

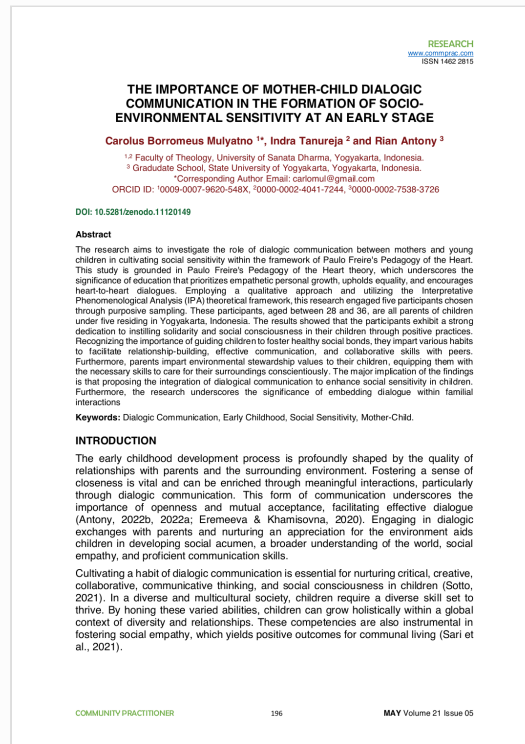


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THE IMPORTANCE OF MOTHER-CHILD DIALOGIC COMMUNICATION IN THE FORMATION OF SOCIO-ENVIRONMENTAL SENSITIVITY AT AN EARLY STAGE

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Abstract

The research aims to investigate the role of dialogic communication between mothers and young children in cultivating social sensitivity within the framework of Paulo Freire's Pedagogy of the Heart. This study is grounded in Paulo Freire's Pedagogy of the Heart theory, which underscores the significance of education that prioritizes empathetic personal growth, upholds equality, and encourages heart-to-heart dialogues. Employing a qualitative approach and utilizing the Interpretative Phenomenological Analysis (IPA) theoretical framework, this research engaged five participants chosen through purposive sampling. These participants, aged between 28 and 36, are all parents of children under five residing in Yogyakarta, Indonesia. The results showed that the participants exhibit a strong dedication to instilling solidarity and social consciousness in their children through positive practices. Recognizing the importance of guiding children to foster healthy social bonds, they impart various habits to facilitate relationship-building, effective communication, and collaborative skills with peers. Furthermore, parents impart environmental stewardship values to their children, equipping them with the necessary skills to care for their surroundings conscientiously. The major implication of the findings is that proposing the integration of dialogical communication to enhance social sensitivity in children. Furthermore, the research underscores the significance of embedding dialogue within familial interactions.

Keywords: Dialogic Communication, Early Childhood, Social Sensitivity, Mother-Child.

INTRODUCTION

The early childhood development process is profoundly shaped by the quality of relationships with parents and the surrounding environment. Fostering a sense of closeness is vital and can be enriched through meaningful interactions, particularly through dialogic communication. This form of communication underscores the importance of openness and mutual acceptance, facilitating effective dialogue (Antony, 2022b, 2022a; Ereemeeva & Khamisovna, 2020). Engaging in dialogic exchanges with parents and nurturing an appreciation for the environment aids children in developing social acumen, a broader understanding of the world, social empathy, and proficient communication skills.

Cultivating a habit of dialogic communication is essential for nurturing critical, creative, collaborative, communicative thinking, and social consciousness in children (Sotto, 2021). In a diverse and multicultural society, children require a diverse skill set to thrive. By honing these varied abilities, children can grow holistically within a global context of diversity and relationships. These competencies are also instrumental in fostering social empathy, which yields positive outcomes for communal living (Sari et al., 2021).

Habit formation stands out as a highly effective educational approach (Abidin, 2019; Harahap, 2021; Priali, Elan, & Giyartini, 2021). Engaging in dialogic communication and guiding children to connect with their environment represent educational practices that parents should adopt. Through this method, children can expand their vocabulary through firsthand experiences. As per Paulo Freire's concept of the "pedagogy of the heart," dialogue within the educational realm aids children in critically constructing knowledge, awareness, and social consciousness (P. Freire, 2000, 2005; Gürsel-Bilgin, 2020). The ability to understand one's surroundings and construct personal knowledge is a pivotal factor influencing a child's future success in life (Beisly, Kwon, Jeon, & Lim, 2022). Establishing a foundation of dialogic communication between parents and children from an early age equips children with strong literacy skills and social empathy (Farley & Piasta, 2020; Lawrence, 2019).

