

# Enhancing Positive Parent–Child Communication Through an Emotional Food Journal Intervention: Evidence from a Quasi-Experimental Study

Dian Sartika Sari<sup>1</sup>, Hanan Titis Hidayat<sup>2</sup>

<sup>1</sup>Fakultas Ekonomi dan Bisnis Universitas Pembangunan Nasional "Veteran" Jawa Timur

<sup>2</sup>Fakultas Ilmu Sosial dan Politik Universitas Pembangunan Nasional "Veteran" Jawa Timur

Submitted: 03 February 2026, Revised: 10 March 2026, Accepted: 08 June 2026

DOI: [10.38156/psikowipa.v7i1.525](https://doi.org/10.38156/psikowipa.v7i1.525)



This work is licensed under a [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

## Abstract

Positive parent–child communication plays a crucial role in supporting children’s emotional development and fostering healthy family relationships. However, not all parents have sufficient opportunities for reflective engagement to understand and respond empathetically to their children’s emotions in everyday interactions. This study aimed to examine the effectiveness of the Emotional Food Journal as a family-based reflective intervention for enhancing positive parent–child communication. This study employed a quasi-experimental one-group pretest–posttest design involving 20 mother–child dyads selected through purposive sampling. Parent–child communication was measured using the Parent–Child Communication Quality Scale administered before and after the intervention. Data were analyzed using the Wilcoxon Signed-Rank Test. The results indicated an improvement in positive communication scores, with the mean score increasing from 30.4 at pretest to 36.4 at posttest. Statistical analysis revealed a significant difference between the two measurements ( $Z = -3.21$ ,  $p = .001$ ) with a large effect size ( $r = .51$ ). These findings suggest that the Emotional Food Journal has the potential to enhance communication quality and emotional connectedness between parents and children through reflective activities integrated into daily family routines.

**Keywords:** Emotional Food Journal, parent–child communication, reflective parenting, family-based intervention.

## Abstrak

Komunikasi positif antara orang tua dan anak merupakan faktor penting dalam mendukung perkembangan emosional anak dan membangun hubungan keluarga yang sehat. Namun, tidak semua orang tua memiliki kesempatan reflektif yang memadai untuk memahami dan merespons emosi anak secara empatik dalam interaksi sehari-hari. Penelitian ini bertujuan untuk menguji efektivitas *Emotional Food Journal* sebagai intervensi reflektif berbasis keluarga dalam meningkatkan komunikasi positif antara orang tua dan anak. Penelitian ini menggunakan desain kuasi-eksperimental *one-group pretest–posttest* yang melibatkan 20 pasangan ibu dan anak yang dipilih melalui *purposive sampling*. Komunikasi orang tua–anak diukur menggunakan *Parent–Child Communication Quality Scale* sebelum dan sesudah intervensi. Data dianalisis menggunakan Uji Wilcoxon Signed-Rank. Hasil penelitian menunjukkan peningkatan skor komunikasi positif dari rata-rata 30,4 pada pretest menjadi 36,4 pada posttest. Analisis statistik menunjukkan perbedaan yang signifikan antara kedua pengukuran ( $Z = -3,21$ ;  $p = 0,001$ ) dengan ukuran efek yang besar ( $r = 0,51$ ). Temuan ini menunjukkan bahwa *Emotional Food Journal* berpotensi meningkatkan kualitas

---

<sup>1</sup> Corresponding author E-mail addresses

[dian\\_sartika.ma@upnjatim.ac.id](mailto:dian_sartika.ma@upnjatim.ac.id) (Dian Sartika Sari)

komunikasi dan keterhubungan emosional antara orang tua dan anak melalui aktivitas reflektif yang terintegrasi dalam rutinitas keluarga sehari-hari.

**Kata Kunci:** *Emotional Food Journal*, komunikasi orang tua–anak, pengasuhan reflektif, intervensi berbasis keluarga.

## Introduction

Positive parent–child communication serves as a fundamental foundation for establishing healthy and supportive family relationships. Through warm, open, and responsive communication, parents not only convey information but also foster children's sense of security, trust, and emotional engagement in everyday interactions. Previous studies have consistently demonstrated that the quality of parent–child communication is closely associated with family relationship quality, emotional openness, and children's ability to express their thoughts and feelings adaptively (Rasyid, 2025; Sofri et al., 2024; Harahap et al., 2023; Son & Kim, 2024; Li et al., 2024). During middle childhood, positive communication plays a crucial role in helping parents understand their children's emotional needs while providing empathetic responses. Parents who actively listen, validate their children's feelings, and communicate using supportive language tend to develop closer relationships with fewer conflicts. Such communication patterns contribute to a positive family climate that supports children's psychosocial development and overall well-being (Bireda & Pillay, 2018; Li et al., 2022; Grey et al., 2022; Wang et al., 2021; Kapetanovic & Skoog, 2020).

