

FAMILY COMMUNICATION PATTERNS IN ENHANCING LEARNING MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG STUDENTS OF CIPUTRA UNIVERSITY SURABAYA

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ABSTRACT

Every parent wants good things to happen to their child, one of which is for their child to have a bright future. Therefore, it is important for parents and children to have a relationship that is built on healthy and effective communication. However, communication barriers often occur between parents and children which are influenced by several factors such as experience and age. Interpersonal communication is a form of communication that occurs directly between individuals in face-to-face conditions, this also includes interactions within the family, such as parents and children. Nowadays, in order to get the best education, children will go abroad and away from their parents. This will then reduce communication that occur between them and their parents. Many Ciputra University students come from various cities spread throughout Indonesia, not infrequently they also have brilliant achievement. In this study, researchers are interested in examining the role of family communication patterns in increasing learning motivation and achievement in Ciputra University students, especially those who are migrating and have distance barriers in communicating with parent.

KEYWORDS

Interpersonal communication, family communication, learning motivation, achievement



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INTRODUCTION

Family is the initial and fundamental educational environment for a child. The role of parents is crucial in a child's life, as parents bear full responsibility for shaping their child's behavior by providing guidance, monitoring, supervision, and being accountable for their child's life, which is expected to lead in the future. The interaction between parents and children within the home environment significantly contributes to the child's development.

All parents naturally desire the best for their children. Parents want their children to have a bright future; therefore, parents feel responsible for providing the best possible education for them. However, the great ambitions and responsibilities of parents are often felt as pressure by children, even when they reach adulthood and attend higher education institutions. Many students ultimately end up following their parents' wishes, both in terms of campus and majors that may not align with their personal desires (Kompas, 2020). A survey conducted by the Indonesia Career Center Network (ICCN) revealed that as many as 87 percent of students in Indonesia choose majors that do not match their interests, as they follow their parents' requests believing that certain majors are better for their children (Kompas, 2020). According to Waruwu and Harefa (2023), parents often force their children to do things they dislike but perceive as beneficial. This can lead to a lack of motivation for the child to engage in such activities, often resulting in suboptimal outcomes, including academic performance.

Waruwu and Harefa (2023) also mentioned that parents who are busy working to meet the family's economic needs often overlook their children, leading to the children feeling neglected and a lack of closeness between parents and children. This can strain the parent-child relationship, especially in modern times when children require good guidance and influence from parents without coercion.

Forcing parental desires onto children can persist into adolescence and adulthood because parents believe they know what's best for their children. This often leads to conflicts between parents and children, especially regarding education, such as high academic demands without democratic attitudes and lacking communication approaches from parents (Pratiwi et al., 2023). Students have more complex thoughts and a broader understanding of their environment compared to when they were children. This can influence how they respond to their parents. Without good communication from parents to adult children, it's difficult for children to comply with those desires or even be motivated to pursue activities desired by their parents (Hatiplong, 2021). In their education, students may then lack motivation to learn and achieve. Hence, effective communication patterns between parents and children are necessary to encourage enthusiasm and motivation for academic achievement.

Suboptimal communication often manifests in interactions between parents and children, especially among student migrants who are busy with academic obligations and parents constrained by work commitments. Such constraints can have negative impacts on the effectiveness of message delivery, especially due to the loss of physical contact aspects in the communication process, as emphasized by Setiadi and Destiwati (2021).

Children need social support for their development, with primary responsibility and roles in this context given to parents. The stark age difference between parents and children reflects differences in time and experience that shape attitudes and ways of thinking. Parents play a crucial role in conceiving, nurturing, raising, guiding toward maturity, and instilling norms and values in their children. Through active involvement in these four aspects, parents make significant contributions to shaping their children's characters, especially for those who choose to migrate for education. Full scholarships offered by universities in Indonesia provide opportunities for high-achieving students, such as those offered by Ciputra University in Surabaya. However, strict conditions must be met by students, including maintaining a minimum grade point average. Ciputra University also attracts many students from outside Surabaya, underscoring the importance of family communication in supporting students who migrate for education. Within the family scope, communication emphasizes social and conceptual aspects, as expressed by Maulida and Aslinda (2022). Within this framework, family communication is not limited to information exchange but also encompasses social dimensions involving interactions among family members. Its conceptual aspect indicates that this communication involves understanding, exchanging ideas, and relevant values within the family context. Thus, family communication is not just about conveying factual information but also involves social relationships and conceptual understanding integral to family communication dynamics.

This study involves data analysis using techniques involving data reduction, data presentation, and verification. The main focus of the research is on exploring communication patterns between students and parents as drivers of motivation for academic achievement. Therefore, this research is interesting to delve into how communication interaction in the family context can provide additional motivation for students to achieve educational excellence. Thus, the results of this research can provide practical guidance for students and parents in building effective communication and motivation within the family scope. The research title, "Family Communication Patterns in Enhancing Student Learning Motivation and Achievement at Ciputra University," was chosen with these considerations in mind.