The interaction and communication between parents, particularly mothers, who serve as the primary educators, significantly impact children's cognitive, linguistic (Devianty, 2016), and independent learning abilities. Engaging in dialogic exchanges enhances children's character development (Hadianto, Damaianti, Mulyati, & Sastrumiharjo, 2022). Such dialogic communication fosters a deeper understanding and mutual acceptance between mothers and children (Rucan, Constantineanu; Ielics, Popa, 2012). Notably, experts like Morocco (1983) and Wells, Montgomery, & Maclure (1979) emphasize the uniqueness of mother-child dialogues, a sentiment reinforced by Morocco's (1983) research indicating how children's environmental awareness stems from habitual dialogues between mother and child at home.

Delving further, Mangunwijaya (2020) underscores the pivotal role of dialogic communication in nurturing individual development within the family unit. Regrettably, dialogic exchanges between parents and children have yet to become firmly ingrained in Indonesian cultural norms (Rukiyanti and Andriyani, 1999). Communication practices seem undervalued in familial education patterns, often relegated to routine interactions lacking depth and consistency.

From an academic perspective, the exploration of dialogic communication within educational contexts remains less prevalent compared to fields like organizational, political, business, and marketing communication (Nofrion, 2018). Moreover, scant attention is given to studying the maternal role as the primary educator in instilling children's social and ecological awareness amid rapid societal transformations.

Communication dynamics within families predominantly adhere to instructional paradigms focused on imparting information to children (McCroskey, Valencic, & Richmond, 2004). Parents typically adopt a directive communication style within the family setting, assigning tasks for children to follow (Inah, 2015). Children often assume the role of instruction recipients, limiting opportunities for creativity and exploration within the family framework. Consequently, the learning environment within families may lack the necessary stimuli for children to develop their creative and exploratory capacities. In settings where dialogic communication is not entrenched, learning tends to emphasize cognitive development through rote learning, neglecting children's potential as imaginative explorers and creators of positive experiences.

Parental educational attainment particularly that of mothers, is expected to correlate with an increased awareness and capacity to foster dialogical communication with children from an early age. Continuous and profound dialogic exchanges enhance experiences and aid in interpreting life events (Dewey, 1966). The practice of dialogic

communication influences one's outlook on life and future prospects, serving as a learning model that nurtures the ability to interpret diverse life encounters and reflect on motivational experiences to overcome hindrances to personal growth (Dewey, 1917, 1966).

Introducing dialogic communication at an early stage is essential. Language skills in early childhood, up to age five, are molded by environmental stimuli and interactions with close individuals (Al-Harbi, 2019; Dwi Lestari, Anugerah Izzati, & Indriani, 2020; Santrock, 2007). Young children acquire vocabulary and language by emulating sounds and words used in their surroundings. Sensory experiences through hearing, sight, and touch play a vital role in language development. Language skills in children of this age group blossom through playful activities, fostering rich dialogues when parents and children engage in stimulating activities. Parents play a pivotal role in guiding children towards optimal self-development. Language proficiency flourishes naturally as children interact with their environment and engage in structured learning experiences crafted by parents or educators (Al-Harbi, 2019).

The pivotal role of parents, particularly mothers, holds significant sway over the cognitive and social-emotional development of children (Demuth, 2015). Dorothy Nolte emphasizes that fostering a positive parent-child relationship cultivates children's growth in constructive attitudes and character. Parents, being the primary source of fundamental education (Kridawati & Suhita, 2022), are entrusted with the task of engaging in dialogic communication to impart information and moral guidance for enhancing children's comprehension. Within the family dynamic, dialogical communication between parents and children plays a vital role in nurturing socio-ecological consciousness and the ability to derive meaning from experiences. The capacity to engage in dialogues, coupled with a shared respect for individual rights, serves as a crucial trait for active participation in societal and environmental progress (da Silva, 2015; P. Freire, 2005; Gomes, 2022; Shih, 2018; Taylor, 1993).

Recognizing the significance of dialogic communication in education, it becomes compelling to delve into mothers' experiences in adapting to dialogic communication with their children through nurturing relationships with others and endeavors aimed at environmental preservation. Hence, this research endeavors to bridge existing gaps in literature by focusing on examining the dialogic communication encounters of mothers and children in cultivating social-ecological consciousness.

LITERATURE REVIEW

This research is grounded in the theoretical framework of Paulo Freire, focusing on the concept of "heart dialogue." Paulo Freire (1921–1973), a prominent Brazilian educator, emphasized the significance of dialogic communication, particularly in the realm of education. Central to the educational process, according to Freire (2000, 2005) and Shih (2011), is dialogical communication, which transcends mere knowledge transfer to encompass the cultivation of critical consciousness and social awareness.

