

Interpersonal Communication Dynamics Relationships Between the mother and Child With ADHD

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ABSTRACT

Keywords

Interpersonal communication; mother-child relationships; ADHD; communication patterns; Islamic parenting

The mother-child relationship is a crucial foundation for a child's growth. However, the dynamics of communication become more complex when a child has ADHD. Its characteristics—impulsivity, difficulty sustaining attention, and emotional instability—often lead to a gap in the interpretation of messages between mother and child. This condition not only triggers repeated miscommunication but also shapes interaction patterns characterized by emotional tension, excessive correction, and reactive responses from both parties. This study used a descriptive qualitative research method within a constructivist paradigm. The research informants consisted of key informants—two muslim mothers with children with ADHD and a supporting informant, a child clinical psychologist. Research data were collected through in-depth interviews and observation of the mothers' social media. The aim of the study was to examine the role of mothers in managing their own and their children's emotions to strengthen the relationship between mothers and children with ADHD through interpersonal communication. The results indicate that emotional regulation is a key factor in the upbringing of children with ADHD. Mothers who are able to regulate their own and their child's emotions, and who employ reflective, consistent, and empathetic communication, successfully reduce the intensity of tantrums, improve behavioral consistency, and foster harmonious interactions. Strategies such as self-regulation, cooling down, the use of soothing touch, and communication when the child is emotionally stable have proven effective. Professional support, a conducive environment, and the integration of Islamic parenting values (patience, compassion, and setting a good example) strengthen emotional regulation in both mother and child and support the child's overall positive character development.

1. Introduction

Interpersonal communication is the process of exchanging verbal and non-verbal messages through direct interaction between individuals, thereby enabling a deeper understanding of emotional meaning, expression, and reciprocal responses. Through interpersonal communication, individuals not only convey information but also build a strong bond. In communication studies, intense interpersonal relationships are marked by openness, empathy, support, a positive attitude, and equality in interaction (DeVito, 2019).

In the context of interpersonal communication, the relationship between mother and child is a form of relationship characterized by a high level of social and emotional interaction, particularly through the mother's role as the primary caregiver. Consistent interaction between mother and child plays a vital role in fostering a sense of security, trust, and emotional closeness, which form the foundation of the child's psychological development (Bowlby, 1988). The quality of interaction between mother and child also influences the formation of emotional bonds within their relationship.

A responsive, attentive, and consistent communication style can help build a stable relationship between mother and child, ensuring the child feels emotionally secure within that relationship (Ainsworth et al., 2015).

The dynamics of communication in the mother-child relationship become more complex when the child has attention deficit hyperactivity disorder (ADHD). ADHD is a neurodevelopmental disorder characterized by symptoms of inattention, hyperactivity, and impulsivity, which affect the child's ability to control their behavior and focus their attention (American Psychiatric Association, 2013). This condition means that daily interactions between mothers and children with ADHD are often characterized by the need to constantly guide, remind, and repeatedly manage the child's behavior. This ultimately increases the intensity of caregiving whilst also influencing the communication patterns within the mother-child relationship (Barkley, 2015).

Conceptually, ADHD is also understood as a multifactorial condition. ADHD can be influenced by various factors such as genetics, brain dysfunction, premature birth, low birth weight, and exposure to stress during pregnancy (Sekar, 2026, in Raharjo et al., 2026). Other research indicates that maternal stress exposure during pregnancy can affect a child's neural development through epigenetic mechanisms, potentially increasing the risk of developmental disorders, including ADHD (Abbott et al., 2018, in Robinson et al., 2024).

Interpersonal communication between mothers and children with ADHD presents highly complex challenges. A common issue arises when mothers are unable to manage their emotions effectively while communicating with their children. This behavior is triggered by the mother's fatigue and a strong sense of denial. For instance, when the child starts having a tantrum, becomes inattentive, engages in excessive activity, or even acts out of control.