Despite its importance, many parents lack sufficient reflective opportunities to recognize their children's emotional dynamics and evaluate the quality of daily communication. Busy family routines, work-related pressures, and limited reflective awareness often result in communication patterns that are predominantly instructional, reactive, or lacking in empathy (Liang & Chen, 2025; Rakhmawati, 2021; Kadosh-Laor et al., 2023; Schultheis et al., 2019). Parenting stress may further hinder parents' ability to express affection and emotional support effectively, thereby reducing the quality of parent–child communication (Spinelli et al., 2020; Calvano et al., 2021; Li et al., 2022). Empirical evidence consistently indicates that poor parent–child communication is associated with elevated parenting stress among both mothers and fathers, particularly in low-income families. This relationship has been observed across various contexts, including parental trauma, children's technology use, and educational anxiety, where closed, reactive, or ineffective communication functions as a risk factor that compromises the well-being of both parents and children (Gao et al., 2024; Kahraman, 2025; De Beijer et al., 2025; Sloover, 2023; Çekiç & Karageyik, 2021). These findings highlight the need for simple and accessible interventions that can help parents establish more mindful and meaningful communication with their children.

One promising approach within the family context is reflection-based intervention through shared journaling activities. Previous research suggests that reflective journaling can enhance self-awareness, empathy, and interpersonal relationship quality when practiced consistently and contextually. Within families, journaling involving both parents and children may serve as an emotional dialogue medium that promotes openness and bidirectional communication. Moreover, emotional journaling interventions have been shown to reduce stress among adults,

including parenting-related stress, which may negatively affect parent–child communication (Toprak & Sari, 2023; Whitney & Smith, 2014; Kim-Godwin et al., 2020; Handayani et al., 2024; Chen-Bouck, 2024; Lukoff et al., 2018; Smyth et al., 2018).

The Emotional Food Journal is a reflective intervention embedded within daily activities that links mealtime experiences with emotional discussions between parents and children. This activity encourages parents to be more present during routine interactions while creating a warm and non-threatening environment for children to express their emotions. Through journaling and guided discussions, parents are encouraged to listen, understand, and respond to their children more empathetically, thereby strengthening positive communication. The intervention is grounded in expressive writing theory (Pennebaker & Chung, 2018), emotional awareness and emotion labeling (Barrett, 2017), and emotion socialization theory, which emphasizes the importance of parental communication and emotional validation in children’s emotional learning processes (Eisenberg et al., 2022). Parental involvement in journaling activities is further informed by the scaffolding principles of sociocultural theory (Vygotsky, 1978), while mealtime serves as a natural and emotionally safe reflective context consistent with mindful eating principles (Bays, 2017).

Although numerous studies have emphasized the importance of parent–child communication and the benefits of reflective approaches for improving family interactions, most existing interventions focus on formal parenting training, family counseling, or structured psychological programs. Empirical evidence regarding the effectiveness of simple reflective interventions that can be integrated into everyday family routines, such as the Emotional Food Journal, remains limited. Furthermore, studies examining the impact of such interventions on positive parent child communication within the Indonesian cultural context are still scarce. This gap highlights the need to develop and evaluate practical family-based reflective interventions that are easily implemented by parents to enhance communication quality with their children.

Although numerous studies have emphasized the importance of parent child communication and the benefits of reflective approaches in improving family interactions, most existing interventions have focused on formal parenting training, family counseling, or structured psychological programs. These interventions often require substantial resources, professional facilitation, and sustained participation, which may limit their accessibility and applicability in everyday family settings. Moreover, previous studies on journaling interventions have primarily examined individual outcomes, such as emotional regulation, stress reduction, and self-awareness, with limited attention given to their role in enhancing parent–child communication. Furthermore, empirical evidence regarding simple reflective interventions integrated into daily family routines remains scarce, particularly within non-Western cultural contexts. To date, few studies have investigated how routine family activities can be utilized as a medium for fostering emotional dialogue and strengthening communication between parents and children. In Indonesia, research examining family based reflective interventions for improving parent–child communication is still limited, indicating a significant gap in the literature.

The novelty of the present study lies in the development and evaluation of the Emotional Food Journal as a family-based reflective intervention that integrates emotional journaling into everyday mealtime activities. Unlike conventional parenting programs that rely on formal training sessions or therapeutic settings, the Emotional Food Journal utilizes naturally occurring family interactions as opportunities for emotional reflection, communication, and relationship building. By combining principles of expressive writing, emotion socialization, reflective parenting, and mindful eating, this study introduces an innovative and practical approach to enhancing positive parent–child communication. In addition, this study contributes empirical evidence from the Indonesian context, thereby extending the literature on reflective family interventions and culturally relevant parenting practices. Based on these gaps and contributions, this study aims to examine the effectiveness of the Emotional Food Journal in enhancing positive parent–child communication.

