

Analysis of Parents Communication Patterns on the Childrens' Character Building at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency

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ABSTRACT

The parents communication patterns on the childrens' were communication carried out by parents with children to character building. The Objectives of this study were to find out to character of children and parents communication patterns at Bukit Mega Harmony Residence, Moncongloe Sub-District, Maros Regency. The methods of this research used to descriptive approach qualitative method. This research was conduct on October 9th until 23th 2023 at Bukit Mega Harmony Residence, Moncongloe Sub-District, Maros Regency. The sample of this research were 6 parents of six childrens' who had children aged 5 to 11 years. This research result found that there were various children's characters such as stubbornness, indifference, and resistance. They must got what they want if they don't get what they want, they were angry, cry and be impatient. Meanwhile, the parents communication patterns included high tone of voice, biting, hitting, and used a sharp gaze, but some of parents exhibited the vocal expressions of frustration or anger while engaging in communication with their children.

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1. Introduction

Humans are inherently social creatures, necessitating communication with others in order to effectively convey their thoughts, emotions, and aspirations for mutual understanding. In this context, the family serves as a fundamental social institution within society, playing a pivotal role in the growth and education of the majority of individuals. (Berliana & Wulan, 2022, p. 164). Families are commonly seen as the initial social contexts established by parents and other significant individuals. Each family is inherently unique, distinguished by several factors such as educational practices and economic circumstances (Suma et al., 2023; Rahman, 2017). Each family possesses a historical record of challenges, principles, and routines that will inadvertently influence the development of a children's character building. The Children's character building is contingent upon the establishment of effective communication between parents and their offspring (Lanta et al., 2022; Junaid et al., 2023; Sayer et al., 2018). Every parent desires their kid to possess a commendable character. However, as the child matures, their character development is inevitably influenced by their surrounding environment. Consequently, the child frequently encounters many factors that might potentially impact their character. For instance, in situations when a child forms a friendship with an individual who exhibits assertive and uncompromising behavior during daytime interactions, or when a youngster becomes entangled in the negative aspects of another children's life. This factor has the potential to impact the formation of a children's character building (Murwaningsih et al., 2022; Andini, 2017; Junaid, 2017). Within the context of our routine familial interactions, it is commonplace to observe a diverse range of attributes shown by children. Certain youngsters exhibit shyness, reticence, and limited socialization skills, while others display more challenging behaviors such as rudeness, defiance towards parents, and unattractive conduct. These negative tendencies contribute to an unfavorable development of the child's character. This pertains to the significance of communication patterns within the familial context, specifically focusing on the parental figure who assumes the task of guiding the kid during their formative stages of character building (Sahputra & Purba, 2023, p. 34).

Family communication is a key aspect in a children's character building since a lack of communication in a family can lead to negative outcomes, such as the formation of inappropriate conduct in children who break religious and societal norms. After all, various problems experienced by a child can cause some children to experience depression, value shock, and undesirable behavior, including a lack of effective communication in the family as a result of parents'

failure to transmit spiritual or moral values to their children; thus, communication is the foundation of all human interactions (Hirzi et al., 2022, p. 84). The process of communication between parents and children involves the establishment of a relationship through verbal and non-verbal means within the familial context. The effectiveness of this communication is contingent upon the presence of a close bond, mutual affection, understanding, and openness, thereby facilitating pleasant exchanges between the two parties (Assya'bani et al., 2022, p. 45). Communication serves various functions, including the enhancement of interpersonal relationships, prevention and resolution of personal conflicts, alleviation of uncertainties, and the sharing of knowledge and experiences with others (Abidin, 2022, p. 172).

Based on the results of observations made by existing children's character building at Bukit Mega Harmony Residence, Moncongloe Sub-District, Maros Regency are very diverse such as having the nature or habit of fighting his parents, uttered harsh words, and often did not tell the truth (lie). This is because nowadays, Indonesian children as a Indonesia's original character has begun to fade due to the erosion of globalization and technological sophistication, respect, and courtesy for older people starting to fade. Based on the explanation above, the author is interest to conduct of the research with the title "The Analysis of Parents Communication Patterns on the Children's Character Building at Bukit Mega Harmony Residence, Moncongloe Sub-District, Maros Regency".

1.1. Literature Review

Communication is a dynamic process characterized by the encoding of the sender and the subsequent decoding by the recipient of the message. The process involves the exchange of information and the expression of emotions, with the presence of a specific objective and a conceptual framework. In the context of communication, it may be asserted that effective communication often entails the interaction between two or more persons. Of utmost significance is the sender's intention, message content, or goal, which should be comprehended and acknowledged by the receiver (Weda et al., 2022; Bahtiar et al., 2023).