Within the context of social interaction, individuals thrive through dialogical communication, fostering a life of intercommunication (Freire, 2000) that is foundational to holistic human development. Far from being a mere skill, dialogical communication is viewed as an essential aspect of life itself, facilitating growth and interconnectedness.

Freire underscored that heart communication, or dialogue, serves as a means to transcend self-centeredness (Gomes, 2022; Madero, 2017; Shih, 2011, 2018; Shor & Freire, 1987). Core to dialogical communication are the willingness and capacity to listen, respect diverse perspectives, and engage in mutual learning (Gürsel-Bilgin, 2020; Madero, 2017). When communication is unidirectional and lacks mutual respect for differing viewpoints, fostering harmony amid diversity becomes challenging.

Failure to uphold dialogical communication can perpetuate power imbalances and hinder genuine understanding. In the absence of dialogical exchanges within familial and educational settings, children may fall under the dominance of parents and teachers (Antony, 2022a; Siswandi, 2023). Dialogic communication, as espoused by Freire & Vittoria (2007) and Leistyna (2005), forms the crux of education, bridging theory and practice while nurturing relationships between parents and children. This approach cultivates a humanistic environment in families and schools, nurturing intellectual, emotional, and empathic capacities. For Freire, the notion of heart dialogue holds paramount importance as a catalyst for social transformation. He advocated for a humanizing pedagogy that fosters continuous dialogue with marginalized individuals, stating, "The only effective instrument is a humanizing pedagogy in which the revolutionary leadership establishes a permanent relationship of dialogue with the oppressed" (Freire, 1973).

Paolo Freire's educational philosophy centers on dialogical communication from the heart. This pedagogical approach aims to empower parents and children to cultivate critical-empathetic awareness within their interactions with the environment and the broader world. Through dialogic communication, individuals engage in a process that fosters sensitivity and social responsibility, nurturing a vision of a just, peaceful, and harmonious coexistence (Nouri & Nahdi, 2014). This dialogic exchange underscores the cultivation of mutual care and a shared commitment to social equity (Rule, 2011).

Heart dialogue, or dialogical communication, stands as an intrinsic and fundamental aspect that every individual should nurture (Freire, 2000, 2005). It transcends being a mere technique, evolving into an authentic educational paradigm. Dialogical communication establishes a democratic environment, encourages curiosity, and promotes relationships based on equality. Through this process, individuals are encouraged to develop critical consciousness, empathetic understanding, and societal accountability. The empathetic and emotional dialogue of the heart is founded on principles of humility, trust in others' capabilities, and mutual regard (Freire, 2005; Gomes, 2022; Gürsel-Bilgin, 2020; Shih, 2011, 2018; Taylor, 1993). This communicative process instills a sense of hope for a collective future, emphasizing the significance of mutual support and growth within a shared existence.

Dialogue of the heart, also known as dialogical communication, embodies a philosophy centered on preserving human dignity, fostering mutual trust, and embracing collaboration to construct a shared life enriched by diversity. This form of authentic and sincere communication plays a pivotal role within families, communities, and societies, promoting a harmonious coexistence (Freire, 2000; Leistyna, 2005). Rooted in the belief that each individual plays a vital role in the collective transformation of society, dialogical communication represents a departure from didactic educational approaches that position learners as passive recipients of knowledge (A. M. A. Freire & Vittoria, 2007; Freire, 1973, 2005; Gürsel-Bilgin, 2020; Rule, 2011; Shih, 2018). Emphasized by Freire as a method of critique and an

alternative to authoritarian educational systems, dialogical communication aims to shift unequal power dynamics towards inclusive interactions, fostering critical consciousness and collaborative partnerships (Freire, 2000, 2005). Within the realm of heart dialogue or dialogical communication, the educational process is characterized by the exploration of lived experiences, the pursuit of significance, and the formulation of compassionate actions for constructive change (Shih, 2011, 2018).

Heart dialogue, or dialogical communication, serves as the cornerstone of humanist education, offering an alternative to traditional instructional methods characterized by one-way communication. Within the realm of family learning, heart dialogue emphasizes children's experiences concerning specific themes, fostering social awareness, responsibility, and collaborative problem-solving. This thematic approach to dialogic communication enhances the clarity of learning objectives, thereby promoting productivity in the learning process. By engaging in heart dialogue, individuals address challenges and strive for solutions, embodying a commitment to cultivating a more compassionate existence. This transformative educational practice, as highlighted by Gürsel-Bilgin (2020), nurtures critical consciousness and social responsibility, empowering individuals to actively address societal issues. In essence, the practice of heart dialogue not only liberates individuals from passive silence but also encourages proactive engagement in resolving social challenges, fostering a culture of care and accountability, as espoused by Taylor (1993).