Four previous studies investigated communication patterns in the educational context. The first study by Putri et al. (2021) focused on the communication patterns of Betawi ethnic families in promoting higher education for children using a qualitative approach. Meanwhile, the second study by Hia et al. (2022) examined the impact of interpersonal communication among parents on learning achievements at Mariana Catholic High School using a quantitative approach. The third study by Ningrum and Choiri (2021) examined communication patterns between parents and homeroom teachers in stimulating student learning motivation using a qualitative case study method. The fourth study by Rahmi et al. (2021) explored communication patterns between parents and children to enhance learning motivation during the COVID-19 pandemic, also using a qualitative approach. Despite differences in methodology and context, the commonality found is the focus on communication patterns between parents and children in motivating children's learning achievements.

The aim of this research is to understand family communication patterns in enhancing learning motivation and achievements among students at Ciputra University Surabaya. The results of this research are expected to provide benefits both theoretically and practically by providing relevant information on interpersonal communication between parents and children and serving as useful information for parents and educational institutions. The theoretical benefits include contributing to understanding interpersonal communication within families, while the practical benefits are to enhance Ciputra University students' understanding of interpersonal communication and contribute to related institutions and parents in strengthening positive communication.

RESEARCH METHOD

This research will apply a simple research design method with a qualitative or quasi-qualitative approach to describe the research objectives descriptively. This quasi-qualitative method, also known as pseudo-qualitative, is based on the post-positivist paradigm which considers reality as real although imperfect and subject to change or falsification. The research will involve five steps, including social contact selection, literature review, research method selection and data collection, data analysis, and reporting research results. Primary data will be obtained through interviews and observations of informants. The data sources consist of students at Ciputra University Surabaya who have achieved 100% merit scholarships, with criteria including frequent competition winners, having a GPA of 3.5, migrating, and currently in their 7th semester. The post-positivist paradigm is chosen to examine the patterns of interpersonal communication between parents and children in the context of motivating achievement among Ciputra University students. Data collection methods include interviews and documentary studies, while data analysis will follow stages of data reduction, data presentation, and conclusion verification using triangulation techniques to ensure data validity.

RESULT AND DISCUSSION

Family Communication Patterns and Gerald's Achievements

Based on the interview results obtained, the researcher could conduct data analysis to understand how family communication patterns enhance learning motivation and academic achievement among Ciputra University students. The findings indicate that respondent Gerald has excelled both academically and non-academically. Here are statements from Gerald.

"In each semester, achievements can be both academic and non-academic. Academically, I've maintained a GPA of 4.0 every semester, thank God. In the IBM department, there's an entrepreneurship class where we have to start a business in groups, and at the end of each semester, there's an awarding ceremony where we indirectly compete with other groups. Fortunately, my group and I have consistently received awards every semester from semester 2 to 6. However, in the last semester, it was a personal award, not a group one. I was also selected to be a member of the Student Union and even became the Chair of the Student Union for the IBM

department, which is also a significant achievement for me. As for competitions, in 2021, I participated in the seventh entrepreneurship competition in China with a friend from Hasanudin University, and thank God, we won a bronze medal out of 50 groups competing for gold, 150 groups for silver, and 200 groups for bronze. We competed against universities like Harvard, Oxford, and many others. Recently, I was selected for the Apple Academy."

Aside from his non-academic achievements, Gerald also entered Ciputra University Surabaya on a merit-based scholarship, namely the Star scholarship. Up to now, Gerald is still studying using this scholarship, as stated below.

"So far, I haven't received any warnings from the BMA due to poor grades, misconduct, and so on."

From these statements, it's evident that both Gerald's academic and non-academic achievements are ongoing, with no warnings from the Star scholarship organizers threatening his scholarship. Gerald acknowledges that his academic and non-academic achievements are largely due to his efforts and the communication patterns with his parents.

"I attribute all the achievements I've made to my parents. Initially, I didn't want to continue with the Student Union, but my mother convinced me to stay on as the Chair of the Student Union, and I was elected. At that time, I wanted to do an internship, but if I wasn't elected as the SU president, I thought it was God's will for me to intern. However, I was chosen to be the SU president, so I believe this is God's path for me to become the SU president."

"Both of my parents, but if I had to choose one, it would be my mother. Both of my parents didn't come from well-off families like we are now, and they worked hard to provide the life I have today. I just want to give them a chance to see what's good for us. I also want my parents to enjoy their lives."

Based on these statements, it's clear that Gerald feels his parents, especially his mother, are the most significant factors in his success so far. This is inseparable from the good communication patterns implemented by Gerald's parents since he was young. Mrs. Ledy, Gerald's mother, mentioned that she has always applied a two-way communication style, as stated below.

"Our family communication style has been effective so far because my husband and I adopt a two-way communication approach. So, we're all open with each other."

"As parents, we just try our best to motivate our children to study and excel. I believe parental roles are crucial in this regard because if it's not parents motivating, then who else?"

"I'm confident that good communication between me and my children definitely influences their achievements. I only provide encouragement, but without encouragement from parents, children won't have the motivation to study."

Based on these statements, Mrs. Ledy applies a two-way communication style to her children, believing that their achievements may also be influenced by the

communication style applied so far. Mrs. Ledy also admits that she doesn't punish her children when they don't perform well or face failure, as expressed below.

"I hardly ever punish my children, especially just because of poor performance. I prefer to give encouragement and let my children know that they've tried their best and are great."

This statement is supported by Gerald when asked by the researcher if he has ever been punished by his parents for not performing well.

