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Communication Patterns of Parents with Migrating Students

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ABSTRACT

Being a student often requires individuals to face situations where they have to be away from their parents, known as migration. Due to the distance created by migration, students who migrate face limitations in terms of communication. Communication is a crucial aspect of human life, especially between parents and children. In this study, researchers aim to gather information on the communication patterns of parents with migrating students. Additionally, the study aims to understand how students maintain their communication relationships with their parents despite the distance. The study includes 50 participants who meet the criteria of being active students. Data was collected through open-ended questionnaires and analyzed thematically. The results indicate a significant positive relationship between migrating students and negative feelings, while non-migrating students experience positive feelings. The communication patterns of migrating students with their parents can be observed through the intensity of communication. Students who communicate more frequently feel less lonely, become independent individuals, and gain new experiences. On the other hand, students who communicate less often with their parents tend to feel lonely.

Keywords: Communication Patterns; Migrating Students; Parents,

INTRODUCTION

In daily life, individuals communicate with the people around them, including friends and family. However, communication with friends and parents differs. Both children and parents desire to be close to each other whenever possible. However, in reality, parents and children often have long-distance relationships due to different locations and the need for children to move to other areas for educational purposes. The lack of parental supervision can lead to problems when parents are not present, as there is limited time for meetings and children may engage in undesirable behaviors without supervision. In contrast, if individuals are not in a long-distance relationship, they can meet at any time. This is where issues arise in the parent-child relationship (Dagun, 2004).

Communication is an integral part of human life, both between individuals and within families. Humans have been communicating since birth because they are social beings who rely on others to live. People interact with one another, and relationships are built through the communication process, which includes verbal communication

(language) and nonverbal communication involving symbols, images, and other communication media (Zuhri, 2022).

Family communication is a contact process that occurs among family members, for example communication from parents with children. Abriyoso et al. (2018) revealed that communication in the family environment plays a crucial role in determining the success or failure of a family. The family is the first place where children are taught moral and educational values. Communication with family members will realize the attitudes and characters of fellow families. In general, communication from children with parents is mostly carried out through direct meetings, either by verbal or nonverbal means. Relationships with family members embody interpersonal communication. But in line with the increasingly widespread technology, interpersonal communication that used to be carried out in a direct way (face to face) is now carried out through communication media such as cell phones and the internet.

The development of today's media is one of the forms of development and open forms of information and a form of technological development today, namely smartphones, which are the most dominant in use and spread very quickly and widely. Smartphones are equipped with modern applications that facilitate data sharing and communication. Applications available on smartphones include WhatsApp, Facebook, Twitter and Telegram. A popular application used by students who live far from their parents is WhatsApp. Whatsapp is a cross-platform messaging application with the ability to send and receive messages for free by not being asked for SMS fees. This is because the equivalent Internet information package for email and website browsing can also be used in operating WhatsApp. As the world's most popular instant messenger, WhatsApp users reach 1 billion daily active users, with an average of 1.3 billion monthly active users utilizing WhatsApp, out of 55 billion messages, 4.5 billion contain photos and 1 billion contain videos. Most messages are written, 8% in Indonesia (Yudhianto 2017). This data shows that WhatsApp social media can play an important role in maintaining good communication relationships for immigrant students, especially parents who are separated from their children. As a result, communication from parents to children is not well implemented, leading to long-distance problems. Communication patterns and barriers are not the same from one student to another. Each student approaches their parents in their own way and continues to communicate with them to maintain family harmony. Therefore, it must receive more attention and be re-examined. Communication at a distance is communication that takes place at a great distance from both parties, where they cannot see each other and must rely on assistive equipment. The communication medium used is no longer through the air, but other forms that include wire/cable, fiber optics, and electromagnetic waves.

According to Sunrock, differences in parenting communication patterns are partly due to factors such as early experiences with children and cultural values regarding the best parenting patterns, such as authoritarian, democratic, and democratic as well as various attitudes and behaviors in raising children. Democratic communication patterns can provide encouragement to contribute to family decision-making and increase the speed of the identity formation process. Parents who use authoritarian communication dominantly control their children's behavior by not giving their children the opportunity to express their opinions, which can hinder the development of children's identity. Parents who apply permissive communication patterns tend to provide minimal guidance to their children and when they let their children make their own decisions, children become

confused in understanding their identity (Darmawanti and Laily, 2015). Communication from parents to children is crucial and intensive. The family is the first place where individuals engage in communicative activities. From birth, humans are taught by their parents to communicate either in a verbal or nonverbal way. Because the relationship between children and parents is so close, communication becomes very intimate. When communicating, children and their parents often do so through face-to-face meetings. This is because they spend more time in the same environment. As children grow older, they become more mature and the communication patterns between them and their families change. These changes will occur because children must continue their education to college in another city from where their parents live.

