Long-Distance Interpersonal Communication Patterns of Parents and Children

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ABSTRACT

Good communication in a family will provide attachment so that a communication pattern is formed. Children who live far away from their parents, rely on media and sometimes get less effective communication. The urgency of this research is seen in patterns of long-distance interpersonal communication between parents and children, especially for Communication Science students at the University of Medan Area class of 2022 who come from outside of Medan, and its barriers. This qualitative research method uses Focus Group Discussion which involves ten parents and ten children as a participant. The results indicate that the pattern of long-distance interpersonal communication between parents and children uses secondary communication patterns that is via mobile phones. The characteristics of interpersonal communication can strengthen the parent-child relationship, especially in terms of parenting patterns. Ten parent participants applied an authoritative communication pattern, meanwhile the authoritarian and permissive communication patterns were not found. However, communication is more directed to material needs and only focuses on mothers. The role of fathers is still minimal, but what can be done to impact fatherless parenting. Barrier factors in long-distance communication patterns are internet connection and busy parents and children making communication limited. Parents and children must maintain effective communication so that it is not lost due to physical distancing.

Keywords: Long Distance Interpersonal Communication; Long Distance Interpersonal Communication Patterns; Barrier of Long-Distance Interpersonal Communication; Parent; Child

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1. INTRODUCTION

Humans are social creatures who need communication to fulfill their life needs. Communication can be done in various ways, such as talking, exchanging ideas, sending and receiving information, sharing experiences, and collaborating with other people. (Suranto, 2016). Communication with parents and friends is different. Parents usually focus more on providing guidance and support, whereas friends focus more on similarities interests, and experiences. Parents need to pay attention to closeness and intimacy with children so that through parenting style communication can run smoothly. Forming communication patterns between parents and children is the most important thing in shaping children's behavior and personality. Every child wants to be close to their parents, ideally, all the time. However, in reality, relationships between parents and children often face challenges of distance because of different locations. Sometimes, children leave for college to continue study. The physical presence of parents who are not always there at all times and at any time can cause several problems. Limitations of time together can result in a lack of supervision provided by parents. Children have the freedom to act without strict supervision from parents. Of course, the situation was very different when parents and children lived in one house. They have the opportunity to meet regularly and are not constrained by distance. The phenomenon of long-distance relationships between parents and children is also an interesting thing to research. Relationships like this rarely occur because generally, the relationship between children and parents tends to be close when distance is not a barrier.

In general, parents and children have emotional closeness and inner strength to each other. Parents want to communicate with their children, even if it's just asking about news or reminding them to take care of their health. A child also feels it is important to keep communicating with his/her parents, even if it is just to share stories about himself/herself or even the problems he/she faced during college. However, conditions are different for parents and children who do not live in the same house or are separated by different distances and locations. Communication that occurs in this situation cannot be done face-to-face or directly as usual. Instead, they should use communication media such as cell phones or text messages. So that long-distance relationships between parents and children can maintain effective communication so that the relationship remains harmonious. This can be caused by different parenting in the family, or also because the parents are busy at work. Another factor is the location where the parents live in the area inland, where communication signals are not always good. Apart from that, parents' lack of understanding of technology can also affect the quality of communication.

There is a lot of research on long-distance interpersonal communication studied. Among them were carried out by (Wengku, Sondakh, & Pasoreh, 2023), (Prawira, 2023), (Apriliyanti, 2023), (Hasanah, 2017), (Yudha, Irsandi, Adripen, & Marhen, 2019), (Permata S., 2013), (V. Avilla Barus, 2018), (Najmudin, Khotima, & Lubis, 2023), (Juliana, 2023), and (Rahmat, Widodo, & Fataw, 2022). However, the research is offensive proximity reality not all interactions run smoothly because several of the factors are lack of proximity between children and parents, children only feel close to one parent, namely the mother so the father's role is in building closeness of interpersonal and emotional communication in children still minimal, only in this research. Likewise, communication occurred with the 2022 class of Communication Science students at the University of Medan Area who came from outside Medan with their parents. Some are close to their parents so they always communicate intensely, some are normal, and some communicate when they need something like asking for money, tuition, or want to buy books. Within the family, communication between parents and children is included in interpersonal communication because face-to-face and involves two or more people. Parents and children who communicate long distances make characteristics of interpersonal communication not fulfilled because of the lack of interaction directly between parents and children. For children who leave for college, some often call their parents to just tell them about what they did that day. Some choose to tell stories when on holiday and coming home because can tell stories directly (face-to-face) without any media. Some prefer not to tell.

