



---

## Interpersonal Communication Model on Parenting with Adolescent

Elok Halimatus Sa'diyah<sup>1\*</sup>, Fina Hidayati<sup>2</sup>, Vannissa Aviana Melinda<sup>3</sup>

UIN Maulana Malik Ibrahim Malang, Indonesia

<sup>1</sup>[elok1@psi.uin-malang.ac.id](mailto:elok1@psi.uin-malang.ac.id), <sup>2</sup>[finahi@psi.uin-malang.ac.id](mailto:finahi@psi.uin-malang.ac.id), <sup>3</sup>[vannisamelinda19@uin-malang.ac.id](mailto:vannisamelinda19@uin-malang.ac.id)

\*Correspondence

---

### Abstract

#### Article Information:

Received October 25, 2022

Revised February 24, 2023

Accepted March 13, 2023

#### Keywords:

Interpersonal communication

Self-compassion

Self-Disclosure

The role of parents becomes relational reframing for adolescents; with all the turmoil and characteristics that adolescents have, communication between parents and adolescents is the key to success in the parenting process. This study aims to prove the interpersonal models of parents-adolescents who are influenced by self-compassion and self-disclosure, either directly or indirectly. The method of this study is a quantitative correlation, with the sampling technique purposive sampling. The participants of the study numbered 287 parents, consisting of 98 fathers and 189 mothers. The instruments used are ICS (Interpersonal Communication Scale) by Campbell (2006), SCS (Self-Compassion Scale) by Neff (2003), and Self-Disclosure Scale by Whells & Grotz (1997). The analysis showed that the interpersonal communication model was proven to influence self-compassion and self-disclosure directly. However, self-disclosure does not prove to be a mediator variable between self-compassion and interpersonal communication. The score showed that self-compassion - interpersonal communication had an influence of  $\beta = 0.399$  (39.9%) with  $p = 0.000$ , and self-disclosure - interpersonal communication had an influence of  $\beta = 0.282$  (28.2%) with  $p = 0.007$ . The demographic analysis also found that fathers have higher self-compassion than mothers. At the educational level, it also shows differences in the level of interpersonal communication skills, self-compassion, and self-disclosure.

## INTRODUCTION

The family is the smallest social system that has a major role. It aims to achieve and realize the population's welfare, which is the ideal of development. The family became the first social environment to introduce affection, moral values, religion, socio-culture, and others (Hyoscyamina, 2011). On the other hand, the family also plays a foundation in counteracting various negative influences from existing social dynamics. Negative influences caused by friction resulting from interactions between external and internal dynamics in communities that come into contact with other social systems are expected to be counteracted by a family with qualities that describe resilience (Marty & Mirza, 2017; Zerbetto et al., 2017). However, in reality, there are still many problems that arise internally in the family that impact the external problems of society.

The facts that have occurred recently about conflicts in the family can be reviewed from several aspects. Among other things, such as the husband-wife conflict, which is going viral on social media, the case of the father raping three daughters in East Luwu, who has not found any bright spots about reporting on the alleged criminal acts (detikNews, 2021). Likewise, the child's story policed the biological mother regarding property, including houses and cars, in Demak, Central Java (Haibunda, 2021). This indicates that many problems occur within the family sphere due to internal conflicts between family members that are not resolved. Some of the cases above can represent that the level of *family quality (family resilience)* in Indonesia still needs special attention.

Chapman & Hockey (2002) have an opinion about five signs of a good functioning and high-quality family, namely: family members having an attitude of serving as a sign of no hostility, a harmonious relationship is established between husband and wife, parents who take care of their children are full of creativity and affection, husband and wife who love each other and children who obey and respect their parents. Effective communication between family members is needed to form a harmonious relationship. This is proven in Rinawati's research (2018) on how *family resilience* can be influenced by effective communication among family members (Rinawati et al., 2018).