Furthermore, children with ADHD often face unpleasant treatment, both at school and in their home environment. They are frequently bullied and even excluded because they are seen as 'naughty'. This, of course, has a very detrimental impact on the development of children with ADHD.

Consequently, when the child has a tantrum or acts out, the mother's emotions begin to spiral out of control. She becomes angry and in denial. She starts blaming herself, blaming the child, and even blaming the circumstances. She behaves reactively by dominating the conversation, speaking in a harsh tone, exerting full control over the child, and adopting an authoritarian stance towards the child, thereby escalating the mother-child conflict.

The urgency of this research is further underscored by the high prevalence of ADHD among children. Various meta-analyses indicate that the global prevalence of ADHD is in the range of approximately 5–8% among children and adolescents (Salari et al., 2023). Other research also indicates that the estimated global prevalence of ADHD may reach around 8.0% (Ayano et al., 2023). Data from the National Institute of Mental Health (2024) show that approximately 11.3% of children aged 5–17 in the United States fall into the hyperactive category. Meanwhile, in Indonesia, Hartini's (2024) study indicates that approximately 29.7% of pre-school children fall into the ADHD-at-risk category, with hyperactivity and impulsivity as the dominant symptoms. These figures suggest that raising children with ADHD characteristics is a fairly widespread phenomenon experienced by many families, particularly by mothers as the primary carers.

The high demands of caring for a child with ADHD have the potential to affect the quality of the relationship between mother and child. A decline in the quality of this relationship may be reflected in reduced emotional closeness, increased relational conflict, a decline in the harmony of interactions, and a weakening of the bond between mother and child. Such relational pressures generally arise through recurring communication patterns in daily life, such as an increased frequency of instructions, behavioral corrections, and reactive communication during the caregiving process (Leitch et al., 2019). Other research also indicates that intense communicative interactions in the care of children with ADHD can heighten the potential for relational tension if not managed through adaptive communication patterns (Chen et al., 2025).

Most previous research on ADHD has tended to frame ADHD as a biological, psychological, or clinical issue, focusing on the child's condition or the mother's psychological factors. The relationship between mother and child is often viewed merely as a supporting context for the child's behavioral problems. This approach has not fully explained how relational stress is formed through

the communicative interactions that occur between mother and child in daily life (Nurinawati & Qodariah, 2021). In contrast, current research focuses on the dynamics of interpersonal communication within the mother-child relationship involving ADHD, encompassing the mother's role in managing emotions to strengthen the quality of the relationship, as well as Islamic parenting in the practice of caring for children with ADHD.

Another gap lies in the integration of religious values, particularly within the context of Islamic upbringing. Most previous research has been more global in nature and secularly oriented and has therefore been unable to explain how values such as *sabr* (patience), *rahmah* (compassion), and *uswah hasanah* (setting a good example) function as mechanisms for regulating communication and emotions in everyday parenting practices. Yet, within the context of Muslim communities, these values have the potential to serve as an alternative framework for fostering reflective and adaptive communication between mothers and children with ADHD.

Islamic parenting practices have a significant crucial on child-rearing. This approach emphasizes the values of compassion (*rahmah*), patience (*sabr*), and setting a good example (*uswah hasanah*) in day-to-day interactions. Children with ADHD, who tend to be impulsive and find it difficult to concentrate, require a gentle and empathetic communication style. Mothers are advised to use kind language, avoid excessive scolding, and provide consistent guidance so that children feel accepted and find it easier to understand the messages conveyed (Rahman, 2022). Furthermore, a mother's exemplary behavior in managing her emotions and maintaining composure can serve as a model for children as they learn to control their behavior and gradually understand boundaries (Hidayati, 2023).

