

Communication Patterns Of Parents' Closeness With Students In La Tansa Boarding School

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Abstract

Islamic boarding schools are Islamic educational institutions that have become a symbol of Islamic education in Indonesia. Pondok pesantren are present not only as an educational alternative to public school academies, but have also become the main choice for parents who want to entrust their children to study Islam better and more deeply (Syahrani, 2022). This requires parents and students to live separately and far apart due to boarding school regulations that require students to live in dormitories and not be allowed to bring communication media tools to the dormitory; as a result, parents cannot contact them in advance and students have to attend school and live a life with dormitory regulations that keep students quite busy. In general, it is difficult for parents and students to connect in person or through communication media. The purpose of this study is to find out how the communication patterns of parents and children who are in boarding school maintain their close relationship. The research method used in this study is qualitative, with a case study approach. The findings of this study are that there are three families who use democratic communication patterns, one family uses permissive communication patterns and one family uses authoritarian communication patterns.

Keywords-boarding school, family communication patterns, parents and children

Abstrak

Pondok pesantren merupakan lembaga pendidikan Islam yang telah menjadi simbol pendidikan Islam di Indonesia. Pondok pesantren hadir tidak hanya sebagai alternatif pendidikan selain akademi sekolah umum, tetapi juga telah menjadi pilihan utama bagi para orang tua yang ingin menitipkan anaknya untuk mempelajari Islam secara lebih baik dan mendalam (Syahrani, 2022). Hal ini mengharuskan orang tua dan siswa tinggal terpisah dan berjauhan karena peraturan sekolah berasrama yang mengharuskan siswa untuk tinggal di asrama dan tidak diperbolehkan membawa alat media komunikasi ke asrama; akibatnya, orang tua tidak dapat menghubungi mereka terlebih dahulu dan siswa harus bersekolah dan menjalani kehidupan dengan peraturan asrama yang membuat siswa cukup sibuk. Secara umum, sulit bagi orang tua dan siswa untuk terhubung secara langsung atau melalui media komunikasi. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pola komunikasi orangtua dan anak yang berada di pesantren dalam menjaga hubungan kedekatan mereka. Metode penelitian yang digunakan dalam penelitian ini adalah kualitatif, dengan pendekatan studi kasus. Temuan pada penelitian ini adalah terdapat tiga keluarga yang menggunakan pola komunikasi demokratis, satu keluarga menggunakan pola komunikasi permissive dan satu keluarga menggunakan pola komunikasi otoriter.

Kata Kunci-pondok pesantren, pola komunikasi keluarga, orangtua dan anak

I. INTRODUCTION

Nowadays, many people follow education outside the city where they live, including many parents who entrust their children to study education based on Islamic boarding schools. Islamic boarding schools are educational

institutions characterized by Islam and have become an icon of Islamic education in Indonesia. Islamic boarding schools exist not only as an alternative education outside of public school academies, but generally become the main choice for parents to entrust their children to learn Islam better and deeper. (Syahrani, 2022). Learning in a boarding school is certainly different from learning in a public school. Public schools only regulate students when in the classroom, while when studying at boarding schools students are not only regulated when in the classroom and school rules but also have rules in the dormitory made by the dormitory and boarding school care policies so that being a student and student at the same time is not easy to do. In life at the boarding school, students are also required to be away from their families or parents. Being away from parents certainly makes communication different from students or children who live together at home with parents. This is the factor that causes children and parents to live in different places and must be able to adapt to circumstances such as meeting for a short time, limited communication online, lack of harmony and intimacy between children and parents. (Afifah, 2017).

Family communication is communication carried out within a family, this communication is also carried out to provide primary education and also the value of life values needed as a guide to life, especially in children (Rahmah, 2018). Communication in the family is also a specific form of interaction between parents and children and with other families and has an influence on the process of emotional development of children or other members of the family itself. In the process of communication, each family member will get to know themselves and also understand others in terms of feelings and emotions received (Liswiana, 2018). Communication that occurs in the closeness of parents and students in boarding schools is certainly not easy to do, with the rules that must be obeyed in boarding schools as students are not allowed to bring technological devices such as cellphones, laptops and others and are supported by living in different places with parents. With this, communication between parents and students in boarding schools is very much different from children who live with their parents at home especially in this technological era. Parents can only be able to communicate directly with their children when visiting their children at boarding school. In general, parents visit their children at boarding schools not often where most of them visit their children once every two weeks to one month where this time is very little for time together as parents and children.