The human being always communicates by interacting individually and in the family. Communication carried out by family members, both between fellow parents and children with parents, will affect family harmony. This is because communication is very important to support how the relationship between the father, mother, and child is formed. Miller's research on the development of children raised in nuclear families compared to foster families found positive potential in those nurtured by nuclear families compared to children cared for by other families (Rinawati et al., 2018). In addition, other studies have found that interpersonal communication, which includes openness, empathy, positive attitudes, mutual support, and equality developed in the family, positively influences the prevention of violence in children (Branje et al., 2012).

Effective communication also has a strong influence on positive parenting. With effective communication, the quality of relationships between parents and children will increase, the tendency to maladaptive behavior will also decrease, the quality of life in adolescents will improve with open parent-adolescent communication with each other, and the development of positive emotions in children (Lippold et al., 2015; Setyowati, 2013; Zerbetto et al., 2017). Harmonious parent-child relationships and effective communication between family members make each other's roles work properly. Parents will assist according to their needs so that children will love and respect their parents (Carr, 2015; Elmanora et al., 2015; IT et al., 2013).

Interpersonal communication is the ability to communicate with the closest people using the principles of openness, equality, and full empathy. This communication is the key to success in parenting, especially for adolescents. Parental communication can form healthy and positive dynamics between adolescents and parents, and the parental

communication model is a relational framing (Estlein, 2021; Lathren et al., 2021). Two-way communication, considering adolescents' needs, needs to be considered in positive parenting (Runcan et al., 2012). It means accepting the adolescent's condition with all the behaviors that arise without judgment and openness between parent and adolescent.

Interpersonal communication in parents towards adolescents is proven to be influenced by the ability of parents to be gentle and loving towards themselves (Goktas et al., 2022; Long & Neff, 2018; Zhen et al., 2022). Self-compassion helps parents be open and tolerant and accept all the shortcomings of themselves and others, especially their adolescents. Communication that is felt to be cooperative and effective by parents is also inseparable from the parent's openness to all information for their adolescents. Self-disclosure, whose nature is cognitive activity and behavioral activity, that is, has a role as mediation in the relationship between self-compassion and parent-adolescent communication skills (Dou et al., 2022; Zhen et al., 2022). With the self-disclosure owned by parents, it is able to improve the quality of communication between parents and adolescents effectively, so that it has an impact on a more positive and harmonious parent-adolescent relationship (Harvey & Boynton, 2021; Nurasyah, 2020).

Self-compassion means that an attitude full of affection towards the self will make the individual able to accept all the shortcomings and conditions of the self and closest people, especially adolescents with all the shortcomings and concerns that arise, thereby improving the quality of the relationship between adolescents and parents (Gouveia et al., 2016; Hollis-Walker & Colosimo, 2011; Long & Neff, 2018; Neff & Dahm, 2015). Self-disclosure is also key in improving the quality of interpersonal relationships through parent-adolescent interpersonal communication with openness related to self-information, problem-solving, and emotions, so this also has an impact on loving and loving oneself in parents who have adolescents (Jang & Stefanone, 2011; Lathren et al., 2021; Mutia & Ridha, 2019). Therefore, based on previous theories and studies, we hypothesize that interpersonal communication models in parenting are influenced by self-compassion and self-disclosure as mediator variables, by looking at demographic factors ranging from parental roles (father or mother) and the level of education.

## **METHOD**

### ***Research Design***

The study used the quantitative method. In this study, there were several variables, namely: X1 = self-compassion; X2 = self-disclosure; and Y = interpersonal communication.

### ***Research Procedures and Participants***

The study was conducted by spreading the Likert scale directly to the study participants, namely parents in Malang. Data collection used purposive sampling techniques using research sample criteria, such as fathers or mothers with children aged 13-17 who live together. A total of 287 people, namely 98 fathers (M age = 40 years) and 189

mothers (M age = 39 years), who have adolescents (M age = 14 years), participated in this study. The following is a breakdown of the research participants based on their level of education.

