

## The Effect of The Effectiveness of Parent Interpersonal Communication on Children's External Self-Concept During The Covid-19 Pandemic at SMA Pangudi Luhur II Servasius - Bekasi

Sibilina Angelia Diadema<sup>a</sup>, Maria Francisca Lies Ambarwati<sup>b</sup>

<sup>a</sup> STIKS Taranita, Jakarta Indonesia  
angeliadiadema23@gmail.com

<sup>b</sup> STIKS Taranita, Jakarta Indonesia  
maria.ambarwati@starki.id

---

### ABSTRACT

**Objective** – Interpersonal communication in human life influences many things, one of which is self-concept. A teenager still needs assistance from his parents in forming his self-concept so that his social environment and future can be guaranteed. This study aims to analyze the effectiveness of parental interpersonal communication on children's external self-concept during the COVID-19 pandemic at Pangudi Luhur II Servasius High School.

**Methodology** – This research was conducted from September 2020 – January 2021. A quantitative method with a sample of 261 people out of a total population of 558 people was used.

**Findings** – Using the theory of the effectiveness of interpersonal communication, the theory of family communication patterns, and the theory of external self-concept, the result shows a positive relationship between the effectiveness of parental communication and the child's external self-concept. The effectiveness of parental interpersonal communication affects the external self-concept by 9.2%.

**Novelty** – This study examined the effectiveness of parental interpersonal communication on children's external self-concept during the COVID-19 pandemic.

**Keywords:** Interpersonal Communication, Family Communication Patterns, Effectiveness of Communication, External Self-Concept.

**JEL Classification:** I21

**Article Info:** Received 28 April 2022, Revised 03 August 2022, Accepted 06 August 2022

**Article Correspondence:** angeliadiadema23@gmail.com

**Recommended Citation:** Diadema, S.A. & Ambarwati, M.F.L. (2022). The Effect of The Effectiveness of Parent Interpersonal Communication on Children's External Self-Concept During The Covid-19 Pandemic at SMA Pangudi Luhur II Servasius - Bekasi. *Journal of Multidisciplinary Issues* 2(1), 37 – 48.

---

## I. INTRODUCTION

Communication is one of the important aspects, and basic activities carried out by humans to fulfill their needs as social beings. Humans always desire to make contact or relationships with other humans; therefore, there will also be a communication process in a place where humans are. The communication process can occur in the family, living, work, market, and even wherever humans are. Humans use communication to exchange ideas, convey information, and socialize with other humans directly or indirectly.

Interpersonal communication is most often done by humans and is the most effective for changing behavior or views (Anditha Sari, 2017). According to Agus M. Hardjana, interpersonal communication is communication carried out by humans between two, or several people face to face as a communicator and communicant. Messages conveyed and responses given occurred spontaneously, directly, and immediately (Anditha Sari, 2017). Humans can do interpersonal communicate with anyone, especially in family life and life in society.

Interpersonal communication in the family can occur between parents and children or between children. Communication within the family is an important activity carried out by family members to deepen the relationship between parents and children or between children. According to Baharuddin, communication that occurs in the family aims to provide warmth, comfort, attention, guidance, affection, and provide examples of good behavior to children by providing moral values and good character (Baharuddin, 2019).

Interpersonal communication created by parents in the family will influence the formation of the child's self-concept. If communication is well established and effective in the family, it will positively influence the formation of the child's self-concept. Vice versa, if communication is not established effectively, it will negatively influence the formation of self-concept. This statement is corroborated by the results of research from Fithria, which shows that a practical communication attitude from parents by providing opportunities to express themselves and respecting opinions can make teenagers feel accepted and valued so that it helps teenagers to create a positive self-concept, on the contrary, if there is no effective communication, then adolescents tend to have a negative self-concept. The self-concept that is owned will help teenagers to get through the teenage stage well so that they have provisions for a promising future (Fithria, 2017).

Self-concept is a person's assessment of himself and is not an innate factor from birth but is built and shaped based on life experiences that can influence future behavior. During adolescence, there will be many conflicts in the process of creating a self-concept (Widiarti, 2017). If teenagers are not given good guidance and understanding, it will be possible for a teenager to become a person who is rebellious and does not have a good self-concept. Adolescents are individuals who still need assistance from their closest people, especially their families. According to Perry & Potter, the most common conflict is a teenager's lack of self-acceptance of his body shape, which causes a lousy assessment of himself so that it can affect his life in society (Fithria, 2017).