Communication in the closeness of parents and students at the latansa boarding school have a problem because, generally, parents and children communicate all the time, face to face and live in the same places. Of course, it is different from parents who provide their children's education at the La Tansa boarding school, where communication changes every time, where parents live at home while their children continue their education as students at the La Tansa boarding school, they communicate only when visiting, borrow a friend's cellphone who is being visit with their parents and also the media provided by the boarding school to communicate.

Therefore, good communication patterns are needed in the relationship between parents and children, according to the Big Indonesian Dictionary, patterns have the meaning of a fixed form or structure. Communication patterns are relationships between two or more people in which sending and receiving messages appropriately so that the messages conveyed can be understood. (Djamarah, 2004) With reference to what is described above that communication patterns in the family are very important communication, including families that are hindered by distance such as parents of students in boarding schools which is to maintain communication in closeness between one another. In addition, communication is also needed for inner closeness between parents and children, which problems will occur when children continue their education at boarding schools which will certainly affect communication between parents and children. This will certainly affect their relationship, such as the distance that will affect the behavior of a child.

In addition, family communication between parents and children will be the theory used by researchers where the family is a group of humans who are bound by marriage and blood, in the family usually includes father, mother, and children. The family is also the first social group in life, in the family also humans learn to express themselves as social beings by interacting with family members (Lestari, 2015).

Long-distance relationships caused by children attending the latansa boarding school are expected to have good and maintained communication, but if communication between parents and children does not go well due to parents' busyness at home with work so that they have not had time to visit their children or children who are busy in their activities and education at the boarding school supported by the absence of communication media freely used in the La Tansa boarding school and the misunderstanding between parents and children so that the inner closeness relationship that occurs between parents and children turns out to be not good in closeness to each other.

Students at the La Tansa boarding school who do not live with their parents must begin to live independently, both with all small things such as dormitory and school affairs that must be equally implemented. Most students when they first enter the boarding school have problems adapting to their new environment, both in the dormitory

environment and the school environment, with a lot of activities and must be able to divide their energy and time, students must also be able to divide the time to contact parents to communicate and parents must also be able to take the time to communicate by taking the time to be able to visit their children at the boarding school and cannot contact through the media freely because La Tansa Islamic Boarding School also has quite strict regulations regarding items that can be brought or used while in the boarding school, students are strictly prohibited from bringing electronic items tools such as woken, radios, cellphones, photo cameras, music boxes, laptops and the like, because they will be confiscated by the pesantren. This is what makes parents unable to contact their children first freely and children also cannot contact their parents freely as well which makes them unable to communicate at any time even every day in this digital era. In addition, why the author chose La Tansa Islamic boarding school as the right research because based on the data obtained from <https://banten.tribunnews.com/2023/06/12/2-rekomendasi-pondok-pesantren-favorit-di-banten-santrinya-ribuan-alumninya-tersebar-di-indonesia?page=2> La Tansa boarding school is one of the favorite boarding schools in Banten which is a lot of recommendations for parents to enter their children and students who go to school there are not only the surrounding community but many also accept students from various cities in Indonesia because in addition to having advantages in a good educational curriculum in general and religious education, a strategic place and away from the hustle and bustle of the city makes La Tansa boarding school comfortable and safe for learning and as parents are calmer when leaving their children at La Tansa boarding school.

With this problem, of course there is a pattern of communication between parents and children at the La Tansa Islamic Boarding School, because communication between children and parents is erratic and parents only communicate when they get a call from their child and when visiting the Islamic Boarding School, and children call their parents when the child has a lot of time and need something, such as economic problems or the needs of children in Islamic boarding schools. Apart from that, a child will not communicate regularly with his parents and parents cannot do anything about it. Based on this, there is something that attracts the author's attention to examine in more depth the close communication patterns of parents and children in the La Tansa Islamic boarding school environment. This can be seen from the phenomena that influence good communication between parents and children in maintaining closeness to each other.