The communication pattern refers to a concise depiction of the interaction between two or more individuals involved in the exchange of communications, with the aim of facilitating comprehension of the communicated messages. The communication pattern is synonymous with the communication process, as the communication process generates patterns, models, forms, and many components associated with the communication process (Ningsih & Adani, 2022, p. 42).

Communication has a crucial role in the expression of emotions, thoughts, aspirations, and requirements. In order to facilitate communication, the utilization of a tool is required. Language serves as the primary means of communication (Jordan & Powell, 1995). The interconnectedness of communication and language implies that they are inherently intertwined and cannot be disentangled from one another. Language is an essential tool for facilitating communication, encompassing both verbal and non-verbal forms of expression. Verbal communication and non-verbal communication are recognized as two fundamental components of human interaction (Borg, 2009).

Verbal communication refers to the utilization of spoken language as a means to transmit messages, whereas nonverbal communication involves the transmission of messages through facial expressions, physical contact, personal space, gestures, vocal intonation, and similar means (Bambaeeroo & Shokrpour, 2017; Wicaksono et al., 2021). Nonverbal communication is frequently employed as a means to convey and express various affective states and emotional experiences. If a spoken communication lacks sufficient power, nonverbal cues are seen as complementary reinforcements (Safira et al., 2020, p. 493).

Parents are the familial unit comprised of the father and mother, and it is established through the lawful union of marriage, which is capable of forming a family. It is the duty of parents to educate, guide, and support their children as they progress through the developmental stages that will prepare them for life in society. The aforementioned depiction of a parent and a family cannot be dissociated, as the parent is an integral component of a large family, the majority of which has been supplanted by the primary family unit comprising the father, mother, and children (Sunarni & Rosita, 2018, p. 321).

Children are individuals in the early stages of human development, characterized by their inherent capacity for growth and maturation (Masten & Barnes, 2018; Inderwati et al., 2022; Winnicott, 2018). Children possess distinct attributes that distinguish them from adults. They exhibit high levels of energy, are constantly in motion, display enthusiasm, and demonstrate a keen sense of curiosity towards their surroundings. This curiosity itself in their need to observe, listen, and touch, as if they are encountering and acquiring knowledge for the first time. Children exhibit ego-centrism, possess innate curiosity, demonstrate sociability, have distinctive characteristics, engage in imaginative

thinking, have limited attention spans, and are situated in a critical developmental phase conducive to learning. The education of children can be conducted through formal, non formal, and informal methods. The acquisition of formal education for children can be facilitated by many educational institutions, including preschool, kindergarten, elementary school, senior high school, and institutions of higher education. Informal education, which refers to education that is not structured by formal institutions, can be obtained through many means such as early childhood education (PAUD), informal religious education (TPA), community learning centers (KB), and similar avenues, extending all the way to higher education. Finally, individuals obtain informal education starting from the prenatal stage, while still in their mothers' womb, and continue to gain knowledge and skills from their surrounding environment (Hasanah & Deiniatur, 2018, p. 51).

According to Mulyani (2018, p. 186), The process of forming a children's character is formed from habits, habits are formed from behavior, behavior is formed from speech, and speech is formed from thought patterns. In forming a child's character, there are also several aspects that need to be considered. Therefore, children's character education must include the following. The first is how to introduce God to children, which means providing concrete things, because children do not yet understand what reward, punishment, heaven and hell are. So by introducing it by telling about God's creation, for example the sky, earth, mountains, trees and sea are all God's creation. Then introduce it by example, namely parents give an example of always praying 5 times a day, giving alms and reciting the Koran. Children will be able to follow the example of what parents have set, so this method also illustrates how parents introduce God. Second, how to teach politeness to children, politeness comes from a sincere heart and when politeness becomes a habit, it will be able to be internalized in everyday life. Teach good manners not by forcing or threatening, teach how to greet other people, speak well and politely to friends, or older people. how to ask and borrow well, providing good motivation. Third, how to accustom children to discipline, start from small and simple things to be disciplined, then give children an understanding with a simple explanation of why they need to be disciplined. Fourth, how to teach honesty to children, provide an understanding of what is honesty, When a child makes a mistake, they must continue to tell the truth and provide good motivation and give advice about the contents of honesty.