The theory relevant to this study is DeVito's (2016) theory of interpersonal communication. In his theory of interpersonal communication, DeVito explains that effective communication in interpersonal relationships is influenced by several key elements, namely openness, empathy, supportiveness, positiveness, and equality (DeVito, 2016). The application of these elements in communication can help mothers understand the condition of children with ADHD more comprehensively, whilst helping the children feel accepted and understood. Conversely, communication that is reactive, high-pressure, or lacking in empathy has the potential to create relational tension in daily interactions. Therefore, DeVito's theory of interpersonal communication provides a foundation for analyzing how patterns of interaction, emotional responses, and the manner of message delivery in communication between mothers and children with ADHD shape the dynamics of interpersonal relationships within the parenting process.

Given the background to the issue, research into the dynamics of interpersonal communication in the relationship between mothers and children with ADHD is important. This study employs a descriptive qualitative research method based on a constructivist paradigm. This study focuses on how mothers manage emotions in the process of interpersonal communication with their children to build a harmonious relationship characterized by emotional closeness. The objective of this study is to examine the role of mothers in managing the emotions of both mother and child in order to strengthen the relationship between mothers and children with ADHD through interpersonal communication.

2. Method

2.1 Research Design

This research used a qualitative descriptive approach to further understand interpersonal communication dynamics in relationships between mother and child with ADHD (Attention Deficit Hyperactivity Disorder). The researcher chose the qualitative descriptive because this study focused on understanding the meaning, experience, and interaction process that the research subject experienced on a daily basis. Qualitative research enables researchers to explore social phenomena in depth through the participants' perspectives, thereby yielding a more comprehensive understanding of a communication phenomenon (Creswell & Creswell, 2018).

The paradigm used in this study is the constructivist paradigm. In this study, constructivism is reflected in the focus on the mothers' subjective experiences in understanding and establishing communication with their children with ADHD. The mothers interpret their children's behavior, manage their emotions, and adaptively adjust their communication patterns from reactive to

reflective. This demonstrates that the reality of communication is not objective but is shaped through daily interactions.

2.2 Research Subject and Object

In this qualitative study, the research subjects were informants directly involved in the process of raising children with ADHD, namely two Muslim mothers with children with ADHD as the main informants, and a child clinical psychologist as a supporting informant. These two mothers were selected through purposive sampling as they have direct experience of establishing communication and managing the care of children with ADHD in daily life, whilst the clinical psychologist provides a professional perspective on the characteristics and behavioral dynamics of children with ADHD.

The research object in this study is the interpersonal communication dynamic relationships between mother and child with ADHD, which includes the plan about how the mother manages the mother and child's emotional issues and solves the challenges that come from the established communication. Also, this study examines the Islamic parenting application as an approach to communicate that emphasizes the core values, such as patience, affection, and giving examples, in order to build an adaptive relationship in the care of children with ADHD.

2.3 Selecting Key Informant Techniques

The informants in this study consisted of two Muslim mothers who have children with ADHD. These two mothers were selected as the main informants because they have first-hand experience of communicating with and caring for children with ADHD in their daily lives. Through these experiences, the informants were expected to provide insights into the management of emotions within the communication dynamics of the mother-child relationship in cases of ADHD.

In selecting key informants, the researcher employed a purposive sampling technique, resulting in the identification of two mothers who served as key informants in this study. The criteria were as follows:

- a. Mothers whose children have been diagnosed with ADHD following a professional assessment (by a psychologist or pediatrician)
- b. Mothers who are the primary carers and are closely involved in day-to-day care, thereby experiencing first-hand the dynamics of communication with their child.
- c. Mothers with at least 1–2 years' parenting experience following the diagnosis, to ensure informants have sufficient experience in dealing with communication patterns, emotions, and the challenges of parenting a child with ADHD.
- d. Mothers who are willing and able to reflect on their communication experiences by sharing their experiences, feelings, and the communication strategies employed in depth during the interview.
- e. Mothers who apply or are familiar with Islamic parenting values through their experience in practicing patience (*sabr*), compassion (*rahmah*), and setting a good example (*uswah hasanah*) in their parenting, in line with the research focus.
- f. Mothers with children aged 10–17 years who have ADHD