To understand this phenomenon, it is important to consider communication patterns as the methods used by a person or group to communicate. The interpersonal communication model is a dynamic interaction that involves various elements, including goals, hopes, interests, as well as positive or negative feelings, as well as feelings of limitation or freedom (Suranto, 2011). Even though this model exists, there are often barriers in communication that can produce gaps. So, this research formulates the pattern of long-distance communication between parents and children, especially for students of communication science, class of 2022 who come from outside Medan, and examines the barriers that may arise in such communication. This research is expected to provide benefits in the field of science, especially in the fields of Communication Science and Management Science as well as contributing to theoretical benefits, namely increasing knowledge and teaching materials that are appropriate to the scientific field, and practical benefits, namely providing and creating awareness about long-distance interpersonal communication between parents and child. Interpersonal communication is a process in which messages are sent and received between two individuals or small groups, with several impacts and feedback occurring instantly (Devito J. A., 2011). Interpersonal communication is the direct interaction between the communicator and the communicant.

This type of communication is considered very effective in changing an individual's attitudes, opinions, or behavior because of its dialogic nature, which involves two-way conversations and immediate feedback. In essence, interpersonal communication is a form of communication between two individuals that involves personal relationships, starting from brief interactions to long-lasting bonds. This type of communication has interrelated component elements, such as individuals who act as sources or communicators, distribution of information in the form of encoding, the content of the message conveyed, the media or communication channels used, the recipient of the message or communicant, translation of the message in the form of decoding, responses given in response, as well as potential interference or noise that could affect the flow of communication (Suranto, 2011). The characteristics of interpersonal communication include several things, namely the flow of messages occurs in two directions, occurs in an informal environment, produces a response quickly, involves

individuals who are close together at a physical distance, and involves the exchange of messages both through words and nonverbal expressions.
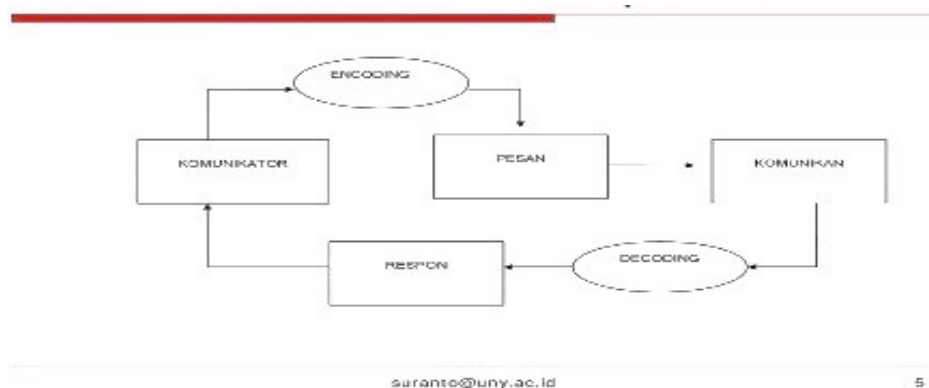
Interpersonal Communication Process

Figure 1. Interpersonal Communication Process (Suranto, 2011)

