

Phenomenological Study of Family Communication Schemes between Parents and Grade 12 Students in North Jakarta after Distance Learning is Established



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ABSTRACT: Distance learning (PJJ) is the solution set by the government based on Circular Letter 4 of 2020 regarding implementing education during an emergency. Alternative solutions in the world of education to reduce the spread of COVID-19. This distance learning makes parents and children interact more often because they often meet at home. Students do online learning and spend intense time with teachers at school, so parents have a significant role in helping children learn at home. This study aims to determine parents' family schemes with 12th-grade students after establishing distance learning. The subjects in this study were five parents and five grade 12 students who live in North Jakarta. This study uses a qualitative method with a phenomenological approach to look at the experiences of parents and grade 12 students in communicating after the establishment of distance learning. The results of this study indicate that there were no changes to the family scheme of the five informant families during the pandemic, so there was no feeling of reluctance and discomfort, which was feared would create a gap between family members. *Based on the research results, two families apply the consensual type of family scheme, which has high obedience, and three other families use the pluralistic (democratic) type.*

KEYWORDS: Family Relations Scheme, Distance Learning, COVID-19

INTRODUCTION

Human beings are born social beings. Social beings cannot live without other people, such as fathers, mothers, siblings, spouses, friends, and people around them. People need others to interact with. The simplest inter of action is the parent-child interaction, a simple, intimate interaction. In family life, communication between parents and children is essential, where communication is a means or resource that can create bridges between parents and children to build a harmonious family. The family was the first social group in human life at his study, and he declared himself as a social human being in the interactions within his group. In the family, communication must be fostered so that family members feel a deep bond and need each other (Kurniadi, 2010). Consciously or unconsciously, in a family, there is always a process of forming a character which later becomes a provision of life for children in socializing (Handayani, 2016).

Family communication can also be one of the proper steps in developing themselves, forming character, and motivating children in the learning process at school and at home.

Given parents' critical role in raising a child, some studies show that parents significantly contribute to their child's educational skills. According to Valeza, the role of parents in determining student learning achievement is very large (Nika & Rita Kusumah Cahyani, 2020). Children's education can lead to poor academic performance and children's failure. On the other hand, parents who constantly supervise their children, especially in learning activities at home, know that not only themselves but also their parents have a strong desire to advance in the achievement of learning outcomes, thus motivating their children to be more proactive about learning to improve student achievement.

Support and encouragement from parents to their children in education are undoubtedly inseparable from good communication. Good family communication will form a good family relationship. Family communication is the readiness to speak openly about everything in the family, both pleasant and unpleasant, and also ready to solve problems in the family with talks that are lived with patience, honesty, and openness (Sisca Febriyanti, 2012). Therefore, it is evident if it is said that family communication can produce the best solution if there is a problem between family members. Family communication in supporting the education of children is also very influential. It impacts children's learning patterns during the pandemic, requiring students to distance learning from their

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respective homes. The Circular Letter of the Ministry of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Corona Virus Disease (COVID-19), one of the points discusses the teaching and learning process that is implemented online from their respective homes (Kementerian Pendidikan dan Kebudayaan, 2020).

Seiring with the current changing circumstances, parents are expected to become tutors or mentors who can replace the position of teachers in schools and help children in the learning process. It is this expectation that allows changing attitudes and the way parents and children approach their relationships. Parents must actively recognize the characteristics of their children in order to find communication that follows the circumstances and stresses children face during a pandemic. The dual role of parents who still have to take care of their work while caring for their children is a tough challenge. Parents must continue to complete the demands of their work from home while at home. They have a great responsibility to care for and educate their children, who, At the time of the pandemic, desperately needed their figures. So many obstacles the family goes through are the burden of household affairs and work to meet the needs of their family (Angin, 2019). According to Igbo, the relationship between parents and children significantly impacts children's academic life (Igbo, 2015). This is in line with the opinion expressed by Bergsten, who states that mothers' involvement in child education can affect the development of children in various fields. In addition, Drissen also argues that mothers' involvement in child education can increase children's achievement (Rafiq, 2013).

The relationship between parents and children that has significant influence is inseparable from an established family relationship scheme. The established family relationship scheme can change according to the situation and conditions of n context. Statically and conditionally intertwined Family Relationship schemes can affect the closeness of the relationship between parent and child and the quality of the message conveyed. Especially during a pandemic where parents and children have a longer face-to-face meeting time than usual. Children tend to rely heavily on parents and communicate more with parents than with other people, such as teachers or their friends.