**Table 1**  
*Participants Education Level*

<b>Level of Education</b>	<b>Number of People</b>	<b>(%)</b>
Senior High School	93	32
Diploma	7	2
Bachelor's Degree	179	63
Master's Degree	9	3
<b>Total</b>	<b>287</b>	<b>100</b>

### **Measures**

This study used the ICS (Interpersonal Communication Scale) by Campbell (2006), the Self-Compassion Scale by Neff (2003), and the Self-Disclosure Scale by Whelles & Grotz (1997). These instruments were adapted into Indonesian following the ITC guidelines on adaptation tests, namely by performing backward translations and using qualified translators who represented the balance of language skills, psychological concepts, and culture (Sireci et al., 2006). Also, all items are considered valid and reliable, with the total value of the corrected item for each item having a loading factor above 0.5-0.8 and a Cronbach Alpha value greater than 0.6 (Ursachi et al., 2015). In addition, three experts also consider and assess translation results to evaluate the validity of constructs through expert assessment (Sireci & Faulkner-Bond, 2014). The following briefly explains each measuring instrument and the reliability test results after the trial.

The ICS (Interpersonal Communication Scale) by Campbell (2006) aims to determine a person's interpersonal communication skills. This questionnaire consists of statements about two characteristics that make up communication skills: external perception and internal severance. Seven item statements represent two aspects: 4 items representing external perception and 3 item statements representing internal disseverity ( $\alpha = 0.760$ ). The available answer options are: never (1), rarely (2), sometimes (3), often (4), and almost always (5). His statement refers to the interpersonal aspect of interpersonal communication in parents mentoring their adolescents.

The SCS (Self-Compassion Scale) by Neff (2003) measures the parent's condition regarding how self-compassion is possessed. The scale consists of 24 items ( $\alpha = 0.705$ ) in the form of statements consisting of six aspects, namely: self-love with four items, judging oneself with four items, universal humanity with four items, isolation with four items, insight with four items, and overidentification with four items. The available answer options are: never (1), rarely (2), sometimes (3), often (4), and almost always (5).

The Self-Disclosure Scale by Whelles & Grotz (1997) measures the extent of parental self-openness with adolescents. The scale consists of 18 statements representing six aspects ( $\alpha = 0.625$ ): intended disclosure with three items, amount with four items, positive-negative with two items, honesty-accuracy with four items, control of general

depth with three items, and relevance-message nature with two items. Answer choices are: never (1), rarely (2), sometimes (3), often (4), and almost always (5).

The analytical technique used is SEM to determine the interpersonal communication model, which is influenced simultaneously by the self-compassion and self-disclosure variables in parents with adolescents. Statistical calculations of the process are made using smart PLS programs.

**RESULTS**

The results of statistical tests with the help of smart PLS found that 17 items have a loading factor of > 0.5 with a Cronbach's alpha value of 0.705. On the self-disclosure scale, seven items have a loading factor of > 0.5 with a Cronbach's alpha value of 0.667; on the interpersonal communication scale, seven items have a loading factor score of >0.6 with a Cronbach's alpha of 0.761. More details can be seen in table 1:

**Table 1**  
*Reliability and Validity Test*

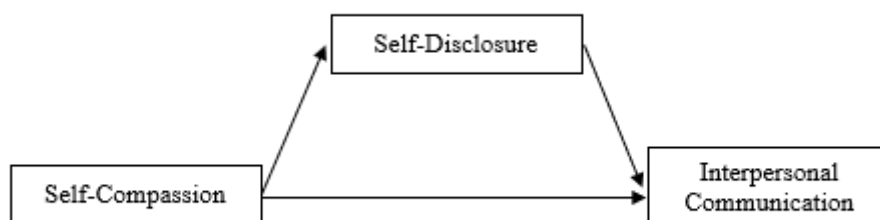
<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>Outer Loading</b>
Interpersonal Communication	0.761	0.610-0.773
Self-Compassion	0.705	0.517-0.682
Self-Disclosure	0.667	0.501-0.757

