Family Communication on Single-Parenting Families in Maintaining Relationships and Shaping Children's Self-Concepts

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ABSTRACT- Humans are never separated from communication and communication activities that occur in the community begins in a small group of families. Communication that occurs in the family determines the character of the child, about the attitude, behavior, and emotional. The most important thing in family communication is to establish and maintain communication relationships between parents and children in a good and ideal way, so that children can understand the orientation of the concept though with a different background. Thus the authors are interested to examine about Family Communications in Single Parent Family in Maintaining Relationships and Shaping Children's Self Concept.This study was studied based on five elements or dimensions of family communication according to Joseph A. DeVito and family communication pattern according to McLeod and Chaffee, then associated with Dialectical Relational Theory by Baxter and Montgomery and Self Concept Theory according to Hurlock. Using a single case study methodology with Miles and Huberman data analysis techniques. The results showed how the communication of messages to be conveyed by single parents to their children in maintaining the communication relationship as well as forming the child's self concept. Although the delivery of messages is done personally, but acceptance of the message may be received differently according to the things that affect the thoughts and views of the other person. The way it is done is to give freedom of expression, teach children to always be grateful and strive, support the achievement of children, give responsibility in small things as learning materials of children, and trying to build and maintain close relationships with children.

Keywords: Family communication, single parent, maintaining relationship, self concept

I. Introduction

Wherever humans communicate with their interlocutors in the community, workplace, school, family, or organization, however, among the existing environment, it is the family that significantly influences a person's life because of the intensity and frequency which tends to be fixed and routine.

In this case, communication within the family becomes an inseparable part of the child's life as the smallest unit in society and the closest to the child. According to Fitzpatrick, communication in the family determines the nature of the established relationships and is not random (random) but patterned and determines how family members communicate. This then becomes the basis for how the child gets the proper attention from family members as part of the family. (Juniawati journal, 2015)

A happy family is everyone's dream. The ideal family is a whole family consisting of a father, mother, and children. Each family member also has their respective roles. Losing a family member can cause family lameness. Families with single parents will affect the communication process within the family itself. In the absence of a father figure, a mother will automatically play a father's role in a single-parent family, likewise, if you lose the mother figure in the family. Whether because of divorce or because of death. The communication gaps that children from single-parent families get are thought to make a difference for elementary school-age children in shaping their self-concept.

In line with changing lifestyles and the advent of modernization, the divorce rate worldwide is increasing. In the United States, the divorce rate has risen sharply since the 1960s. In the early 1970's one in three marriages in America ended in divorce. In West Germany, it was one in seven, in Japan, one in ten. The divorce rate in Indonesia from year to year also shows an increase, namely, one in five marriages (Y.Retnowati, 2008).

Divorce causes the family structure to become incomplete with the loss of one parent figure. Along with this phenomenon, the term single parent has become popular in the community. The term single parent is more often used to describe mothers who act as single parents because most children whose parents are divorced are in mothers' care (Retnowati, 2008).

Talking about a single parent's family, there may be many factors that can motivate this condition, whether it's divorce, death, adoption, or even pregnancy outside of marriage. In several studies, it is stated that children who grow and develop in intact families with father and mother have different self-concepts from children raised by single parent parents. Children from single-parenting families are less assertive, more aggressive, and submissive than children from families with complete parents (Journal of Dr. Hakan Usakli, 2013).

Parents are eager for their children to grow up to be healthy, happy, and socially mature individuals, but they are often unsure how to help their children achieve these goals. One reason for the frustration that parents feel is that they receive conflicting messages about managing their children. Many parents learn parenting traditions from their parents. The prevailing culture and community values have changed. As a result, few parents feel confused about what they should do to direct the child's normatively accepted behavior and monitor it. Unfortunately, when the nurturing tradition is passed down from one generation to the next, both desirable and unwanted usually emerge (Ramadhani, 2013).