Communication patterns are communication processes that show the relationship between one communication component and other components (Santi, 2015). According to (Yuniar, 2016) communication patterns refer to relationship patterns formed from elements that complement each other. The aim is to provide an overview of the ongoing communication process. Through communication patterns, the relationship between two or more individuals in the delivery process and receiving messages can be described clearly and precisely. In DeVito's view as explained by (Permata S., 2013), there are several types of communication patterns, including:

a. Primary Communication Pattern, refers to the way the communicator conveys messages to the communicant using symbols as a medium or channel. These symbols can be in the form of verbal or nonverbal language.
b. Secondary Communication Patterns, is the way the communicator conveys a message to the communicant by using means or tools as a second medium after using symbols in the first medium. This second media is used when communication must be aimed at audiences who are located far away or in large numbers.
c. Linear Communication Pattern, describes the process of conveying a message from the communicator to the communicant using a one-way communication pattern. This interaction can occur through direct face-to-face or the use of media.
d. Circular Communication Pattern, indicates two-way communication where feedback from the communicant to the communicator is the main determining factor in the success of communication.

Thus, these various definitions describe communication patterns as the flow and relationships between components in the communication process, which can range from one-way communication to two-way interaction with feedback. According to (Djamarah, 2014), communication patterns can be interpreted as a pattern of relationships that is formed between two or more individuals when messages are sent and received in the right way so that the messages conveyed are easy to understand. (Soyomukti, 2012) said that several key elements must be present for the communication process to be effective, including 1) The sender of the message or communicator, 2) The recipient of the message or communicant, 3) The content of the message, 4) The communication channels and media used, 5) The impact of the communication that arises. In the family context, communication has a very important role. Communication is a tool for providing information, expressing emotions such as anger, regulating emotions, and also providing support and motivation between family members (Hafizah & Sari, 2019). The family plays a significant role in shaping individual development, where children learn about life values, both in religious and cultural aspects, which are taught by parents. (Ningsih, 2017). The success of parenting often depends on the parent's ability to form positive communication patterns. If the communication relationship between family members goes well, then the approach to educating children also tends to be successful. In the context of educating children, parents need to implement communication patterns that are characterized by love and, affection, and consider children as subjects who need to be guided, educated, and developed (Djamarah, 2014).

According to (Yusuf, 2014) communication patterns in parent-child relationships can be recognized in the following three categories:

a. Authoritarian: In this type, parents tend to use physical punishment, command or require children to submit without space for compromise. They are authoritarian, rigid, emotional, and sometimes reject the child's opinion. The impact of this communication pattern may cause children to become irritable, anxious, fearful, and unhappy.

b. Permissive: This type of communication allows children to express their impulses and desires freely. Parents with a permissive pattern tend to provide unlimited freedom. As a result, children may have impulsive, aggressive behavior, tend to dominate, feel less self-confident, have no clear life goals, and achieve low levels of achievement.

c. Authoritative: In this type, parents are responsive to the child's needs, able to explain the good and bad consequences of actions, and encourage the child to express opinions and questions. This communication approach has the potential to produce children with a friendly, polite, cooperative attitude, high curiosity, and the ability to self-regulate.

Several characteristics of interpersonal communication can build and strengthen an interpersonal relationship between parents and children that can run effectively (Noviyanti, 2016) namely as follows:

a. Openness. Having openness in building and strengthening interpersonal relationships is something that must be done because its influence is very large. If there is no openness, it will be difficult to achieve success in interpersonal communication. As a parent, having an open attitude, respecting choice, and providing support will mean that children will provide the same feedback, resulting in an attitude of mutual understanding, mutual respect, and continued strengthening.

b. Empathy. Communication can run effectively and personal relationships become stronger, because there is a sense of empathy in it and can avoid conflicts that can occur at any time if there is no sense of empathy in communication.

c. Supportive Attitude. Several things show a supportive attitude in the communication relationship between parents and children:
    1. Provide opportunities for children to speak and as parents be good listeners.
    2. Do not just listen, but actively listen by paying attention and responding to what the other person is talking about.
    3. Respect the interests and desires of each family member.
    4. Do not decide unilaterally, but rather solve problems together and fairly. This will create good interpersonal communication relationships within the family.

d. Positive Attitudes. It is an attitude that always views things from a good or positive perspective. In the aspect of interpersonal communication, a positive attitude is needed because it makes a better person and when interacting with other people becomes more effective.

e. Equality. It is a recognition from both of them who feel they are equally valuable. A relationship concept is based on patterns of interaction that are often carried out.

