

An Analysis of Online Learning Communication Patterns Between Teachers and Parents in Stimulating Early Childhood Development from an Islamic Perspective (A Study of Working Mothers Who Are Members of the 'Ibu Profesional Karawang' Community)

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ABSTRACT

This study is motivated by the challenges working mothers face when they spend much of their time outside the home, limiting their ability to provide optimal care and education for their children. The Ibu Profesional Community offers online learning programs to enhance mothers' parenting and educational competencies. This study analyzes online learning communication patterns between teachers and parents in stimulating early childhood development from an Islamic perspective among working mothers who are members of the Ibu Profesional Community in Karawang. The study used a qualitative case study approach, collecting data through in-depth interviews, observations, and documentation. The findings reveal that the communication patterns are grounded in Islamic values, including honesty, compassion, mutual respect, and responsibility, which serve as the foundation for online interactions between teachers and parents. These communication practices play a significant role in optimizing children's developmental stimulation while strengthening social and spiritual relationships within the family and educational contexts. The findings underscore the importance of applying Islamic communication principles in online learning to ensure efforts to support children's growth and development are effective and aligned with Islamic teachings. This study contributes to developing an Islamic values-based communication model to support early childhood education in the digital era, particularly for working mothers within professional communities.

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1. INTRODUCTION

The rapid development of information and communication technology has significantly influenced various aspects of human life, including education. In recent years,

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particularly since the COVID-19 pandemic, online learning has become the primary solution for ensuring the continuity of teaching and learning activities. In early childhood education, learning activities traditionally conducted face-to-face had to shift to online platforms to prevent the spread of the virus. This transition created new challenges for parents and teachers to communicate and collaborate to support children's growth and development.

Djamarah in [1] explains that a communication pattern refers to the network of relationships between two or more individuals involved in sending and receiving messages. Meanwhile, Tubbs and Moss in [2] define communication patterns as the way messages are conveyed from the communicator to the recipient to influence the recipient's opinions, behaviors, or actions. Communication may occur directly or through various media, including verbal and nonverbal communication symbols as well as information technology. Communication patterns may take complementary forms, in which the dominant behavior of one participant elicits submissive behavior from another, or symmetrical forms, in which participants interact on the basis of equality.

Online learning refers to educational activities conducted through internet-based platforms using learning applications, social networking services, or computer networks [3]. Yazdi, as cited in [4], explains that online learning, also known as e-learning, encompasses any teaching and learning process that utilizes electronic networks (LAN, WAN, or the Internet) to deliver instructional content, facilitate interaction, or provide guidance. E-learning is also commonly understood as distance education delivered through internet-based media.

Online learning uses internet networks throughout the learning process. It offers students greater flexibility by allowing them to study anytime and anywhere. Online learning is adapted to the technological capabilities and resources of each educational institution. Various digital technologies can be employed, including Google Classroom, Rumah Belajar, Zoom, video conferencing, telephone communication, live chat, and other online platforms [5]. The primary objective of online learning is to provide high-quality, accessible, and large-scale educational services through online networks, enabling broader participation and greater educational reach [6].

Based on the definitions above, online learning is a learning process that connects teachers and students through internet networks, enabling access to educational information and learning materials from any location and facilitating teaching and learning activities.

In Indonesia, the labor force participation rate of working mothers has continued to increase. Data from Statistics Indonesia (Badan Pusat Statistik/BPS) indicate that approximately 30% of women of productive age are actively employed, and this figure has shown a consistent upward trend each year. In Karawang Regency, for example, about 35% of women of productive age work in the industrial, commercial, and service sectors. Many of these working mothers must balance professional responsibilities with family obligations, including helping their children with online learning at home.

This situation poses a significant challenge to ensuring optimal stimulation for early childhood development. Early childhood (0–6 years) represents a critical developmental

period during which appropriate stimulation is essential to support children's physical, cognitive, emotional, and social development in accordance with their developmental stages. According to [7], effective, nurturing communication between parents and teachers strongly influences children's learning motivation and holistic development.

