

**PERAN KOMUNIKASI KELUARGA DALAM PENERAPAN FUNGSI
PENDIDIKAN ANAK (STUDI KUALITATIF PADA SMP-SMK N 1 ATAP
PANDANARUM)**

***THE ROLE OF FAMILY COMMUNICATION IN THE FUNCTION OF CHILDREN'S
EDUCATION (QUALITATIVE STUDY IN SMP-SMKN 1 ATAP PANDANARUM)***

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ABSTRAK

Komunikasi di dalam keluarga memiliki peran yang penting untuk pendidikan anak. Sayangnya, tak semua keluarga menyadari hal ini sehingga fungsi komunikasi tidak dilaksanakan dengan maksimal yang dapat mengakibatkan pendidikan anak tidak berjalan secara optimal. Penelitian ini berfokus untuk mengetahui bagaimana peran pola komunikasi keluarga terhadap pendidikan anak melalui dua orientasi, yakni orientasi konformitas dan orientasi percakapan. Adapun informan yang digunakan dalam penelitian ini adalah siswa dan orangtua siswa di SMP-SMK N 1 Atap Pandanarum dengan menggunakan metode penelitian kualitatif dan pendekatan fenomenologi. Teknik pengumpulan data yang digunakan adalah wawancara dan observasi yang dilakukan pada enam informan, yakni tiga murid SMP-SMK N 1 Atap Pandanarum dan tiga orangtua siswa dari murid tersebut. Hasil penelitian menunjukkan pola komunikasi keluarga memiliki peran penting terhadap pendidikan anak pada murid SMP-SMK N 1 Atap Pandanarum. Penerapan orientasi percakapan ditandai dengan komunikasi terbuka, komunikasi efektif dan komunikasi dua arah serta penerapan orientasi konformitas yang ditandai dengan penerapan kesamaan nilai, kepercayaan dan sikap dan pengambilan keputusan.

Kata kunci: pola komunikasi keluarga, orientasi konformitas, orientasi percakapan, pendidikan anak

ABSTRACT

Communication family has an important role in the education of children. Unfortunately, not all families are aware of this, so the communication function is not carried out optimally which can affect in children's education not running optimally. This study focuses on knowing how the role of family communication patterns on children's education through two orientations, namely conformity orientation and conversation orientation. The informants used in this study were students and their parents at SMP-SMK N 1 Atap Pandanarum using qualitative research methods and a phenomenological approach. Data collection techniques used was interviews and observations conducted on six informants, three students of SMP-SMK N 1 Atap Pandanarum and three parents of the students. The results showed that family communication patterns have an important role in children's education in students of SMP-SMK N 1 Atap

Pandanarum. The application of conversation orientation is characterized by open communication, effective communication and two-way communication and the application of conformity orientation which is characterized by the application of shared values, beliefs and attitudes and decision making.

Keywords: Family communication pattern, conformity orientation, conversation orientation children education

1. PRELIMINARY

Communication within the family has a very important role in children's education.

Through communication, educational values can be well socialized so that children can have an increased education. Family communication between parents and children can be in the form of dialogues or discussions that educate to lead children to achieve educational goals. In addition, communication about education at home allows for an emotional bond between family members in the process of delivering messages.

Family Communication Pattern are integral to how families understand their family relationships, develop behavioural expectations, and interpret and evaluate their behaviour and other family members (Koerner et al., 2018). The function of the family in education plays an important role in providing an understanding of children's education. Each family has a different function and communication pattern so that the development and motivation of each child will vary depending on how the family communicates and applies conformity in the family.

Family has a big influence on children to get Education. As stated by Sudjana (2006) that student achievement in school is influenced 30% by the environment while 70% influenced by student ability (Mulyaningsih, 2014). In this case, the family environment has an important role in achieving these achievements because it becomes the first agent in forming social interactions and increasing children's learning motivation.

The lack of society awareness in education is also influenced how a family socializes the importance of education to family members. Government programs cannot run optimally without the role of parents in improving children education. Parents need to raise awareness of education to maintain a positive perspective, especially for the children in Banjarnegara. Encouragement from parents helps children understanding about the importance of education.

Education is considered capable of increasing cognitive abilities, knowledge and can determine attitudes. So, if the community's education level is low (determined based on the length of time spent in school, not the last diploma), it will affect their behavior (Suwarno, 2014, p. 17). The low level of education and understanding of parents will affect the value that parents implementing in their children in family communication. This means that parents do not emphasize the importance of education, the level of education of children is also low. This is experienced by SMP-SMK N 1 Atap Pandanadrum.