## **Method**

### **Research Design**

This study employed a quasi-experimental approach using a one-group pretest–posttest design. The Emotional Food Journal intervention was administered to parents over a specified period, and changes in positive parent–child communication were assessed by comparing communication scores before and after the intervention. This design was selected because it allows researchers to observe changes following the intervention within the natural family environment. However, the one-group pretest–posttest design has methodological limitations due to the absence of a control group. Consequently, potential threats to internal validity, such as maturation, testing, and history effects, cannot be fully controlled. Therefore, the findings should be interpreted as evidence of changes occurring after the intervention rather than definitive causal effects.

### **Participants**

The participants consisted of 20 mother–child dyads. Mothers served as the primary facilitators of the Emotional Food Journal intervention within the family setting, while children actively participated in the journaling and communication activities. The selection of mother–child dyads was based on the prominent role of mothers in daily caregiving and communication with children, making them particularly relevant for observing changes in parent–child communication before and after the intervention (Shadish & Cook, 2002). Participants were selected using purposive sampling based on the following inclusion criteria (Creswell & Creswell, 2018):

1. Parents who acted as the child's primary caregiver and were actively involved in daily interactions.
2. Children aged between 6 and 12 years.
3. Parents who had completed the Emotional Food Journal training provided by the researchers and achieved a minimum training evaluation score of 70%. These criteria were established to ensure that participants possessed sufficient understanding and engagement in implementing the intervention.

## Emotional Food Journal Intervention

The Emotional Food Journal was developed based on the principles of expressive writing (Pennebaker & Chung, 2018), emotional awareness and emotion labeling (Barrett, 2017), and emotion socialization theory, which emphasizes the role of parental communication and emotional validation in children's emotional learning processes (Eisenberg et al., 2022). Parental guidance during journaling activities was informed by the scaffolding principles of sociocultural theory (Vygotsky, 1978), while mealtime activities served as a natural and emotionally safe reflective context consistent with mindful eating practices (Bays, 2017).

The intervention was implemented over a four-week period within the family environment. Parents were instructed to accompany their children in daily journaling activities conducted during or immediately after meals. During each session, children were encouraged to identify their emotions, record or mark these emotions in the journal, and discuss them with their parents. Each journaling session lasted approximately 10–15 minutes and utilized an Emotional Food Journal worksheet developed by the researchers. Children were invited to draw or select emotion symbols representing their feelings, while parents facilitated discussions regarding the emotional experiences expressed by the children. To monitor intervention adherence, parents completed a daily journaling checklist and documented journal usage throughout the intervention period. This procedure ensured consistent implementation of the intervention across participants.

## Research Instrument.

Positive parent–child communication was measured using the Parent–Child Communication Quality Scale (PCCQS) developed by Lyu et al. (2024). The instrument assesses the quality of communication between parents and children in everyday interactions. Prior to data collection, the scale was adapted into Indonesian through translation, cultural adaptation, and readability testing procedures to ensure that all items were understandable and culturally appropriate for participants. The PCCQS consists of 12 items covering four dimensions of positive parent–child communication:

Table 1. Operational Dimensions and Indicators of Positive Parent–Child Communication

Dimension	Indicator	Number of Items
Openness	Parents' willingness to listen to children's experiences	3
Empathy	Ability to understand and validate children's emotions	3
Responsiveness	Responses to children's emotional needs	3
Emotional Support	Provision of support and positive reinforcement	3
Total		12

Sample items include:

"I try to listen attentively when my child talks about their experiences."

"I respond to my child's feelings in a way that makes them feel understood."

Item validity was assessed using corrected item–total correlations. All items demonstrated correlation coefficients above .30 and were therefore retained. Reliability analysis using Cronbach's alpha yielded a coefficient of .85, indicating excellent internal consistency. The validated instrument was administered to parents during both the pretest and posttest phases.

## Research Procedure

The study was conducted through the following stages:

1. Instrument Preparation. The instrument underwent pilot testing and psychometric evaluation, including validity and reliability assessments.
2. Pretest Assessment. Participants completed the Parent-Child Communication Quality Scale to assess baseline levels of positive parent-child communication.
3. Parent Training Parents participated in a training session introducing the Emotional Food Journal intervention. The training covered the objectives of the intervention, strategies for identifying children's emotions, and empathetic communication techniques.
4. Intervention Implementation. Following the training, parents implemented the Emotional Food Journal with their children at home for one month. Journaling activities were integrated into family mealtime routines.
5. Intervention Monitoring. Parents completed daily monitoring checklists to track intervention adherence. Children were also encouraged to use emotion stickers as part of daily mood-checking activities.
6. Posttest Assessment. Upon completion of the intervention, participants completed the communication scale again to assess changes in parent-child communication.