Susanto, as cited in [8], explains that development is derived from the term *development*, which refers to gradual psychological or mental changes that occur throughout an individual's life to refine psychological functions. These changes are manifested through the maturation of physical organs, enabling individuals to progress from simple abilities to more complex competencies, such as intelligence, attitudes, and behavior. Likewise, Poerwanti, as cited in [9], defines development as a qualitative process of change that emphasizes improvements in the functioning of bodily organs rather than changes in the organs themselves. Therefore, the essence of development lies in refining psychological functions through physiological capabilities.

Development encompasses both qualitative and quantitative changes and can be defined as a sequence of orderly and coherent progress. Progress refers to changes that move in a positive direction toward improvement, while orderly and coherent indicate that past, present, and future changes are interconnected [10]. Furthermore, Reni Akbar Hawadi, as cited in [11], describes development as the overall process of changes in an individual's potential, manifested in the emergence of new abilities, characteristics, and qualities. Development also includes the concept of age, beginning at conception and continuing until death.

Based on the explanations above, early childhood development can be understood as a series of progressive, orderly, qualitative, and quantitative changes that occur fundamentally in children aged 0–6 years as a result of maturation and experience [10].

From an Islamic perspective, early childhood development holds a highly significant position because this period serves as the primary foundation for shaping children's character, morality, and faith. Islam places great emphasis on children's growth and development from an early age, considering this stage as the golden period that determines the quality of future generations. Islam teaches that children are a trust (*amanah*) from Allah SWT who must be nurtured and educated with love, compassion, gentleness, and in accordance with Islamic teachings. The Prophet Muhammad (peace be upon him) said: "Every child is born in a state of *fitrah* (natural purity); then it is his parents who make him a Jew, a Christian, or a Magian" (Narrated by Bukhari and Muslim). This hadith indicates that children's character and moral development are profoundly influenced by parental upbringing and education from an early age.

However, in practice, communication patterns during online learning often encounter various obstacles. These challenges include technological limitations, parents' limited understanding of appropriate developmental stimulation methods, and insufficient communication grounded in moral and religious values. In the Indonesian context, where most of the population is Muslim, applying Islamic principles in communication and learning plays an essential role in strengthening relationships among teachers, parents, and children while fostering strong moral and spiritual values from an early age.

In addition, communities such as the Ibu Profesional Community in Karawang provide valuable social and educational support for working mothers. Through this community, mothers exchange experiences, knowledge, and strategies for effectively supporting their children's education and development, including in online learning environments that often require creativity, adaptability, and perseverance.

Nevertheless, studies examining online communication patterns between teachers and parents with a specific focus on stimulating early childhood development from an Islamic perspective in Indonesia remain limited. While many studies have emphasized the importance of effective communication, relatively few have explored how Islamic values influence these communication patterns and how they contribute to improving the quality of developmental stimulation for young children.

Several previous studies have examined various aspects of communication patterns between teachers and parents in supporting early childhood development. Many have highlighted the importance of effective communication in enhancing learning quality and developmental stimulation, particularly within the increasingly prevalent context of online learning in the digital era. For example, the study by [12] emphasized the role of parent–teacher communication in supporting children's cognitive development through online media, as well as the importance of harmonious collaboration in achieving optimal outcomes. Similarly, the study by [13] found that open and empathetic communication patterns can enhance children's learning motivation while strengthening the relationship between parents and teachers.

However, most of these studies are general in nature and do not specifically examine how religious values, particularly Islamic values, influence communication patterns in the context of online learning. Given that the majority of Indonesia's population is Muslim, the application of Islamic principles in communication and education plays a crucial role in shaping children's character and moral development from an early age. Studies that specifically investigate how Islamic values are integrated into communication patterns between teachers and parents during online learning within family and community settings remain very limited.