This parenting tradition then becomes one of the family communication patterns carried out by single parents to their children. Based on the above background, the formulation of the problem in this study is, "how does a single parenting family carry out family communication in maintaining relationships and forming children's self-concepts?"

II. Literature Review

Family Communication

According to Rae Sedwig (Achdiat, 1997: 30), family communication is an organization that uses words, gestures, voice intonation, actions to create image expectations, express feelings, and share understanding. Words, gestures, the intonation of sounds, and actions contain meanings to teach, influence, and give understanding. Meanwhile, Galvin and Brommel (1986) define family communication as a symbiosis, a transactional process of creating and sharing meaning in the family.

Family communication proposed by McLeod and Chaffee in Turner and West (2006: 20), suggests social-oriented communication and concept-oriented communication. Socially oriented communication is communication that relatively emphasizes harmonious relationships and satisfying social relationships in the family. Family communication is divided into husband-wife communication (father and mother), parent and child communication, and communication between children and other children.

Communication si process between parents and children in instilling positive behavior takes place face-to-face and runs in two directions, which means that when parents communicate messages containing positive values to direct children's behavior in a positive direction, there are things that can support parents to make it easier. Among them is the intensity of communication that is often carried out, especially parents who spend a lot of time with their children. Another supporting factor is the environment. The surrounding environment is quite comfortable to live in, which means that it is not an environment where the residents do many deviations.(Ramadhani, 2013)

Forms of Communication between Parents and Children (Ramadhani, 2013)

1. create an environment of appreciation and opportunity for independence.
2. develop positive communication patterns.
3. provide consistent rules and clear boundaries of each rule.
4. provide activities that support children's mastery of the skills that must be mastered.
5. make children develop feelings of capable
6. emphasize the importance of learning.

Family Communication Patterns

According to Mc. Leod and Chaffee (2006) family communication patterns are divided into four types, namely:

(a) Family communication with a laissez-faire pattern, characterized by low concept-oriented communication. The position of parents in this style is very authoritarian. Willingness and all directions are genuine only from parents. Children do not get the portion that should be appreciated or heard. On the other hand, the elements of coercion and giving punishment are strengthened.

(b) Family communication with a protective pattern; parents are more indifferent or silence the behavior of children developing freely. So that communication rarely occurs. This is based on the desire of parents who do not want to conflict with children.

(c) Family communication with a pluralistic pattern is a form of family communication that carries out an open communication model. As the name suggests, communication between parents and children tends to follow the wishes of the child. The communication that is established emphasizes children's freedom in expression, experimentation, and exploration.

(d) Family communication with a consensual pattern, marked by deliberation and consensus. The involvement of children in making decisions is given priority. Communication is directed to a greater extent by working together with children. This shows openness between parents and children and vice versa, so what happens is mutual respect for one another's opinions.

Familiarity and closeness between parents and their children make communication run smoothly and are ideal in laying the groundwork for a close and close relationship. Parents' ability to communicate will develop well because parents can read their children (tastes, wants, desires, thoughts, and needs).

The quality of relationships and communication parents provide to their children will determine their personality and moral qualities. Close relationships and two-way forms of communication between children and parents are the keys to family moral education. The communication that needs to be done is integrative. The father or mother and child engage in pleasant conversations and avoid dominant communication models or like to master the conversation. Furthermore, it is hoped that communication between parents and their children will encourage, full of respect and caring. Because this is useful for improving the character and moral qualities of children. (Rio, 2013)

Relational Dialectics Theory

Relational Dialectic Theory is a subjective theory in the sociocultural tradition realm, useful for understanding human behavior and how humans interpret social reality. Baxter's theory is used to explain the relationship between single parents and children in this study. A personal relationship is a process of change that is continuous without stopping. Baxter bases his thinking that a relationship is organized in a dynamic system with conflicting tendencies as the tendency is played out / played in an interaction.