The concept of "Dialogue of the Heart" or dialogical communication is rooted in anthropology, emphasizing that every individual possesses the equal right to express themselves and the responsibility to contribute to creating a more compassionate society. It underscores that the freedom to articulate ideas or opinions should not be stifled by egoism or the dominance of one individual or group over another. Dialogue of the Heart represents the fundamental rights and essence of each person's existence within the societal framework (Freire, 1973, 2000, 2005; Shor and Freire, 1987).

Within the realm of family education, parents play a pivotal role in fostering a culture of heart-to-heart dialogues. Such dialogues transpire when parents actively listen to their children, allowing them to share experiences, offer suggestions for family dynamics, and collaboratively seek solutions for harmonious coexistence within the family unit. The practice of dialogic communication or heart-to-heart dialogues within families lays the foundation for children to cultivate values of mutual respect and compassion within both the familial and societal spheres. This nurturing of empathy and environmental consciousness forms part of a lifelong educational journey that empowers each individual to become an agent of social change and transformation (da Silva, 2015).

Dialogic communication serves as a vital process in comprehending daily occurrences and experiences. Within the diverse religious tapestry of Indonesian society, the interpretation of experiences through dialogical communication is influenced by the principles of faith (Freire, 1973). These values of faith aid children in recognizing the positive behaviors they exhibit as part of their interactions with others and with Allah, the Creator. Human relationships infused with dialogic communication thrive in an environment brimming with optimism (Freire, 2000). Furthermore, Freire emphasized the significance of parents cultivating a sense of humor. This type of humor involves parents fostering a dynamic, supportive atmosphere that nurtures a critical mindset in children during the learning process (Shor and Freire, 1987).

By embracing learning as a dialogical communication process or a heartfelt dialogue, parents foster the growth of critical-empathetic thinking skills alongside enhanced intuitive imagination capacities. Parents must trust in every child's innate ability to engage in dialogue and achieve optimal human development through heartfelt communication in the learning journey (Freire, 2000). Both parents and children should understand that the essence of learning lies in enriching individual experiences to foster a more compassionate, joyful, and prosperous growth. Heartfelt dialogues are underpinned by the belief in each individual's capacity to cultivate critical-empathetic thinking abilities (Antony, 2022a), humility, humor, and life skills amidst evolving circumstances (Nouri & Nahdi, 2014).

METHODOLOGY

This study employs qualitative research methodology, specifically utilizing the Interpretative Phenomenological Analysis (IPA) approach. Introduced by Smith in the mid-1990s, IPA has gained widespread acceptance for its ability to delve into qualitative phenomena and the subjective experiences of individuals (Shinebourne, 2011). IPA offers researchers a platform to delve deeply into the 'lived experiences' of participants, as highlighted by prominent figures in the field such as Smith, Flower, and Larkin (2009), who emphasize its focus on understanding individuals' core life experiences.

Within the framework of IPA, data primarily consists of experiential data derived from structured familiarization processes and the attitudes or values cultivated within these processes. The research employed a set of three probing questions inspired by Paulo Freire's concepts on fostering socio-ecological awareness in children. These queries were designed to investigate the dynamics of dialogical communication between parents and children in nurturing empathy for others, the types of environmental actions discussed within these dialogues, and the educational motivations driving these conversations. While the first and second questions aimed at capturing event and experience data, the third question focused on delving into the underlying significance of these interactions. The pursuit of meaning is a fundamental tenet of scientific inquiry (Smith, Flower, & Larkin, 2009).

Participants

In this study, five informants were selected based on the criteria outlined in purposive sampling, a method where researchers intentionally choose individuals and locations to investigate or comprehend a specific phenomenon (Creswell, 2012). The selection of participants and locations was guided by the principle of being "information rich" (Patton, 1990, 2002). Notably, for phenomenological research, the key criterion for participant selection is their firsthand experience of the explored phenomenon and their ability to articulate these lived experiences (Creswell, 2012; Creswell and Creswell, 2023; van Manen, 2014).

The researcher employed a criterion sampling approach, seeking informants who met specific criteria to ensure the quality and relevance of the information gathered (Creswell and Creswell, 2023). Consequently, this research identified five informant criteria. First, informants must reside in Yogyakarta. Second, they must be women aged between 28 and 36 years. Third, they should actively engage in dialogic communication with children under five years old. Fourth, they need to recognize the

significance of fostering social sensitivity in children. Fifth, informants must demonstrate a willingness to respond to inquiries voluntarily, truthfully, and openly.