Furthermore, research on the role of working mothers as members of professional communities, such as the Ibu Profesional Community in Karawang, remains scarce. Working mothers who remain actively involved in their children's education face unique dynamics and challenges, including maintaining effective communication with teachers and providing optimal developmental stimulation within the framework of Islamic values. They also possess significant potential as agents of change and as key facilitators in the online learning process. Nevertheless, these mothers' implementation of religion-based communication practices has not been explored in sufficient depth.

Therefore, a gap remains in the literature on how online communication patterns between teachers and parents, grounded in Islamic values, can effectively support early childhood developmental stimulation, particularly within the *Ibu Profesional* Community in Karawang, which has its own distinctive characteristics and challenges. This study addresses this gap by providing an in-depth analysis of existing communication patterns,

examining the influence of Islamic values, and exploring their implications for early childhood development.

Accordingly, it is important to conduct a comprehensive analysis of the communication patterns between teachers and parents in the context of online learning while considering Islamic values as the moral and spiritual foundation of these interactions. This is particularly relevant for working mothers who are members of the *Ibu Profesional* Community in Karawang, as they play a strategic role in balancing professional responsibilities with their obligations to educate and nurture their children.

By gaining a better understanding of these communication patterns, this study is expected to identify communication strategies that are both effective and consistent with Islamic teachings, thereby optimizing the stimulation of early childhood development. Moreover, this research is expected to contribute to developing an educational communication model based on Islamic values for the digital era, with the potential to enhance the quality of early childhood education and parenting practices in Indonesia.

2. METHOD

According to Rahardjo, as cited in [14], a research method is a means of obtaining and seeking truth that is tentative rather than absolute. The outcome is scientific truth, which remains open to continuous testing, criticism, and even revision. Therefore, no single research method is best for discovering truth; the appropriate method depends on the specific research objectives and the phenomena under investigation. Budiharto, as cited in [15], further emphasizes that selecting a research method should align with the nature of the study to ensure optimal results.

This study employed a qualitative approach using a single-case study design involving working mothers who are members of *Ibu Profesional* Community in Karawang. Ultavia et al., as cited in [16], explain that the case study design was selected to provide a comprehensive, contextual, and holistic understanding of communication patterns between teachers and parents in online learning that stimulate early childhood development from an Islamic perspective.

According to Nursalam, as cited in [17], a case study is a research method that provides a detailed description of the background, characteristics, and nature of a particular case. In other words, a case study focuses intensively and comprehensively on a single case. This method involves an in-depth investigation of a particular situation or condition through systematic procedures, including observation, data collection, information analysis, and reporting of findings.

The research adopted a qualitative approach. According to Iskandar, as cited in [18], qualitative research is a scientific method widely used by researchers in the social sciences, including education. Furthermore, Iskandar, as cited in [19], defines qualitative research as a process of inquiry and understanding based on methods that investigate social phenomena and human issues.

This study used qualitative field research. According to [20], this approach is appropriate for the study's primary objective: to describe and analyze communication patterns between teachers and parents in online learning to stimulate early childhood

development from an Islamic perspective. Consequently, this method can provide a comprehensive explanation of the research problem [21].

According to Yin, as cited in [22], the purpose of case study research is not merely to describe the object under investigation but also to explain how a particular situation exists and why the case occurs. Similarly, Waluya, as cited in [23], states that the objective of a case study is to develop an in-depth understanding of the research object, making it fundamentally exploratory in nature.

Bogdan and Taylor, as cited in [24], define qualitative research methodology as a research procedure that produces descriptive data in the form of written or spoken words from individuals and observable behaviors. In this study, the researcher developed a comprehensive description by examining participants' narratives, producing detailed reports of their perspectives, and conducting the study in a natural setting. The study focused on analyzing communication patterns between teachers and parents in online learning to support early childhood development from an Islamic perspective.