"It depends on the situation. Sometimes, if during the process, my parents know that I'm being lazy and not making an effort, my mother will point out what I did wrong so I can improve. But if I've prayed, believed, studied, and tried my best, they'll just say, 'it's okay, God has another big plan for you.' They don't punish or scold me at all because they see me as an adult who can decide what to do."

Gerald also admits that his parents actually reward him with kind words when he succeeds. Here's Gerald's statement.

"Congratulations Son, well done, God bless you, that's it. So just compliments through words. Usually, my mother tends to be more expressive, and my father tries to be 'The Cool Dad.' We're not used to giving material gifts when my brother and I work."

This is supported by Mrs. Ledy's statement that she does indeed provide encouragement and motivation for her child to excel.

"As parents, we just try our best to motivate our children to study and excel. I believe parental roles are crucial in this regard because if it's not parents motivating, then who else?"

"Yes, I often motivate my children to study harder and achieve more."

Gerald's academic and non-academic achievements are acknowledged to have been achieved because of Gerald's family's good communication patterns. As per Gerald's confession:

"In my opinion, in terms of communication between children and parents in my family, we have a habit where I have to call my parents every day, and I also have to be careful with my speech. I can't speak freely like I do with Jason and other friends where I can use some slang terms. But there are a few things I like about my parents; they're starting to follow Gen Z trends so they can relate to young people. But there are also some Gen Z terms that we won't use with our parents. We also have to set boundaries. We have to be the ones to set them because sometimes they don't understand what those terms mean."

From Gerald's statement, it's understood that Gerald and his parents have a daily communication habit, although in terms of language use, Gerald chooses not to use the language he typically uses to talk to his friends, as there may be some new terms that his parents might not recognize. However, the daily communication between Gerald and his parents can enhance the closeness between parents and children. Gerald's habit of communicating with his parents every day is supported by Mrs. Ledy's statement below.

"I like to call every day, and we also often use video calls through WhatsApp."

Although communication occurs every day, Gerald admits that not everything goes smoothly. Gerald has experienced differences of opinion within the family. Still, he acknowledges that his family's efforts in handling differing opinions always go smoothly. His parents also always respond well and prioritize common interests. Gerald stated:

"In my family, it depends on the case; if it's significant, we have a unique habit where, for example, if we're going on a flight, we mustn't leave the night before. It's become a tradition in our family. And if something happens, we have to bear the consequences ourselves. There was a time when the day before my flight, my car was hit. I had to bear the consequences myself, take responsibility because my parents didn't want to bother. As for when my parents disagree with me and my brother, they will stick to their decision and what they believe. But over time, they will understand. They will tend to listen. We usually have minor differences, such as buying small things or deciding where to go. But most of the time, we're on the same page."

"In my opinion, children nowadays should be paid attention to by their parents, and I should also be paid attention to by my parents. If parents don't pay attention to their children, they will tend to seek attention from elsewhere. I thank God because both my parents care about me and pay attention to me. I often tell my parents about things, and they listen and always give me advice. In the end, I feel very appreciated and comfortable because it shows that they care about me. I have friends who are not very close to their parents, and when they want to talk to their parents, they tend not to be listened to or ignored. Their parents are busy with other things. And there comes a point where they don't want to talk anymore."

"We've never detailed where we both feel comfortable, but our discussions tend to lead to mutual comfort. It starts from simple things like I'm here in Surabaya for college. My parents sometimes ask where I am and always invite my brother to come along so we can be together. We always discuss everything so that we can all be comfortable and happy. Even regarding academics, we rarely have miscommunications because my parents know what I want, and they support it. There was an incident when I was in high school, and when it was time to choose a college, I wanted to study in Jakarta, but my parents disagreed. They felt that Jakarta was too far from them, and they argued that Jakarta is a metropolitan city where I would have too much freedom. We discussed it, and eventually, we agreed on Surabaya. Initially, I didn't want to, but after thinking about it, I realized I'm from a small town, and Surabaya is a bigger city than Makassar, so I accepted it. So, we like to discuss together until we find a way out. Here, I have to listen to my parents because they're the ones providing for my financial needs. I still have many things I want to do. So sometimes, if we don't find a middle ground, I just follow because they're also providing for me financially."

From these statements, it's understood that communication in Gerald's family is functioning well. All interests or needs are always discussed beforehand. Gerald's parents also always respond positively every time they communicate. Mrs. Ledy, as Gerald's parent, also admitted that she felt it's important to respond to her children's words and work together to find a way out. She conveyed it through the following statements.

"Yes, often, but so far, my children and I have been able to overcome it. My children and I are used to finding a way out together, to make things pleasant for everyone."

"Very important. I always try to respond to and address what my child tells me, even when I'm busy. If not responded to, children will surely do the same to their parents."

"Actually, I prefer to prioritize my children. But for common interests, we always look for a way out together so that we're all comfortable."

In addition to always seeking a way out together and prioritizing common interests, Gerald's parents also rarely force anything on Gerald, as stated below.

"Sometimes I do and sometimes I don't. It depends; there are some small things they sometimes insist on, but I see it as a good thing. Sometimes I feel it's not important, but mostly, I see it as positive. Sometimes, I just follow along."

This is supported by Mrs. Ledy's statement regarding whether she ever forces her will on her child.