Hypothesis testing using SEM analysis is then carried out to determine the influence of self-compassion and self-disclosure on parent's interpersonal communication skills with their adolescents. The results showed that both variables have a significant influence on interpersonal communication. Self-compassion has a simultaneous influence on parental interpersonal communication of  $\beta = 0.449$  or 44.9% with a  $p$ -value of 0.000 or  $p < 0.05$ . Meanwhile, self-disclosure also has a simultaneous influence on parental interpersonal communication of  $\beta = 0.270$  or 27% with a  $p$ -value of 0.001 or  $< 0.05$ , which means it has a significant effect. Finally, there is a significant influence of self-disclosure on self-compassion of  $\beta = 0.559$  (55.9%) with a  $p$ -value of 0.000 or  $< 0.05$ . Chi-square value of 340,682 and NFI of 0.464, which means that the parental interpersonal communication model influenced by self-compassion and self-disclosure is fit. Here are the details in Table 2:

**Table 2**  
*Hypothesis Test and Model*

<b>Hypothesis Test and Model</b>		
Self-Compassion - > Interpersonal Communication	$\beta = 0.399$ (39.9%)	$p = 0.000$
Self-Disclosure - > Interpersonal Communication	$\beta = 0.282$ (28.2%)	$p = 0.007$
Self-Compassion - > Self-Disclosure	$\beta = 0.559$ (55.9%)	$p = 0.000$
Self-Compassion - > Self-Disclosure - > Interpersonal Communication (indirect effect)	$\beta = 0.157$ (15.7%)	$p = 0.028$
Chi-Square	340.682	
NFI	0.464 (Fit)	>0.000

Here is a model image that shows interpersonal communication in parents who have adolescents influenced by self-compassion and self-disclosure, namely:



**Figure 1. Interpersonal Communication Model of Parents with Adolescents**

According to the results of the interpersonal communication model test, parents and adolescents have a positive relationship, indicating that self-compassion can directly and indirectly affect interpersonal communication. This means that the higher the level of self-compassion in parents, the higher the level of self-disclosure and interpersonal communication. Self-disclosure also has a positive influence on interpersonal communication.

Demographic analysis is related to the level of education, and the roles of the mother or father also have different criteria. The results of the demographic analysis show that the level of education is different in interpersonal communication variables. Table 3 shows that the research participants who scored in excellent categories were at the bachelor's degree and master's degree education levels. While the diploma education level is in the good category, for participants at the senior high school level, aspects that reflect interpersonal communication are in the low category. For self-compassion, participants with master's degrees and diplomas scored in the excellent category, while for senior high school and bachelor's degree levels, it is included in the good category. The self-disclosure of the master's degree level is in the excellent category, and the bachelor's degree is in the good category. While the other is to fall into the good category.

**Table 3**  
*Education Level Demographic Analysis Test Results*

	<b>Senior High School</b>	<b>Diploma</b>	<b>Bachelor's Degree</b>	<b>Master's Degree</b>
<b>Interpersonal Communication</b>				
Score	224	23	660	35
Mean	2.4	3.3	3.7	3.9
%	48%	66%	74%	78%
Categories	Low	Good	Very Good	Very Good
<b>Self-Compassion</b>				
Score	298	26	570	42
Mean	3.2	3.7	3.2	4.7
%	64%	74%	64%	93%
Categories	Fair	Good	Fair	Very Good
<b>Self-Disclosure</b>				
Score	203	17	613	36
Mean	2.7	2.4	3.4	4
%	44%	49%	69%	80%
Categories	Fair	Fair	Good	Very Good

The roles of parents between mother and father have no very significant differences. This is explained in the details of Table 4. This shows that interpersonal communication between mother and father has no difference; it is in the category of fair. There is sufficient self-compassion between the roles of mothers; there is good self-compassion between the roles of fathers. Self-disclosure between father and mother is also the same, which is in the good category, meaning that the openness of fathers and mothers as participants in this study was able to provide information about themselves quite well.