2. Methodology

This research used descriptive approach qualitative method. According to Sukmadinata (2011, p. 73), descriptive approach qualitative method is employed to provide a description of pre-existing events, encompassing both natural occurrences and emphasizing attributes, qualities, and connections among various activities. This research was conducted on October 9th until 23th 2023 at Bukit Mega Harmony Residence, Moncongloe Sub-District, Maros Regency. The sample of this research was 6 parents of six children who had children aged 5 to 11 years. The primary of data included observations, interviews, and documentation and the secondary of data in this case documents are used to support primary data. The procedure of collecting of data, the first is interview method. Interview method is a conversation with a specific purpose. This conversation is carried out by two parties, namely the interviewer, who asks questions, and the interviewee, who provides answers to those questions (Maleong, 2013). In this research, interview method were given to parents about how the childrens' character and parents communication patterns were used to shape the childrens' character. Everything was done with the aim of obtaining data and information. The second is observation method. Observation method is a complex process composed of various biological and psychological processes. Two of the important ones are the processes of observation and memory (Sugiyono, 2014). In this study, the object of observation method was the parents who had been interviewed. Have these parents provided good communication patterns or just an explanation when interviewed? The purpose of this observation is to strengthen or check data that is less convincing by directly observing it in the field to obtain actual data. The third is documentation method. Documentation method is a method used to record real information in the form of written documents, notes, and reports that is relevant to the research objectives (Sugiyono, 2014). This method is used as a complement to other methods and is expected to be broader and truly accountable for its truth. In this method, the author wants to obtain data about parents communication patterns that shape children's character building. The data analysis technique used in this research is a qualitative data analysis technique, namely efforts made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, and finding what is important and what to learn. and decide what to tell others (Maleong, 2013). There are various ways to analyze data, but in general, the steps are as follows the first is data reduction, namely choosing the main things that are in accordance with the focus of our research. Then look for the theme. Data that has been reduced provides a sharper picture of the results of observations and makes it easier for researchers to search for them if needed at any time. The second is data display is presenting data in the form of a matrix, network, chart, graph, and so on. By doing this, researchers can control the data and avoid

drowning in it. The third is Decision-making and verification: from the data obtained, try to make a decision. At first, the conclusion was vague, but over time, it became clearer as the data obtained became more and more supportive (Sugiyono, 2014). Based on these steps, after the data has been collected, sorted, and presented both from the results of interviews, observations, and documentation, the next step is to draw conclusions using the inductive method, namely drawing conclusions from specific things leading to specific things. In general, data on parents communication patterns in shaping children's character building resulting from interviews and observations of several respondents can be generalized, and then the author draws conclusions into a new discovery, which is the final result of this research.

3. Result and Discussion

3.1. Children's Character at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency

The author sees that most of the children's characters at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency have bad attitudes, habits, morals and personalities, for example stubbornness, indifference, resistance, lack of religious knowledge. This character is caused by the communication factor of parents who do not understand how to communicate properly, then also the factor of parents who are busy working so they lack attention to the child's social interactions outside. This is in accordance with the results of the interview with Mrs. Y as follows:

Data 1

"If my child has a wish, he must obey it, otherwise my child will get angry and cry, because from a young age, whatever his wishes must be fulfilled, so that he feels happy, so I always obey him so he stops crying."

The same thing that was found by Mrs. A was as follows:

Data 2

"My child finds it very difficult to give advice or receive input, for example when my child wants to go out to play with his friends but when I forbid him to go out he gets angry and cries, because he feels unloved and often my child goes away. play secretly and don't give me permission."

The results of the interview were strengthened by observations made. The author says, it is true that the child's character is a child who finds it difficult to accept input given by his parents, the things he does feel right and make him happy and make him not need input from other people. The author also finds a child character who has an indifferent character. This is in accordance with the results of the interview with Mrs. S who gave the following explanation:

Data 3

"My child is more fun playing with his cellphone, so when I want to invite him to play to divert him from playing with his cellphone continuously, my child doesn't care and is instead indifferent and engrossed in the games on his cellphone, which makes me angry and emotional when My child doesn't listen to my invitation."

This was also explained by Mrs. D who provided an explanation as follows:

Data 4

"When I communicate with my child to ask for help, my child is often indifferent and doesn't want to help. My child is just always busy playing, so I use a high intonation so that the child doesn't care about what I tell him."