## Data Analysis

Quantitative data were analyzed using nonparametric statistical techniques due to the relatively small sample size. The Wilcoxon Signed-Rank Test was employed to examine differences between pretest and posttest communication scores within the same group.

## Ethical Considerations

This study was conducted in accordance with established ethical research principles. All participants and their parents or legal guardians received a detailed explanation of the study objectives and procedures and provided written informed consent prior to participation. Participant confidentiality was strictly maintained, and all collected data were used solely for academic and research purposes.

## Results

### Participant Characteristics

The study involved 20 mother-child dyads. Table 2 presents the demographic characteristics of the participants, including birth order, maternal age, occupation, and average family income.

**Table 2. Participant Characteristics (N = 20)**

Variable	n	%
Mother's Occupation		
Homemaker	6	30.0
Private Employee	7	35.0
Teacher	4	20.0
Entrepreneur	3	15.0

Variable	Mean	SD
Mother's Age	34.0	5.2
Family Income (IDR)	5.8 million	1.9 million

The participants represented diverse demographic backgrounds. Mothers were within the productive adult age range and varied in terms of occupation and household income. The sample included families from different socioeconomic backgrounds, providing a heterogeneous representation of family characteristics relevant to the study context. This diversity enhances the applicability of the findings across families with varying demographic profiles.

### Pretest–Posttest Distribution of Positive Parent–Child Communication

Positive parent–child communication scores were categorized into three levels: low, moderate, and high. Table 3 presents the distribution of participants across these categories before and after the intervention.

Table 3. Distribution of Positive Parent–Child Communication Scores at Pretest and Posttest

Category	Score Range	Pretest n (%)	Posttest n (%)
Low	12–27	6 (30%)	0 (0%)
Moderate	28–35	12 (60%)	9 (45%)
High	36–48	2 (10%)	11 (55%)
Total		20 (100%)	20 (100%)

The pretest results indicated that the majority of participants were classified in the moderate communication category (60%,  $n = 12$ ), suggesting that positive parent–child communication was adequate but not yet optimal prior to the intervention. Six participants (30%) were classified in the low category, whereas only two participants (10%) demonstrated high levels of positive communication. The mean pretest score was 30.4.

Following the intervention, no participants remained in the low communication category. The proportion of participants in the moderate category decreased from 60% to 45%, while the proportion in the high category increased substantially from 10% to 55%. The mean posttest score increased to 36.4, indicating an overall improvement in positive parent–child communication after participation in the Emotional Food Journal intervention.

### Descriptive Statistics

Table 4 presents the descriptive statistics of positive parent–child communication scores before and after the intervention.

Table 4. Descriptive Statistics of Positive Parent–Child Communication Scores

Measurement	Mean	SD	Min	Max
Pretest	30.4	3.9	24	37
Posttest	36.8	4.2	29	44

The descriptive statistics demonstrate an increase in the mean communication score from 30.4 at pretest to 36.8 at posttest. This pattern suggests a positive trend toward improved communication quality between parents and children following the Emotional Food Journal intervention.

## Wilcoxon Signed-Rank Test Results

To examine whether the observed changes were statistically significant, a Wilcoxon Signed-Rank Test was conducted. The results are presented in Table 6.

Table 5. Change Scores

Variable	Pretest M±SD	Posttest M±SD	Mean Difference
Positive Communication	30.4 ± 3.9	36.8 ± 4.2	+6.4

The results demonstrated a meaningful improvement in positive parent–child communication following the Emotional Food Journal intervention. Mean communication scores increased from 30.4 (SD = 3.9) at pretest to 36.8 (SD = 4.2) at posttest, representing an average gain of 6.4 points. In addition, the proportion of participants classified in the high communication category increased substantially from 10% to 55%, while no participants remained in the low communication category after the intervention. These descriptive findings indicate a positive shift in communication quality between parents and children.

Table 6. Wilcoxon Signed-Rank Test Results

Statistic	Value
Z	-3.21
p-value	.001
Effect Size (r)	.51
Confidence Level	99.9%

The Wilcoxon Signed-Rank Test confirmed that the improvement was statistically significant ( $Z = -3.21$ ,  $p = .001$ ). The effect size was large ( $r = .51$ ), suggesting that the intervention was associated with a substantial enhancement in positive parent–child communication. Therefore, the findings support the study hypothesis that participation in the Emotional Food Journal intervention contributes to improved communication quality within the parent–child relationship.

