

ABSTRACT

This research aims to understand how family communication within the parenting patterns of teacher families. Teachers, as the subjects of the study, have a dual role as educators at school and as parents at home. The job of being a teacher often demands a significant amount of time and energy, which can affect the quality and amount of time spent on family communication. The research method used is a qualitative research paradigm with data collection techniques such as interviews and documentation. The researcher interviewed parents and their children through direct meetings to understand how parenting patterns are reflected in everyday communication. The research findings indicate that parenting patterns are closely related to the communication that takes place between parents and children. The implication is the importance of maintaining effective and quality communication within the family to support the growth and development of children. Open, loving, and supportive communication between teacher parents and their children can enhance closeness and trust within the family. Thus, this research contributes significantly to understanding and improving parenting patterns in teacher families.

Keywords: Family Communication, Teacher Families.