This study involved 20 working mothers who are members of the *Ibu Profesional* community in Karawang as research participants. According to Nasution, as cited in [25], the informants were selected using purposive sampling, in which participants were chosen based on their knowledge of, and direct involvement in, communication patterns between teachers and parents in online learning to stimulate early childhood development from an Islamic perspective. Informants included the community leader, teachers, and mothers. This sampling technique is commonly used to explore communication patterns between teachers and parents in supporting early childhood development from an Islamic perspective.

Research techniques are systematic procedures used to carry out technical tasks carefully and thoughtfully to achieve specific objectives. Although research is fundamentally a scientific endeavor, it is conducted to collect empirical data systematically in pursuit of scientific truth. Research methodology serves as a means of addressing research problems. In this study, the researcher collected information on communication patterns between teachers and parents in online learning to stimulate early childhood development from an Islamic perspective by reviewing articles, journal publications, undergraduate theses, master's theses, e-books, and other relevant sources [26].

Because this study relied on library materials as its primary data sources, it used library research. The researcher utilized books, scientific articles, and other relevant literature, both in print and online, that addressed the research topic and related issues [27].

Obtaining information from data sources requires appropriate data collection techniques. Amir Hamzah, as cited in [28], states that data collection is an effort to gather information related to the research topic under investigation. In this study, the researcher employed library research methods to collect data. Specifically, the researcher obtained information from books, dictionaries, journals, encyclopedias, academic papers, periodicals, and other sources discussing communication patterns between teachers and parents in online learning to stimulate early childhood development from an Islamic perspective.

Furthermore, Amir Hamzah, as cited in [29], explains that data collection encompasses various efforts to gather facts relevant to the topic or issue being investigated. This information may come from scientific literature, research reports, scholarly publications, dissertations, theses, and other written sources. According to [30], data collection can be conducted under various conditions, using different data sources and a variety of data collection techniques.

Saepudin, as cited in [31], explains that in qualitative research, the researcher serves as the primary research instrument (*human instrument*), responsible for interpreting the data, capturing field dynamics, and directly understanding the phenomenon of communication patterns between teachers and parents in online learning for stimulating early childhood development from an Islamic perspective. To support this role, the study employed several research instruments, including interview guidelines, observation sheets, and document analysis forms. Furthermore, Abdussamad, as cited in [32], states that the research procedure consists of the pre-research stage, data collection, preliminary data analysis conducted throughout the research process, and validation of the findings through source triangulation.

Observation is an integral part of the research process because it enables direct examination of the phenomena under investigation [33]. Through this method, the researcher observed and experienced firsthand the environment and conditions of the research participants. In this study, observations focused on communication patterns between teachers and parents in online learning to stimulate early childhood development from an Islamic perspective.

The primary data source consisted of in-depth interviews with 20 working mothers who are members of the *Ibu Profesional* Community in Karawang. The interviews used a structured interview technique with standardized interview guidelines. The interview questions were systematically designed according to the research objectives and the information required to obtain the necessary empirical data [34].

Documentation is a data collection technique that utilizes written documents or records [35]. The term *documentation* derives from the word document and refers to written materials. In applying this method, the researcher examined various written sources, including books, magazines, meeting minutes, and personal records. According to Moleong, as cited in [36], the documentation method is a technique for collecting information by examining archives and documents. Furthermore, according to [37], documentation is also a data collection strategy directed toward the research subjects. In this study, the documentation method was used to obtain information about the research setting and documents related to communication patterns between teachers and parents in online learning to stimulate early childhood development from an Islamic perspective.

Moleong, as cited in [38], explains that the collected data were analyzed using the interactive analysis model, which consists of data reduction, data display, and conclusion drawing. Syarifah et al., as cited in [39], further explain that data reduction involves selecting and focusing on relevant information, data display involves presenting the findings in a systematic narrative format, and conclusions are drawn based on the research findings. To ensure data trustworthiness, this study used source triangulation by comparing

information from different participants. According to Moleong, as cited in [40], source triangulation enhances the validity of qualitative research findings by comparing multiple perspectives on the phenomenon under investigation.

