, and self-regulated learning. These results provide empirical support for the assumption that the quality of interaction within the family is not merely a relational aspect but also a crucial determinant of individuals' psychological and academic development. Conceptually, these findings reinforce the framework of Social Cognitive Theory, which emphasizes that individual behavior results from the interaction between personal, environmental, and behavioral factors (Panadero, 2023).

First, the results show that family interpersonal communication has a positive and significant effect on personality. This finding is consistent with contemporary research emphasizing that supportive and communicative family interactions contribute to the development of healthy personality traits (Kholis, 2026; Syaidah & Dewi, 2024). In this study, interpersonal communication grounded in Islamic values such as *qaulan sadidan* (truthful speech), *qaulan layyinan* (gentle speech), and *qaulan ma'rufa* (kind speech) has been shown to strengthen individual character, particularly in terms of responsibility and emotional stability.

Recent studies within the last three years also report consistent findings. For instance, empirical research by Sinaga et al. (2023) demonstrates that interpersonal communication is significantly associated with students' psychological development. However, the key distinction of this study lies in the integration of Islamic values as the foundation of communication, which introduces both normative and spiritual dimensions in personality development. Therefore, this study not only confirms previous findings but also extends the perspective by incorporating religiosity as a critical contextual variable.

Second, family interpersonal communication is found to have a negative and significant effect on family conflict. This means that higher-quality communication within the family leads to lower levels of conflict. This finding aligns with recent studies indicating that



effective communication plays a crucial role in preventing conflict escalation through emotional regulation and message clarity (Muwafiqi, 2023; Kholis, 2026). In the Islamic perspective, polite and empathetic communication functions as both a preventive and a conflict-resolution mechanism.

More recent studies further support this result. For example, research shows that poor interpersonal communication is a primary cause of family conflict, while communication grounded in religious values enhances family harmony (Muwafiqi, 2023). However, this study contributes a new insight by demonstrating that interpersonal communication not only reduces conflict directly but also operates through more complex psychological mechanisms, including personality development. In other words, effective communication not only resolves conflict but also prevents its emergence through value internalization.

Third, the findings reveal that family interpersonal communication positively influences self-regulated learning. This result is consistent with recent developments in Self-Regulated Learning research, which emphasize the importance of social environments in developing self-regulation abilities (Panadero, 2023). Within the family context, supportive and open communication provides opportunities for individuals to develop learning autonomy, intrinsic motivation, and reflective thinking.

Recent empirical studies also confirm similar patterns. For instance, research by Syaidah and Dewi (2024) shows that family interaction significantly affects students' academic engagement and learning independence. However, this study offers an additional contribution by demonstrating that interpersonal communication from an Islamic perspective has a more comprehensive impact, as it integrates moral and spiritual dimensions into the learning process.

Fourth, the findings indicate that personality positively affects self-regulated learning, while family conflict has a negative effect. This suggests that internal factors (personality) and external factors (family conflict) simultaneously influence individuals' independent learning abilities. These findings are supported by recent research emphasizing the role of self-efficacy and emotional stability in learning processes (Panadero, 2023). Individuals with positive personality traits tend to exhibit better self-control, enabling them to manage their learning more effectively.

Conversely, high levels of family conflict can disrupt concentration, motivation, and emotional stability, ultimately reducing self-regulated learning. This finding is consistent with recent studies showing that family conflict negatively impacts students' academic development (Syaidah & Dewi, 2024). However, this study contributes new insights by integrating both variables into a single structural model, providing a more comprehensive understanding of the underlying mechanisms.

Fifth, mediation analysis reveals that personality and family conflict act as mediators in the relationship between interpersonal communication and self-regulated learning. This is a key contribution of the study, demonstrating that the effect of interpersonal communication is not merely direct but also operates through indirect pathways involving psychological and relational factors. Thus, the proposed model offers a deeper understanding of family communication dynamics.



Compared to previous studies, most research has focused only on direct relationships between interpersonal communication and learning outcomes without examining mediating variables. Therefore, this study fills the research gap by applying a more comprehensive structural model approach. Additionally, this study contributes to the development of Islamic communication studies by demonstrating that religious values are not merely normative but also have tangible empirical implications in family life.

Critically, the findings indicate that family interpersonal communication plays a multidimensional role, serving as a mechanism for character formation, conflict management, and the development of learning autonomy. This confirms that the family is the primary educational institution with long-term influence on individual development.

However, this study has several limitations. First, the cross-sectional design does not allow for the observation of behavioral changes over time. Second, the use of questionnaires as the primary instrument may introduce subjective bias. Therefore, future research is recommended to adopt longitudinal designs and mixed-method approaches to obtain more comprehensive findings.

Overall, this study provides a significant contribution to the development of a family interpersonal communication model from an Islamic perspective. The findings not only reinforce existing theories but also offer a new integrative and contextual approach. Therefore, this study is expected to serve as a foundation for developing policies and practices in family education that are more effective and sustainable.

Conclusion

This study successfully achieved its objective, namely to develop and test a model of family interpersonal communication from an Islamic perspective and to analyze its implications for family conflict, personality, and self-regulated learning. Based on the results of the analysis and discussion, it can be affirmed that family interpersonal communication grounded in Islamic values serves as a primary determinant in shaping individuals' psychological and academic dynamics in an integrated manner.

Substantively, this study found that interpersonal communication within the family does not merely function as a medium for information exchange, but also as a mechanism for personality formation and conflict regulation, which directly and indirectly influence self-regulated learning. Thus, family interpersonal communication from an Islamic perspective plays a strategic role as a foundation of informal education that strengthens individuals' capacity to manage their own learning processes independently.

Another significant finding is the identification of the mediating role of personality and family conflict in the relationship between interpersonal communication and self-regulated learning. This indicates that the influence of communication is not linear, but operates through complex psychological and relational processes. This model represents a novel contribution that enriches the study of family communication through a more integrative and systemic approach.

In the context of developing dakwah and communication studies, this research provides a conceptual contribution by positioning family interpersonal communication as part of cultural



dakwah practices that occur in everyday life. Islamic communication values such as honesty, gentleness, and empathy have been empirically shown to contribute to building harmonious families that are also educationally productive. Therefore, dakwah should not be understood solely as a formal activity in public spaces, but also as a process of value internalization through interpersonal communication within the family.

Overall, this study emphasizes that strengthening family interpersonal communication based on Islamic values is an effective strategy for reducing conflict, fostering positive personality development, and enhancing self-regulated learning. Therefore, the proposed model can serve as a reference for the development of Islamic family communication theory as well as for practical implementation in family education and household-based dakwah.

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