Types of dialectical tension that people go through in an internal dialectical relationship (in a relationship)

Connectedness and Separateness (linkage and separation)

According to Baxter and Montgomery, the central tension in all relationships is the contradiction between linkage and separation. Every relationship contains this contradiction because, in a relationship, there are individuals who are different from each other, and each of them has their individuality. According to these two experts, relations will not exist unless all parties sacrifice some individual autonomy. However, too much connection will destroy the relationship because the individuals' identity in it is lost.

Certainty and Uncertainty (certainty and uncertainty)

Berger's uncertainty reduction theory states that people want predictability in their relationships. According to Baxter and Montgomery, Berger made the mistake of ignoring people's desire to find a novelty, something new, a surprise. People want the little mystery, spontaneity, or surprise needed to have fun. Without these variations, a relationship will be boring, fragile, and emotionless. But of course not all pleasant surprises. Couples need to have rituals and habits together as long as they are not excessive. Moreover, not all surprises are liked by both parties. Sometimes a surprise that only one party hopes for can lead to a fight.

Openness and Closedness (openness and closeness)

The theory of social penetration from Irwing Altman concludes that self-disclosure in a relationship occurs like a cycle, such as fashion trends from time to time; there are ups and downs. It was made clear by Baxter and Montgomery that a relationship doesn't go like a straight line to intimacy. According to them, each party's openness and closeness in a relationship take place like the moon phases. Individuals in a relationship are not always open and not always close to their partners.

Child Self Concept

Hurlock (1997: 233) says that a child's self-concept develops based on his or her interaction with the family. The treatment received by the child, both verbal and physical or inaction, will shape the child's

self-concept. The self-concept started in the family environment (by parents) in its development can be further strengthened or changed.

Furthermore, Hurlock (1997: 245) explains that the self-concept is divided into four parts, namely:

1. The essential self-concept or Real self, which includes a person's perception of his / her appearance, abilities and disabilities, role and status in life, values, beliefs, and aspirations.

2. The transitory self-concept means that a person has a self-concept that one time he holds it, but at another time, he releases it. This self-concept is very situational, strongly influenced by the atmosphere of feelings (emotions) or past experiences.

3. Social self is the meaning of someone related to their feelings about themselves, or what people think they are. This type is often said to be a "mirror image."

4. The Ideal self, which is a person's understanding of how he should be, including hopes, desires for oneself, or wanting to be as human as what he wants. This ideal self-concept is related to physical and psychological images.

According to research from Paul R Amato, Pennsylvania found that information changes (number of family members) impact changes in children's cognitive, social, and emotional development. Although it cannot be ascertained that the family structure is the only cause, it would be better to focus on how children can grow up happily with two biological parents who are married.

Research subject

The research subjects selected were six members or community X members who were single parents with children aged 6-12 years, and each of them had different backgrounds. With the reason that researchers are also members of the community, so researchers have easy access to conduct research.

The characteristics and daily activities of the informants in this study are as follows:

1.   AY, 43 years old, is a single parent who divorced several years ago, and custody of 2 daughters aged 10 and 1 2 years old fell into his hands, then called the IU family 1. This single father works as a private employee, working hours Monday -Friday from 8.00 to 18.00. Domiciled in Pamulang, Ciputat, and his work location in the West Jakarta area, he spends more time outside the home every day, and time to communicate with his two children is minimal.

2.   LL, a single parent whose husband died several years ago, has and supports three children aged 17 years, 15 years and nine years, referred to as the IU family 2. This single mother raised her three children alone and has an entrepreneurial business at home to supervise and have a lot of time to communicate with their children.

3.   RW, 35 years old, is the single parent of a six-year-old boy. Being a single parent because she got divorced since her child was four years old, then called the IU 3 family. As a single mother who works five days a week, she tries to take advantage of breakfast time and take the time to take her child to school to get quality time. Besides that, weekends are always used to pay special attention to their children.

4.   S, 36 years old, is the single parent of a nine-year-old boy. Being a single parent because her husband died when her child was 3.5 years old, then called the IU 4 family. Since becoming a single mother, she has finally decided to go back to work. The job, which often required work out of town, made him finally decide to live with his parents so that his child would not be lonely if his mother had to go out of town.