2.4 Data Collection Techniques

The data collection technique used in this study was in-depth interviews. These interviews were conducted to obtain more detailed information regarding the communication experiences of participants in their relationships with children with ADHD. This technique allows the researcher to explore the participants' views, experiences, and interpretations of the communication dynamics occurring in their daily lives. In-depth interviews are a data collection technique commonly used in qualitative research as they allow the researcher to obtain rich, in-depth, and contextual data regarding the phenomenon under study (Kvale & Brinkmann, 2015).

In addition, the researcher also utilised social media observation of mothers and children with ADHD. This social media observation involved monitoring social media platforms and reviewing educational videos and photographs documenting the children's development.

2.5. Data Analysis Techniques

The data analysis technique used in this study is triangulation. According to Nurfajriani et al. (2024), triangulation is essentially a multi-method approach employed by researchers when conducting research, collecting and analyzing data. The basic idea is that the phenomenon under study can be understood well, thereby yielding a high degree of truth, if approached from various perspectives. Examining a single phenomenon from different perspectives will enable a reliable level of truth to be obtained.

In this study, triangulation analysis was conducted to compare and integrate data obtained from three main sources: in-depth interviews with key informants (Mrs. F and Mrs. L), interviews with supporting informants (a child clinical psychologist), and social media observations. The aim was to test the consistency of the data whilst strengthening the validity of the findings regarding the dynamics of interpersonal communication within the mother-child relationship in cases of ADHD.

3. Result and Discussion

3.1 Results Based on In-Depth Interviews with Key Informants

Based on the findings from the fieldwork, the researchers collected primary data through in-depth interviews with two key informants: Mrs. F and Mrs. L. Mrs. F is the mother of a 12-year-old girl with ADHD. Mrs. L, meanwhile, is the mother of a 10-year-old boy with ADHD.

The data analysis for key informants was summarized based on the results of in-depth interviews comprising five questions regarding the mother's role in managing emotions and five questions regarding Islamic parenting. The details are as follows:

3.1.1 Results on Emotional Regulation in Mothers and Children with ADHD: Case of Mrs. F

Table 1 Emotional Regulation in Mothers and Children with ADHD

No	Focused Questions	Main Findings
1.	Communication Challenges	The child is very hyperactive and has a lack of understanding of the speaking partner. When the child is prohibited, they respond to it by being silent or sometimes shouting, which makes the mother is hard to interact with the child.
2.	Mother and Child Behavior When They Get Emotional	When in anger, the tantrum child sometimes likes being alone, throwing stuff, shouting, and being uncontrollable when they can't get what they want. If the mother is angered, the child becomes more uncontrollable, and their impulsivity increases.
3	Parenting Challenges	In raising their children, mothers often find it hard to accept that their child's development differs from that of other children. Through the process of parenting, mothers learn a great deal about child-rearing and consult with psychologists, enabling them to apply this knowledge in raising their children.
4.	Emotional Management Strategy	When interacting with the child, the mother should be patient and speak in a gentle tone. If you remain calm, your child will be calm too, even if they sometimes respond with silence. In this parenting, the mother should apply consistency and discipline to your child
5.	Emotional Regulation	Effective communication is when the mother communicates with them gently, although the child makes mistakes. The mother must remain calm; otherwise, the child becomes tantrum and throw stuff around them

The findings regarding Mrs. F indicate that her child is hyperactive and struggles with communication and emotional regulation, leading to tantrums and impulsive behavior. The mother's emotions significantly influence her child's condition; angry reactions exacerbate the behavior, whilst calmness helps to stabilize the child. The mother's initial denial has evolved into an adaptive response through parenting education. Gentle communication, patience, consistency, and discipline are key to effective interaction and strengthening the mother-child bond.