The COVID-19 pandemic has given parents and children more time at home, which was previously rarely done. If seen from the positive side, the COVID-19 pandemic has given time for families to get to know each other, but on the negative side, it can increase boredom which might be the beginning of friction problems (Kuswanti et al., 2020).

Being in the same place with more time does not guarantee that parents and children have a good communication relationship. This is reinforced by research by Rakhmat, who said that being in the same place too often will actually cause boredom because it will lead to infrequent interactions and no activities that can be done together. That way, it will hinder the development of the child's personality and can cause divisions in the family (Permatasari et al., 2020).

If communication in the family is not established effectively, it will easily cause teenagers to fall into a negative environment around them. According to Sakti, adolescents are vulnerable to deviant behavior, but this can be avoided if family functions run well and positively (Sakti, Neila Sulung, 2020). A brawl is a form of deviant behavior that is also a deviation from self-concept. Reporting from wartakotalive.com published on September 29, 2020, brawls in Bekasi City are increasing; almost every week, there are cases of student brawls. The Head of Criminal Investigation at the Bekasi Metro Police, AKBP Heri Purnomo, stated that the number of brawls tends to increase, especially during the coronavirus pandemic. The brawl case that occurred at night caught Heri Purnomo's attention. According to him, parents are not paying attention to their children when night falls, and teenagers are still wandering outside the house. The police advise parents to have good relationships with children by always paying attention and knowing the activities that children will carry out so that there are no more brawls (Baskoro, 2020).

During the COVID-19 pandemic, when children study from home, the supervision of the school is reduced so that the school can only hope for parental supervision, both academically in the field of education and relationships. Therefore, the role of parents today is very much needed in supervising their children in the learning process and when they play.

During the COVID-19 pandemic, although there is more time to meet than usual, communication and interaction in the family are reduced because children and parents are busy. As a result of the lack of time

to communicate, parents also cannot always supervise their children, especially during this COVID-19 period.

Based on the explanations and phenomena discussed above, researchers are interested in studying more deeply and want to understand whether interpersonal communication between parents and children affects the child's external self-concept during the COVID-19 pandemic. This research is a case study of teenagers currently undergoing education at Pangudi Luhur II Servasius High School for the 2020-2021 academic year.

## II. LITERATURE REVIEW

### A. Family Communication Patterns Theory

Family Communication Patterns Theory was discovered by Mary Anne Fitzpatrick and colleagues and developed back in 2004. Family Communication Pattern Theory is a development of family communication theory which explains that communication that occurs in a family will affect many factors, namely processes in the family and the impact on children. Processes in the family can be in the form of relationships that occur within the family, conflict, acceptance, affection, activities carried out by the family, and understanding between family members. In addition, the impact on children can be in the form of understanding communication, conflicts with friends or partners, resilience, mental health, and physical effects on children (Littlejohn, Karen A. Foss, 2011).

According to Fitzpatrick, the assumption in the family communication patterns theory is that the primary function of family communication is to create social reality together or between family members. According to Fitzpatrick, the reality is created together in the family through two communication behaviors, namely:

1. Conversation orientation

Conversation orientation refers to communication in the family that is often done and is not limited by rules between parents and children. All members in conversation orientation are encouraged to participate in their interactions with one another. The purpose of the conversation orientation is to find the meaning of symbols and objects in the social environment. The relationship that occurs in conversational orientation behavior is indicated by a warm and mutually supportive relationship characterized by mutual support, respect, and attention between family members.

2. Compliance orientation

Obedience orientation differs from conversation orientation in that it refers to more limited communication between parent and child. Family members with a compliance orientation tend to be individualistic and do everything themselves without any communication. The relationship that occurs in the family with obedience-oriented behavior is more authoritarian and pays less attention to the thoughts and feelings of children (Littlejohn, Karen A. Foss, 2011).

### B. Interpersonal Communication

Joseph A. Devito, in his work *The Interpersonal Communication Book*, suggests that interpersonal communication can be divided into two parts: dyadic and development.

1. dyadic relationship.

The first part is interpersonal communication when viewed from the definition based on dyadic relationships. The dyadic relationship in interpersonal communication is defined as a type of communication between parties with a clear and close relationship. Examples of interpersonal communication in the sense of dyadic are children with parents, salespeople with customers, and the interview process that involves people who are open to each other to ask and answer.