"Yes, I've done that before. Whatever I think is good, I always persuade my child. But I won't force it too much. If I've tried, but my child still doesn't want to, I won't keep forcing it."

Based on the data obtained from the interviews with Gerald and Mrs. Ledy, it's understood that Gerald's family has open communication habits, respects each other, provides encouragement, often collaborates, and does not force their will. Such communication patterns are believed by Gerald and Mrs. Ledy to be one of the factors that enhance learning motivation and achievement.

Family Communication Patterns and Ellen's Achievements

Based on the interview results obtained, the researcher can conduct data analysis to understand how family communication patterns enhance learning motivation and academic achievement among Ciputra University students. The findings indicate that respondent Ellen has excelled both academically and non-academically. Here are statements from Ellen.

"In terms of academic achievements, I always achieve a relatively high GPA, almost never below 3.9. And as for non-academic achievements, although my major is accounting, I sometimes get accepted in various places as a content creator. So, you could say I have many and diverse skills. I don't mean to brag."

In addition to achieving non-academic success, Ellen also entered Ciputra University Surabaya on a merit-based scholarship, namely the Star scholarship. Up to now, Ellen is still studying using this scholarship, as stated below.

"Not yet. I've never received a warning regarding the scholarship. Even with my busy schedule, I've never received any warnings."

Based on these statements, it's understood that both Ellen's academic and non-academic achievements are ongoing, with no warnings from the Star scholarship organizers threatening her scholarship. Ellen acknowledges that her academic and non-academic achievements are largely due to her efforts and her communication patterns with her parents.

"My parents have played a significant role so far. I'm always motivated to study because my parents always support me."

"Yes, that's how I feel. My parents and I always discuss my learning progress. So, my parents always give input on how I study. And I feel like a happy child because I can comfortably communicate with my parents. So, I don't feel any obstacles to achieving success."

"My parents. Both of them have been instrumental in my life. I'm sure and I feel that it's because of my parents that I've been able to achieve. I also put in effort to study, but without encouragement from my parents, I would surely be lazy and fall behind others."

Based on these statements, it's clear that Ellen feels her parents are the most significant factors in her success so far. This is inseparable from the good communication patterns implemented by Ellen's parents since she was young. Mrs. Mui, who is Ellen's mother, mentioned that she has always applied a two-way communication style, as stated below.

"The communication style in our family that I apply to my children from an early age is open and two-way communication, and this communication style has been effective until now."

"Yes, because communication and support from parents greatly influence a child's achievement. Parents who rarely communicate with their children may not care about their children's learning and achievements."

"Parents, because as parents, we should be the ones who give the most support and love to our children."

Based on these statements, Mrs. Mui applies an open and two-way communication style to her children, believing that their achievements may also be influenced by the communication style applied so far. Mrs. Mui also admits that she doesn't punish her children when they face failure, as stated below.

"When children achieve something, I give appreciation, such as treating them to their favorite place to eat, or giving them the gift they want. But when children receive poor grades, they should not be punished; they should only be advised so that they still have motivation for the future."

This statement is supported by Ellen when asked by the researcher if she has ever been punished by her parents for not performing well.

"When I achieve something good, my parents just give me verbal praise. As for material gifts, maybe when I was younger, but now it's just verbal praise."

"My parents always support me no matter what happens. So, I'm not afraid to fail. But it doesn't mean I want to fail either."

Ellen admits that her parents actually reward her with kind words when she succeeds. This is supported by Mrs. Mui's statement that she does indeed provide encouragement and motivation for her child to excel. Additionally, Mrs. Mui tries to provide complete facilities to ensure her child excels, as stated below.

"The role of parents is very important in motivating their children to study. When children lose their motivation or get tired, we as parents can provide positive support and take the time to listen to their complaints."

"Since they were children, I have provided learning facilities such as a comfortable study room and adequate tutoring so that they can study peacefully and excel."

Ellen's academic and non-academic achievements are acknowledged to have been achieved because of Ellen's family's good communication patterns. Ellen communicates with her parents every day, even when she is far away, as stated below.

"We usually communicate via video call and FaceTime, and through WhatsApp. Usually, we talk every night for about 2-3 hours."

"It's usually my mom who starts the conversation because she wants to see how I am doing in Surabaya, and also because I am the youngest daughter in our family, so my mom always wants to know how I am doing."

Although communication occurs every day, not everything in family communication goes smoothly. Ellen has experienced differences of opinion within the family. However, Ellen acknowledges that there is always a way out to overcome differences of opinion in her family. Her parents also always respond positively every time they communicate. Ellen stated:

"So far, in my family, if there are differences of opinion, we can accept them, as we should. If there are differing opinions, we usually talk and talk like friends so that we can understand each other. This usually happens when I'm alone with my mom."

"In my opinion, it's important because nowadays, if children feel unheard, they may rebel. Also, for example, if we as children, like me who is now in my twenties, have our own desires. And I have often seen my friends whose parents don't respond to them, and it creates a distance between the child and the parents. So, in my opinion, it's very important for children and parents to have effective communication for their well-being."

"We uphold common interests in my family. So, in my family, there are no selfish people. Everyone respects each other."