5.   AS a 33-year-old single woman who adopted a boy since the child was a baby, her adopted child is 11 years old, from now on referred to as the IU 5 family. At a very young age, she decided to adopt a child from infancy, learn to be responsible for taking care of a child, and act like a good mother in her child's emotional development and behavior.

6.   NN, a 32-year-old single woman who adopted a girl since she was a baby, and now her child is six years old, referred to as the IU 6 family. They decided to adopt a girl as a means to learn to be responsible in raising children. He often left the city with his job, which caused him to decide to live with his parents. However, in building closeness with her child, the mother always tries to communicate through any media to not feel neglected if the mother is not with him.

Research methods

The source of data or the main informant in this study is the perpetrator who feels and does, namely, the mother or father of a single parent and family members as supporting informants, namely children according to the criteria and their respective backgrounds community X.

Collecting data used in this research is done through in-depth interviews (interview), observation (observation), and documentation. While the qualitative data analysis carried out in this study were data analysis, participatory observation, data assessment, data analysis, and interpretation

III. Research Results and Discussion

In the picture below, the researchers obtained findings to build and maintain relationships between single parents and children, namely :

Single parent communication with their children to maintain relationships is associated with the theory of relational dialectics.

IU3, IU4, IU6	IU1

Connectedness   ★   **Separatedness** ★

Picture 4.1

On IU1:

The children is a little less open to asking or discussing this matter. The father hasn't even tried to open a conversation or discuss family conditions. Sometimes fathers like to see children crying during prayers but still don't dare to approach them. After changes in family conditions, the communication situation between father and son becomes somewhat closed.

On IU4 :

Experiencing changes in family conditions since the age of a toddler, so the mother finds it harder to explain, the child doesn't fully understand it. Over time, it turns out that the child understands that his/her condition has changed little by little. Regarding his emotions and feelings, the child is very open. With this change in family conditions, mothers feel that their children are closer to each other and have higher quality and mutually reinforcing relationships.

On IU6 :

This family adopted their child, always starting with kind talk with gentle care. Between mother and child, always try to be open, attentive, and often chat to play together.

IU4	IU2

Certainty   ★   ★   **Uncertainty**

Picture 4.2

On IU2:

There is always a time to communicate in this family every day, even if it's only intermittently. If they want to say something or ask for something, sometimes sulking, be spoiled is typical for children. They can deliver and start talking communication about what the child want.

On IU 4 :

The mother always tries as often as possible to communicate with her child. Usually begins with mild chatting about school activities or other story. However, if the child wants to start communication, it usually starts by asking how the mother's day was and what the mother did or experienced. Only then did he/she proceed with what he/she wanted to say.

IU3, IU4, IU5	

Opennes   ★   **Closedness**

Figure 4.3

On IU3:
Every day the mother always likes any discussion with her child, tries to listen wholeheartedly, tries to be present by listening without holding a cellphone, and her child always pays good attention.

On IU4:
The mother usually checks the child's condition by calling, asking about the condition, and what activities are being carried out. If the child makes a mistake, he will be well reprimanded. If the mistake is related to another person, the mother will immediately apologize and correct or take responsibility if anything needs to be replaced or corrected. If there is a misunderstanding, the mother and child will be as relaxed as possible to communicate it.

On IU5:
Usually, the mother knows if the child faces a problem from her facial automaton one day, and the results of the work done are usually messy. Next, I will be invited to chat and ask what's wrong. When not with the child, the mother often doesn't look for it because it already knows where the child is going from the start. If only the child makes a mistake, the mother will rebuke it because it will continue to do so if it is ignored. And if there is a misunderstanding, it will be discussed to rectify.