The application of interpersonal communication is often faced with various barriers. According to (Sunarto, 2013) communication between parents and children in interpersonal communication does not always run smoothly due to several barriers, including:

a. Mechanical Barrier: This type of barrier arises due to disruption of the communication channels used. Factors such as technical glitches in communication channels, connection problems, or errors in the use of communication media.

b. Semantics Barrier: relates to wrong interpretations or misunderstandings in interpreting the message conveyed by the communicator or communicant. Differences in understanding the meaning of words or the language used can interfere with understanding the actual message.

c. Human Barrier: This type of barrier arises due to factors on the part of the individual himself/herself. Attitudes, emotions, or subjective perceptions of the communicator or communicant can disrupt the flow of communication. Disagreement, prejudice, or the inability to listen attentively can be human barriers.

In implementing interpersonal communication, it is important to recognize and overcome these barriers so that interactions between parents and children can run more effectively and efficiently. Efforts to overcome these barriers involve better understanding, use of appropriate communication media, as well as an open and empathetic attitude in communication. Long-distance communication, also known as telecommunications, is the process by which communication symbols are sent to convey

meaning between the communicator and the communicant who are located far apart (Effendy, 1983). To establish communication over long distances, various tools or media are used, such as telephone, television, radio, and the Internet. In the relationship between parents and children, long-distance communication has special nuances. In the modern era of technology, parents and children can utilize various means, such as telephone calls, video calls, text messages, or even social media, to maintain bonds and communicate even when located far apart. These characteristics allow them to share information, maintain emotional connections, and remain involved in each other's lives, despite being separated by geographic distance.

Family communication refers to interactions that occur between family members, including husband and wife, mother and child, father and child, and child and parent. Poor parenting patterns can damage family dynamics and encourage the continuation of unhealthy communication patterns. Therefore, parents need to support family communication, especially with teenage children, so that they feel comfortable and are actively involved in family life. The family has an important role as a socialization agent, protecting from various threats and risks that might disrupt life. This role is very crucial in a child's development, where failure in family function can hinder the socialization process which should run well. The family as the smallest unit in society has a fundamental position and a great influence on children's development. Lack of love and attention from parents can result in feelings of hatred, insecurity, and possibly acts of violence towards children. The role of parents in shaping a child's personality involves developing interpersonal communication, building strong character, and understanding religion. Authoritarian parenting, where physical and mental punishment can be applied harshly, can create a strict environment. Parents need to recognize that this approach can harm children and affect their overall development.

In the current technological era, long-distance communication has become more possible with tools and platforms such as telephone, video calls, or digital messaging. Nonetheless, the challenges of maintaining emotional and nonverbal closeness remain relevant. Individuals in long-distance relationships need to understand and overcome these barriers so that the relationship remains healthy and runs well. In a broader sense, long-distance relationships refer to interactions between individuals who are separated by significant physical distance, so that opportunities for communication are very limited. This view is supported by (Stafford, 2005) who admits that in long-distance relationships, communication is often difficult due to limited communication tools and the comfort of place which can affect the smoothness of interactions. Another perspective as expressed by (Hampton, 2004) defines a long-distance relationship as a bond that is separated by geographical distance. In certain periods, the existence of physical closeness between partners becomes very limited or even non-existent. In these types of situations, communication challenges become even more apparent, as the lack of opportunities for face-to-face interaction can impact emotional closeness and overall relationships. Overall, understanding the concept of long-distance relationships is important in establishing healthy and sustainable interactions between individuals separated by physical distance. With awareness of the barriers that may arise in long-distance communication, individuals can take the necessary steps to build and maintain strong and meaningful relationships.