Based on these statements, it's understood that communication in Ellen's family is functioning well. All interests or needs are always discussed beforehand. Ellen's parents also always respond positively every time they communicate. Mrs. Mui, as Ellen's parent, also admitted that she felt it's important to respond to her children's words and work together to find a way out. She conveyed it through the following statements.

"I always give my children the freedom to express their opinions because I believe children also have their own thoughts and have the right to express them, within reason."

"In family communication, it's normal to have differences of opinion, especially when children are adults. If there are differences of opinion with my child, we will discuss and explain our opinions well and try to find a solution/middle ground together."

"Response and feedback are very important and crucial in communicating with children so that children always feel heard, and it is one form of support from parents to children."

"My relationship with my child is very good, from childhood until now, all my children have always been open and can tell me everything."

Based on these statements, it's understood that Mrs. Mui always opens up and allows her children to communicate freely, so there is no awkwardness or hesitation in their family. By upholding common interests, often discussing, and Mrs. Mui's habit of responding, Ellen and her parents have a very close relationship. In addition to discussions and prioritizing common interests, Ellen's parents do not force things on Ellen too much, according to the following statement.

"Sometimes I feel like it, but not entirely. My parents don't entirely force their will on me. But sometimes, if I disagree or feel uncomfortable with what my parents ask of me, I usually tell them that I object. Sometimes I win with my arguments, and sometimes I have to do it reluctantly."

Based on this statement, it's understood that Ellen sometimes follows her parents' wishes, but when she feels uncomfortable with her parents' requests, Ellen argues until she wins. This shows that when there are negative signals from the child regarding parental coercion, Mrs. Mui actually listens and no longer imposes her will. Mrs. Mui's attitude is supported by the following statement.

"When I want my child to achieve something, such as participating in a competition, I will explain and discuss the benefits for the future, etc. Then, the final result is up to my child. If my child still disagrees with my wishes, I will not force it because my child also has the right to choose in their life."

Based on the data obtained from the interviews with Ellen and Mrs. Mui, it's understood that Ellen's family has open communication habits, respects each other, provides encouragement, often collaborates, and does not force their will. Such communication patterns are believed by Ellen and Mrs. Mui to be one of the factors that enhance learning motivation and achievement for Ellen.

Family Communication Patterns and Marsha's Achievements

Based on the interview results obtained, the researcher can conduct data analysis to understand how family communication patterns enhance learning motivation and academic achievement among students at Ciputra University Surabaya. The findings indicate that respondent Marsha has achieved good academic and non-academic accomplishments. Here are statements from Marsha.

"As a new student in the first semester, I never imagined before to have a desire to achieve during my college years. But I always adhere to the principle of always doing my best, until eventually, opportunities came to me, and I made the most of them."

"Gradually, more opportunities came to me, and I also used those opportunities as stepping stones to achieve one goal after another."

"Until finally, every semester I was able to achieve good achievements both academically and non-academically, at the university level and even internationally."

In addition to achieving non-academic success, Marsha also entered Ciputra University Surabaya using a merit-based scholarship, namely the Star scholarship. Up to now, Marsha is still studying using this scholarship and has not received any warnings from the campus, as stated below.

"Never, because I have targets that exceed what the campus requires."

Based on these statements, it can be understood that Marsha's academic and non-academic achievements are still ongoing, so there are no warnings from the Star scholarship organizers threatening the scholarship recipient. Marsha acknowledges that her academic and non-academic achievements are inseparable from her efforts and communication patterns with her parents.

"Support from parents is absolute and sincere support. Support from parents is one of the real proofs that they have hopes and trust in us, which encourages us to achieve those goals to make ourselves and our parents proud."

"Yes, they encourage and motivate me to continue to excel. But they never force me. Thus, I don't feel burdened or coerced, which actually makes me think more about 'what's next?'"

"Yes. Because I always tell them when I have goals and always ask for their views on my goals. If it's considered not good, then they will tell me to think more maturely. But if it's considered good, they will support and help me find ways to ignite my enthusiasm to achieve those goals."

Based on these statements, it can be understood that Marsha feels that her parents are the most important factor in her success so far. This is inseparable from the good communication patterns implemented by Marsha's parents since she was young. Mr. Sandy, who is Marsha's parent, also stated that their communication patterns have helped their child succeed and have learning motivation.

"I think that really influences. If my child doesn't like to communicate with me, then I won't know what problems he faces in his learning process. But so far, he always tells me everything, then I give him encouragement. I also try to provide solutions to all learning problems he faces."

Mr. Sandy also admitted that he has always applied a very open communication style, as stated below.

"I think communication freedom is important. As parents, I don't want to limit it. So I educate my children to be willing to tell me everything they experience,

including expressing opinions. I don't like it if my child keeps his feelings and opinions to himself."

"Since my child was young, I have always applied open communication habits. I won't get angry with whatever he says, and I think this is very effective."

Based on these statements, it can be understood that Mr. Sandy applies an open communication style to his child, so Mr. Sandy feels confident that his child's achievements may also be influenced by the communication style implemented so far. Mr. Sandy also admitted that he does not punish his child when he experiences failure, as stated below.

"If he achieves, I definitely praise him. Even if he doesn't achieve, I still praise him. So that he won't lose spirit. For example, if he gets a ranking in class, I say he's great because he has studied hard. If he fails, I still praise him. I say he's great because he has tried hard. I never give punishments because I think that's not an effective way to educate children."