Based on interviews with schools in SMP-SMK N 1 Atap Pandanarum, the high dropout rate in Banjarnegara is caused by the lack of family communication roles in transferring educational values to children. Families are also considered not optimal in socializing the importance of education to allow children to work before finishing school, especially at the secondary school level. Another factor is the low awareness of parents to send their children to school, financial worries, fear of paying school fees, even though on the other hand the school is free. Based on the phenomenon and data that have been described above in the background, researcher interested to find out how the role of family communication carried out by parents to children who attend SMP-SMK N 1 Atap Pandanarum.

2. THEORETICAL BASIS

2.1 Communication

Communication is proses delivering and receiving messages that the recipient will interpret in a response (Griffin, 2012). Communication is defined as exchanging messages and interpreting meaning of messages by the communicators involved in communication process. In the communication process, the communicator creates a message (can be in the form of words, writing or gesture). The message will be sent to the other parties as the receiver which will be interpreted. The message sent by the communicator does not necessarily have a clear meaning, a receiver must interpret the message sent to him by himself. Therefore, a message can have multiple interpretations.

2.2 Interpersonal Communication

Communication is defined by Giffin and Patton (1971) as the process of delivering messages and receiving messages, while interpersonal communication is defined as communication dyads. (Braithwaite et al. D. O., 2008). According to Effendy (1996),

interpersonal communication is considered the most effective communication to change a person's attitudes, opinions, and behaviour because there is an exchange of messages and information (dialogical) by the people involved. (Retnowati, 2008).

According to Joseph A. DeVito (2011) the effectiveness of communication is based on humanistic point of view, namely: empathy, openness, supportiveness, equality, dan positiveness (Wulandari, 2014).

2.3 Family Communication Patterns Theory

Family Communication Patterns Theory (FCPT) is a theory that focuses on the communication of children and parents who build social relations together. FCPT focuses on communication behaviours, information processing, and psychological (Koerner et al., 2018).

FCPT is a theory that explains the types of family communication that impact the behaviour of family members. Family communication patterns will shape a child's attitude and shape how they think. Therefore, family communication patterns influence decision making or determine what is good and bad for children. Family communication patterns also allow a child to understand family relationships, social relationships, and interpret or evaluate adaptation behaviour.

FCPT introduces two concepts of communication patterns in the family, namely, Conversation Orientation and Conformity Orientation. The explanation, that is:

1. Conversation Orientation

Conversation Orientation is assessed by the extent to which family members are involved in interactions or various topics. Family members freely and frequently interact with each other without many restrictions regarding the time and topics discussed. In this conversational orientation, family members feel free to share activities, thoughts, ideas, and ideas. Thus, decisions are taken jointly by other family members, not the domination of either party, for example only parents have the right to make decisions because of the domination of power (Koerner et al., 2018).

2. Conformity Orientation

Unlike conversational orientation, conformity orientation emphasizes the suitability of attitudes, values and beliefs that focus on harmony, avoidance of conflict and interdependence. This communication pattern reflects

obedience to parents or other adults as agreement and understanding without other family members discussion process. A low conformity orientation can make the family less cohesive and disorganized due to hierarchical heterogen. (Koerner et al., 2018).

According to Kroener and Fitzpatrick (2002) (in Rumata, 2017) families are grouped into orientation quarters as follows:

1. Consensual

Consensual is family communication pattern with high conversation and high conformity.

2. Pluralistic

Pluralistic is family communication patterns with low conformity and high conversation.

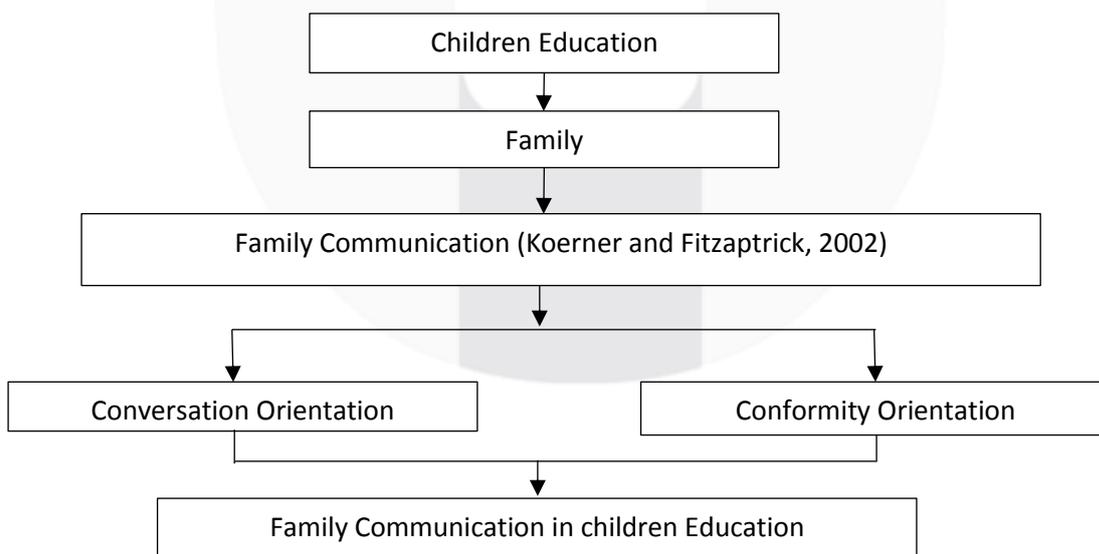
3. Protective

Protective is family communication pattern with high conformity and low conversation.