## 2. Development (development).

The second part is communication which is defined based on a communication relationship. In that sense, interpersonal communication is intended as an ideal communication form for developing relationships other than interpersonal communication (Handayani, 2016).

According to Joseph DeVito in Suranto (2011), effective communication can be seen and proven by specific behaviors focused on the communication process through openness, empathy, support, equality, and a positive attitude (Suranto, 2011). The message in communication given by the communicator will reach the communicant when the communication process runs effectively. The effectiveness of the message should always be in the family communication relationship so that the message or information has the same meaning between the parties involved. The factors that support the effectiveness of communication, according to Suranto, are:

### 1. The factor of the communicator

As a communicator who is the source of the message, the individual must have several criteria to create effective communication, including credibility, attractiveness, intellectual ability, integrity, trustworthiness, social sensitivity, emotional maturity level, oriented to the psychological condition of the communicant, and having an outgoing attitude, friendly, and firm.

### 2. The factor of the communicant

The communicant as the message recipient also contributes to communication's effectiveness. The criteria that the communicant must possess are skills in understanding messages, having extensive knowledge, understanding the other person, and being friendly, sociable, sociable, and friendly with communicators.

### 3. Factor of message

In addition to communicators and communicants, the message conveyed must also have several criteria for effective communication. The criteria in the message are that the message must be designed in such a way as to be attractive, both parties can understand the symbols used, the message is conveyed clearly, the message is not ambiguous, the information provided is practical, and the message is included with concrete data (Suranto, 2011).

## **C. Self-concept**

The self-concept possessed by children is very influential in social life. In the book *Psychology of Communication*, two factors influence a child's self-concept, including:

### 1. Other people factor

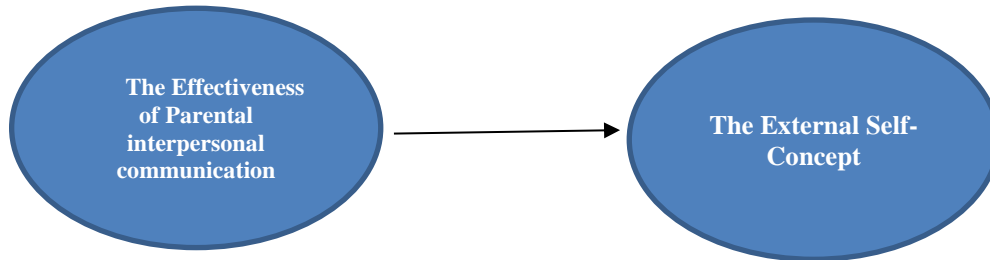
According to Richard Dewey and W.J Humber in Rakhmat (2016), our self-concept will be affected by the closest people who have emotional ties to us, namely family, relatives, and people who live in the same house. Smiles, compliments, appreciation, and hugs from those closest to us will cause us to have a positive self-concept. However, if they ridicule, ridicule, and rebuke us, we will view ourselves negatively (Rachmat, 2016).

### 2. Reference group factor

In social life, we will live and have an organization together with other people. The organizations we follow can bind us emotionally and influence the formation of our self-concept. The norms contained in our reference group will be used as guidelines for behavior in everyday life and our perception of ourselves (Rachmat, 2016).

The framework of thinking in this study only focuses on the theories used. Effectiveness of Interpersonal Communication, the independent variable (Variable X), has dimensions, namely openness, positive attitude, equality, empathy, and supportive attitude, based on theory (Suranto, 2011). In addition,

the External Self-Concept is also a variable in this study, namely the dependent variable (Variable Y). The dimensions in the Y variable are physical self, ethical-moral self, family self, personal self, and social self (Sitompul, 2015).



Picture 1 Research Framework

Based on the framework of thinking that the researcher described, this study aims to test some temporary conjectures commonly referred to as hypotheses. The hypotheses in this study include:

H0: There is no effect of the effectiveness of parental interpersonal communication on the external self-concept of high school students during the COVID-19 pandemic.

Ha: There is an effect of the effectiveness of parental interpersonal communication on the external self-concept of high school students during the COVID-19 pandemic.

### III. METHODOLOGY

The type of research that will be used in this research is quantitative research methods. This study has two variables, namely:

Variable X or independent variable, namely the effectiveness of interpersonal communication.