This statement is supported by Marsha when interviewed by the researcher about whether she has ever been punished for not achieving by her parents.

"Appreciation, even just words, I think is necessary in the family. Because in this way, the person feels more valued and supported by their closest people. Regarding sanctions, it actually depends on the goals and policies of each family according to the agreements made. But in my family, there are no punishments, only praise if I succeed. Even if I fail, I still receive encouragement."

Marsha believes that sanctions and appreciation can be done depending on the policy within the family, but what happens in her family is in accordance with Mr. Sandy's statement, namely praise will be given if Marsha succeeds, while encouragement will be given if Marsha experiences failure. This is supported by Mr. Sandy's statement that he does provide encouragement and motivation for his child to excel. Additionally, Mr. Sandy tries to communicate and provide complete facilities to ensure his child excels, as stated below.

"Parents play a very important role in motivating their children to study. Parents also want their children to succeed, so they encourage, give encouragement, and fulfill their needs, learning facilities so that they become more enthusiastic about learning."

"Yes, I have always liked to chat with him just to give motivation about studying. Then all his needs for learning, I try to fulfill them. So that he becomes more accomplished."

Marsha's achievements are acknowledged to have occurred because of Marsha's family's good communication patterns. Marsha communicates with her parents every day, even when she is far away, as stated below.

"Using chat from digital media and sometimes video calls through WhatsApp."

"Every opportunity, I must always try to give news. In my case, every day I always make time to give news in the family WhatsApp group."

Marsha's daily communication with her parents certainly strengthens the bond between parents and children. Marsha's habit of communicating with her parents every day is supported by Mr. Sandy's statement as follows.

"I often call or video call. Usually using WhatsApp because it's easier."

"At home, we definitely communicate frequently. So my child is not silent in his room all day. We often sit together and chat in the living room. If I'm far away, the intensity is certainly different from at home. But it can be said to be very frequent, almost every day."

Although communication occurs every day, not everything in family communication goes smoothly. Marsha has experienced differences of opinion within the family. However, Marsha acknowledges that there is always a way out to overcome differences of opinion in her family, namely through communication freedom. Mr. Sandy also always provides good responses and knows the priority of mutual interests. Marsha conveyed it in the following statements.

"I think freedom is a privilege. The rest depends on how that privilege is used. Excessive privileges should actually be an opportunity where we can give trust and confidence to parents, which can be realized through how we communicate, because no limits are given."

"For me, mutual respect is important. So my parents and I both try to understand if there are differences of opinion."

"I think the communication style in the family is effective because my parents and I are also open to each other."

Based on these statements, it can be understood that in Marsha's family, there is a habit of being open and having good communication freedom. Marsha's parents also respond well every time they communicate. Mr. Sandy admitted that he feels responding to his children's words is important and respecting differences of opinion is very important for the family. Mr. Sandy conveyed it through the following statements.

"That's obvious. It's impossible for us not to have differences of opinion. Even though we're one family, all family members still have their own thoughts. The impact is, for me, it serves as a reminder that as a parent, I'm not always right. For my child, maybe the impact is just that he realizes that my child and I can also have different opinions. So that he can think about what needs to be done, what the solution is to overcome those differences."

"That's important. For me, if children are not responded to, the impact is bad. Children must feel that their parents are willing to listen and care. If it's not like that, children will definitely be reluctant to communicate with their parents."

"I think as a parent, my relationship with my child is good. There is no hesitation at all between me and my child all this time."

Based on these statements, it can be understood that Mr. Sandy always opens up and provides communication freedom to his child, so there is no awkwardness or reluctance in their family. Mr. Sandy applies good communication habits to respect differences of opinion and to respond so that his child has a habit of wanting

to communicate or not being reluctant to communicate. Additionally, Mr. Sandy does not impose too much on Marsha, as stated below.

"I don't feel that way. For me, parents who give more freedom to their children's will are parents who have placed more hope and trust. That's how my parents were, they never forced their will."

Based on this statement, it can be understood that Marsha feels that her parents give freedom to her will. Her parents do not have excessive expectations and trust. Marsha's statement is supported by Mr. Sandy's statement below.

"Yes, I have persuaded him to enter a certain university. Surely a university that I consider good. But I didn't force him. If he doesn't want to, then that's fine, I'll just go along with it. I only offer options that I think are good."

Based on the data obtained from the interview with Marsha and Mr. Sandy, it can be understood that Marsha's family has a habit of open communication, respecting each other, providing encouragement and facilities for the child, and not imposing too much. Such communication patterns are believed by Marsha and Mr. Sandy to be one of the factors that enhance learning motivation and Marsha's achievements so far.

Discussion

Family communication is very important. Family has a significant influence on education, for example, on children's achievements, both academically and non-academically. Family is the first environment that every child has. The communication patterns established in the family will affect children's thinking patterns because the family is an environment that can create both positive and negative learning environments.

Family communication patterns are largely determined by parents. Since birth, parents should consider what communication patterns they will use. Based on the research results, it can be understood that the communication patterns of the three main respondents, Gerald, Ellen, and Marsha, are very good. The parents of each main respondent provide open and two-way communication styles, resulting in good interaction between children and parents.