4. Laissez-fair

Laissez-fair is family communication patterns with Low conformity and low conversation.

2.4 Research Framework



3. RESEARCH METHOD

This research used constructivist paradigms. Patton (2002) argued that constructivist is learning about variety of experiences and human background that influence

what humans understand and how that understanding directs his actions. This research also used Qualitative research. The qualitative research method according to Erickson (1968) is a study that seeks to find and describe narratively the activities carried out and the impact of the actions taken on their lives. (Setiawan, 2018, p. 1). The research approach used in this research is phenomenology. Edmund Husserl argues that phenomenology means a view that focuses on subjective experiences and human interpretations (Moleong, 2019). Research subjects in qualitative research are informants or resource persons, in this research subjects used in this study are three children of SMP-SMK N 1 Atap Pandanarum students and 3 parents of them. The research unit analysis are Family communication patterns with sub analysis: 1) Conversation Orientation, 2) Conformity Orientation. For the research data collection in this study using 4 stages, namely: 1) Observation, 2) Interview, 3) Documentation 4) Triangulation. And for the data analysis are 1) Data reduction, 2) Data display, 3) Conclusion/verification. And for the data validity, in this research, the data validity technique used was triangulation.

4. RESEARCH RESULT

4.1 The Role of Family Communication in Children Education

In this study, researchers analysed more deeply the communication used by parents and children in terms of education. In family communication patterns, there are two basic communication orientation, conformity and conversation that marked by:

Orientation	Keywords
Conversation orientation	<ol style="list-style-type: none"> 1. Openness Communication 2. Effective Communication 3. Two-way Communication
Conformity Orientation	<ol style="list-style-type: none"> 1. Shared values, beliefs and attitudes 2. Decision Making

4.1.1 Conversation Orientation

Conversation orientation can be grouped into high and low conversation orientation, both of which are characterized by open communication, effective communication and two-way communication that occurs in the family. Which will be described as follows:

a. Openness Communication

Openness communication can be seen from daily conversation between children and parents. This research found that children feel comfortable to talk about anything, even things that are personal or confidential to their parents. They also have high intensity of communication with parents and emotional exchange by asking children though and feeling.

b. Effective Communication

In this study, it was found that children who feel they are often asked how they feel and what difficulties are there at school are easier to open with their parents. Both parties are willing to provide information such as what problems the child is experiencing at school, and parents are willing to listen to the complaint.

c. Two-way communication

In this research two-way communication can be found when parents make communication to provide understanding to children regarding the economic conditions experienced by the family. Using two-way communication makes it easier for children to understand the family's and can create an attitude of sympathy and empathy from both parties involved because there is a direct reaction to the response given.

In this study, also found an asynchronous response about the closeness between children and parents. It is means that there are differences in perceptions of closeness and intimacy in terms of communication with children. Miscommunication of messages due to the physical distance between parents and children who are not involved in direct communication.

4.1.2 Conformity orientation

Based on the results of the study, it was found that communication between parents and children in SMP-SMK N 1 Atap Pandanarum has different conformities for each family. The conformity orientation can be describing follows:

a. Shared Values, Beliefs and Attitudes

This research found that the similarity of values, beliefs, and attitudes through the application of rules in the family. Parents have various beliefs regarding education, including that education is important and education can

help improve life, so parents apply rules such as getting up early, disciplined, serious and diligent at school.

b. Decision Making

In this study, families who make educational decisions based on the results of discussions will consider information from children and directions from parents. Parents will listen to their children's wishes about education, such as their child's choice of school. Meanwhile, parents exchange information about cost limitations and hope their children can understand this. There is a sense of mutual understanding between each other, so that decisions made by parents are based on the results of joint discussions. The decision is also carried out without rejection because the child has expressed his ideas, thoughts, and desires while the parents have explained the condition of his family. These families tend to be less conflicted and more harmonious because there is no coercion in the exchange of ideas and understanding.

5. CONCLUSION

Based on the results of the research that the author explained in the previous chapter, the pattern of family communication in improving children's education in SMP-SMK N 1 Atap Pandanarum was formed because of the different conformity and conversational orientations in each family. Conformity orientation in children's education is applied through shared values, beliefs and attitudes and also decision making on the results of discussions.

Meanwhile, conversation orientation in improving children's education is applied in the application of open communication, effective communication and two-way communication between children and parents.

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