**Table 4**  
*Parental Roles Demographic Analysis Result*

	<b>Father</b>	<b>Mother</b>
<b>Interpersonal Communication</b>		
Score	303	639
Mean	3	3.4
%	62%	68%
Categories	Fair	Fair
<b>Self-Compassion</b>		
Score	360	576
Mean	3.7	3
%	73%	61%
Categories	Good	Fair
<b>Self-Disclosure</b>		
Score	268	613
Mean	2.7	3.2
%	55%	65%
Categories	Good	Good

## DISCUSSION

The results of studies have shown that self-disclosure has a simultaneous effect on the interpersonal communication of parents with their adolescents. This is supported by previous studies that interpersonal communication skills are influenced by how a person is self-open about information about oneself, thoughts, feelings, and behavior toward others (Chelune & Figueroa, 1981; Jang & Stefanone, 2011; Mutia & Ridha, 2019; Septiani et al., 2019). The greater the level of self-disclosure possessed, the better the level of interpersonal communication skills of individuals. According to Jang and Stefanone (2011), self-disclosure in individuals will make it easier for a person to communicate with others freely and frankly. Parents with adolescents can improve the quality of the parent-adolescent relationship with self-disclosure regarding the information provided by parents to adolescents to improve the psychological well-being of both parents and adolescents (Branje et al., 2012).

Self-disclosure can improve the quality of interpersonal relationships through parent-adolescent communication with openness related to self-information, problem-solving, and emotions. Also, it has impacted the love of parents for their adolescents (Lathren et al., 2021). Self-disclosure is one of the most important aspects of interpersonal communication. With that disclosure then comes the opening of two sides, namely, being open to others

and being open for others (Vito, 2016). Parental communication that is open to adolescents, will make adolescents have a sense of closeness and acceptance, improving the quality of parent-adolescent relationships more positively. That way, self-disclosure becomes a determinant in the interpersonal communication skill of parents in parenting (Dou et al., 2022; Harvey & Boynton, 2021; Nurasyah, 2020). The results of the study showed that self-openness could have a simultaneous influence on how parents can love their adolescents and themselves. Neff (2012) mentioned that self-compassion is one aspect of personality maturity related to social relationships. Understanding oneself will further facilitate life as an individual who must interact with others in his social relationships (Branje et al., 2012; Harvey & Boynton, 2021; Ocampo, 2021).

Self-compassion also has a significant influence on interpersonal communication, as the results of studies conducted show that feelings of compassion in oneself are inseparable from compassion for others, so individuals who have self-compassion do not become selfish and without caring about others, empathy, and for parents, especially those who have adolescents, they will be able to have a better relationship (Hollis-Walker & Colosimo, 2011; Lathren et al., 2021; Long & Neff, 2018; Neff, 2012). That way, parents can communicate two-way and openly with their adolescents so that they can have more positive relationship qualities and mental health (Neff, 2012).

Self-compassion can also serve to prevent negative emotional states in parent-adolescent relationships. For example, affection can serve as a buffer against negative emotions such as anxiety, fear, and anger that are often triggered in the relationships of close people (Duncan et al., 2009). Other research has also shown that self-compassion effectively treats social anxiety and withdrawal symptoms that can help individuals start relationships. Thus, self-compassion can overcome negative psychological states that can positively impact the parent-adolescent relationship (Moreira et al., 2018).