Of course, building a long-distance relationship between children and parents doesn't always go smoothly. Children become increasingly busy as students on campus and communication between students and their parents becomes rare. Students usually communicate with their long-distance parents to ask each other how their children and parents are doing. In addition, because parents are no longer able to directly monitor student activities, this communication between Mamhasisw and parents will also discuss the daily activities of students abroad. In long-distance communication between students and their parents, the issue of lectures is of course a big problem. As the communication pattern has shifted from face-to-face communication to long-distance communication the involvement of students and parents is often less than when living at home with their parents. The problem of long-distance communication between parents and children is interesting to study because children and parents usually have close contact or often communicate directly because they live in the same house.

Parent-child bonding brings parents and children closer emotionally, brings them closer internally, and creates an increasingly close communication relationship between parents and their children. The child wants to form a communication with his mother and father, even if it's just exchanging pleasantries or talking about schoolwork. Similarly, parents have difficulty communicating with their children. Even if it is just encouraging eating. However, it is different if parents and children do not live in the same house or live apart due to distance and different locations. Communication is not the same as living in one house, communication is carried out through the media, for example by telephone, not face to face. In a long-distance relationship between parents and their children, effective communication is needed so that the relationship can run smoothly. But in reality, communication is not well implemented. This is due to the lack of communication from parents with their children.

Based on the explanation above, the purpose of this study is to find out how the description of communication patterns between parents and students who migrate and can provide understanding to readers.

METHOD
Research Design.

The design used in this research is qualitative through the method of thematic analysis. Thematic analysis is defined as a way to identify, analyze, and report themes or patterns in the data. According to Liamputtong (in Ilham Junaidi, 2016), thematic analysis of interview data is conducted by thoroughly reading the contents or transcripts of interviews and extracting the meaning of the related data to form codes. Coding involves reviewing and analyzing raw data by labeling them with words, phrases, or sentences.

According to Soejanto (in Ferlita Amelia., et al 2018), communication pattern is a simple description of the stages of communication that shows the relationship between communication components. Through communication, humans can establish relationships with each other, either individually or in groups, in their daily lives. Based on the idea of the Ministry of Education and Culture (2015), students who study abroad can be defined as individuals who study at universities outside their place of origin and live away from home for a certain period of time to complete their education.

Research Samples

The subjects used in this study were migrating students who meet the criteria of studying in Padang City, both male and female, with a total of 50 people.

Data Collection Techniques

Data was collected through the use of a questionnaire containing open-ended questions. According to Sugiyono (2018), a questionnaire is a method of obtaining data by providing a set of written questions or statements to respondents in order to obtain answers. The questions included in the questionnaire are as follows: 1) Is this your first time migrating? How do you feel when you are away from your parents? Why does this happen? 2) How do you communicate with your parents when you are away? How often do you communicate with your parents? 3) Who usually initiates contact first? Why? 4) What are the topics of conversation when you communicate with your parents? and 5) What problems arise when you communicate with your parents remotely? How do you solve these problems?

Data Analysis Techniques

Thematic analysis was used to analyze the data in this study. This analysis method shares similarities with other analytical methods such as content analysis, phenomenology, and ethnography (Javadi & Zarea, 2016). The purpose of this method is to extract important concepts and meanings from the data in order to identify clear themes. The first step in the data organization process is to group participants' responses by question. Each response is assigned a code number to maintain participant anonymity. Excel was used for data preparation. Once the data was prepared, the researcher proceeded to the analysis stage.

The steps taken in data analysis were as follows: grouping participants' responses based on word similarity, assigning keywords to each group, regrouping keywords with similar meanings, giving names to groups of keywords with similar meanings, and verifying the correspondence between category names and participants' answers. To generate verified categorizations, the data analysis steps included grouping participants' responses based on similar words, assigning keywords to each group, regrouping keywords with similar meanings, naming groups of keywords with similar meanings, and confirming that the category names and participants' answers matched.