Variable Y or the dependent variable, namely the external self-concept.

In this study, the data used and the data processed by the researcher were primary data. The primary data in this study came from respondents who filled out a questionnaire and then analyzed it by the researcher.

In this study, the researcher will use the Simple Random Sampling Technique. This study's population was all SMA Pangudi Luhur II Servatius students for the academic year 2020-2021, totaling 558 people. The sample determination used the Slovin formula with an error rate of 5%. Here is Slovin's formula:

$$n = \frac{N}{1 + N(e)^2}$$

With description:

n = Sample size

N = Population size

e = Error tolerance limit (error tolerance)

Using the Slovin formula, the number of samples in the study was 261 people.

Data collection techniques in this study used a questionnaire that will be distributed online via google form to respondents.

#### **IV. RESULTS AND DISCUSSION**

This research was conducted by distributing surveys to respondents using questionnaires. The distribution of questionnaires was given to respondents through a google form prepared by the previous researcher. Researchers distributed online questionnaires to respondents. Respondent data obtained from the results of distributing questionnaires are 261 people who have been determined using calculations with the Slovin formula. Based on the data, the 261 students of SMA Pangudi Luhur II Servasius who were sampled in the study had diversity in terms of age, gender, and grade level. A total of 135 questionnaires in the study were filled out by male respondents, while female respondents filled out as many as 126 questionnaires. Therefore, filling out the questionnaire was dominated by respondents who were male. In the family communication process, every parent has a way of communicating with each of their children. Good parents will know how to communicate with boys and girls. Parents who understand and have good relationships with their children can provide more control over something that is considered to be able to hinder the development of their child's self-concept.

In addition to gender, age is also a differentiator between respondents. Based on the data, five respondents who filled out the questionnaire were 14 years old, 80 respondents were 15 years old, 120 respondents were 16 years old, 51 respondents were 17 years old, and five respondents were 18 years old. So, according to the data, it can be concluded that the highest percentage of the number is in respondents aged 16 years. Age differences in communication will also affect how individuals communicate with other individuals.

Description of the variables carried out in this study using descriptive analysis. The descriptive analysis described a summary of research data based on valid questions used in testing by researchers and explained in tabular form along with narratives to explain more deeply. Descriptive Analysis Calculation in this study using SPSS 22 for Windows.

Table 1 Results of Descriptive Analysis

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
KonsepDiri(Y)	261	29	48	38.39	4.157
KomAntarpribadi(X)	261	31	50	40.91	4.086
Valid N (listwise)	261				

Table 1 shows the output of the results of the descriptive analysis according to the researcher's preparation using SPSS 22 For Windows from each variable (Variable X) and (Variable Y). Based on the output above, it can be seen that the self-concept variable (Y) with 261 data (N) has an average value of 38.39 with a minimum value of 29 and a maximum value of 48, and a standard deviation of 4.157. The interpersonal communication variable (X) with 261 data (N) has an average value of 40.91 with a minimum value of 31, a maximum value of 50, and a standard deviation of 4.086.

#### **Normality Test**

In this study, the Normality Test used SPSS 22 for Windows to see the value of the Kolmogorov-Smirnov. The data in this study were declared normally distributed if the significance was greater than 0.05. The table below is the result of the normality test.



Table 2 Normality Test Results

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statisti	df	Sig.	Statisti	df	Sig.
KonsepDiri(Y)	.050	261	.200*	.989	261	.044
KomAntarpribadi(X)	.050	261	.200*	.989	261	.041

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output in table 2, it can be seen in the Kolmogorov-Smirnov column, and it can be seen that the significance value for Self-Concept (Variable Y) and Interpersonal Communication (Variable X) is 0.200. Due to the significance for both variables greater than 0.05, it can be concluded that the population of Self-Concept and Interpersonal Communication data is normally distributed.

**Linearity Test**

The linearity test aims to determine whether the variables in the study (Variables X and Y) have a linear relationship or not significantly. A linearity test is a requirement in correlation analysis or linear regression. Tests were carried out on SPSS using the Test For Linearity at a significance level of 0.05. Variable X and Y are said to have a robust linear relationship if the significance (Linearity) is less than 0.05.