Based on the things described above, it can be seen that family communication patterns in long-distance relationships between parents and students need to be considered and maintained. Researchers also see how important communication is in the family, especially in the close relationship between parents and children, so the authors are interested in knowing more about the communication patterns of closeness between parents and students at the La Tansa boarding school with school obstacles that have a long distance, busy time and communication media that are not freely available when students attend La Tansa boarding school **“COMMUNICATION PATTERNS OF PARENTS' CLOSENESS WITH STUDENTS IN LA TANSa BOARDING SCHOOL”**.

II. LITERATURE REVIEW

A. Communication

1. Definition of Communications

Communication according to etymology means a connection that gives an understanding that communication can be done using symbols or in the sense of language, namely having the same point of view between the messenger and the recipient of the message. According to English, communication is taken from Latin, namely "Communis" in another sense, namely "the same meaning" where the message or symbol between the communicant and the communicator has the same understanding or meaning. By using this way, if we want to communicate with someone, then we must have the topic of communication that we want to talk about the same meaning.

According to Dance there are three important dimensions in the definition of communication. The first dimension is the level of observation or degree of abstractness, for example that communication as a means of connecting with each other which is divided into separate parts of life and generally communication as a means of sending messages all of which use via telephone, telegraph, radio, courier, and others. The second dimension is intentionality, this definition was found by Gerald R. Miller, namely communication that requires intentionality as situations that allow sources to transmit messages to recipients consciously to influence recipient behavior. The third dimension is normative judgment, according to John B. Hoben explained that communication must be successful: "communication is the verbal exchange of ideas or thoughts." The definition is that ideas and thoughts are successfully captured in communication (Mulyana, 2017).

2. Family Communication Patterns

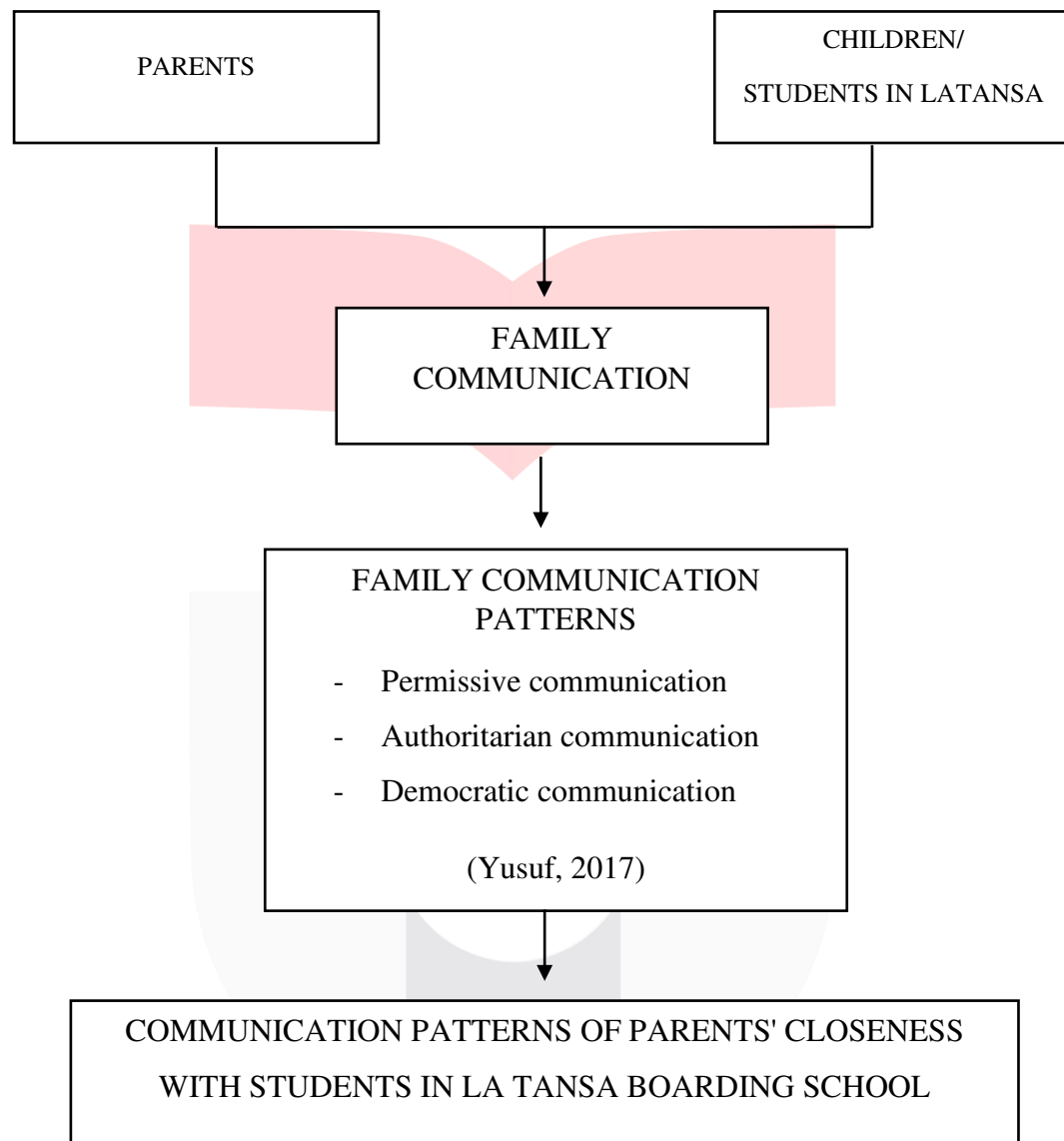
In the family communication pattern in this study, it focuses on how the close relationship between parents and students or children who undergo education at the LA Tansa boarding school. In this family communication pattern there are family communication patterns According to (Yusuf, 2017) there are several patterns of family communication according to experts including:

- a. Permissive communication patterns in the relationship between parents and children, parents do not care about what will happen with their children, parents tend not to respond if children give their opinions. In many ways, children are also freed more often so children feel uncared for by their parents, even when children make mistakes, parents do not respond so that children do not know where they are wrong and make things that should not happen can be repeated many times.
- b. Authoritarian communication patterns are communication patterns that impose their will. In this communication pattern, parents as controllers or supervisors of children, it is very difficult to accept suggestions and are too confident so that they close themselves from children's opinions. In an effort to influence children, they always take an approach that has an element of coercion or threat, parents' words are laws that cannot be changed and negate feedback from children. Makes the relationship between parents and children disharmonious and creates an opposing nature.
- c. The democratic communication pattern is the best of all types of family communication patterns. In this communication pattern, the common interest is the main interest compared to the individual and also in this type there is not much control given by parents to children. This type of communication pattern has characteristics, namely parents always harmonize personal interests from the interests of children, parents are happy when they get suggestions or opinions and even criticism from children, tolerate when children make mistakes and provide education so that children can get lessons not to make mistakes by not reducing children's creativity and initiative, work together in achieving the same goals and parents want children to be more successful than themselves. Democratic communication patterns give children freedom in their choices so as to foster a sense of responsibility for children and also have high concern for the family.

3. Islamic Boarding School

Islamic boarding schools are educational institutions characterized by Islam and have become an icon of Islamic education in Indonesia. Islamic boarding schools exist not only as an alternative education outside of public school academies, but generally become the main choice for parents to entrust their children to learn Islam better and deeper (Syahrani, 2022).

B. Framwork



III. RESEARCH METHOD

A. Research Methods

To find out how the communication patterns closeness with students at the La Tansa boarding school, based on the aspects that have been found and will be studied by researchers in accordance with the formulation of existing problems, objectives, and benefits of research, the method that will be used by researchers is qualitative research. Researchers use the case study method to facilitate researchers in research and explore how communication patterns parents of closeness with student who are far apart so that researchers will get more in-depth and detailed information.