2. RESEARCH METHOD

This research uses a qualitative-descriptive method. Qualitative research methods are defined as a possible approach that allows researchers to examine human experiences in detail using data collection methods through Focus Group Discussions. The data sources in this research are primary data and secondary data. Primary data was obtained through FGDs with ten students and ten parents who were the focus of the research, while secondary data was obtained from various documents, journals, literature, and field observations that were relevant to the research topic. Following the explanation (Sugiyono, 2012) data analysis is the stage in research that searches for and organizes data from interviews, field notes, and other sources into a systematic form, easy form understand, and can be informed to others. The data analysis process in this research includes data reduction, data exposure, concluding, and data verification. According to (Moleong L. J., 2017), there are four criteria used to assess the validity of data in qualitative research namely degrees of trust/credibility criteria, transferability criteria, dependability criteria, and certainty criteria. To measure this, researchers can confirm research results with sources/experts.

3. RESULTS AND DISCUSSION

3. 1.Interpersonal Communication Patterns in the Family Based on Children's Perspective

Based on the findings from the results of the Focus Group Discussion (FGD), this research examines interpersonal communication patterns in the family from the children's perspective. The research results show that the level of proximity of children with their parents has significant implications for the effectiveness of interpersonal communication in the family. FGD participants were divided into two groups based on their level of closeness to their parents. The first group consisted of Participants One, Two, Three, Four, and Five who had a close relationship, especially with their mothers. On the other hand, the second group consisted of Participants Six, Seven, Eight, Nine, and Ten who had more limited closeness to their parents. Participant One, for example, felt that her mother knew every aspect of her life and that her communication relationship with her mother remained paramount. This participant felt that her mother was the person she talked to most often, while communication with her father was rare.

"I am more dominantly close to my mother and more open with my mother."

This level of proximity also influences the quality of communication within the family. Participants who have a close relationship, especially with their mother, tend to have more open and harmonious communication. They feel comfortable sharing thoughts, feelings, and needs with their parents. In contrast, participants with limited closeness faced barriers to communication. Factors such as low frequency of communication, conflict, or focus on practical matters can affect the quality of communication. Participant Six experienced communication conflicts with his father.

"I feel close to both of my parents, however, to exchange opinions we always argue, I most often experience this with my father. Sometimes when I try to express what I am feeling to him, he looks disgusted, because according to him, what I feel does not make sense to him. "

The importance of the proximity of children to their parents is also reflected in their educational decisions. The decision to continue education outside the city can be influenced by individual factors, personal interests, or the desire to gain new experiences outside the family. However, parental influence also has an important role in this decision-making process. Nine participants continued their education outside the city based on personal motivation, but one participant (Participant Five) showed compliance with his parents' wishes.

"Because of my parents' orders. My parents thought that if I studied in the village, I would not get a different experience."

Furthermore, communication patterns in the family are also influenced by the personality type of the parents. Parents who tend to care but show indifference and phlegm, as observed in Participant One and Participant Seven, can form communication patterns with children.

"My father cares but he looks indifferent or phlegmatic. With my brothers, my father also behaved the same way. He cares but he does not want to show it. Sometimes it is like giving extra money, but he gives it to mother first, then she gives it to us".

Parents may not directly express their attention, but can do so through actions such as giving extra money. Parents' roles and responsibilities in taking care of daily affairs also influence family communication. For example, several participants stated that their mothers were more responsible in taking care of family affairs, while their fathers tended to be indifferent. Here, an imbalance in the distribution of responsibilities can affect communication and interaction patterns within the family

"I am not too close to my parents. I also communicate my college needs, such as buying books and asking for money to pay for necessities. Even that, I do it more dominantly with my mother than my father ".

" I am close to my parents if I need something. I have more closeness to my mother than my father."

"I also feel close to my mother, but that closeness is only when I need money and my mother is the first person I call."