## Discussion

The findings of this study indicate that the Emotional Food Journal intervention significantly improved positive parent–child communication. These results suggest that structured reflective activities integrated into daily family routines can create opportunities for warmer, more open, and empathetic interactions between parents and children. The repeated journaling process encouraged parents to listen more attentively, validate their children’s emotions, and respond more consciously to their emotional experiences, thereby contributing to meaningful improvements in communication quality. As the primary socialization context for children, families play a crucial role in shaping social competence, emotional development, and adaptive interpersonal behaviors.

The present findings are consistent with previous studies demonstrating that reflection-based interventions within family settings can enhance parent child interactions by increasing parental emotional awareness and engagement in daily communication (Lyu et al., 2024). The Parent Child Communication Quality Scale (PCCQS) emphasizes responsive and supportive communication as key indicators of healthy parent–child relationships, which aligns with the primary focus of the current study. The observed improvement in communication may also be explained

through the framework of reflective parenting, which encourages parents to become more aware of their children's emotional experiences and their own roles in everyday interactions. Recent evidence suggests that reflective parenting practices contribute to more responsive communication and caregiving behaviors (Handayani et al., 2024). In addition, journaling activities have been shown to reduce stress and facilitate more effective communication within family contexts (Kim-Godwin et al., 2020; Toprak & Sari, 2023; Whitney & Smith, 2014). As the individuals most closely connected to children's daily lives, parents play a critical role in fostering emotional regulation, communication skills, and healthy interpersonal relationships. Warm interactions and emotional involvement may help children develop adaptive social and emotional competencies (Zahrotunnikha & Adetya, 2025). Furthermore, emotional support from parents contributes significantly to psychological well-being by promoting feelings of acceptance, security, and belonging (Maspupah et al., 2021).

The effectiveness of the Emotional Food Journal may be understood through its theoretical foundations. The intervention integrates principles of expressive writing (Pennebaker & Chung, 2018), emotional awareness and emotion labeling (Barrett, 2017), and emotion socialization theory (Eisenberg et al., 2022). These frameworks emphasize the importance of emotional expression, parental validation, and supportive communication in children's emotional development. Moreover, parental involvement in journaling activities reflects the scaffolding principles of sociocultural theory (Vygotsky, 1978), while mealtime interactions provide a natural and emotionally safe context for reflection and discussion, consistent with mindful eating approaches (Bays, 2017). Through the Emotional Food Journal, parents not only facilitate their children's emotional expression but also develop greater self-reflective capacity in responding to their children's emotions.

The mealtime context appears to be a particularly important component of the intervention. Meals represent routine family experiences that are generally low-pressure and naturally conducive to conversation. Previous studies have shown that family mealtime interactions strengthen emotional connectedness and improve communication quality between parents and children (Lukoff et al., 2018). Therefore, integrating journaling activities into mealtime routines may provide an effective and nonintrusive medium for fostering positive communication without generating resistance from children.

Nevertheless, the observed improvements should be interpreted cautiously. Several factors may have contributed to the outcomes beyond the intervention itself. One possible explanation is the training effect, whereby parents who participated in the intervention became more aware of the importance of positive communication and consequently made deliberate efforts to improve their interactions with their children. In addition, social desirability bias may have influenced responses because communication quality was assessed using self-report measures. Participants may have been inclined to provide responses perceived as socially desirable or consistent with the expectations of the researchers. Consequently, although the findings suggest improvements in positive communication, alternative explanations cannot be entirely ruled out.

Overall, the results demonstrate that parent–child communication is dynamic and can be enhanced through simple reflective interventions embedded within everyday family life. Family-based interventions that are practical, accessible, and

easy to implement may be particularly relevant for contemporary families who face time constraints but still seek meaningful interactions with their children. These findings support previous research highlighting the value of sustainable and applicable family interventions in strengthening parent child relationships (Handayani et al., 2024; Lukoff et al., 2018).

From a theoretical perspective, this study contributes to the literature on parent child communication by highlighting reflective parenting as an important mechanism for improving family interactions. The findings reinforce reflective parenting and emotion socialization theories, which emphasize that parental emotional awareness and validation are fundamental to developing supportive and responsive communication. Furthermore, this study extends the literature on expressive writing by demonstrating its potential application as a family-based reflective tool that facilitates emotional communication between parents and children. From a practical perspective, the Emotional Food Journal represents a simple and feasible intervention that families can integrate into their daily routines. Given its accessibility and low implementation burden, the intervention may be useful for educators, family counselors, and parenting programs seeking to promote more empathetic and open communication within families.