The scheme of relationships or forms of communication in several families studied is reflected in the five elements that determine interpersonal communication quality. The positive and pleasant communication between single parents and their children illustrates the relationship orientation scheme, a family with a high level of conversation, and who likes to talk about anything. Families with a high compliance orientation (conformity orientation) will run side by side with their parents. Still, each informant's families less implement this relationship scheme because they are more likely to prioritize conversation orientation with the hope that the five communication qualities can be established.
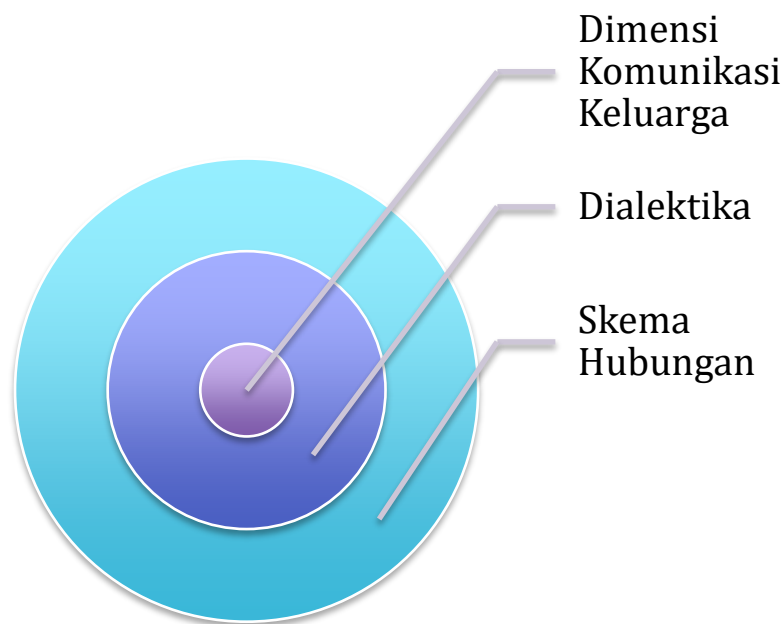
Figure I
Family Communication and Relationship Schemes between Single Parents and Their Children in Maintaining Relationships

Relationships and interpersonal communication between parents and children are the main pillars in building a family. However, several causes cause the central pillar to collapse, causing communication within the family to break down. This lack of communication causes a " gap " between parents and children.

From the study results based on interviews with several informants, the researcher's findings found that family communication carried out by parents in maintaining relationships and forming children's self-

concepts was different between one family and another. It also cannot be separated from the different character of each individual.

The results showed that family communication between parents and children was different, even though the single parent status was the same. In the IU 1 family, it can be seen that the communication that exists between the single father and his child is not smooth and closed to each other—resulting in uncomfortable communication situations between them. Shows that the pattern of communication is protective because parents tend to avoid confrontation with children.

It can be seen that all the informant families studied have different communication characteristics. And it is evident that the researchers' reasons for taking single-parent families with different backgrounds, be it in terms of gender, age, causes of being single parents, even education.

In other words, the family is in the leading position in humanizing humans. The goodness and vices of an individual come from the family in which he is raised. The influence of the family in terms of individual needs and behavior is lifelong. Both parents' teaching and direction to their children, especially mothers, is the most important and memorable instruction. Therefore, communication between children and parents must be harmonious.

Based on its structure, the family is divided into two types: a whole family (ideal) and an incomplete family (single parent). In a single-parent family, communication doesn't work as a whole family. The ideal family is a family that is complete with the position and role of communication. Each couple in the family has their respective roles, the father as the provider and the mother as the caregiver. However, the family's position will be messy if a married couple has separated or divorced or a single person who is deliberately adopted.

The concepts and theories used in research, according to researchers, are interrelated and form each other, based on interpersonal theory. According to DeVito, the first characteristic is openness, where parents or children as communicators and communicants are open to each other in communicating, the second has mutual empathy between the two, the third give encouragement or support to one another, especially they need each other and need support, the fourth has mutual positive feelings between parents and their children or vice versa to create conducive and effective communication. The fifth has the same or equal feelings, mutual respect one another, giving positive unconditional rewards to one another.