In the context of long-distance communication, parental monitoring strategies vary. Some parents rely on regular calls and text messages, while others give their children more freedom in the hope that they will remain obedient. These differences in supervision styles reflect variability in the level of trust and freedom that parents give their children. Furthermore, setting rules in the family has an impact on the interactions between children and parents. Compliance with these rules reflects the child's respect for family norms and the guidance provided by parents. There are variations in the interpretation of rules, both lighter and stricter, which are influenced by environmental and situational factors. Overall, the findings from this study indicate that factors such as children's closeness to their parents, parents' personality types, roles within the family, supervision strategies, as well as application of rules, all have a significant impact on interpersonal communication patterns within the family. This research provides a deeper understanding of the dynamics of family communication from the child's perspective.

3.2 Interpersonal Communication Patterns in the Family Based on Parent's Perspective
This research also describes the views or perceptions of parents regarding the level of proximity relationship with their children. There are variations in how parents feel close relationships with their children. Some parents, as identified in participants parents One, Two, Three, and Four, felt that their relationship was very close without providing further details. Parents of participants Five and Six felt quite close to their children, with communication and interaction considered adequate. There is also a group of parents who feel a close relationship with their children, but the level of this closeness depends on the situation, as expressed by participants Seven and Eight. On the other hand, the parents of participants Nine and Ten considered their relationships with their children to be in line with parent-child relationships in general. The results of this study overall illustrate the complexity of parent-child relationships, which are susceptible to variations in levels of closeness and interaction, influenced by a variety of factors.

The parents in this study also described the various approaches they used in communicating and approaching their children when they faced problems or barriers. There are variations in the communication patterns adopted by parents. For example, some parents, such as parent participants One and Four, tend to wait until their children come home so they can talk directly and listen to the problems their children face. This direct communication is considered more profitable. The parents of participants Two and Three revealed that if their children were facing problems, the children tended to tell them directly when they met, or by telephone if meeting was not possible. A similar approach was also followed by the parents of participants Five, Seven, and Eight, who felt that their children tended to contact them directly when there was a problem. However, some parents had a more passive approach, such as parent participants Six, Nine, and Ten, who were more likely to wait for the right time or wait for their children to initiate communication about the problems at hand. This reflects parents' varied approaches to communicating with their children when facing problems or barriers, showing a range from active to more passive approaches.

In the context of decision-making regarding children's education, parents' views also show variations. All of the parent participants supported the decision to leave for college based on their children's wishes. They appreciate the importance of letting children make these decisions according to their needs and aspirations. However, there was a different perspective expressed by the parents of Participant Five. They argue that the experience of going to another city can broaden a child's horizons and consider this decision to be the responsibility of the parents. From this, we can see the diversity of parental views regarding the decision to leave for college, which combines respecting the child's wishes with parental consideration of the benefits that may arise from the experience.

Communication patterns between parents and children living in other city areas have experienced significant changes in recent years, influenced by technological advances and the phenomenon of globalization (Permatasari, 2022). In maintaining relationships with children who are leaving for

college, parents in this study use various communication methods. Some of them, such as Participants One and Two, rely on communication channels such as chat to maintain communication with their children who leave for college. This method of communication allows them to stay connected despite long physical distances. On the other hand, the parents of Participants Three and Four were more inclined to use WhatsApp as the main communication tool, either via chat or video call. Parents of Participants Five, Six, Seven, Eight, Nine, and Ten preferred using the telephone to communicate with their children as the most effective method. These disclosures reflect the variations in communication methods used by parents to maintain relationships with children, with each parent's preferences based on comfort and the need to rely on secondary communication patterns.

In supporting and supervising children who leave for college, parents have a variety of approaches. Parents Participants One, Two, and Nine, supervise their children through communication via cell phone or social media while providing advice and prayers. Some focused more on providing advice to avoid promiscuity that could blemish the family's reputation, as expressed by the parents of Participants Three and Eight. The parents of Participants Four and Six used support from other family members who were also at their destination. Meanwhile, parents of Participant Five tend to monitor their children more through social media. Some views emphasize the importance of children's independence and responsibility, as expressed by Participant Seven. The parents of Participant Ten also had a similar view, advising bringing a good name to the family. Parents vary in their approaches to providing support and supervision for their children who leave for college, with each approach tailored to each parent's values and beliefs.