Several limitations should be acknowledged. First, the one-group pretest–posttest design did not include a control group, limiting the ability to rule out alternative explanations such as maturation, testing, and history effects. Second, the use of self-report measures may have introduced subjective bias in participants' assessments of communication quality. Future studies should employ controlled experimental designs to provide stronger evidence regarding intervention effectiveness. Researchers may also consider incorporating multiple assessment methods, such as observational measures of parent–child interactions or third-party evaluations, to reduce the influence of self-report bias. Additionally, future research should examine the applicability of the Emotional Food Journal across different age groups, family structures, and socioeconomic backgrounds to gain a more comprehensive understanding of its effectiveness.

## **Conclusion**

This study concludes that the Emotional Food Journal intervention significantly improves positive parent–child communication. Through reflective activities integrated into everyday family routines, parents and children were provided with opportunities to engage in more open, empathetic, and supportive interactions. The findings suggest that a simple family-based intervention, when implemented systematically and consistently, can serve as an effective strategy for strengthening communication quality within parent–child relationships. The study offers practical implications for the development of family-based parenting programs and provides a foundation for future research examining similar reflective interventions using more rigorous research designs and larger samples.

## **Acknowledgements**

The authors would like to express their sincere gratitude to the Indonesian Psychological Association (HIMPSI) for providing financial and institutional support for this study. The authors also extend their appreciation to all parents and children

who generously participated in this research, as well as to everyone who contributed to the data collection process and the completion of this study.

## References

- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.  
<https://www.hmhbooks.com/shop/books/How-Emotions-Are-Made/9780544133310>
- Bays, J. C. (2017). *Mindful eating: A guide to rediscovering a healthy and joyful relationship with food* (Revised ed.). Shambhala Publications.  
<https://www.shambhala.com/mindful-eating.html>
- Bireda, A., & Pillay, J. (2018). Perceived parent–child communication and well-being among Ethiopian adolescents. *International Journal of Adolescence and Youth*, 23, 109 - 117. <https://doi.org/10.1080/02673843.2017.1299016>.
- Calvano, C., Engelke, L., Di Bella, J., Kindermann, J., Renneberg, B., & Winter, S. (2021). Families in the COVID-19 pandemic: parental stress, parent mental health and the occurrence of adverse childhood experiences—results of a representative survey in Germany. *European Child & Adolescent Psychiatry*, 31, 1 - 13. <https://doi.org/10.1007/s00787-021-01739-0>.
- Chen-Bouck, L., Qiao, B., & Patterson, M. (2024). The effects of gratitude and affection journaling interventions on relationship quality and gratitude for Chinese adolescent – mother dyads. *Journal of Social and Personal Relationships*, 41, 2669 - 2689. <https://doi.org/10.1177/02654075241250330>.
- Çekiç, A., & Karageyik, K. (2021). Analyzing Parenting Stress In Terms of Parental Self Efficacy and Child Communication. *International Journal of Education, Psychology and Counseling*. <https://doi.org/10.35631/ijepc.640002>.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.  
<https://us.sagepub.com/en-us/nam/research-design/book255675>
- De Beijer, D., Sloover, M., Heesen, K., & Van Ee, E. (2025). Parent-Child Communication after Parental Exposure to Potentially Traumatic Events: A Systematic Review. *Trauma, violence & abuse*, 15248380251343187 .  
<https://doi.org/10.1177/15248380251343187>.
- Eisenberg, N., Spinrad, T. L., & Eggum-Wilkens, N. D. (2022). Emotion-related self-regulation and socialization. *Annual Review of Clinical Psychology*, 18, 507–531.  
<https://doi.org/10.1146/annurev-clinpsy-081219-100708>
- Fiese, B. H., & Schwartz, M. (2023). Reclaiming the family table: Mealtimes and child health and wellbeing. *Social Policy Report*, 22(4), 1–20.  
<https://doi.org/10.1002/j.2379-3988.2008.tb00057.x>
- Gao, F., Xu, C., Lv, Q., Zhao, Y., & Han, L. (2024). Parent-child communication and educational anxiety: a longitudinal analysis based on the common fate model. *BMC Psychology*, 12. <https://doi.org/10.1186/s40359-024-02093-x>.
- Grey, E., Atkinson, L., Chater, A., Gahagan, A., Tran, A., & Gillison, F. (2022). A systematic review of the evidence on the effect of parental communication about health and health behaviours on children's health and