Table 3 Linearity Test Results

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
KonsepDiri(Y)	* Between Groups	(Combined) Linearity	602.868	19	31.730	1.966	.011
KomAntarpribadi(X)		Deviation from Linearity	411.889	1	411.889	25.524	.000
			190.979	18	10.610	.657	.851
	Within Groups		3889.048	241	16.137		
	Total		4491.916	260			

The results of the linearity test on both variables can be seen in the ANOVA Table output. It can be seen that the significance value for Linearity is 0.000. Because the significance is less than 0.05, it can be concluded that there is a linear relationship between the variables of Self-Concept and Interpersonal Communication.

**Simple Linear Regression Analysis**

Simple linear regression analysis is a linear relationship between one variable and another (independent variable and dependent variable). The purpose of this analysis is to predict the value of the dependent variable (Y) if the value of the independent variable (X) increases or decreases and to determine whether the direction of the relationship between the independent variable and the dependent variable is positive or negative. Simple Linear Regression analysis was performed using SPSS 22 for Windows in this study.

Table 4 Simple Linear Regression Analysis Results

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	25.787	2.476		10.414	.000
KomAntarpribadi (X)	.308	.060	.303	5.113	.000

a. Dependent Variable: KonsepDiri(Y)

The regression equation is as follows:

$$Y' = a + bX$$

$$Y' = 25,787 + 0,308X$$

The equation means:

- Constant of 25,787; means that if Interpersonal Communication (X) value is 0, then the Self-Concept (Y) value is 25.787.
- The regression coefficient of the Interpersonal Communication variable (X) is 0.308; This means that if interpersonal communication (X) has increased by 1, then the self-concept (Y') will increase by 0.308. The coefficient is positive, meaning there is a positive relationship between interpersonal communication and self-concept; the better the interpersonal communication between parents and children, the better the child's self-concept.

Based on the results of the simple linear regression analysis that has been carried out, it can be concluded that there is a positive relationship between the X variable and the Y variable. In this study, the X variable is the effectiveness of parental interpersonal communication, and the Y variable is the self-concept. If the effectiveness of parental interpersonal communication increases, the child's external self-concept will also increase. From the results of the analysis, it can be concluded that there is a positive influence and relationship between the effectiveness of parental communication and the self-concept of the children of SMA Pangudi Luhur II Servasius. Therefore, if the effectiveness of interpersonal communication between parents and children improves, the child's self-concept will also improve and become positive. This is reinforced by previous research, which states that parents have a great meaning in children's lives, especially in forming self-concept. When a teenager has instilled a good attitude, then a teenager will learn how to interact with other people as well as possible as the formation of a positive self-concept (Baharuddin, 2019).



Based on the results of research that has been carried out and linked to existing literature, parents can reconsider their communication with children, especially during the COVID-19 pandemic. Although it has a negligible effect, the closest people, such as parents, are the closest parties to the child and will influence the child's self-concept and future.

**Determination Analysis (R2)**

Determination analysis is used to determine the percentage contribution of the influence of the independent variable (X) in this case, interpersonal communication simultaneously to the dependent variable (Y) in this case is self-concept. The coefficient will show how significant the percentage of variation of the independent variable used can explain the variation of the dependent variable.

Table 5 Results of Determination Analysis (R2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.303 <sup>a</sup>	.092	.088	3.969

a. Predictors: (Constant), KomAntarpribadi(X)

Based on the output, the number R2 (R Square) is 0.092 or 9.2%. This shows that the percentage of the contribution of the influence of the independent variable (Interpersonal Communication) on the dependent variable (Self-Concept) is 9.2%. Alternatively, the variation of the independent variable used in the model (Interpersonal Communication) can explain 9.2% of the variation in the dependent variable (External Self-Concept). At the same time, the remaining 90.8% is influenced or explained by other factors not discussed in this study.

This study focused more on discussing the self-concept of high school students, namely Pangudi Luhur High School students, and was carried out during the COVID-19 pandemic. In general, a high school student going through his teenage years and just about to grow up is usually more focused on his friends' environment than his parents. High school students tend to care more about what their friends say than their families. In the period for the formation of self-concept, children also prefer to interact with their friends to hang out and make as many friends as possible. This is reinforced by the statement from Conger and Odds that peer groups influence adolescents more than parents' social development. (Hasibuan, 2011). In the current situation, even though they cannot meet their friends at school every day, high school students have many ways to keep in touch with their friends.

