CHAPTER 1
INTRODUCTION

Background

Accordingly in order to create harmony in the family, communication between parents and children is of the utmost importance. Experts agree that communication is very strategic in preparing children for their future. A good example of this would be how children from the family communicate with one another or even with multiple individuals. The success of this communication is very dependent on the family. Communication is very dependent on the family; the family is the first place a child will learn and develop in their everyday lives. Children can communicate correctly outside the family environment if the family teaches them through effective interactions. On the other hand, if the family teaches children how to communicate properly and correctly, what is taught will carry over into the wider environment. (Grynch, 2012, as cited in Santrock, 2007).

Communication is not just about words but also about cues from body language, facial expressions, and gestures. Good family relationships are built on good interpersonal communication (Mehrabian,1997). When a family relationship is done right, good interpersonal communication can spawn action and transform ideas into reality. There are several levels of interpersonal communication. The act of verbal communication involves the utterance of a sound. Additionally, verbal communication involves auditory factors such as intonation, which refers to how your voice changes pitch as you speak, it can influence the interpretation of the message. The second level is listening; this level is more focused and intentional and requires more effort and concentration to understand what is being said. The third level is written communication, which is fundamental to family communication since, in family communication, family member often texts each other to let each other know what is going on. *Non-verbal communication* is the fourth level, in which meaning is conveyed without written or spoken words. It can be achieved through facial expressions, gestures, body language, and specific postures.

Communication within a family is different from communication between any other group. The type of communication that occurs in a family is different from that which occurs in other families. Each family has its communication

style (Djamarah, 2004, p. 1). Children and parents have a wide variety of relationships; some parents dominate, some parents are humble and indifferent, and some parents are familiar, open, and friendly with their children. Communication in the family is formed when a reciprocal relationship between the father, mother, and child is established. Communication is expected to be effective because it can result in understanding and pleasure, influence attitudes, and improve relationships and actions. By sharing the same views, parents and children can communicate openly and honestly about the problems children are experiencing. The ability to communicate openly between parents and children is essential in the socialization process and in avoiding conflicts that may arise in adolescents and in the interactions between parents and children. So, that children's problems can be solved through communication between parents and children.

Building and developing effective communication within the family is essential. Several factors determine whether or not information can be effectively communicated within a family, namely (Suranto, 2011:82-84):

1. Clear than information that is constantly changing.

2. Assertiveness: Assertiveness does not mean authoritarian, but it can help convince children or other family members that the communicator truly believes in their values or perspectives.

3. Trust: with trust clarify the sending and receiving of information and expand the communicant's opportunities to achieve his goals. Loss of trust in others will hinder the development of close interpersonal relationships

4. Supportive: To be present, involved, and helpful while still keeping your child's best interests in mind.

Family communication is a daily activity that is usually conducted face-to-face. There are, however, only a few families that meet regularly. Many families in Indonesia are away because some of their members have migrated. Family members may migrate for various reasons, including to pursue a degree. Usually, family members migrate because the study is carried out by members of the family who have just graduated from high school. Therefore, the communication process within the family will be affected by this condition. According to a study conducted by the Indonesian Association of International

Education Consultants, more than 35,000 Indonesian student study abroad annually. When students choose to migrate, which means they must move to a different area to complete their education, they will engage in long-distance family communication with their parents. Communication between parents and overseas students is more accessible than it used to be. There are several social media platforms available that enable students and their parents to communicate efficiently. In addition, various features enable overseas students and their parents to monitor the situation anywhere at any time. There is a general belief that the communication process changes from time to time as children grow into adults.

During the adult phase, children frequently have the freedom to make their own decisions. The decision to continue education elsewhere was one of the personal decisions they made. This phenomenon has given rise to the concept of overseas students. Students migrate to continue their education at their favorite universities and gain more independence. This has resulted in many children being separated physically from their parents. Nevertheless, due to the evolution of incessantly sophisticated information technology, separation is no longer a significant problem in today's society. One of the most noticeable changes is the development of social media via the Internet. According to data from January 2022 global overview, approximately 58,4% of the world's population uses social media, as evidenced by the emergence of applications and communication tools. There are 4,62 billion people worldwide who use social media, the number of social media users has increased by 424 million in the past 12 months, and the average daily time spent on social media is 2 hours and 27 minutes. Various communication media, including Line, Instagram, WhatsApp, Messages, Snapchat, and other communication tools, can be used anytime. As a result, parents and their children can stay in touch through social media. As an example, parents can contact their children at any time by using their cell phones or laptops.