B. Research Subjects and Objects

The subjects in this study are parents who have children who are continuing their education at the La Tansa boarding school in Banten, and this is used as an informant in this research. Meanwhile, the object of this research is the communication patterns of parents' closeness with student, which the object of research was chosen because of the large number of students at the La Tansa boarding school and with this, of course, researchers want to examine how the communication patterns that occurs in the closeness of parents to students or their children who do not live in one house and are influenced by distance.

C. Data Collection Technique

This data collection technique used by the author in the research is how the author will get valid data and in accordance with the facts in the field. In qualitative research methods, there are several types of methods for data collection, including: observation, document study, interviews, focus group discussions (FGDs), and others. (Haryono, 2020).

D. Data Analysis Technique

According to Noeng Muhadjir (1998: 104), providing an explanation of data analysis is an effort to systematically search and organize the results of observations, interviews and others to improve a researcher's understanding of the case under study and present it as new research for other researchers. Meanwhile, to increase understanding of the analysis, it is necessary to continue with efforts to find meaning. (Rijali, 2019).

IV. RESULTS AND DISCUSSION

Based on the research results obtained by the authors in this study, the researchers will then discuss and link the results of the interviews obtained with the appropriate theory carried out through interview and observation techniques so as to answer the research statement based on information obtained from interviews, with key informants parents and supporting informants students at boarding schools, besides that researchers use expert informants so that the data obtained is more valid, which in this discussion there are three communication patterns between parents and students, namely democratic communication patterns, authoritarian communication patterns, and permissive communication patterns.

In this discussion, researchers will compare the three communication patterns, which from the results of interviews obtained from 5 families certainly have different communication patterns. According to (Anggraini, 2021) Communication patterns are as a model of the information delivery process, communication patterns are identical to the communication process involving communicants and communicators who are interconnected in the delivery of information or the communication process. Effective communication patterns can refer to communication that produces certain effects in accordance with the communicator's objectives. As humans, especially parents and children, we depend on each other to exchange concerns and solutions to problems that arise between parents and children. Observable characteristics of good communication patterns can create a good relationship of closeness otherwise if communication occurs poorly then the relationship will be bad and look uncaring as it develops and the effectiveness of communication for parents with students at La Tansa boarding school.

Communication patterns between parents and students need a process to care about each other's feelings, especially giving each other efforts to be able to communicate with each other supported by the existence of regulatory barriers when studying at boarding schools. The feedback that children will receive from parents can combine many important things in the family communication patterns that occur, namely: showing concern, responding to mistakes, demands in family rules, prioritizing interests, listening to suggestions, and openness created in the family. This will develop a communication pattern relationship on a very good and effective closeness to parents and children who do not live together so that the resulting communication gets the same feedback.

Schooling in boarding schools is increasingly common, especially in our country where the majority of people are Muslims. Schooling in boarding schools is when a child or student goes through school by living in a dormitory and not living with parents to pursue general and religious education in order to balance the life of the world and also the hereafter. Parents have great motivation and high expectations in continuing their children's education at boarding schools, namely knowing more about religious knowledge, becoming pious and sholeha children, forming noble behavior in children and avoiding bad influences in the surrounding environment. This is the reason why many parents send their children to boarding schools, but of course parents and students have the consequence that when studying

at boarding schools they cannot meet and communicate every day either directly or using the media, communication is different from parents and children who live together. Parents and children in boarding schools or not living together and their long distance meetings are not frequent and incentives that can make the quality of the relationship between parents and children diminish. Conflicts of misunderstanding in irregular communication or miscommunication can affect their relationship and communication patterns. Nowadays, schooling at boarding schools is very common and one of them is parents who send their children to La Tansa boarding school.

Researchers use the theory of communication patterns between children and parents which according to (Yusuf, 2017) there are communication patterns that are liberating or permissive namely parents who provide freedom for their children where parents follow all their children's wishes so that they don't seem to care about what their children do. Then authoritarian communication patterns, namely in communication that occurs, parents have high control and low acceptance of suggestions from children where the rules given by parents can restrain their children and it is solely for the good of their children and democratic communication patterns, namely the communication patterns of parents with children who have an attitude of openness and parents appreciate the abilities of children and accept the suggestions given by children so that they are rational.