Parents with interpersonal communication skills can establish positive relationships with their adolescents through interactions that show they know, understand, and love each other (Vito, 2016). Communication that suits the needs of adolescents is full of openness, empathy, supportive attitude, positive attitude, and equality (Fajri & Khairani, 2011). This is because adolescence is full of turmoil, with its characteristics and uniqueness, where emotions are very labile, explosive, and dominant with their peers. For parents who are less able to accept the condition of adolescents, it must not be easy to provide appropriate assistance. The inability of parents to communicate with adolescents can increase "problems" in the parent-adolescent relationship (Carr, 2015).

In interpersonal communication in the family, there are four models. First, the pattern of equality, in which each family member can be given the same level of credibility that is equally open to ideas, opinions, and mutual trust. Second, a balanced pattern of division in which, although there is a balance, each family member has different authority over the dominant according to their respective roles. Third, an unbalanced pattern of division, in which an unbalanced position will make one person dominate while the other can accept, the opposite



applies to each of the roles of family members. Fourth is the monopoly pattern, that is, where in one family, there is one person who is seen as controlling the other so that the opportunity is not given to another (Vito, 2016).

The ability of parents to love themselves and have self-openness can build interpersonal communication significantly and positively. Self-compassion has an effect of 28.2% on interpersonal communication, while self-disclosure has an effect of 39.9% on interpersonal communication. This suggests that other factors can affect interpersonal communication skills in parents who have adolescents. Further research is suggested to discuss other parenting skills that are also needed by parents, especially in realizing similar communication patterns for their adolescent children, in order to improve the quality of person-adolescent relationships.

## **CONCLUSION**

Interpersonal communication is very important for parents who have children in their adolescent years. The results of this study found that parent's ability to communicate openly, with empathy, equality, and by being supportive can be influenced by the self-compassion and self-disclosure of parents. The model tested that self-compassion and self-disclosure have a significant and positive effect on interpersonal communication for parents who have adolescents and have also been shown to be fit. The results of this study can be used as the basis for further research related to intervention programs for parents to improve interpersonal communication skills and apply communication with equality patterns when accompanying their adolescents. For future research, involve participants who are more specific regarding dual roles or with special parenting to get a more diverse model of interpersonal communication theory.

## **ACKNOWLEDGMENT**

The author would like to thank those who funded this research, LP2M UIN Maulana Malik Ibrahim Malang, through the 2022 Litabdimas Lecturer Competition Research Scheme.

## REFERENCES

- Branje, S., Laursen, B., & Collins, W. A. (2012). Parent–child communication during adolescence. *The Routledge Handbook of Family Communication, January 2004*, 271–286. <https://doi.org/10.4324/9780203848166>
- Campbell. (2006). *Interpersonal communication scale (ics) 2*. 2–21.
- Carr, K. (2015). Communication and Family Resilience. *The International Encyclopedia of Interpersonal Communication*, 1–9. <https://doi.org/10.1002/9781118540190.wbeic198>
- Chapman, T., & Hockey, J. (2002). Ideals Homes? In *Ideal Homes?* <https://doi.org/10.4324/9780203029138-16>
- Chelune, G. J., & Figueroa, J. L. (1981). Self-disclosure flexibility, neuroticism, and effective interpersonal communication. *Western Journal of Speech Communication*, 45(1), 27–37. <https://doi.org/10.1080/10570318109374026>
- Dou, J., Liu, C., Xiong, R., Zhou, H., Lu, G., & Jia, L. (2022). Empathy and Post-Traumatic Growth among Chinese Community Workers during the COVID-19 Pandemic: Roles of Self-Disclosure and Social Support. *International Journal of Environmental Research and Public Health*, 19(23). <https://doi.org/10.3390/ijerph192315739>
- Duncan, L. G., Coatsworth, J. D., & Greenberg, M. T. (2009). A Model of Mindful Parenting: Implications for Parent-Child Relationships and Prevention Research. *Clinical Child and Family Psychology Review*, 12(3), 255–270. <https://doi.org/10.1007/s10567-009-0046-3>
- Elmanora, Hastuti, D., Muflikhati, I., & Welfare, F. (2015). Family Welfare and Home Environment Quality on Preschool Aged Children Abstract. *Jurnal IPB*, 8(2), 96–105.
- Estlein, R. (2021). Parenting as a Communication Process: Integrating Interpersonal Communication Theory and Parenting Styles Conceptualization. *Journal of Family Theory and Review*, 13(1), 21–33. <https://doi.org/10.1111/jftr.12407>
- Fajri, A., & Khairani, M. (2011). Hubungan Antara Komunikasi Ibu-Anak Dengan Kesiapan Menghadapi Menstruasi Pertama (Menarche) Pada Siswi Smp Muhammadiyah Banda Aceh. *Jurnal Psikologi Undip*, 10(2), 133–143. <https://doi.org/10.14710/jpu.10.2.133-143>
- Goktas, S., Gezginci, E., & Kartal, H. (2022). The Effects of Motivational Messages Sent to Emergency Nurses During the COVID-19 Pandemic on Job Satisfaction, Compassion Fatigue, and Communication Skills: A Randomized Controlled Trial. *Journal of Emergency Nursing*, 48(5), 547–558. <https://doi.org/10.1016/j.jen.2022.06.001>
- Gouveia, M. J., Carona, C., Canavarro, M. C., & Moreira, H. (2016). Self-Compassion and Dispositional Mindfulness Are Associated with Parenting Styles and Parenting Stress: the Mediating Role of Mindful Parenting. *Mindfulness*, 7(3), 700–712. <https://doi.org/10.1007/s12671-016-0507-y>
- Harvey, J., & Boynton, K. (2021). Self-disclosure and psychological resilience: the