**Simple Correlation Analysis**

Simple correlation analysis was used to determine the close relationship between two variables (Variable X and Variable Y) and to determine the direction of the relationship. The results of a simple correlation analysis can be seen in the table below, which uses the same table for the previous determination analysis.

Table 6 Results of Simple Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the
1	.303 <sup>a</sup>	.092	.088	3.969

a. Predictors: (Constant), KomAntarpribadi(X)

Based on the output in table 6, it can be seen the results of a simple correlation analysis. From the results of a simple correlation analysis, the correlation between interpersonal communication and self-concept is 0.303. This shows a low relationship between interpersonal communication and self-concept because it is in the range of 0.20 – 0.399. While the direction of the relationship is positive because the value of r is positive, meaning that the higher the interpersonal communication, the higher the self-concept.

According to Joseph Devito in Suranto (2011), effective communication can be seen from specific behaviors such as openness, empathy, supportive attitude, equality, and positive attitudes (Suranto, 2011). The results of the correlation analysis show that the relationship is low, so it can be interpreted that during the COVID-19 pandemic, there was a lack of openness, empathy, support, equality, and positive attitudes between parents and children. During the COVID-19 pandemic, children have the freedom to access social media, and the intensity to communicate with their friends also becomes freer even though they do not meet; teenagers prefer to spend their free time on other things that their parents may not know about. That way, communication between parents and children also become less effective. Therefore, the effectiveness of parental communication does not significantly influence the formation of self-concept; other factors are supported by other things such as social media, relationships with friends, relationships with teachers and schools, the community environment, and the organizations that follow are not discussed. In this research. The age factor that has grown into adulthood is also one of the influencing factors because high school students can already choose what they want and do not want to do. Although the effectiveness of parental communication is low, parents still have to maintain and ensure that they have a positive relationship with their children.

**Simple Regression Coefficient Test (t-Test)**

A simple Regression Coefficient Test (t-test) is used to determine whether the independent variable (X) has a significant effect on the dependent variable (Y). It is said to be significant, meaning that the effect can be generalized to the population. The following are the steps that must be taken to perform the test:

- a. Determining the hypothesis
  - H0 = There is no effect of the effectiveness of parental interpersonal communication on the child's external self-concept.
  - Ha = There is an effect of the effectiveness of parental interpersonal communication on the child's external self-concept.
- b. Determining the level of significance
  - The significance level uses 0.05. A significance of 0.05 is a standard measure often used in research.
- c. Determine t count

Table 7 Result of t-count

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	5.787	.476			0.414	.000
	KomAntarpribadi (X)	.308	.060	.303		.113	.000

a. Dependent Variable: KonsepDiri(Y)

Based on the output in table 7, it can be seen that the acquisition of the calculated t value in column t is 5.113. Because of the t-count t-table ( $5,113 > 1.969$ ), then  $H_0$  is rejected, meaning that there is a significant influence on the effectiveness of interpersonal communication (Variable X) and self-concept (Variable Y). So, in this case, it can be concluded that the effectiveness of parental interpersonal communication affects the external self-concept of high school children at Pangudi Luhur II Servasius High School.

## V. CONCLUSION

This study provides clear evidence that during the COVID-19 pandemic, parental interpersonal communication effectively affected the external self-concept of Pangudi Luhur II Servasius High School students. Based on the tests carried out in this study, it was found that the t-count value was greater than the t-table, so it can be said that  $H_0$  was rejected. This means that there is a significant effect between the effectiveness of parental interpersonal communication and the external self-concept of Pangudi Luhur II Servasius High School students during the COVID-19 pandemic. Thus, it can be concluded that the purpose of this study was achieved because it answered the formulation of the problem raised in this study, namely to determine the effect of Interpersonal Communication on External Self-Concept.

In this study, the effectiveness of parental interpersonal communication has been discussed. It is recommended that the next researcher discuss interpersonal communication with other subjects, such as interpersonal communication with friends, teachers, or girlfriends on the self-concept of high school students.