Every parent to students at La Tansa boarding school, researchers found different communication patterns in their implementation to communicate with their children who are students at La Tansa boarding school.

A. democratic communication patterns

Researchers found that democratic communication patterns occurred in family one of the first key informant Mrs. Lilis and supporting informant Aifa, family three of the third key informant Mrs. Aminah and the third supporting informant Thoriq as well as the fourth family of key informant Mrs. Nia and the fourth supporting informant Nayla. The family has the characteristics of a democratic communication pattern in communication with their children where there is openness, accepting suggestions and opinions that children give, then the democratic communication pattern itself parents and children have two-way communication and give each other feedback to be able to communicate with each other which is what happens in the three families

B. Permissive communication pattern

Permissive communication pattern in which parents and children have a communication intensity that is rarely done, namely parents who release their children to appear not to care about what their children do, this happens in family two, namely the second key informant Mrs. Yani and the second supporting informant Abdillah. In this family, it is said that communication is rarely carried out and communication is carried out if the child only has a need with his parents. In permissive communication, in the end, children will decide on their own decisions without any parental decisions because parents rarely give advice or responses and only follow what the child wants, as conveyed by the second key informant that parents always agree to the child's wishes because he thinks the child is enough to be able to determine the will he will do and the child's supporting informant also confirmed that his parents always do what their children want and that is a trait that exists in permissive communication.

C. Authoritarian communication patterns

Authoritarian communication patterns which occur in family five, namely key informant five Mrs. Dwi and supporting informant five Diva, where in the authoritarian communication pattern Diva confirmed that her parents always told her to follow what they wanted without listening to suggestions from the child, of course this is very different from the democratic communication pattern which always gives space to children in determining decisions and receiving suggestions to be able to work together in determining something and making children open and confident in their parents. Key informant five Mrs. Dwi also said that children are still at an unstable age to make decisions and give advice so it is better from parents who understand better, it can be seen that parents are less willing to accept suggestions from children and determine unilaterally in deciding something. Parents are more in control of children so that children can not feel comfortable and afraid of their parents so that they do not open what they feel

V. CONCLUSION AND SUGGESTIONS

Communication patterns in parental closeness to students at La Tansa boarding school, is a relationship between parents and students who do not live in one house, where in this relationship communication that initially occurs every time and face to face becomes communication that is rarely and not every day and of course the communication that

is established is different from children who live in one house with their parents. With this, of course, there are several parent and student communications that are applied when students undergo school at boarding schools, namely permissive communication patterns (liberating) where this communication pattern frees students to do everything they want, frees children in making decisions to look indifferent to what children do, impermissive communication patterns there are two possibilities with the nature of the child, namely the child becomes rarely communicate to parents, The second is the authoritarian communication pattern, namely in this communication pattern, parents have full control over their children, so that children's opinions are not trusted and not listened to by their parents, this is the result of children not being confident in themselves, not having a decision in determining something, and parents are aware of it but parents are more negligent so that communication is only one-way not two-way, and the last communication pattern is a democratic communication pattern, which is a communication pattern that mediates the two previous communication patterns where in this communication pattern communication occurs in two directions between parents and students in this communication pattern parents and students have an open nature in all respects, Because this communication pattern always provides space for children to make decisions so that a sense of confidence and responsibility can be built in children, because in this communication pattern parents cannot monitor their children every day but because of a sense of mutual need and openness, democratic communication patterns will run perfectly because parents can show their concern and students always take the time to keep communicating and being open in everything so that communication gets good feedback or two-way.

A. Academic Advice

1. Based on the results of this study, future research is recommended to conduct an in-depth study of communication patterns in the close relationship between parents and children in boarding schools and conduct research in boarding schools located in other big cities for comparison.
2. Based on the results of this study, future research is recommended to conduct research on communication patterns in the closeness of parents and children in boarding schools located outside the island so that meetings are more difficult to conduct.

B. Practical Advice

1. To parents with authoritarian communication patterns, in order not to ignore the opinions or those of the child where the child's attitude will become closed, try to listen to the child's opinion once.
2. For parents with permissive communication patterns to take care of themselves and try to get closer to their children, try to make children need their parents more from small things about their daily lives.

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