The results of the interview are strengthened by observations made by the author, that the character of the children there is often indifferent and preoccupied with their daily lives, playing, then playing with cellphones so that parents like to get angry and emotional towards their children, but instead the children more indifferent it is when the parents are angry the child feels absorbed in the world he is in now so he doesn't feel that what he did was wrong.

The author also finds a child character who likes to fight. A child's rebellious character occurs when the child makes a mistake, the parents just keep quiet when the child doesn't want to listen to advice from the parents. Every time his parents give him advice or forbid him to leave the house, he immediately denies what his parents say. This is in accordance with the results of the interview with Mrs. W as follows:

Data 5

"If I tell my child not to play or tell me to rest always didn't want to listen, until he left quietly Without my knowledge, if I was angry I would have been using action and my child is increasingly difficult to advise."

This matter was also mentioned by a parent named Mrs. U as follows:

Data 6

"I often get angry with my child, because when I'm told he always answers, like when he's busy with his gadgets I always limit him, but when he's engrossed in games he always answers later, ma'am, if I force him he always gets angry back at me. "

The results of the interview are strengthened by observations made by the author, that the character of children who like to fight their parents often occurs, such as when a child is having fun playing, the parents tell him to go home, but the child doesn't want to and is busy playing.

Based on the explanation above, regarding the child's character, the author can concluded that the character of the children at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency was very good various, such as stubbornness, indifference, resistantance.

3.2. Parents Communication Patterns at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency

The communication patterns of parents to children at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency are very diverse such as some use harsh language (action), firm language, and gentle language. Then the results of research on parental communication patterns in shaping children's character will be described. Based on the results of research conducted by the author, the communication patterns of parents at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency use communication patterns that contain strong messages, for example using harsh language with loud voices, shouting, or light hands. This is in accordance with an interview conducted by the author with Mrs. Y:

Data 7

"I communicated with my child all the time, when my child If I make a mistake, I advise him well, but if the child doesn't listen to my advice then I get emotional and I use harsh language or actions, for example by speaking in a high tone and hitting."

The same thing was also mentioned by Mrs. A said the following:

Data 8

"When I communicate with my child, my child often doesn't listen to what I say, instead he is engrossed in his gadget, so I use harsh language and actions, for example: shouting at him and taking his gadget."

Based on the results of the interview with the resource person above, it can be seen that the communication patterns used by parents when talking to their children often use a high tone of voice while their actions often pinch or hit, this often happens because it causes the parents' emotions to be uncontrolled when they are talking advise children.

The author found parents' communication patterns that used firm language, for example when giving advice to their children, parents used clear tone of emphasis or intonation. The results of the interview with Mrs. S are as follows:

Data 9

"When I talk to my child, the way I advise my child when my child make a mistake, I direct it in clear language, so that my child understands that he made a mistake."

The same thing was also conveyed by Mrs. D as follows:

Data 10

"When communicating with my child I often use direct language seems to provide an

understanding of what is good to do and what is not good to do."

Based on the results of the interviews with the sources above, it can be seen that the communication patterns used by parents also use communication patterns such as firm language so that children understand what their parents are saying, such as when they do the wrong thing, parents immediately wait so they don't repeat the same mistake.

The author found that parents' communication patterns use gentle language, such as when they are parents talk to children who don't get angry or emotional easily. As the results of an interview with Mrs. W are as follows:

Data 11

"When I communicate with my child, I always used to gentle tone, so that the my child doesn't feel afraid."

This matter was also mentioned by a parent named Mrs. U as follows:

Data 12

"I used to communicating with my child used tone who is gentle, because for me communication is gentle that would be better and bring my child closer to their parents."

Based on the results of the interview with the resource person above, it can be seen that parents' communication patterns use gentle language so that it is easier for children to understand what their parents are talking about and not make mistakes that children should not make.

Based on the explanation above that has been explained, regarding parents' communication patterns, the author concluded that parents' communication patterns at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency tend to used communication patterns with harsh language which always emphasizes uncontrolled emotions and anger, which results in parents' communication patterns towards children. very unfavorable (bad) impact. So that children will get used to rude language or actions, just like when children are advised that they are busy with their own handphone.