Regarding giving freedom to their children who leave for college, parents have a balanced attitude. All parent participants agree to give space and freedom to their children, but with boundaries, prohibitions, and responsibilities to maintain the family's good name. There is space to support positive activities despite general prohibitions. Various attitudes emerge in terms of giving freedom to children who leave for college, as well as imposing restrictions to maintain discipline and the values of the family itself. These parents encourage their children to apply religious and moral values and involve themselves in positive activities. The parental approach provides space and freedom to children while still considering values and responsibilities following the authoritative pattern.

> "We gave space and freedom to our children as long as it is not outside our rules and of course freedom has limits. For example, she cannot come home late."

> "We will provide it. If he is overly supervised, he will feel uncomfortable. For example, if he takes part in student activities, as long as it is good, we are not busy looking for him, but we always emphasize that activities are allowed as long as they are positive and do not forget about his education."

> "We gave her freedom as long as she understands what is good and what is bad. For example, if our child wants to take part in student activities, we let her go, but we always ask what kind of activities, are positive or not. We tend to forbid our child because she is a girl. For example, if there is an activity that she is taking part in that requires her to come home at night, then it is better not to take part in it."

> "We gave space to our children, and the most important thing is that we always tell our children not to forget worship because, for us, religion can limit them from doing bad things. Freedom is still given but there are limits and he must be able to look after himself well, protect himself from bad things, and protect the family's name. For prohibited, just stay away from promiscuity or drugs. Otherwise, if what he does is good, then we will provide support."

> "Of course, we give our child space, but stick to certain boundaries, such as if she wants to go out with her friends, we ask her to tell us, where she wants to go, and with whom so that if something happens, we know".

> " Yes, we give our children space, while to be able to control him, we always ask him not to abandon his worship of God, because for us religious values can limit and protect him from bad things. We give our child freedom as long as it is

positive, but we still warn him not to be too free and end up falling into
something that will damage the family's good name. There are prohibitions, such
as forbidding him not to smoke, not to gamble, not to do negative things."

"As a parent, giving freedom to our child does not mean just being free. If parents
are not there, be more careful, do not forget to worship, go to church, and pray."

The decision-making process in the family is also reflected in the views of the parents in this study. All participants emphasized the importance of consulting with their children before making a final decision. They give space to children's opinions and try to reach a mutual agreement. To accept children's opinions, parents have various views but are still not free from parental advice and direction. Parents demonstrate a listening attitude and provide direction in making decisions by involving discussions with their children.

"It is better to discuss it with my child first, then look for the best decision. In
accepting opinions, we first consider our child's opinion, then make the
conclusions that are appropriate and good for our child."

"If there is something contradictory, we will first let our child have an opinion
and then slowly we will give an input. If something contrary is done, we will give
her a warning."

"Not parents who decide. Usually, we negotiate first and get everyone together.
We as parents, together discuss the decisions we want to make. To make it easier
to get an agreement. In accepting children's opinions, we listen to every opinion,
because in the family everyone is free to have an opinion, but when we talk about
whether we agree or not, we will consider whether it is good or bad."

"We often discuss it with our children first and then we try to make a decision
together. Accepting a child's opinion depends on the situation and his opinion. If
his opinion is not supportive, we may not agree."

Basically, in character formation, children will go through identity vs role confusion, namely at the age of 12-19 years (the age of puberty). In this phase, if parents have implemented an authoritarian parenting style, then their children will have great potential not to easily trust other than their parents. Of course, this can hinder the child's mental development. Meanwhile, parents who apply an authoritative parenting style will give their children the freedom to choose but will still be accompanied by an explanation of the consequences of these choices. To decide on a choice, it will depend on the child himself/herself, but parents remain the filter.