3.1.2. Result on Islamic Parenting Practices to Mrs. F

Table 2. Islamic Parenting

No	Focused Question	Main Findings
1.	Parenting with Affection Value (<i>Rahmah</i>)	The mother approaches the child gently when communicating.
2.	Parenting with Patience Value (<i>Sabr</i>)	In communicating with children, the mother always applies patience and manages her emotions. Because, by applying this, the child becomes obedient.
3	Parenting by Giving a Good Example Value (Uswah Hasanah)	The mother strictly asks the child to pray five times a day and recite the Qur'an, then teaches Islamic values to the child.
4.	The Child's Progress About Islam	The child can pray independently and is good at memorizing the Qur'an. (QS. Al-Fajr)
5.	Islamic Parenting Application	The mother is caring for them gently, full of love, patient, and teaches them religious knowledge consistently.
6.	Result from Applying Islamic Parenting	The child becomes calm because the mother is caring for them gently and is full of love.

The findings regarding Mrs. F's Islamic parenting indicate that Islamic parenting is practiced through the values of compassion, patience, and setting a good example. She communicates gently and patiently, which makes her child more obedient. She sets an example by making religious practice a regular part of daily life. The consistency of her parenting has had a positive impact, as evidenced by the child's ability to pray independently and memorize the Qur'an effectively.

3.1.3 Findings on Emotional Regulation in Mothers and Children with ADHD: Case of Mrs. L

Table 3. Emotional Regulation in Mothers and Children with ADHD

No	Focused Question	Main Findings
1.	Communication Challenges	The child shows signs of hyperactivity, does not speak at all, and does not turn around when called. The child becomes restless in public places. If the restlessness becomes severe, the child will cry and scream, particularly in places they have never visited before
2.	Mother and Child Behavior When They Get Emotional	When the child is upset and crying, Mum asks the child to stay calm, then stands beside them and places a hand on their shoulder. Mum waits until the child has calmed down before encouraging them to talk and express their feelings.
3	Parenting Challenges	The mother used to get very impatient when her child had a tantrum. She often let my emotions get the better of her. It turned out that her child became even more unmanageable.
4.	Emotional Management Strategy	The mother must remain calm and patient in facing the emotional children. The mother should be direct and consistent in telling them, so the child's emotions are controllable.

5.	Emotional Regulation	The mother has changed her behavior; she is now more patient with her child, waiting for the child's emotions to calm down first before speaking to them.
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The findings regarding Mrs. F's experience of managing emotions in a mother-child relationship involving ADHD indicate that communication barriers arise from the child's hyperactive, unresponsive, and restless behavior in new environments. Initially, the mother's impatience exacerbated the child's tantrums. Effective emotional management strategies include patience, consistency, standing at the child's eye level, waiting for the child's emotions to subside, and then speaking. This approach improves the child's emotional regulation and fosters a more harmonious mother-child interaction.

3.1.4 Results on Islamic Parenting Practices for Mrs. F

Table 4. Islamic Parenting

No	Focused Questions	Main Findings
1.	Parenting with Affection Value (<i>Rahmah</i>)	The mother shows kindness, speaks gently, and is empathetic when her child is sensitive around crowds
2.	Parenting with Patience Value (<i>Sabr</i>)	The mother looks after her child with great patience, even when the child is very emotional
3	Parenting by Giving a Good Example Value (<i>Uswah Hasanah</i>)	The practice of "Islam as a way of life", including the five daily prayers, reading the Quran, and making a habit of saying "Salam", "Alhamdulillah", "Astaghfirullah", "Masya Allah", and "Allahu Akbar."
4.	The Child's Progress About Islam	The child joins Mum and Dad for congregational prayers, from Fajr to Isha at home. After Fajr, the child is taught to recite the Qur'an
5.	Islamic Parenting Application	The mother has become calmer and more attuned to her child because she always draws closer to God. She also constantly learns about Islamic parenting through books and religious study groups.