3.3. Children's Character at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency

The author sees that the child characters at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency have attitudes such as being stubbornness, indifference, and resistance towards their parents. The first child's character, namely stubbornness, it means that when a child is given advice by his parents, it is difficult for the child to accept it well because it always prioritizes the emotions that the child feels so that the child does not need advice from his parents and tends to feel that he has not done anything wrong and he feels that he is always right. The second child character, namely indifference. It means that the character of a child who is indifferent, ignorant and acts as he pleases, not caring about emotional, social or physical aspects of life. This indifferent nature can also be a reflection of a person's lack of interest in things that are considered unimportant. This indifferent character tends to come from parents who also do the same thing, for example, they don't pay attention to who they are playing with, so the indifferent character is embedded in what they do right and feels that they are engrossed in their life and don't think about their surroundings. The last character of children is resistance, it means that they like to fight their parents, which means that when the child is busy playing, the parents tell him to go home, but the child doesn't want to and is busy playing. the attitude of children who like to oppose what their parents say, always feeling that the actions they take are right. Because all of this has become a habit and is embedded in the child, which makes the child act indifferent towards other people.

According to Ridwan (2006), children's character is formed through good example in behavior and guiding children to behave according to the example shown, getting children used to doing good actions, inviting children to follow good things, then encouraging them to do good, telling stories and taking wisdom from a story, this method is suitable for young children because small children like to listen to stories. Parents or teachers can tell about the stories of the prophets or tables with the help of story books.

It can be concluded that the child's character here is stubborn, indifferent, resistant. What makes a child have good character is how parents instill patience, don't get emotional easily, always guide them with religion, then bad character is being impatient and easily emotional when the child doesn't listen to their orders, never giving direct examples about religion but only giving orders. children to pray and recite the Qur'an.

3.4. Parents Communication Patterns at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency

Communication patterns between parents and children in shaping the character of children at Bukit Mega Harmoni Residence, Moncongloe Sub-District, Maros Regency were very diverse, included some who use high tone of voice (actions), are firm, and are gentle. The first pattern of communication between parents and children is using harsh language (actions), which means that when a child does not listen or obey the advice of his parents, parents apply a communication pattern with a high tone of voice, while the action taken towards their children is by pinching or hit. This often happens because it causes parents to not control their emotions when advising their children. The second pattern of communication between parents and children is to give a firm attitude towards children, which means using language that is easy for children to understand, for example, when a children makes a mistake, parents should reprimand their children so that they do not make the same mistake, the goal is for the children to understand what is being said. by his parents. The final pattern of communication between parents and children is to be gentle towards the child, which means that when a children has a problem, the parent should not get angry or emotional-easily, on the contrary, use gentle language so that the child feels comfortable and close to his parents when expressing something or telling a story.

According to Djamarah (2004), In everyday life we will not be separated from activities communication, in fact almost every time is spent communicating with other people. The forms of communication activities that are often found are in the nuclear family, which includes father, mother, older brothers and sisters, of course there are various differences in communication patterns. Communication patterns can be understood as patterns of relationships between two or more people in sending and receiving messages in the right way so that the message in question can be understood.

It can be concluded that the communication patterns of parents and children must be always intertwined to get the character that parents expect. Parents should not use harsh words or carry out physical actions such as pinching or hitting when educating their children because this will form a bad character in the children so that the children will accustomed to harsh language or actions, as is the case when The children was advised that he was busy with his own mobile phone.

4. Conclusion

Based on the results mentioned above and subsequent discussion presented in previous chapters, the author has reached the conclusion that the parents communication patterns on the children's character building at Bukit Mega Harmony Residence, Moncongloe Sub-District, Maros Regency encompass a range of character traits exhibited by children. These features included stubbornness, indifference, and resistance. The communication patterns exhibited by parents tend to be characterized by a greater prevalence of action-oriented communication patterns and the use of high-tone communication patterns. The communication pattern employed in situations where a child does not listen involves immediate physical actions such as biting, hitting, and using a sharp gaze by the parents. Additionally, a high tone of voice is often utilized, characterized by the parents' tendency to employ high intonation. In many instances, parents exhibit vocal expressions of frustration or anger while engaging in communication with their children. However, there exists a subset of parents that employ alternative communication strategies, such as leading by example or offering guidance. The communication pattern of exemplification or counsel-giving has resemblance to the communication pattern employed by parents who utilize assertive language. For instance, when children commits an error, parents provide constructive advise or elucidation, however conveying the implicit message that the child's actions were unfavorable. To avoid instilling fear in children during communication, it is advisable for parents to refrain from repetition. Instead, parents should strive to provide guidance in a manner that is comprehensible and accessible to the kid, so promoting a stronger bond between parents and children. In order to foster a sense of love and emotional support among youngsters, it is important to establish a consistent pattern of communication that employs soft and nurturing approaches while providing guidance.

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