The importance of communication patterns between parents and children during this pandemic is enormous. The relationship and communication between parent and child determine the quality of the child. Close relationships and mutual communication between the child and parents are the keys to comfort and success later in life. Parents always have a role in regulating the lives of their children. That is why parents always motivate their children to achieve better things through conversation, love, and many other ways.

This distance learning phenomenon aroused researchers to discover changes in the family relationship scheme that occurred between parents and their children who were in grade 12 in accompanying children to learn during the pandemic. Grade 12 is a transition period from the school level to the college level, which requires the child to study harder and study harder in order to get into the university they want. This study focuses on parents and grade 12 students from different majors so that researchers know that distance learning can influence family relationship schemes and whether this pandemic has changed family relationship schemes for families in the North Jakarta region.

In line with the background and title of the research that has been explained earlier, the problem that can be formulated in this study is "How is the family relationship scheme formed between parents and grade 12 students at North Jakarta after the establishment of distance learning?" by focusing on changing the family relationship scheme between parents and grade 12 students in the North Jakarta area as the subject of research. The purpose of this study was to identify the family relationship scheme that occurred between parents and grade 12 students after the establishment of Distance Learning (PJJ) during the pandemic.

METHODS

Judging from the data type, the research approach used in this study is a qualitative approach that aims to describe and summarize existing phenomena related to the research object (Moleong, 2011). The type approach to this research is descriptive. Descriptive research seeks to tell problem-solving based on current data. The type of qualitative research used in this study is intended to obtain information about changes in the family relationship scheme between parents and grade 12 children during the pandemic after the establishment of PJJ with this qualitative approach, it is expected to be able to identify changes in the family relationship scheme based on the situation and problems faced between parents and children.

Based on the approach and judging from the subject of the study, this study uses phenomenological research strategies. *Phenomenology* is a research strategy in which the elite identifies the nature of human experience about a particular phenomenon (Creswell, 2012). The data collection technique used in this study was in-depth interviews with the research subjects as resource persons. The method of data collection is in what way and how the necessary data can be collected so that the study's final results can present valid and reliable information (Bungin, 2003). The subjects of this study were five parents and five students in grade 12 from different majors in the North Jakarta area.

The data analysis technique used in this study uses steps. Miles & Huberman explained that the analysis consists of three activities that coincide: reducing data, presenting data, and drawing conclusions/verification. For this qualitative research to be considered good, this study uses five characteristics in the validity data technique: openness, comfortability, truth, credibility, and

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transferability. This study took the location of the study in the North Jakarta area based on demographics and *stereotypes* that developed in the North Jakarta area, which said that parents in the northern area of Jakarta City were less concerned with their children's education. So that researchers chose the North Jakarta area as a location that matches the phenomenon related to education and children.

RESULTS AND DISCUSSION

Results

The theory of relationship schemes explains that actions can speak louder than a word. Where the involvement of a new pattern of interaction can form new conjectures. Family communication patterns will depend on a scheme that fits the two types of orientation yesit isconversation and conformity. Families with high conversational schemes, happy to talk and vice versa schemes with low conversations then rarely speak. Meanwhile, families with high conformity schemes can walk side by side with the leader of the family while families with low suitability tend to be more individualist. Various schemes can create different types of families.

Based on the results of interviews that have been conducted by researchers, the first family containing informant 1 and informant A is classified as a consensual family type. The consensual family type is an open family type with high adherence to parents. Children must be very appreciative of parents and parents have a role to play in the child's decision-making evenso, this type of family is very open between parent and child so as to allow the child to be spoiled and tell stories frequently.

When conducting cross-interviews with informant 1 (as mother) and informant A (as child), researchers found differences of opinion from both informants. According to informant 1 he is an open parent and releases the child in choosing or making decisions, informant A said:

"It depends on the child, if we force it and he does not fit his conscience, it is messy" –

Informant 1 (October 24, 2021). Personal Interviews.

Informant 1 also admitted that he was a person who was very strict about the rules he had set. So that there is a rule that is established and requires their children to respect and highlyvalue informant 1 as a parent, informant 1 said:

"If for example he is free but orderly, it means that we can't make children as free as possible, there are certain times we are free, there are certain times that we limit, for example, playing." – Informant 1 (October 24, 2021). Personal Interviews.

In response to this, Informant A as the child of informant 1 stated that there were things that became a reference and necessity so that informant A could not freely choose the major he wanted. there was a considerable parental participation in the decision he was about to makethat informant A felt less free. Informant A says:

"But it also has to be, meaning that there is one major that must be signed in that department so it's actually not too free either." –

Informant A (October 24, 2021). Personal Interviews.