## REFERENCES

- Abriyoso, et al, O. (2012). Hubungan Efektivitas Komunikasi Antarpribadi dalam Keluarga dengan Motivasi Belajar Anak di Sekolah. *EJurnal Mahasiswa Universitas Padjadjaran*, 1(1).
- Baharuddin. (2019). Pengaruh Komunikasi Orangtua Terhadap Perilaku Anak Pada Min I Lamno Desa Pante Keutapang Aceh Jaya. *Al-Ijtima'iyah: Media Kajian Pengembangan Masyarakat Islam*, 5(1), 105–123.
- Baskoro, R. (2020). *Tawuran di Kota Bekasi Meningkat saat Pandemi Virus Corona, Hampir Setiap Hari Ada Tawuran Pelajar*. Wartakotalive.Com.
- Caropeboka, R. M. (2017). *Konsep dan Aplikasi Ilmu Komunikasi*.
- Fithria. (2017). Hubungan Komunikasi Keluarga dengan Konsep Diri Remaja. *Idea Nursing Journal*, 2(1).
- Handayani, et al, S. (2019). Hubungan Antara Konsep Diri Dengan Komunikasi Interpersonal Pada Siswa. *Jurnal Inovatif Ilmu Pendidikan*.
- Handayani, M. (2016). Peran Komunikasi Antarpribadi Dalam Keluarga Untuk Menumbuhkan Karakter Anak Usia Dini. *Jurnal Ilmiah VISI PPTK PAUDNI*, 11(1), 57–64.
- Hardani, et al, H. (2020). *Metode Penelitian Kualitatif dan Kuantitatif* (1st ed.).
- Hasibuan, E. J. (2011). Peranan Komunikasi Dalam Keluarga Terhadap Pembentukan Jati Diri Remaja. *Jurnal Ilmu Sosial-Fakultas ISIPOL UMA*, 4(2).

- Karo, K. B. (2018). Pengaruh Intensitas Komunikasi Orangtua Dengan Anak Terhadap Prestasi Belajar Siswa Kelas X SMA Katolik 2 Kabanjahe Tahun Pelajaran 2016/2017. *Jurnal Pengembangan Ilmu Komunikasi Dan Sosial*, 2(2).
- Kuswanti, et al, A. (2020). Manajemen Komunikasi Keluarga Saat Pandemi COVID-19. *Jurnal Sosial Dan Budaya*, 7(8). Liliweri, A. (2015). *Komunikasi Antarpersonal* (1st ed.).
- Littlejohn, Karen A. Foss, S. W. (2011). *Encyclopedia of Communication Theory*. Permatasari, et al, A. N. (2020). Keintiman Komunikasi Keluarga saat Social Distancing Pandemi COVID-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 346–359.
- Priyatno, D. (2010). *Paham Analisa Statistik Data dengan SPSS* (1st ed.).
- Rakhmat, J. (2016). *Psikologi Komunikasi* (27th ed.).
- Sakti, Neila Sulung, G. (2020). Peran Komunikasi dalam Keluarga Terhadap Perilaku Menyimpang Anak dan Remaja. *Jurnal Human Care*, 5(2), 522–538. Sari, Afrina. (2012). Komunikasi Keluarga Dalam Perkembangan Anak. *Jurnal Makna*, 3(1), 1–30.
- Sari, Anditha. (2017). *Komunikasi Antarpribadi* (1st ed.).
- SatgasCovid. (2020). *Apa itu COVID-19?* Covid19.Go.Id.
- Silaban, et al, D. (2015). Komunikasi Antarpribadi Orangtua dalam Pembentukan Konsep Diri Remaja Pada Keluarga di Lingkungan III Kelurahan Bahu. *E- Journal "Acta Diurna,"* 4(3).
- Sitompul, M. (2015). Pengaruh Efektivitas Komunikasi Antarpribadi Pengurus Panti Asuhan Terhadap Pembentukan Konsep Diri Anak-Anak Panti Asuhan Aljamyatul Washliyah Medan. *Jurnal Simbolika*, 1(2).
- Smaplservasius-jkt. (2020). *Visi Misi*. Smaplservasius-Jkt. Suranto. (2011). *Komunikasi Interpersonal* (1st ed.).
- Suryanto. (2017). *Pengantar Ilmu Komunikasi* (2nd ed.).
- Syahrum, Salim, D. (2014). *Metodologi Penelitian Kuantitatif*.
- Widiarti, P. W. (2017). Konsep Diri (Self Concept) dan Komunikasi Interpersonal dalam Pendampingan Pada Siswa SMP Se Kota Yogyakarta. *INFORMASI Kajian Ilmu Komunikasi*, 47(1), 135–14.