In the IU 2 and IU 4 families, communication seems to be oriented towards the concept of life because they don't want what they go through to impact their children. Encouragement and motivation can make children strive to achieve positive things that he wants. Involving children to make decisions together is something that can foster a sense of respect and confidence. From the child's point of view, they understand their situation, even though small children begin to understand what their obligations and responsibilities are. Conditions like this motivate children to develop their potential, resulting in joy when they can boast of their parents. From this explanation, it can be seen that the informant's communication pattern uses a consensual pattern , and the child's self-concept resulting from this communication pattern is more open.

In IU5 family informants and IU6 with mere background n g adoption, there is a way to communicate with similar children; they position themselves almost on par with the child properly friend or friends. They both apply this to make children comfortable and trust each other to open up to each other. They think that it is difficult to embrace a child with a single status who later becomes a single parent because that requires other ways to direct the child without using violence or harsh words. The meaning of life's concept can also be seen from the two informants so that communication occurs openly and gives each other new thoughts for the family. Motivation and support can also be seen that children feel valued, feel equal to other family members even though they remain obedient to their elders, see their mother/father's condition now and motivate themselves, and do not force their will always be obeyed by the mother. From the explanation above, IU5 and IU6 are in line with the pluralistic communication pattern, and the child's self-concept resulting from the communication pattern is positive.

The IU 1 family tends to think more about fulfilling their physical or material needs than fulfilling their children's affection; there is more non-verbal communication than verbal or individual children and parents so that there is less closeness and harmony in this relationship. The position of family members remains in their position. All decisions taken are the rights of the parents. Often there is a misunderstanding in interpreting the direction of communication to interfere with the ongoing communication. Understanding the concept of life seems to be lacking so that children are not taught responsibility and independence. Thus, the communication pattern seen is a laissez-faire communication pattern. Meanwhile, children's real self-concept tends to be closed.

The results above show that the way of communicating, the meaning of the concept of life, and making decisions in a single-parent family produces a family communication pattern. Whereas what is experienced by children determines the behavior, nature, emotional, and social that forms a self-concept.
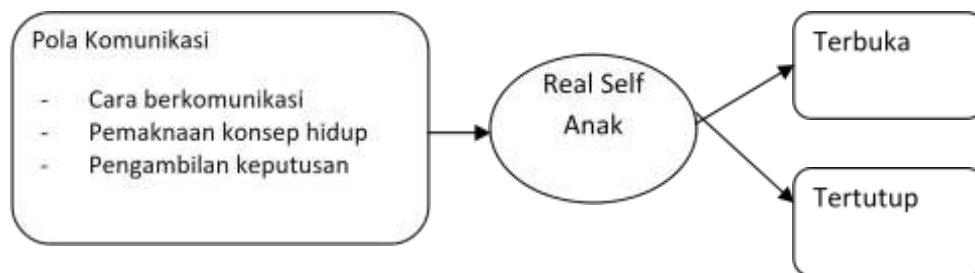
Figure II
Single-Parenting Family Communication Patterns in Forming Children's Self-Concept

IV. Conclusion

 The results of this study, it can be concluded that: (1) Family communication that occurs in terms of how to communicate, interpret concepts, and make decisions produce a pattern. There are four family communication patterns in a single-parent family, namely pluralistic, protective, laissez-faire, and consensual patterns. (2) The self-concept that results from the experiences that have been passed and communication with parents makes traits, behaviors, emotional, and social to be positive or negative

V. Suggestion

Parents' role is very significant in shaping their children's self-concept because the family is the first social group with whom children are identified. This process is generated through intense and profound interactions. In shaping the dimensions of the child's self-concept, the parent's self-concept must be put forward when communicating and interacting with their child because this is very basic, informing the child's self-concept. If parents have an ideal self-concept, it is hoped that the child will also have an ideal self-concept.

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