According to Muhadjir, as cited in [41], data analysis is the process of organizing, examining, and systematically compiling research findings from observations and interviews, enabling the researcher to maintain focus on the research problem. Subsequently, the findings are edited, classified, organized, and presented so others can understand them. The trustworthiness of the data was established through triangulation of both techniques and data sources. Data analysis followed the Miles and Huberman interactive model, as cited in [42], which consists of four stages: data collection, data reduction, data display, and conclusion drawing.

3. RESULTS AND DISCUSSION

3.1. Results

Research Findings

The findings of this study indicate that communication patterns in online learning between teachers and parents play a crucial role in stimulating early childhood development from an Islamic perspective. Based on data from interviews, observations, and documentation, the findings on teacher–parent collaboration in enhancing learning quality are presented narratively under the following major themes.

Forms of Interaction and Two-Way Communication Patterns

Interviews with teachers and parents revealed that open, continuous communication is the primary factor contributing to effective collaboration.

Communication Media: Communication is conducted not only formally through the distribution of student progress reports but also through digital communication platforms, particularly WhatsApp Groups, and regular monthly meetings.

Feedback and Evaluation: Through these channels, teachers regularly share information about students' academic progress and behavioral challenges in the classroom. In return, parents share feedback on their children's learning habits and any difficulties they experience at home.

"Whenever a child's learning focus begins to decline in the classroom, we immediately communicate the issue to the parents. This collaboration enables us to address the child's learning difficulties much more quickly and effectively," explained one homeroom teacher.

Role Distribution and Alignment in Learning Support

Empirical findings demonstrate a clear yet complementary division of responsibilities between the school and the home environment.

1. Teachers' Role. Teachers deliver instructional content, design innovative learning strategies, monitor students' learning outcomes, and foster character development within the school environment.

2. **Parents' Role.** Parents serve as primary facilitators and learning companions at home by ensuring children have adequate study time, providing necessary learning resources and facilities, and offering emotional encouragement and motivation.

Observational data indicate that children whose home and school environments apply consistent rules, such as structured study schedules and limits on gadget use, demonstrate significantly higher levels of discipline and learning engagement.

Technology as a Bridge for Collaboration

The qualitative findings also highlight the use of educational technology platforms, such as Google Classroom and school information systems, as tools for collaborative monitoring.

1. Parents can monitor assignments, examination schedules, and their children's academic progress in real time.
2. This transparency encourages parents to become more proactive in discussing learning materials that their children have not yet mastered, rather than responding only when academic performance declines at the end of the semester.

Challenges in Building Effective Partnerships

Although teacher–parent collaboration has produced positive outcomes, the study identified several challenges.

1. **Limited Parental Time.** Parents employed in full-time occupations often experience difficulties attending school meetings or responding promptly to teachers' communications.
2. **Digital Literacy and Educational Gaps.** Differences in educational backgrounds and levels of technological literacy among parents sometimes hinder their ability to support children's digital learning activities at home.
3. **Unbalanced Expectations.** Some parents continue to perceive children's education as primarily the responsibility of the school, resulting in limited parental involvement in the learning process.

The Impact of Collaboration on Learning Quality and Student Development

Overall, strong collaboration between teachers and parents contributes significantly to several indicators of educational quality.

1. **Improved Learning Motivation.** Students perceive the consistent attention they receive from both home and school as a form of support rather than pressure, leading to increased intrinsic motivation.
2. **Enhanced Character Development and Positive Behavior.** Cases of absenteeism, incomplete assignments, and classroom behavioral problems declined substantially when teachers and parents implemented consistent disciplinary approaches.
3. **Improved Academic Achievement.** Document analysis revealed a positive trend in academic performance among students whose parents communicated actively with teachers, compared with those whose parents were less involved.