- mediating roles of self-esteem and self-compassion. *Interpersona*, 15(1), 90–104. <https://doi.org/10.5964/ijpr.4533>
- Hollis-Walker, L., & Colosimo, K. (2011). Mindfulness, self-compassion, and happiness in non-meditators: A theoretical and empirical examination. *Personality and Individual Differences*, 50(2), 222–227. <https://doi.org/10.1016/j.paid.2010.09.033>
- Hyoscyamina, D. E. (2011). Peran Keluarga Dalam Membangun Karakter Anak. *Peran Keluarga Dalam Membangun Karakter Anak*, 10(2), 144–152. <https://doi.org/10.14710/jpu.10.2.144-152>
- IT, F., JP, S., Chun, H., & Dicson, G. (2013). Family Resilience and Parenting. *Handbook of Family Resilience*, 1–557. <https://doi.org/10.1007/978-1-4614-3917-2>
- Jang, C. Y., & Stefanone, M. A. (2011). NON-DIRECTED SELF-DISCLOSURE IN THE BLOGOSPHERE: Exploring the persistence of interpersonal communication norms. *Information Communication and Society*, 14(7), 1039–1059. <https://doi.org/10.1080/1369118X.2011.559265>
- Lathren, C. R., Rao, S. S., Park, J., & Bluth, K. (2021). Self-Compassion and Current Close Interpersonal Relationships: a Scoping Literature Review. *Mindfulness*, 12(5), 1078–1093. <https://doi.org/10.1007/s12671-020-01566-5>
- Lippold, M. A., Duncan, L. G., Coatsworth, D., Nix, R. L., & Greenberg, M. T. (2015). Understanding How Mindful Parenting May Be Linked to Mother–Adolescent Communication. *J Youth Adolescence*, 44, 1663–1673. DOI 10.1007/s10964-015-0325-x
- Long, P., & Neff, K. D. (2018). Self-compassion is associated with reduced self-presentation concerns and increased student communication behavior. *Learning and Individual Differences*, 67(February), 223–231. <https://doi.org/10.1016/j.lindif.2018.09.003>
- Marty, M., & Mirza. (2017). Resiliensi Dalam Keluarga : Resilience in Family : Psychological Perspective. *Jurnal Psikoislamedia*, 2(1), 96–106.
- Moreira, H., Carona, C., Silva, N., Nunes, J., & Canavarro, M. C. (2018). *Exploring the mediating role of self-compassion in the link between attachment-related anxiety and avoidance and mindful parenting*. <https://www.semanticscholar.org/paper/f1033f21f25428eabe25883df9e63b6e48b3c958>
- Mutia, E. I., & Ridha, M. (2019). Relationship Of Self-Disclosure With Interpersonal Communication Of High School Teenagers. *Jurnal Neo Konseling*, 1(4), XX–XX. <https://doi.org/10.24036/00184kons2019>
- Neff, K. D. (2003). *The Self-Compassion scale*. <https://doi.org/10.24854/jpu02020-337>.Kontak
- Neff, K. D. (2012). *Chapter 6: The Science of Self-Compassion Kristin D. Neff*. 79–92.
- Neff, K. D., & Dahm, K. A. (2015). Self-compassion: What it is, what it does, and how it relates to mindfulness. *Handbook of Mindfulness and Self-Regulation*, 121–140. [https://doi.org/10.1007/978-1-4939-2263-5\\_10](https://doi.org/10.1007/978-1-4939-2263-5_10)