According to the specified criteria, this study involved five informants. This aligns with Dukes' (1984) recommendation of researching between 3-10 participants and Creswell's (2009, 2012) suggestion of 5-25 participants for a phenomenological study. The attributes of the informants are delineated in Table 1.

Table 1: Characteristics of Informants

Infoman	Address	Age (years)	Education Background	Occupation	Time of interview
Informan 1	Sleman, Yogyakarta	30	Bachelor	Self-employed	December 20th, 2023
Informan 2	Gunung Kidul, Yogyakarta	29	Bachelor	Housewife	December 27th, 2023
Informan 3	Bantul, Yogyakarta	35	Bachelor	Government worker	January 7th, 2024
Informan 4	Kulon Progo, Yogyakarta	32	Bachelor	Bank worker	January 8th, 2024
Informan 5	Kota Yogyakarta, Yogyakarta	33	Bachelor	Office worker	January 15th, 2024

Source: processed by researchers, 2024

Instrument

The research employed in-depth interviews for data collection, essential for delving into the dialogical communication experiences between mothers and children to develop social sensitivity thoroughly. These interviews were pivotal in providing comprehensive insights and a deeper understanding, thereby enriching knowledge in this area. The interview questions were thoughtfully crafted based on existing literature.

Spanning from December 20, 2023, to January 15, 2024, the data collection through in-depth interviews aligned with the timeline of the pertinent sources. The interviews were predominantly conducted face-to-face at locations convenient to the participants, primarily in their homes or other suitable public settings. The duration of each interview ranged from 60 to 90 minutes, ensuring a comprehensive exploration. To facilitate subsequent data analysis, every interview was meticulously recorded and transcribed verbatim.

During the interviews, the researcher specifically investigated the practice of dialogical communication, focusing on heart-to-heart dialogues between parents and children that manifest in acts of care towards others and the environment. This form of communication transcended mere verbal exchanges, extending to everyday activities that reflect concern for others and the environment. Furthermore, the exploration delved into the educational motives underpinning the dialogical communication process between parents and children.

Analyzing of Data

The data analysis employed in this research follows the Miles and Huberman model, encompassing data reduction through data condensation, data display, and

conclusion (Miles, Huberman, Saldana, 2014). The steps within the Miles and Huberman model consist of:

- 1) Data condensation, involving the grouping of data based on research objectives. Researchers condense data aligned with research goals to derive accountable conclusions;
- 2) Data display, entailing the presentation of data through tables selected for their ability to convey concise information on interview coding.
- 3) Conclusion, encompassing the process of drawing deductions and validating findings to articulate research outcomes in compliance with scientific norms.

Moreover, the data analysis in this study integrates Paulo Freire's philosophy. Methodologically, the research commences by addressing the issue of suboptimal dialogical communication practices in family and community education. By extracting data from suitably qualified parents, the study aims to elicit anticipated responses. Data classification utilizes an Interpretative Phenomenological Analysis approach, emphasizing the exploration of meanings.

RESULTS

In the context of Paulo Freire's foundational principles of heart pedagogy, dialogical communication emerges as the cornerstone of genuine education (Freire, 2005; Gürsel-Bilgin, 2020; Madero, 2017). This study organizes data within a theoretical framework centered on the concept of heart pedagogy. The primary emphasis of this research lies in exploring dialogic communication practices, which play a pivotal role in nurturing empathy towards others and the environment, and in comprehending parents' motivations for engaging in dialogic exchanges with their children.

The study identifies three essential elements that constitute dialogical communication practices within maternal relationships. These specifics are delineated in Table 2, as presented by the researchers. Through this table, the enriching effects of dialogic communication on the mother-child relationship are elucidated, underscoring its significant role in the social and environmental development of the child.

Table 2: Mother and Child Dialogical Communication Practices

Component	Description				
	R1	R2	R3	R4	R5
Concern for others	<ul style="list-style-type: none"> – Share food and help friends. 	<ul style="list-style-type: none"> – Offer help to friends – Help less fortunate people 	<ul style="list-style-type: none"> – Help and accompany younger siblings – Make friends with friends and neighbors – Share food, drinks and toys with others 	<ul style="list-style-type: none"> – Caring for fellow family members; – Putting away toys; – Tidy up the room; – Sharing food; – Engage in prayer together; – Solve problems together 	<ul style="list-style-type: none"> – Get used to queuing; – Share toys or snacks – Play together
Concern for environment	<ul style="list-style-type: none"> – Sort and dispose of waste 	<ul style="list-style-type: none"> – Watering plants, gardening 	<ul style="list-style-type: none"> – Watering the plants – Feeding pets 	<ul style="list-style-type: none"> – Clean the house and environment 	<ul style="list-style-type: none"> – Throw away rubbish in

	in its place Use items that are suitable for use	– Throw away rubbish in the right place		– Caring for plants – Throw away rubbish – Utilize waste that is still useful – Turn off electronic devices	the right place – Take part in cleaning the grass at home – Get involved in planting vegetables in the garden.
Educational motivation	– Be loyal and care about the environment	– Care about others and the environment – Able to process positive emotions – Responsive and proactive	– Care about others and the environment – Able to socialize	– Caring – Share with each other – Please help – Respect each other and be able to manage conflict	– Open in relations and care about the environment