Based on findings from the field, Mrs. L demonstrated that Islamic parenting has a significant influence on child-rearing. As a result, the child is exposed to consistent and structured religious practices, as evidenced by their active participation in daily worship. Furthermore, Islamic parenting also transformed Mrs. L's psychological state, making her calmer, more reflective, and more sensitive, thereby strengthening the quality of her emotional bonds and the effectiveness of her parenting.

3.2 Results Based on Interviews with Support Informant

Findings from support informants indicate that communication breakdowns in mothers' care of children with ADHD often result from one-way communication patterns, a lack of empathy, and insufficient focus on the child's needs. Communication that takes place when the mother's emotions are unstable has the potential to trigger aggression and impulsive behavior in the child. Parenting challenges arise from internal factors such as fatigue, burnout, and low psychological resilience, as well as external factors such as an unsupportive environment. The mother's emotions play a crucial role in determining the direction of parenting; poor emotional regulation can exacerbate the child's behavior, whereas calm and empathetic communication supports the adaptive development and emotional stability of children with ADHD.

Effective strategies for improving the quality of a mother's communication include raising awareness about ADHD, strengthening the mother's self-regulation, building a support system, and involving professionals through therapy tailored to the child's needs. Interventions such as focused therapy, creative activities (music, sport, painting), and a supportive environment have been shown to aid the child's development gradually. Indeed, in the long term, ADHD symptoms can be reduced,

and the child's behavior can become more adaptive if managed consistently and appropriately, meaning that many adolescents are declared recovered or show significant improvement in their behavior.

3.3. Based on Social Media Observations

Findings from social media observations reveal differences in character between Mrs. F and Mrs. L. It is noted that Mrs. F is not explicitly portrayed as being active on social media; consequently, the focus of the observations is more evident in her direct parenting practices in daily life, such as the use of warm interpersonal communication, stimulating her child's development through reading and play, and consistently instilling Islamic values at home. Mrs. F's approach tends to be practical, personal, and child-centered, with no indication of using social media as a means of sharing parenting experiences.

Meanwhile, Mrs. L is highly active on social media, particularly Instagram and TikTok, using these platforms as a means of providing parenting education for mothers with children who have ADHD. Her social media activity serves not only as a way to share personal experiences, but also as an educational space and a support system for the community. The content she shares reflects the application of positive parenting, behavioral therapy, and the integration of Islamic values into daily life. As such, social media plays a vital role for Mrs. L in building networks, sharing knowledge, and reinforcing her role as a mother and parenting educator.