Overall, the findings demonstrate that the synergy between teachers and parents is not merely a complementary aspect of education but rather a fundamental pillar in ensuring

educational quality. Continuous communication, shared understanding of children's developmental needs, and a mutual commitment to supporting children's cognitive, affective, and psychomotor development strongly influence the success of this collaboration.

3.2. Discussion

The findings of this study are closely related to theories of communication, education, and Islamic education. Online learning communication is an essential component of the educational system. According to Hsu, as cited in [43], online learning communication facilitates the teaching and learning process between teachers and students. Effective online communication can improve the quality of education while enabling learners to develop greater independence in the learning process.

This study's findings align with previous research by [44], which examined online learning communication within educational systems. The study concluded that effective online learning communication improves educational quality and promotes students' independent learning.

Communication patterns in online learning represent another important aspect of the educational process. According to Kim, as cited in [45], online communication patterns significantly influence educational quality. Well-designed and effective communication patterns enhance educational quality by fostering student engagement, improving learning interactions, and encouraging independent learning.

The present findings also align with the study by [46], which examined communication patterns in online learning within educational settings. The results demonstrated that effective communication patterns positively influence the quality of education and support students in becoming more autonomous learners.

Parental involvement is another critical component of educational quality. According to Bruckner, as cited in [47], parents' participation in their children's education significantly affects educational outcomes. Parents who actively engage in the learning process contribute to higher educational quality and encourage their children to become more independent and motivated learners.

These findings align with previous research by [48], which examined the role of parents in education. The study concluded that active parental involvement positively influences educational quality and children's learning outcomes.

From an Islamic perspective, education is inseparable from cultivating moral and spiritual values. According to Al-Ghazali, as cited in [49], Islamic teachings provide fundamental values that contribute to educational quality. Islamic values promote not only intellectual development but also moral character, responsibility, and self-discipline, supporting students' holistic development and lifelong learning.

This study's findings are supported by previous research by [50], which explored the role of Islam in education. That study concluded that integrating Islamic values positively influences educational quality and contributes to students' academic and character development.

Overall, the findings show that communication patterns between teachers and parents in online learning play a vital role in stimulating early childhood development from an Islamic perspective. Effective communication facilitates collaboration between schools and families, thereby improving the quality of educational experiences and supporting children's independent learning. Furthermore, active parental involvement serves as a key factor in enhancing children's cognitive, emotional, and social development. The findings also highlight that integrating Islamic values into teacher-parent communication strengthens moral and spiritual education while fostering children's holistic development. Therefore, effective online communication grounded in Islamic principles constitutes an important foundation for improving the quality of early childhood education and supporting children's overall growth and development.

4. CONCLUSION

This study has demonstrated that communication patterns in online learning between teachers and parents play a significant role in stimulating early childhood development from an Islamic perspective. Using a qualitative approach, the study found that working mothers in the Ibu Profesional Community in Karawang highly value online learning opportunities that support collaboration between teachers and parents to enhance their children's knowledge and developmental skills. Effective online communication patterns include exchanging information, organizing children's learning schedules, and providing emotional support. In addition, both teachers and parents are expected to maintain open-minded and flexible attitudes in their interactions with children and working mothers.

The findings also reveal that Islamic values play a fundamental role in shaping communication patterns in online learning. Muslim teachers and parents should integrate Islamic values into their online learning strategies in order to achieve optimal educational outcomes. Accordingly, this study contributes to developing effective online learning strategies grounded in Islamic principles while increasing awareness among teachers, parents, and working mothers of the crucial role of online communication patterns in supporting early childhood development from an Islamic perspective.

The findings provide several practical recommendations for teachers, parents, and community organizations seeking to promote early childhood development within an Islamic framework. Teachers are encouraged to enhance their communication competencies by participating in professional communication training programs. Parents are advised to strengthen their understanding of Islamic teachings through religious education and training. Furthermore, community organizations are encouraged to raise public awareness of the importance of effective communication in supporting early childhood development by organizing educational programs and community activities focused on communication, parenting, and child development.

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