Source: processed by researchers, 2024

Concern for Others

Regarding dialogical communication to promote social solidarity, the initial respondent highlighted the significance of cultivating children's awareness of their surroundings. Parents engage in dialogical exchanges with their children, focusing on activities such as sharing resources and offering assistance to others. This communicative approach occurs regularly in both the morning and evening. The second respondent utilizes dialogical communication to collaborate with the child in planning social interactions and interpreting experiences. This practice gradually integrates into the child's internal dialogue as they respond to the events around them. Drawing from Paulo Freire's perspective, heartfelt dialogues emerge when children are provided with the freedom to express themselves and work collectively to solve life challenges (P. Freire, 2000, 2005; Leistyna, 2005; Shih, 2011). It underscores the essential reciprocal relationship between parents and children in creating meaningful life encounters.

The third respondent stressed the importance of dialogical communication with children to discuss escorting younger siblings during playtime and cultivating positive relationships with neighbors. By using children's acts of sharing meals with friends as a gateway to dialogical communication, respondents aim to impart significance to these shared experiences. The fourth respondent underscored the pivotal role of dialogical communication between parents and children in nurturing children's concern for family members. This dialogic interaction serves as a conduit for instilling cooperative attitudes and behaviors in completing household tasks.

In social interactions, as highlighted by the third and fourth participants, engaging in dialogic communication between parents and children assumes a critical role in fostering social consciousness and nurturing friendships with individuals from diverse religious, ethnic, and economic backgrounds. Social responsibility and empathy stand as pivotal virtues essential for harmonious coexistence within a diverse society

(Siswoyo, 2013). Moreover, the fourth participant accentuated the significance of dialogical exchanges with children to instill values of empathy, demonstrated through the simple act of toy-sharing among peers. Through such interactions, children authentically grasp the essence of compassion towards others (Freire & Vittoria, 2007; Freire, 2005; Shih, 2018).

Furthermore, the fifth respondent underscored how dialogical communication between parents and children aids in cultivating the practice of sharing with others, emphasizing the importance of early adoption of sharing food and snacks with peers. Understanding that a child's realm revolves around play, fostering a culture of toy-sharing nurtures a spirit of generosity. All respondents stressed the pivotal role of dialogical communication in instilling in children a spirit of sharing, sensitivity to others' needs, and a propensity to offer assistance. The culture of sharing and caring emerges as a potent educational tool for nurturing social cohesion (Mangunwijaya, 2020). Parents recognize that social cohesion serves as a fundamental foundation for children to navigate familial, professional, and societal realms effectively.

Concern for Environment

In the context of environmental awareness, the first respondent highlighted the importance of dialogical communication within families to instill in children the habit of disposing waste correctly, segregating organic from non-organic waste, and collecting plastic waste for family-oriented activities. Parents play a pivotal role in nurturing environmental consciousness from an early age through tangible actions like waste management and engaging children in cleanliness routines and environmental care tasks. By fostering dialogic communication, parents and children collaborate to cultivate mutual concern for each other and the environment, employing waste management and resource utilization to enhance social awareness and life skills collectively (da Silva, 2015; Madero, 2017).

Conversely, the second respondent emphasizes early education on plant care, gardening, and responsible waste disposal to nurture children with a strong social conscience towards peers and the natural world. This approach uniquely utilizes gardening activities to impart environmental consciousness, shaping children's appreciation for nature's preservation. Within the familial educational framework, parental roles are pivotal in creating a dialogic and communicative learning environment. Parents setting examples through dialogue and cooperation serve as models for children to emulate collaborative behaviors. Through heart-to-heart dialogues, social awareness, trust, diversity appreciation, compassion towards all living beings, and participation in collective life development are nurtured (P. Freire, 1973; Gomes, 2022; Gürsel-Bilgin, 2020; Madero, 2017; Shor, I.; Freire, 1987).