RESULT AND DISCUSSION

From the results of the study, data obtained from students who were first migrants (84%) and those who were not first migrants (16%). All participants (n=50) used communication tools such as WA, VC and regular telephone used in carrying out long-distance communication with parents while migrating.
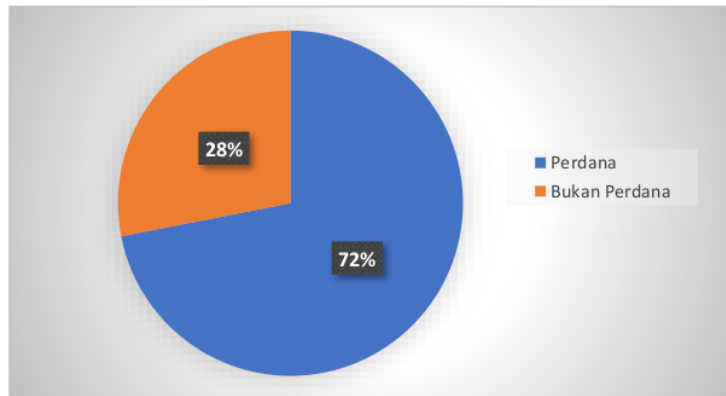
Figure 1: Graph of first-time and non-migrant students

Participants (91.6%) admitted to feeling negative feelings when migrating, such as sadness, homesickness, culture shock, and loneliness.

It feels like being away from your parents, you miss your parents, friends and the environment at home, then you feel awkward when you meet new people. (S12)

I feel this is something of a culture shock where I used to start from elementary school to MAN it was always together with my parents, but when in this lecture I do everything myself it is something that I think is something sad. (S14)

The first time was very sad and lonely. (S10)

Some (8.4%) admitted to feeling positive feelings when migrating, such as feeling happy because they could visit tourist attractions, make new friends and new experiences and learn to be independent.

Oh yeah really happy ... (S18)

Because I feel free to do anything and go anywhere, but yes, free in a positive sense.. (S18)

The feelings are certainly different - more experiences and lessons that can be taken outside the province are not the same as in the previous place of residence. Then the feeling of sadness because it is far from parents of course, if there is joy. (S6) Because I'm away from my parents, of course, but I'm happy because I've made new friends and had new experiences.. (S6)
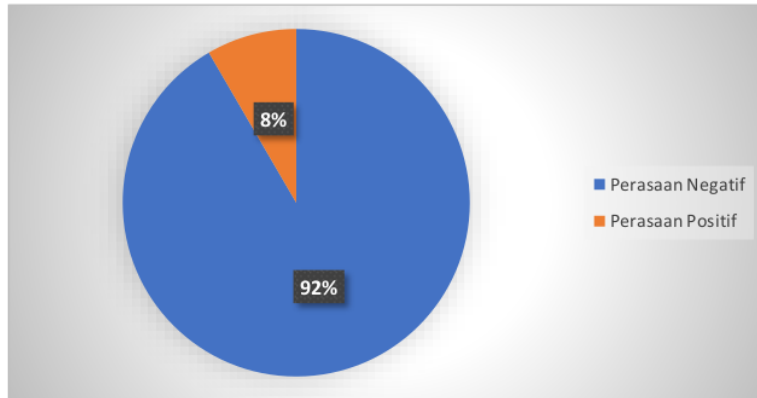
Figure 2: Graph of students' positive and negative feelings about migrating

Students (62%) admitted that they often communicate with their parents, such as communicating every day, 2 times a day and 3-4 times a week.

Hehehh every day, even in a day, I want to call my parents three times because considering that I am still adjusting myself overseas at this time. (S28)

Almost every day my parents and I exchange news via whatsapp chat, 2 to 3 times a week by phone and videocall. (S37)

Eee communication is sometimes every day and there is also once or twice a day. (S40)

While students who do not often communicate with parents (36%) such as > than 1 week even up to months.

Mostly I communicate with my parents once a week depending on the time if for example I don't have an assignment. (S31)

I rarely communicate with my parents. It depends on when I miss my parents. (S27)

Not too often, sometimes not, because my parents are busy.