- Nurasyah. (2020). The Advantage of Self-Disclosure in Improving Interpersonal Communication Students of Mts Lab Ikip Al Washliyah. *Saudi Journal of Humanities and Social Sciences*, 05(03), 155–161. <https://doi.org/10.36348/sjhss.2020.v05i03.006>
- Ocampo, M. (2021). Self-Disclosure through Self-Compassion: A Window on the Mind of Teachers. *JALT Postconference Publication*, 2020(1), 45. <https://doi.org/10.37546/jaltpcp2020-06>
- Rinawati, R., Fardiah, D., Drajat, M., & Syafianugraha. (2018). Communication in Family resilience. *Advances in Social Science, Educational and Humanities Research*, 307(52), 453–457. <https://doi.org/10.4324/9781410606426-15>
- Runcan, P. L., Constantineanu, C., Ielics, B., & Popa, D. (2012). The Role of Communication in the Parent-Child Interaction. *Procedia - Social and Behavioral Sciences*, 46, 904–908. <https://doi.org/10.1016/j.sbspro.2012.05.221>
- Septiani, D., Azzahra, P. N., Wulandari, S. N., & Manuardi, A. R. (2019). Self Disclosure Dalam Komunikasi Interpersonal: Kesetiaan, Cinta, Dan Kasih Sayang. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2(6), 265. <https://doi.org/10.22460/fokus.v2i6.4128>
- Setyowati, Y. (2013). Pola Komunikasi Keluarga dan Perkembangan Emosi Anak (Studi Kasus Penerapan Pola Komunikasi Keluarga dan Pengaruhnya terhadap Perkembangan Emosi Anak pada Keluarga Jawa). *Jurnal ILMU KOMUNIKASI*, 2(1), 67–78. <https://doi.org/10.24002/jik.v2i1.253>
- Vito, J. A. De. (2016). The Interpersonal Communication Book. In *British Library Cataloguing-in-Publication Data*. [https://www.researchgate.net/publication/269107473\\_What\\_is\\_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/CivilWars\\_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625](https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/CivilWars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625)
- Zerbetto, S. R., Galera, S. A. F., & Ruiz, B. O. (2017). Family resilience and chemical dependency: perception of mental health professionals. *Revista Brasileira de Enfermagem*, 70(6), 1184–1190. <https://doi.org/10.1590/0034-7167-2016-0476>
- Zhen, B., Yao, B., & Zhou, X. (2022). How does parent-child communication affects posttraumatic stress disorder and growth in adolescents during the COVID-19 pandemic? The mediating roles of self-compassion and disclosure. *Journal of Affective Disorders*, 306(July 2021), 1–8. <https://doi.org/10.1016/j.jad.2022.03.029>