The third respondent's approach involves instructing children to water plants daily and tend to the animals in the recreation area, despite the absence of pets. Furthermore, parents facilitate opportunities for children to share food, beverages, and toys with their peers. Noteworthy in this response is the proactive stance toward plant care and animal feeding in recreational spaces, fostering a direct understanding of environmental stewardship among children. Through dialogic communication or heart dialogue, a platform is created to establish a learning community where parents and children can exchange insights during the learning process. This setting promotes personal expression and asset-based individualization, exemplifying a commitment to anti-oppressive pedagogy (Barros, S.R.; de Oliveira, 2023). Collaboratively, parents

and children cultivate an environment conducive to inquiring and addressing selected themes related to real-life challenges.

Conversely, the fourth respondent emphasizes instilling in their children values of familial care, mutual assistance based on individual capabilities, and the sharing of simple provisions like food. Additionally, they impart lessons on tolerance and respect for diverse religious, ethnic, and economic backgrounds during interactions with friends. Notably, the fourth respondent underscores the significance of respecting differences as an integral aspect of care for both individuals and the environment, a crucial facet in a diverse society. Recognizing that learning aims to enhance personal growth, parents and children jointly contribute to enriching individual experiences, fostering empathy, happiness, and prosperity. This experiential learning journey shapes children's character, nurturing maturity by engaging in diverse experiences that equip them with life skills for ongoing personal development and continuous learning (Mansur, et al, 2023).

The fifth respondent instilled in their children the importance of proper waste disposal to uphold environmental cleanliness, discouraging pollution and preserving the aesthetic appeal of the surroundings. Moreover, children were encouraged to engage in household lawn maintenance, fostering a sense of shared responsibility for cleanliness within the household and its vicinity. An intriguing practice involved teaching children to cultivate chili trees at home, illustrating the significance of tree planting and its positive impact on environmental preservation. Tree planting serves as a tangible contribution to environmental conservation endeavors. The practice of heart dialogue, a form of dialogical communication, broadens the learning scope, making education more productive. Heart dialogue aims to address issues within the educational paradigm, striving to find solutions that promote harmonious coexistence and problem-solving (da Silva, 2015; Freire, 2005; Shih, 2011)

Collectively, the parents of the five respondents imparted diverse environmental care practices, with a shared emphasis on practical actions like plant care, responsible waste disposal, and fostering a spirit of sharing. Each respondent's distinctive approach aids children in comprehending environmental stewardship tailored to their developmental stage. Through the journey of environmental consciousness, parents and children collaborate as advocates of heart dialogue, nurturing critical-empathetic skills, instilling values of care, social responsibility, and cooperation in navigating life's challenges together. The pinnacle of social concern culminates in heart dialogue, leading to joint efforts in building a shared existence.

Educational Motivation

The five respondents shared similar perspectives on the significance of instilling attitudes and values centered around social solidarity and environmental concern. These values are not only regarded as daily practices but also as fundamental pillars for nurturing children's characters, shaping them into individuals who exhibit care and responsibility towards society and the environment. This alignment underscores the pivotal role of these values in shaping future generations. One respondent notably stressed that solidarity and care serve as essential foundational qualities for children's future endeavors, emphasizing their importance in familial, professional, and societal interactions.

The second respondent aspires for their child to develop strong social values towards peers and the natural world, valuing the ability to empathize with others' needs

autonomously and manage emotions effectively. The third respondent placed emphasis on cultivating environmental care values in their children from an early age, aiming to foster an awareness that social engagement and community building are vital. This focus on sensitivity to values and purpose informs the holistic development of individuals who are not only academically adept but also socially conscious. Drawing inspiration from Freire's concept of heart pedagogy, which advocates for education encompassing not only knowledge dissemination but also the nurturing of social acumen, underscores the multifaceted approach to education.

The fourth respondent highlighted the significance of values such as compassion, generosity, assistance, and tolerance. They assert that these values play a crucial role in averting conflicts within families and fostering harmonious relationships with friends. The fifth respondent stressed the importance of instilling in their children the principles of social interaction and environmental stewardship from an early age. A common thread among these perspectives is the recognition that values like empathy, aid, and sharing are pivotal in molding children's characters. Moreover, they acknowledge that education on social responsibility and environmental consciousness should commence early to become intrinsic aspects of children's personalities. It is paramount to acknowledge that, as social beings, the capacity to communicate and engage in dialogue is not merely supplemental but constitutes the cornerstone of human existence. This essence is only revealed through interactions with others in varied encounters.

Collectively, all five respondents underscored the necessity of instilling positive attitudes and values in their children within the framework of social responsibility and environmental awareness. They perceive this as a foundational element that will nurture children into compassionate individuals, attuned to the needs of others, and capable of making constructive contributions to their communities. They contend that these values hold extensive relevance in children's daily interactions with family, friends, and the natural world. It is their aspiration that intelligence is not solely cultivated through academic pursuits but is also manifested in practical applications, yielding far-reaching impacts.