3.4. Model of Interpersonal Communication: Mother and Child with ADHD Relationships

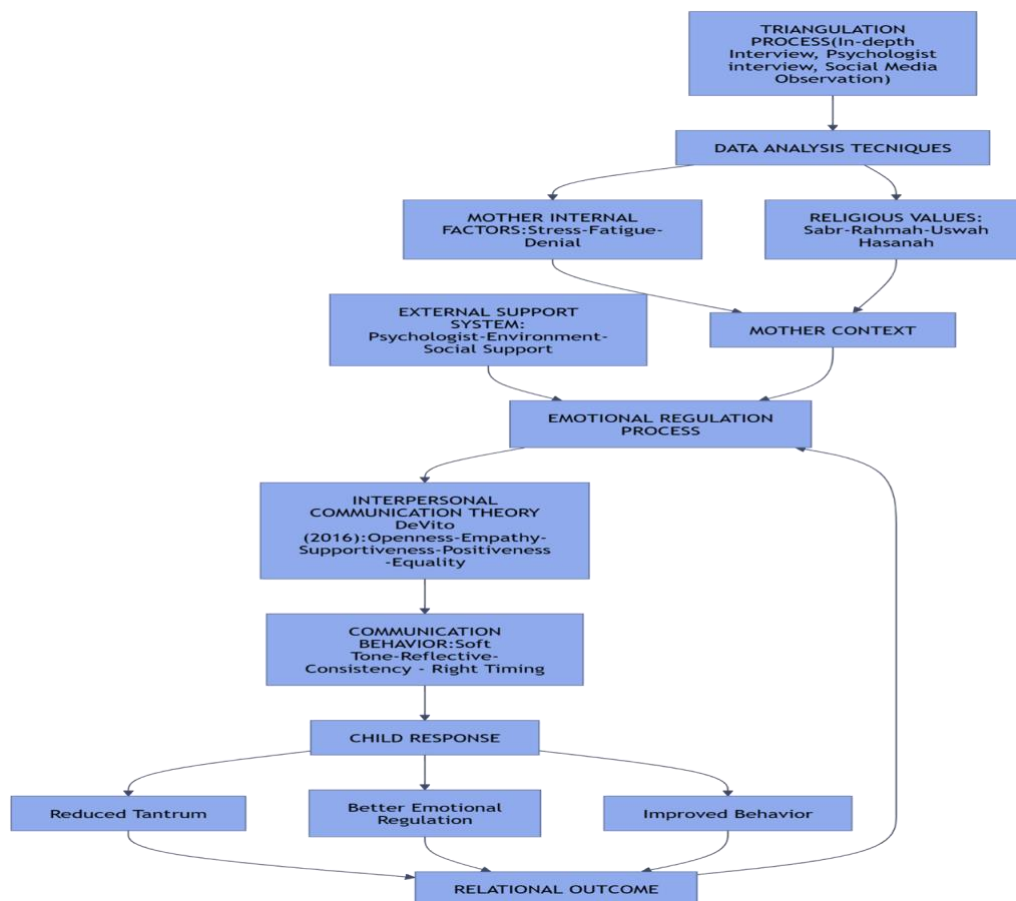


Figure 1. Model of Interpersonal Communication: Mother and Child with ADHD Relationships

This model represents the integration of theory, methodology, and empirical findings to comprehensively explain the dynamics of interpersonal communication between mothers and

children with ADHD. The model is grounded in Joseph A. DeVito's (2016) theory of interpersonal communication, which emphasizes five key elements of effective communication: openness, empathy, a supportive attitude, a positive attitude, and equality. In the context of this study, these five elements serve as an analytical framework for understanding how communication between mothers and children with ADHD is established, particularly in situations fraught with emotional and behavioral challenges. This theory functions not only as a conceptual foundation but also as a tool for interpreting changes in communication patterns occurring within the parenting relationship.

The core of this model lies in the triangulation process, which serves as the mechanism for integrating all the data. Triangulation is carried out by comparing data from interviews with key informants, interviews with supporting informants, and social media observations. This process aims not only to test the consistency of the data but also to identify patterns of relationships between findings. For example, a mother's experience regarding the importance of gentle communication is confirmed by a psychologist as a form of empathetic communication and reinforced by social media observations showing real-world examples of such communication. Thus, triangulation serves as a bridge between empirical data and scientific validity.

Overall, this model demonstrates that the dynamics of interpersonal communication within the mother-child relationship involving a child with ADHD result from the interaction between theory (DeVito, 2016), empirical experience, and a triangulation validation process. This model is

integrative in nature as it successfully links conceptual, methodological, and practical dimensions within a single, cohesive framework. Its main contribution lies in the assertion that the success of parenting a child with ADHD is determined not only by communication techniques, but also by the mother's reflective ability to manage emotions, as well as the reinforcement of religious values as the foundation for adaptive and meaningful communication.

4. Conclusion

The research findings indicate that emotional regulation is key to the dynamics of interpersonal communication between mothers and children with ADHD. This interactive process is complex and adaptive, influenced by the mother's ability to recognize, regulate, and adapt her emotions to her child's condition. Key informants, such as Mother F and Mother L, demonstrated a shift in communication patterns from reactive to reflective, where emotional regulation strategies included self-regulation, allowing time to calm down, the use of soothing physical touch, and communication taking place when the child was in a stable emotional state. This communication approach by the mothers can reduce the intensity of tantrums, improve behavioral consistency, and foster more harmonious interactions. Religious values serve as the foundation for adaptive and meaningful communication.