- wellbeing.. *Preventive medicine*, 107043 .  
<https://doi.org/10.1016/j.ypmed.2022.107043>.
- Harahap, N., Rahmayanty, D., , A., Pratama, A., & Afdhol, R. (2023). Effective Communication in Building Relationships Between Parents and Children. *Edumaspul: Jurnal Pendidikan*.  
<https://doi.org/10.33487/edumaspul.v7i2.7018>.
- Handayani, N., Faizah, N., Astuti, M., Yupi, E., & Purwandari, E. (2024). Reflective journal as a solution for emotional regulation to anti-momster "Mama Monster". *Community Empowerment*. <https://doi.org/10.31603/ce.10556>.
- Kadosh-Laor, T., Israeli-Ran, L., Shalev, I., & Uzefovsky, F. (2023). Empathy and parenthood: The moderating role of maternal trait empathy on parental burnout.. *British journal of psychology*. <https://doi.org/10.1111/bjop.12640>.
- Kahraman, S. (2025). Mediating Role of Parent-Child Communication Between Parents' Awareness of Their Children's Technology Use and Parenting Stress.. *Psychological reports*, 332941251358214 .  
<https://doi.org/10.1177/00332941251358214>
- Kapetanovic, S., & Skoog, T. (2020). The Role of the Family's Emotional Climate in the Links between Parent-Adolescent Communication and Adolescent Psychosocial Functioning. *Research on Child and Adolescent Psychopathology*, 49, 141 - 154. <https://doi.org/10.1007/s10802-020-00705-9>.
- Kim-Godwin, Y., Kim, S., & Gil, M. (2020). Journaling for self-care and coping in mothers of troubled children in the community.. *Archives of psychiatric nursing*, 34 2, 50-57 . <https://doi.org/10.1016/j.apnu.2020.02.005>.
- Kim-Godwin, Y. (2020). Effectiveness of Best Possible Self and Gratitude Writing Intervention on Mental Health Among Parents of Troubled Children.. *Journal of psychosocial nursing and mental health services*, 1-9 .  
<https://doi.org/10.3928/02793695-20200624-07>.
- Kirat, E., Çil, G., Akgül, H., Acar, G., Güven, B., & Güven, S. (2024). School-Assisted Family Communication: A Study on Parent-Child Relationships. *Cadernos de Educação e Tecnologia e Sociedade*.  
<https://doi.org/10.14571/brajets.v17.nse5.230-245>
- Liang, J., & Chen, Z. (2025). Parents' work-family conflict and parent-child relationship: The mediating role of parenting burnout and the moderating role of self-compassion. *PLOS One*, 20.  
<https://doi.org/10.1371/journal.pone.0319675>.
- Li, F., Tang, Y., Li, F., Fang, S., Liu, X., Tao, M., Wu, D., & Jiang, L. (2022). Psychological distress in parents of children with autism spectrum disorder: A cross-sectional study based on 683 mother-father dyads.. *Journal of pediatric nursing*. <https://doi.org/10.1016/j.pedn.2022.02.006>.
- Li, W., Song, Y., Zhou, Z., Gu, C., & Wang, B. (2024). Parents' Responses and Children's Subjective Well-Being: The Role of Parent-Child Relationship and Friendship Quality. *Sustainability*. <https://doi.org/10.3390/su16041446>.
- Li, N., Li, Y., Huang, X., Xiang, S., Hu, Q., Luo, C., Ju, P., Mellor, D., Xu, Y., Fei, H., & Chen, J. (2022). The role of achievement attribution in the associations between parent-child communication and psychological well-being among adolescents: A mediation analysis. *European Psychiatry*, 65.  
<https://doi.org/10.1192/j.eurpsy.2022.2314>.