In contrast to the first family, the second family with informant2 (as mother) and informant B (as child), based on the results of research interviews that have been conducted, researchers classify the second family into a pluralistic type family scheme. In this pluralistic type, parents tend to give birth to children but the decision will go back to each child. Each family member can voice his arguments and have his own role. The child is given freedom and tends to be more independent in this type of family. This is based onstatements from informant 2 and informant B who said:

"He's independent of his person from childhood, he's been independent." – Informant 2(October 26, 2021). Personal Interviews.

"If from that childhood I felt that there was no restraint you had to pinter you had to win 1st place, so it was like being freed up. From that freedom, I also came to think that kakthat gaboleh, meaning to be given free also gaboleh bablas so ka, you still have to worry too." – Informant B (October 26, 2021). Personal Interviews.

Not much different from the second family, the third family consisting of informant 3 (as mother) and informant C (as child). They always prioritize communication between one sama another in their daily lives. Children and parents are not infrequently to tell stories and exchange opinions. According to them, discussion and communication are important in maintaining their good relationship. Despite such close proximity, informant n 3 does not require informant C to follow all his wishes as a parent. For them each member of the family has its own role so that each decision comes back to each of them when it is about to decide. This is why itclassifies the third family into a pluralistic type of Informant 3 and informant C says:

"Mulu discussion. If the will (child's name) is like this, discuss it first." – Informant 3 (November 3, 2021). Personal Interviews.

"Democratic, yes, I mean parentsalso support what I want." – Informant C (November 3, 2021). Personal Interviews.

"I'm open to my parents, yes, everything is told. Discuss each other" – Informant C (November 3, 2021). Wclouds Personal way.

The results of research interviews that have been conducted by informant D as the childof informant 4 seem to have great respect for his mother figure in making choices about him, especially it is known based on the statement that informant D is a submissive child so that he always follows the words of his parents. However, nowadays as informant D grows older, he states that informant 4 as his parent often discusses the best choice for the child, so although he still gives some restrictions, informant 4 has begun to free the child to choose and let the child take their respective roles and return the choice to the child so that researchers classify this family is a pluralistic family type based on the results of the revelations of informant 4 and informant D who said:

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"We liberate in the sense that we are not as free. We're liberating, but still controlling it." - Informant 4 (October 24, 2021). Personal Interviews.

"In the past, when I wanted to go to vocational school, I offered this, I was going to enter accounting but he didn't want to do marketing. With his current major, hopefully he can become a businessman or entrepreneur like that." – Informant 4 (October 24, 2021). Personal Interviews.

"It's not very open, there must be some that we don't need to tell, like we can tell you about if we don't need to tell me. because there are so many things that can be done by yourself, right? Open with restrictions" – Informant D (October 24, 2021). Personal Interviews.

Unlike the previous informants, the fifth family consisting of informant 5 (as parents) and informant E (as children) had a different family type even though from the results of research interviews that had been conducted, the fifth family was classified as a consensual family type.

This is based on the statement of the parent who stated that he still considers his child as a child even though he is an adult. The attitude he showed also showed that there was a side that spoiled the child and based on the statement of informant E, whatever he chose must be in accordance with the wishes of his parents as well. Parents participate a lot in the decision-making that children do in addition, parents also often provide comments and are critical so that children tend to follow what their parents want. This is known from the statements of both parties, informant 5 and informant E said:

"Yes, we must follow the words of the parents, must be disciplined, follow the family rules, go home on time." – Informant 5 (November 12, 2021). Personal Interviews.

"I didn't have to do hospitality but he said 'no mama has to be smart'. So it's up to him." – Informant 5 (November 12, 2021). Personal Interviews.

"I don't agree hahaha, if it's outside the island in the distance, it must be according to what my mother wants." – Informant 5 (November 12, 2021). Personal Interviews.

"Yes, being treated like a child is how possible because I am the only girl, yes" – Informant E (November 12, 2021). Personal Interviews.

"yes, sometimes yes. So if you want to dress or want to do something, you have to follow the wishes of your parents." – Informant E (November 12, 2021). Personal Interviews.

Table 1. Family Relations Scheme

No.	Informant's Initials	Family Type
1.	Family 1 (Informants 1 & A)	Consensual types
2.	Family 2 (Informants 2 & B)	Pluralistic Type
3.	Family 3 (Informants 3 & C)	Pluralistic Type
4.	Family 4 (Informants 4 & D)	Pluralistic Type
5.	Family 5 (Informants 5 & E)	Consensual types

Source: (Research Documentation, 2022)

DISCUSSION

The theory of relationship schemes explains that actions can speak louder than words. People engaged in new interaction patterns can make new predictions about future interactions. Each relationship has many unwritten rules that can change as interaction patterns change. Family schemes involve certain forms of orientation or communication. Family communication patterns depend on patterns that correspond to two types of orientation, namely conversation orientation and *conformity orientation*.