In dealing with the dynamics of the relationship between parents and children who leave for college, this research indicates that there is complexity and variation in the approaches, views, and actions taken by parents. Of course, this is following the upbringing implemented in each family. In this study, all parent participants tended to use authoritative communication patterns. In the context of providing space to children, parents implement this approach by setting agreed rules. Overall, this reflects how important it is to respect individual differences in understanding and supporting children who leave for college. Each approach and view are based on different values and beliefs, and all reflect the efforts of parents in facing the challenges faced by their children in obtaining education outside the region. This research provides valuable insight into the diversity of perspectives and approaches in the family context, especially when children leave for college for education.

3.3 Interpersonal Communication Barriers between Parents and Children
Barriers to long-distance communication were also identified in this research. The use of media such as telephone and instant messaging is an effective solution for maintaining family communication according to secondary communication patterns when parents and children are far apart. Even though the presence of media such as WhatsApp makes it easier to maintain relationships, there can be barriers to interpersonal communication. Many parents participating in the FGD had mechanical barriers, such as signal problems that were unstable, intermittent, or even lost when they communicated with their children. In particular, for those who live in inland areas with poor internet

network quality, this problem is becoming more frequent. Other factors such as human barriers such as the time of parents and children also become barriers to building effective communication. Limited time due to the demands of daily routines and long physical distances makes it difficult to maintain regular communication. Finding the right time to communicate is a challenge in itself. Apart from that, a lack of self-disclosure in communication, such as not being able to express feelings and thoughts in depth, also affects the effectiveness of communication, becoming a semantics barrier.

It turns out that parenting style factors can also be a barrier to establishing good interpersonal communication with children, and parenting style also has a significant impact on the communication relationship between children and parents when they leave for college. Therefore, parenting styles have an important role in forming barriers to children's communication with their parents. It was found in this research that there was a tendency for closer communication with only one parent, namely the mother. This is a concern because it also has implications for the role of fathers who may be less active in building emotional bonds with children, which in the end can contribute to a situation of fatherless parenting.

4. CONCLUSION

The problem of differences in residence and distance gives rise to long-distance interpersonal communication patterns between parents and children among communication science students class of 2022 who come from outside Medan, most of whom use secondary communication patterns, namely interpersonal communication patterns using cell phones and chat applications with interaction and communication about news, health, daily activities, lecture activities, children's needs (financial), providing motivational messages and orders, as well as reminding them of prohibitions once or twice a week.

Characteristics of interpersonal communication that can build and strengthen an interpersonal relationship between parents and children can run effectively based on a humanistic perspective, namely an attitude of openness carried out by parents (as communicators) while still respecting choices and providing support to children (as communicants) so that they can make children provide feedback so that an attitude of mutual understanding, mutual respect, and continued strengthening emerges. Feelings of empathy are also directed towards parents when children face problems. In a supportive attitude, parents give children the opportunity to talk and as parents become good listeners and do not decide unilaterally, but discuss together. This will certainly make children feel appreciated and make children always remember their parents' advice as a form that is born through the implementation of positive attitudes and equality imposed by parents. Of course, this is related to the implementation of the parenting style applied by each family.

Communication patterns will be the same whether the child is close or far from the parents because the parents' communication patterns will be a determining factor in the child's behavior. In this study, all parent participants used authoritative family communication patterns. Meanwhile, authoritarian and permissive communication patterns were not found in this research. However, the communication developed by the majority of FGD participants was more influenced by the role of mothers than fathers. Most of the communication that occurs tends to focus on things that are material needs only. In this case, it is feared that the father's minimal role in building close interpersonal and emotional communication in children will have an impact on fatherless parenting.

Many of the inhibiting factors that influence long-distance communication patterns are dominated by technological limitations such as poor internet connections, weak signals, and other technical problems. Children's busy time with college assignments and parents being busy with work/household matters can make time for communication limited which can also lead to a lack of self-disclosure which makes communication even more ineffective. In addition, it is possible that parents' parenting patterns can also influence the communication relationship between parents and children in another city. So, parents and children need to maintain effective communication, especially in long-distance relationships, so that these benefits are not lost due to physical distance.

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