Based on the data analysis, it can be understood that the communication style applied by the parents of each student respondent is assertive, which is the ability to communicate actively, directly, and honestly (Kustiawan et al., 2022). Assertive style is a positive communication style for the development of communication between parents and children. This style is based on ethical thinking, respects everyone, and considers violating human rights as wrong.

Assertive communication style is shown by the habit of being open and not awkward. The parents of each respondent also provide good responses and responses to differences of opinion. Assertive communication style from parents to children can increase comfort in communication. According to the interview data analysis results, all respondent parents apply assertive style, which is more open to each other between parents and children, but still has boundaries or is not excessive.

Based on the open communication style, then the family of student respondents can produce high-achieving children. This is in line with the research by (Yahono & Prasetyo, 2022), namely the implementation of assertive communication styles that have been carried out can increase children's learning motivation, so that children can achieve.

Open or assertive communication styles according to experts also need to be applied within the family, but with certain limits or not excessive. Mrs. Stefany Livia Prajogo, M.Psi., A psychologist as an expert in the field of psychology, expresses her opinion about the communication freedom given by parents to children through the following statement.

"All families definitely have their roles. and each role has its responsibilities too. Maybe parents, the roles of parents here are one of them is to finance their children financially. So that their role is to finance their children's education. When financing children, they definitely have their own roles that may not be broadcast to their children" "Especially when their children are still in high school, when their children are still in high school, things like this are impossible to be broadcast. In this context, if for example, the child demands more, it's not okay communication. It means parents also do not explain that there is a plan like this. If there are two sides like that, one demands excessively related to financial matters, whose parents also do not talk about other things with a lot of consideration, then actually both are wrong. And communication will not run smoothly. And that's not communication, but conflict that arises. So in the context of excessiveness, it depends on the conditions too. But in my opinion, anything excessive usually has problems"

Based on this statement, it can be understood that communication freedom can be given, but if it is too excessive, it will not have a good impact. So in family communication, children should be given freedom, but in proportion or not exceeding the limit.

In addition to having an assertive communication style, researchers also observed relatively similar communication patterns for all respondents. The pattern formed is to encourage children to be open in communication, provide freedom in communication, uphold common interests in communication, not impose one's will, respect each other, appreciate each other, and parents provide encouragement and motivation to children. This communication pattern can be classified as a democratic communication pattern.

The democratic pattern is considered the best communication pattern among all existing patterns because it always prioritizes common interests over individual interests. In this context, parents do not excessively control their children's desires. Parents who adopt this communication pattern hope that their children can share responsibilities and develop their leadership potential. The democratic communication pattern makes parents not demand too much from their children in living their lives, but rather directs children to choose something good or gives children the opportunity to do what they want.

The democratic communication pattern possessed by the families of each respondent has a positive influence on the achievements and learning motivation of children. This is evidenced by student respondents who have a number of academic and non-academic achievements. This is also in line with the statement that the democratic communication pattern has a significant effect on student academic achievement (Puspaningtyas, 2019). Although in the democratic communication pattern there can still be differences of opinion, families with a democratic communication pattern are accustomed to finding solutions together. The families of student respondents also apply the same habits when there are differences of opinion. Differences of opinion are common in families, as stated by experts as follows.

"Maybe what can happen if there is a difference. Parents will still emphasize their ego that they are the most correct. There are some like that. Impossible to listen at all, the child is wrong. There may be something like that. Anyway, he will definitely be scolded. Second, there is a possibility that parents want to listen. Listen to what their child is saying, but still steer. There are some like that. There are also conditions where parents listen, and maybe approve some aspects in their child's advice, but still directed. So it doesn't have to be too demanding like the previous one. Or even just according to the parents. Like, oh, don't call my child the only one, if he wants this, okay. There are also some like that. There are many that emerge. Between being ignored, listened to, not listened to at all"

The description of differences of opinion within families as stated by experts shows that each parent has different responses when facing differences of opinion with their children. However, families with a democratic communication pattern always listen to their children's opinions, just like the families of student respondents, as evidenced by the interview results in the data analysis subsection. That's why the democratic communication pattern can have a positive impact on the lives of respondent families and their academic achievements.

The main reason why the democratic communication pattern can have a positive impact on student achievement is that this communication pattern does not emphasize parental desires on children, so children can communicate well and feel more comfortable in choosing what they want.

Based on the interview results, student respondents have good freedom of communication, but still have their own limits as children speaking to their parents. As parents, the parents of student respondents feel they have views and rights to direct their children to pursue a better education. Based on the interview results, it can be understood that 2 out of the student respondents did not study in the majors and places they wanted. Previously, student respondents had the desire to study in other majors and places, but there were suggestions from parents to study in places considered better. This is in line with the results of a survey conducted by the Indonesia Career Center Network (ICCN) which stated that as many as 87 percent of students in Indonesia choose majors that are not in line with their interests, this is because they follow their parents' requests who feel that certain majors are better for their children (Kompas, 2020).