DISCUSSION

This research highlights the significance of dialogic communication within parent-child relationships for nurturing social consciousness, encompassing values like social cohesion and environmental mindfulness. The study emphasizes that dialogical communication forms the foundation for establishing a positive and balanced bond between mothers and their children. Through such dialogue, a sense of openness and intimacy between mothers and children is cultivated, facilitating the realization of values like mutual understanding, trust, and empathy. These outcomes align with the research of Harahap et al. (2023), Antony (2022b), Alexander (2018), and Resnick et al. (2015), which all emphasize the pivotal role of dialogic communication in promoting collaborative learning. Therefore, it is imperative for mothers to consistently hone their dialogical communication skills to fortify meaningful and enduring relationships.

In the realm of daily interactions, the communication exchange between a mother and her child holds significant importance in fostering the child's social skills. Through engaging in open and empathetic dialogues, children develop the capacity to appreciate differing perspectives, cultivate empathy, and enhance their self-assurance.

in communication (Freire, 2005; Alexander, 2018). This process not only enhances the parent-child relationship but also significantly contributes to the child's personal growth within their social milieu. Furthermore, dialogical communication serves as a fundamental element in nurturing children who exhibit environmental consciousness (Harahap, et al., 2023). By candidly discussing environmental concerns and instilling core values, parents can instill in their children a profound understanding of the significance of environmental conservation and the importance of assuming responsibility for preserving the natural world. Consequently, mother-child dialogues are instrumental not only in fostering strong familial bonds but also in shaping future generations who exhibit care and responsibility towards their environment.

This research also underscores the pivotal role mother play in cultivating socio-environmental sensitivity in children. By demonstrating positive behaviors like sharing, assisting others, and showing respect, parents can effectively model desirable conduct. Values such as cooperation, generosity, and mutual support are not only beneficial but also practical in daily life. Engaging in meaningful dialogues and promoting dialogical communication while instilling principles of social solidarity can foster stronger emotional connections among family members. Orekhova, Danilova, and Brazhnik's (2020) study further accentuate the significance of parents' continuous learning and adoption of diverse educational approaches, fostering an environment of openness, understanding, and appreciation for individual differences.

Such initiatives can be strengthened through a range of collaborative endeavors, including team-based games, collective projects, and collaborative volunteer efforts engaging children. By actively participating in these activities, children can cultivate skills in teamwork, mutual assistance, and empathy towards others. Delving into conversations and introspections on the principle of social solidarity can further enhance their comprehension. By employing a methodical and unwavering strategy, it is envisaged that children will mature into individuals who exhibit compassion and attentiveness to the societal requirements within their surroundings.

CONCLUSION

The respondents express a steadfast dedication to instilling solidarity and nurturing children through positive habits, recognizing the vital role of guidance in fostering healthy social development. Various habits are cultivated to equip children with essential skills in forming relationships, communication, and sharing with peers. Moreover, parents impart values of environmental stewardship, equipping children with the ability to care for their surroundings effectively. This approach aligns with Freire's dialogical pedagogy of the heart, aiming to prevent children from adopting a passive, transactional learning approach and instead encouraging holistic engagement with themselves, their environment, and others.

Paulo Freire's concept of dialogic education promotes an interactive exchange between educators and students, striving to foster active involvement, critical thinking, and individual empowerment. This pedagogical model seeks to cultivate a more equitable and sustainable society by valuing student diversity and experiences. The implementation of dialogic education necessitates educators who serve as guides, an inclusive learning atmosphere, and a profound acknowledgment of students' unique perspectives. This educational philosophy has influenced various teaching methodologies that prioritize individual empowerment and societal change.

At the core of dialogic education is the cultivation of empathy, understanding, and respect among individuals. Through encouraging dialogue and interaction, students learn to appreciate diverse perspectives, enhance their communication abilities, and develop relationships founded on mutual respect and empathy. This educational approach transcends conventional teaching methodologies to nurture well-rounded individuals who excel not only academically but also as socially aware, empathetic members of society.

RECOMMENDATIONS

The significance of this study lies in elucidating that dialogical exchanges between mothers and children play a pivotal role in cultivating social sensitivity in children. By engaging in dialogic communication, children can grasp the nuances of appropriate social behaviors and actions. This research delves into the impact of dialogical communication between mothers and children on nurturing social sensitivity from an early age, drawing on Paulo Freire's Pedagogy of the Heart. The study yields valuable insights in qualitative research, proposing theoretical advancements and advocating for the integration of dialogical communication to enhance social sensitivity in children. Furthermore, the research underscores the significance of embedding dialogue within familial interactions

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