- Lufipah, H., Pamungkas, B., & Haikal, M. (2022). Komunikasi Interpersonal Antar Orang Tua Dan Anak Terhadap Karakter Anak. *Kampret Journal*. <https://doi.org/10.35335/kampret.v1i1.11>.
- Lukoff, K., Li, T., Yuan, Z., & Lim, B. (2018). TableChat. *Proceedings of the ACM on Human-Computer Interaction*, 2, 1 - 28. <https://doi.org/10.1145/3274383>.
- Lyu, W., et al. (2024). Development of the Parent–Child Communication Quality Scale (PCCQS) to assess the quality of parent–child communication. *Behavioral Sciences*, 14(10), 933. <https://doi.org/10.3390/bs14100933>
- Maspupah, R., Violina, S. S., Diva, V. V., & Rahman, S. (2021). Pengaruh dukungan sosial terhadap motivasi dan school well-being pada pelajar di Indonesia. *Jurnal Psikologi Wijaya Putra*, 2(2), 18–25.
- Prasetyo, D., Haryana, T., Dr, U., Sunarto, J., Natalina, J., & Prof, N. (2025). Interpersonal Communication Strategies Of Military Parents in Encouraging Openness in Their Children, *Moestopo International Review on Social, Humanities, and Sciences*. <https://doi.org/10.32509/mirshus.v5i1.123>.
- Pennebaker, J. W., & Chung, C. K. (2018). Expressive writing and its links to mental and physical health. In *The Oxford handbook of health psychology*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195342819.013.0008>
- Rakhmawati, F. (2021). Komunikasi Ibu Bekerja dalam Membangun Kelekatan dengan Anak. *Tuturlogi*. <https://doi.org/10.21776/ub.tuturlogi.2021.002.02.1>
- Rasyid, G. (2025). Pengaruh Interaksi Orang Tua Terhadap Perkembangan Emosional Anak. *Observasi : Jurnal Publikasi Ilmu Psikologi*. <https://doi.org/10.61132/observasi.v3i4.1370>.
- Saragih, N., Rossa, A., & Theresia, Y. (2024). Children Positive Behaviour and the role of Interpersonal Communication in Family. *Marcommers : Jurnal Marketing Communication and Advertising*. <https://doi.org/10.22441/marcommers.v12i2.3080>.
- Schultheis, A., Mayes, L., & Rutherford, H. (2019). Associations between Emotion Regulation and Parental Reflective Functioning. *Journal of Child and Family Studies*, 28, 1094 - 1104. <https://doi.org/10.1007/s10826-018-01326-z>.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin. <https://psycnet.apa.org/record/2002-18109-000>
- Sloover, M., Stoltz, S., & Van Ee, E. (2023). Parent–Child Communication About Potentially Traumatic Events: A Systematic Review. *Trauma, Violence & Abuse*, 25, 2115 - 2127. <https://doi.org/10.1177/15248380231207906>.
- Smyth, J., Johnson, J., Auer, B., Lehman, E., Talamo, G., & Sciamanna, C. (2018). Online Positive Affect Journaling in the Improvement of Mental Distress and Well-Being in General Medical Patients With Elevated Anxiety Symptoms: A Preliminary Randomized Controlled Trial. *JMIR Mental Health*, 5. <https://doi.org/10.2196/11290>.
- Sofri, I., Czik, A., & Ziv, Y. (2024). Parent–child emotional availability, children's early emotional reflectivity skills, and social behavior in kindergarten. *Family Relations*. <https://doi.org/10.1111/fare.13131>.
- Son, H., & Kim, N. (2024). Therapeutic Parent–Child Communication and Health

- Outcomes in the Childhood Cancer Context: A Scoping Review. *Cancers*, 16. <https://doi.org/10.3390/cancers16112152>.
- Spinelli, M., Lionetti, F., Setti, A., & Fasolo, M. (2020). Parenting Stress During the COVID-19 Outbreak: Socioeconomic and Environmental Risk Factors and Implications for Children Emotion Regulation.. *Family process*. <https://doi.org/10.1111/famp.12601>.
- Stattin, H., & Kerr, M. (2000). *Parental monitoring: A reinterpretation*. *Child Development*, 71(4), 1072–1085. <https://doi.org/10.1111/1467-8624.00210>
- Toprak, B., & Sari, T. (2023). The effects of a 2-week gratitude journaling intervention to reduce parental stress and enhance well-being: a pilot study among preschool parents. *Discover Psychology*, 3. <https://doi.org/10.1007/s44202-023-00099-x>.
- Veesar, K., Bilal, M., Noor, S., & Otho, W. (2024). Exploring how Positive Psychology-based Parenting Techniques Contribute to Children's Emotional Development, Resilience, and their Ability to form Healthy Social Relationships. *Review of Applied Management and Social Sciences*. <https://doi.org/10.47067/ramss.v7i4.413..>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://www.hup.harvard.edu/books/9780674576292>
- Wang, S., Hu, B., LoCasale-Crouch, J., & Li, J. (2021). Supportive parenting and social and behavioral development: Does classroom emotional support moderate?. *Journal of Applied Developmental Psychology*. <https://doi.org/10.1016/j.appdev.2021.101331>.
- Whitney, R., & Smith, G. (2014). Emotional Disclosure Through Journal Writing: Telehealth Intervention for Maternal Stress and Mother–Child Relationships. *Journal of Autism and Developmental Disorders*, 45, 3735 - 3745. <https://doi.org/10.1007/s10803-014-2332-2>.
- Zahrotunnikha, E., & Adetya, S. (2025). Emotion focused coping and its role in alleviating loneliness among adolescents with working parents. *Jurnal Psikologi Wijaya Putra*, 6(1), 17–24. DOI : [10.38156/psikowipa.v6i.178](https://doi.org/10.38156/psikowipa.v6i.178)