Of all participants (n=50) experienced problems or obstacles in communicating remotely, such as signal-related problems (42.3%)
Signal..... sometimes the signal continues, sometimes when it's like we're free it turns out that parents are not the other way around. (S5)

The problem that often arises is that sometimes the network is not good. (S30)
Problems that often arise when I communicate with parents such as unfavorable signals. (S34)

There are also those who say the problems they find are from emotional feelings (24.5%)

It's just a matter of missing how a child is to a parent and so on. (S8)

Maybe sometimes our parents are worried about our condition in the field, worried that we lie about various things we do. (S10)

Longing. That's the problem that arises when communicating with parents. (S27)

There are also those who are constrained by the problem of busyness (22.3%)

The problem that often arises is time. Sometimes my parents contact me when I'm still on campus and have classes and vice versa, I contact my parents when they still have work in the warehouse, so it's more about time. (S35)

Problems with free time, sometimes I'm in college so I can't answer my parents' phone calls, or vice versa, when my parents are busy communication sometimes becomes problematic. (S47)

The problem is time, I often contact my parents when they have activities and vice versa, my parents contact me when they are in lectures or have activities outside the campus. (S50)

The last problem is economic, some participants admitted to being constrained in the economy (11.2%).

It depends, especially when I want to ask for pocket money. I'm often told that I'm too extravagant, that I buy too many things while I save as much as I can. (S18)

If it's a problem, it's a financial problem because sometimes it's hard to manage finances for yourself. (S9)

One of the obstacles is that parents do not have cellphones so it is difficult to communicate. (S8)
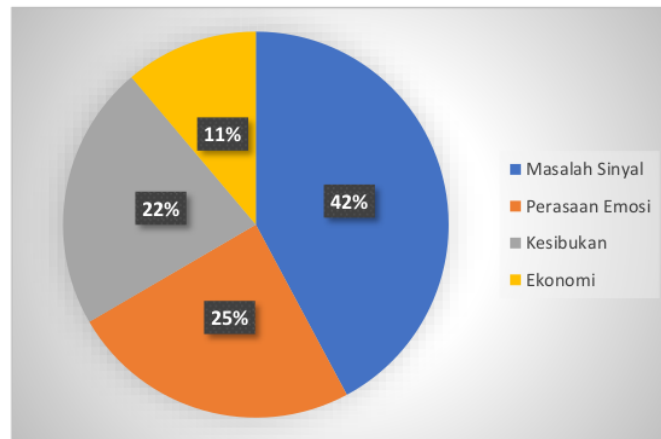
Figure 3: Graph of problems of students who migrate

Based on the results of the tests that have been carried out, it is found that there is a significant positive relationship between migrant students who first migrate with negative feelings, and students who are not prime migrants with positive feelings. Communication patterns of students who migrate with their parents can be seen through how the intensity of communication. Students whose communication intensity is more, then they feel less lonely and become independent individuals and gain many new experiences. Meanwhile, students whose communication intensity is not often with their parents tend to feel lonely.

In this discussion, the theory used is the Family Relationship Schema Theory by Mary Ane Fitzpatrick. The family scheme consists of certain forms of orientation or communication. First, discussion orientation, and second, compliance orientation, are the two most common forms. In contrast, families with low conversation schemas do not communicate often. Similarly, families with a high conformity scheme in the discussion scheme usually have the ability to collaborate with family leaders such as the family, while families with a low conformity scheme usually show an individualistic disposition. Families with high levels of discussion usually find communication very enjoyable.

The media often used by overseas students with their parents are cellular phone media and social networking media such as VC through WA. The problems that affect communication between overseas students and their parents are signal problems, economics, emotional feelings and their respective busyness. For signal problems students overcome by finding a more conducive place or delaying communication, for economic problems students overcome by saving money, for problems of emotional feelings such as longing students overcome by returning home or increasing the intensity of communication, and for obstacles due to busyness students overcome by utilizing time at night because there are no more activities.

This affects the paradigm of the root of individual problems, which generally comes from their relationship with their family. The link with the discussion in this study is how the communication conditions possessed by individuals with their families will affect how

individuals are when they are overseas. In this case, communication is included in a need for individuals or students who migrate. Where it also affects the emotional system within the individual. Psychological and social mechanisms formed within individuals and families to maximize their opportunities and the opportunities of their loved ones to survive.

CONCLUSION

Even though they are on the move, overseas students conduct and maintain communication relationships with parents by utilizing information technology that is able to eliminate barriers in distance and space in communication. However, even with the means of communication support, there are some problems that hinder communication between parents and students who migrate. This research also shows how the intensity of communication can affect an individual's personality. Students whose communication intensity is more, then they feel less lonely and become independent individuals and gain many new experiences. Meanwhile, students whose communication intensity is not often with their parents tend to feel lonely.

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