According to Littlejohn Families who have a high conversational scheme enjoy talking. In contrast, families with a low conversational scheme do not often talk. Families with high suitability schemes tend to be able to walk side by side with the family leader. Meanwhile, families with low conformity schemes tend to be more individualistic. Various schemes will create different types of families (Littlejohn, 2009). Fitzpatrick introduced four types of families, namely in this theory, namely consensual, pluralistic, protective, and *laissez-faire* types.

1. Consensual family types

Have a high level of conversation and compliance. These families are pressured to value open communication but they also want clear parental power. This type would be more conventional as well as placing value on stability and certainty in role relationships rather than diversity and spontaneity. This type is very expressive and dependent and values open communication.

2. Pluralistic family types

This type has freedom in conversation but in the end everyone will make their own decisions because everyone participates in family

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decision-making. Parents do not feel the need to control their children and are classified as independent parents. Couples are not too dependent on each other, competing with each other for power, do not hesitate to deny differences in arguments, expressive and value their respective autonomy.

3. Protective Family Type

This type has low conversations and high customizations so there will be a lot of compliance and little communication. In this type, parents are classified as separate parents, that is, those who are emotionally divorced. They have their own opinions and can be quarrelsome. They seem to contradict each other in their roles and relationships but will quickly recover from the conflict. Having a vigilant attitude rarely uses advice and often mentions bad things. It is not expressive and does not understand the emotions of the couple well.

4. *Laissez-faire* or tolerant type

Is the type who doesn't like to interfere and his involvement is low. This type is low in both conversation and suitability. Family members are very unconcerned with whatever the rest of the family does and they really don't want to talk about it. This type of family can also be formed by family members who have different orientations so that they do not have the same scheme from which they will work (Littlejohn, 2014).

The results of the study clearly illustrate that a relationship clearly illustrates that actions can speak louder than words. Humans can foresee an interaction from predictions, human actions are based on their interpretation. People involved in new interaction patterns can form new conjectures for future interactions. Family communication patterns will depend on schemes that correspond to two types of orientation, namely conversation and suitability. Families with high conversational schemes, happy to talk and otherwise schemes with low conversations then rarely speak. Meanwhile, families with high conformity schemes can walk side by side with the family leader while families with low suitability tend to be more individualist. Schematics can create different types of families.

Based on the results of research interviews that have been conducted, it was found that 2 families fall into the classification of consensual family types although one of them tends to be more otoriter. Consensual family types have a high level of captivity and obedience in which the child must highly value the parents. Children tend to depend on parents despite having high openness. In this type, children are classified as spoiled and parents have a role in making decisions. This type is very expressive and dependent and values open communication.

The other three families belong to the pluralistic family type. This type of pluralistic has a tendency in conversation but in the end everyone will make their own decisions. Parents do not feel the need to control their children and are classified as independent parents. The parents direct, but the decision will go back to the child masing-masing. Each family member has their own roles and responsibilities so that if there are differences of opinion or arguments it is normal. This can be seen from how parents give freedom to children to decide for themselves what they will choose for their future and children must also take their role and be responsible with the choices they choose.

The family relationship scheme built during this pandemic is not much different from the family relationship scheme that is formed under normal circumstances. This is done so that there is no significant change in inequality that is feared to later provide a gap between parents and children due to the emergence of reluctance, which in turn makes parents and children uncomfortable with each other. Each family believes that they form a family relationship scheme as well as adjusting the characteristics of each member of their family however, the development of this family relationship scheme can eventually build new characteristics for each family member.

CONCLUSION

Based on the discussion and description of the research that has been analyzed against the data findings. The research results can be obtained as researchers have done by conducting interviews with people and children (grade 12 students) as well as direct observation through the way informants provide information. Thus, researchers can conclude that the family savings scheme during the pandemic and the distance learning period formed by parents and children is known that there is no change. This is done so that no discomfort or reluctance is feared to provide a gap between family members. Of the five families that have been interviewed before, two families use a consensual type family relationship scheme, namely the type of family that is the type with high obedience. Parents play a role in determining the choice of children. In comparison, the other three families belong to the pluralistic type as a reflection of a democratic

CONFLICT OF INTEREST

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