Research by Apriani, (2020) says that demands from parents affect their children's academic achievements. So parents who impose many demands on their children make them unable to explore the field they like, and vice versa. Whereas by delving into the field they like, children may become more skilled and able to excel in that field. According to Waruwu and Harefa (2023), parents often force their children to do things that their children dislike, but for them, it's good. This then causes children to be demotivated to do these things and often not produce optimal results, including in learning and achievements. However, based on the interview results obtained, student respondents actually have extraordinary achievements both academically and non-academically. This phenomenon can occur because even though there are demands from parents, children still try to accept their parents' decisions with an open mind, so when children and parents discuss majors and places to study through a democratic communication pattern, then children can accept and live their college life happily (Batari & Savira, 2022). Then the child no longer feels that studying in a certain major and place is a demand from their parents from the start, but rather guidance that needs to be considered, so that the student respondents can still excel academically and non-academically. This is in line with the expert's opinion in the interview conducted by the researcher.

"Because in my opinion, it's one of the roles of parents. That is, regardless of any subjective desires. But it is the role of parents to direct their children's future. At least not necessarily to excel. But at least you motivate to learn, motivate to enter. If you can come, even better. Voices and others are grateful. Like that should be. But that's in quotation marks preparing for the child's future"

Based on the expert's explanation, it is important to understand that parents only try their best to prepare their children's future, so there are pressures on children that are considered one of the roles of parents in guiding their children.

Student respondents also admitted that their parents never punish them if they don't perform well, but instead provide encouragement when they fail. If student respondents achieve success, their parents will give praise to boost morale in achieving success. The habit of praising when children achieve success is also one aspect of the democratic communication pattern, because parents appreciate children who have worked hard to achieve their achievements. Giving praise can also have a positive impact on children's future achievements, as stated by Azizah (2021), who explains that praise from parents has a positive power to encourage children to be more enthusiastic in achieving success or achievements.

If based on the opinion of a psychologist, namely Mrs. Stefany Livia Prajogo, M.Psi., Psychologist, that giving appreciation and punishment is part of educating children. However, parents who give appreciation well will have a positive impact on their children's achievements. Children will be more motivated to learn and achieve. The expert's statement is as follows.

"Yes, if you go back to psychological theory, if you go back to psychological theory, the way people enjoy it, in doing something, people will give appreciation if given appreciation. In prayer, reward is according to him, there are many, how it is

also a lot of time. From the first time, all the time, but what is certain in psychological theory, when given a reward, people will repeat the treatment. Even if the reward is in verbal form, it will repeat. Oh, okay. I will repeat. I will give a reward. While when people are punished, that's so that people don't do that treatment. Why is someone scolded? Why is someone scolded? Punishment itself has many forms. Punishment itself is one of them maybe scolded. Maybe up to being punished. Or maybe the worst might be expelled from the house, beaten. That's a bit toxic-toxic. That's like that. But that's so that it doesn't repeat the treatment if the basic concept is. If the reward should be repeated. Whatever the reward is. If you ask what form is good or what the design is like, it actually depends on each individual. There are people who only with the test, shot in the hand is enough. But there are people who want ideas if they have been rewarded. For example, police and government. It depends on each individual. Because that's the reference. In law, I don't open the actual treatment in public. Buy what, even inside. That's also different. Depending on the reference"

Based on this statement, it is important to understand that giving appreciation, whether verbally or not, will have a positive impact on children, namely, children will try to repeat the good things they have done. This applies to high-achieving children, namely when children have achievements and receive rewards, children will try to achieve achievements again, so they are more enthusiastic and motivated to learn.

Based on the interview data analysis results of the respondents, it can be understood that the parents of each child always give appreciation and do not give punishment just because of failure in achievement. The appreciation given is verbal praise, so it can be said that a good communication pattern in the form of verbal appreciation can increase the achievements and learning motivation of children. This is also supported by the statement that words of praise or appreciation can build good communication and relationships between children and parents. Giving appreciation to those who achieve will create joy and comfort, so that children have high learning motivation (Sopha, 2021).

From the discussion that has been presented, it can be understood that the communication patterns of high-achieving student families who are the respondents are very good and have a positive impact. The results of interviews with respondents show that the communication pattern description of high-achieving student families is different from the phenomena that usually occur. In Indonesia or other Asian countries, it is found that praise or appreciation is something embarrassing to express. There is even no habit of openness between children and parents, and parents' demands are very high on their children, so it becomes an obstacle for children to make their own decisions according to what they want (Fabiani & Krisnani, 2020).

Based on the research by Meokbun (2018), an understanding is obtained that a good communication pattern greatly affects children's motivation and achievements, in line with the findings in this study. In that study, it is understood that

parents who have accustomed themselves to be open with their children, respect each other, and do not impose their will, will trigger learning motivation in children, because children are influenced by the habit of open communication in the family environment, so that children easily gain self-confidence in expressing their feelings and believe in their abilities. Therefore, a good communication pattern such as being open, respecting each other, and not imposing one's will become important to apply in the family.

CONCLUSION

Based on the research that has been done, it can be concluded that Ciputra University Surabaya students who are the subjects of research show achievements both academically and non-academically. Their learning motivation is supported by good family communication patterns, which are open, respectful, and provide encouragement and motivation. This family communication tends to have assertive communication styles and democratic communication patterns, which have a positive impact on student motivation and achievement. Advice is given to parents to use assertive communication styles and democratic communication patterns more often in supporting their children's learning motivation. In addition, researchers are further advised to explore other types of family communication patterns that may also contribute to increased learning motivation and student achievement.

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