Furthermore, parenting challenges arise from the child's impulsivity and difficulty concentrating, as well as the mother's psychological stress. The solutions implemented include empathetic communication strategies, structured scheduling, positive behavior reinforcement, and environmental support, such as therapists, inclusive schools, and family. The integration of Islamic parenting values—specifically patience (*sabr*), compassion (*rahmah*), and setting a good example (*uswah hasanah*)—has been shown to strengthen reflective communication and emotional regulation between mother and child. The overall findings confirm that the success of parenting a child with ADHD does not depend solely on communication techniques but is largely determined by the mother's ability to manage both her own and her child's emotions simultaneously, thereby creating a healthy emotional bond that supports the child's positive character development.

Findings from a supporting informant (a psychologist) reinforce the research results by providing a more comprehensive professional perspective. The psychologist emphasized that communication failures in the upbringing of children with ADHD—where the mother engages in one-way communication, shows little empathy, and acts emotionally—can exacerbate the child's behavior. The mother's emotions are a determining factor in the success of parenting. This is because an inability to manage emotions triggers conflict and aggression in the child. Key strategies include ADHD parenting literacy, strengthening the mother's self-regulation, social support, and professional involvement through therapy tailored to the child's needs. Targeted interventions, creative activities, and a supportive environment have been shown to reduce hyperactive behavior,

improve adaptation, and, in the long term, lead to an improvement or even resolution of the child's behavior by adolescence.

The results of social media observations and the data triangulation process further reinforce the validity of the research findings. Observations indicate that there are differences in character between Mrs. F and Mrs. L. Mrs. F is not active on social media and focuses more on direct parenting, namely through warm communication, stimulating her child's development, and instilling Islamic values at home. Conversely, Mrs. L is very active on social media (Instagram and TikTok). These platforms serve as a parenting education resource for children with ADHD, whilst also providing a space to share experiences and build a supportive community through positive parenting content and Islamic values.

Triangulation, integrating interviews with key informants, supporting informants, and social media observations, revealed consistent findings, particularly regarding the importance of empathetic communication, emotional regulation, and an adaptive approach to parenting. The communication model developed in this study, grounded in DeVito's (2016) interpersonal communication theory, confirms that effective communication in the mother-child relationship with ADHD is determined by openness, empathy, support, a positive attitude, and equality, which in practice are realized through reflective communication and Islamic parenting. Overall, this study produced an integrative communication model, in which the success of parenting children with ADHD depends not only on communication techniques, but also on the mother's emotional competence, environmental support, and the internalization of religious values that strengthen the quality of the relationship and the child's development in a sustainable manner.

The theoretical recommendations of this study involve the development of a novel theory regarding interpersonal communication, focusing on its role as a medium for parenting and resolving mother-child conflicts arising from miscommunication within that relationship. In practical terms, to optimize ADHD intervention programs, the involvement of various stakeholders—such as clinical psychologists, therapists, inclusive schoolteachers, and the community of parents of children with special needs—is essential to establish a sustainable support system. Furthermore, educational institutions and health services are advised to provide ADHD-based parenting communication training that emphasizes emotional regulation and adaptive communication strategies. Parenting communities and digital platforms can be utilized as spaces for mothers to share experiences and receive education.

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It is hoped that this research can be further developed in a more specific direction, such as through research employing mixed methods or research focused on resolving conflicts in the mother-child relationship in cases of ADHD. Consequently, research on the theme of communication in the mother-child relationship in cases of ADHD should not be limited to an understanding of behavior alone but should focus more on solutions that are beneficial for mothers supporting children with ADHD and for the children themselves.

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