Bimo Dewantoro final year student at the University of Twente in Enschede, Netherlands, told the author that he does not want to burden his parents with his problem. He said his parents only knew that he was studying and was happy while studying abroad; even if he told them about the problem, it was only about his studies. While communication between children and their

parents who are far apart as a result of their long-distance relationship can be maintained using a variety of tools; however, it cannot be denied that children living apart from their parents may not disclose all of their problems to their parents (parents). Students studying abroad may encounter several problems, such as psychological or economic difficulties, as they live apart from their parents. The problem of long-distance communication between children studying abroad and their parents is very interesting to study because children and their parents generally have a close relationship or often communicate face-to-face regularly because they live in the same house. Parents and their children also have emotional closeness to each other and inner closeness, making the communication between children and parents close. The child wishes to communicate with his parents, even if it is to discuss his studies, and the parent wishes to communicate with their child, even if it is to ask how they are. However, children who live abroad and have long-distance relationships with their parents experience different types of communication. As a result, it does not happen as it did when they lived at home, as communication was done solely through online media rather than face-to-face.

Effective communication is essential in family relationships. In family relationships, parents are people children can trust and understand what the children are going through. Children's lack of trust is triggered by their thoughts which lead their parents to worry and burden them, making them unable to concentrate on work. Additionally, this triggers self-disclosure between children and their parents. Self-disclosure refers to the act of revealing personal information about ourselves that others are unlikely to discover in other ways; this information touches upon topics we would not even consider discussing with certain individuals; thus, our feelings and thoughts remain private (Tang et al.,2013). A person will be more receptive to their closest friends and family members. To open up, we need the comfort and confidence of someone we can trust or someone with whom we already have close, similar ties and who shares our values and worldview. According to Prisbell and Anderson, whom Budyatna and Leila mentioned, close relationships are characterized by a high degree of friendship and affection, trust, self-disclosure, and responsibility on both sides (2011: 156). On the other hand, a person may isolate oneself due to persistent

feelings of loneliness, a lack of attention, and the unpredictability of communication.

An Indonesian student studying in Amsterdam is an example of a student living far from their parents, which requires them to leave their families at home to study; they return to Indonesia at least once a year, and some even cannot go home due to the high cost of flights from the Netherlands to Indonesia. They communicate with their parents globally through social media such as Instagram and WhatsApp for SMS and video calls. There are some students who live far apart from their parents who communicate effectively with them, while there are others who do not.; it is only in times of need that they communicate, such as when a child asks their parents for money because they have run out of pocket money or if they require tuition assistance. Otherwise, the children will not bother to contact their parents. However, other factors make students negligent in relating or communicating with their parents, such as joining and being busy with organizational activities and having college assignments on and off campus. Therefore, they have to manage the time and to find the right time to contact their parents; there are also social factors such as traveling or hanging out with friends.

Endri published a blog article in August 2017. He discussed his experience studying abroad; for him, two years of studying in Sweden did not result in depression, but the factors that caused depression were all external to academic life in Sweden. The first factor is a cultural clash; when students start to adapt, they can begin to feel incompatible with new situations as time goes on. The Swedish people do not like talking to foreigners, so that it can be very lonely there. Introducing oneself to one's neighbor is considered strange in Sweden. Classmates are merely friends while they are together on campus, but once study hours have ended, everyone returns to their homes, and there is no more interaction. It was a quiet night in Sweden, too, unlike in Asia. Most people are home by 7 o'clock and not hanging out at the mall, but some are at the bar. There is no difference on Sunday. The frequency of bus schedules is even less frequent. When you use a scholarship, you may have to save money by cooking daily (Endri, Liquidkermit.net, 2016).

Even though every country has its own culture, there is always one that Indonesians cannot adapt to. This mismatch can make you homesick or even

depressed. Many things are no longer possible to do in Indonesia. It is so convenient in Indonesia that it is difficult to do things abroad.

Second factor is the education system, Endri said going to a top university requires hard work. Well-known universities have high expectations for their students. In addition, the education system is very different from Indonesia. Unlike Indonesia, studying abroad does not involve a lot of lectures or classes. There is more discussion and independent work. Students really have to be independent. Lecturers won't tell what books to read. Students have freedom when studying abroad in Sweden. However, it is precisely this freedom that often makes Indonesian students stressed because, in Indonesia, studying is mostly about listening to lecturers and taking notes. Here students speak, discuss, and debate; just attending the class is not enough. There are hundreds of hours spent in libraries and flats trying to pass a course. Most of the assignments are essays. Endri said he had difficulty writing essays, as it is rare to do so in Indonesia. In the end, this difference in the education system often leads to depression among international students.

The third factor is the winter depression; the winter season in Sweden is not only filled with snow but also with darkness. The sun rises at 10 am and sets around 3 pm. Most days are cloudy, with no sun. This is not what foreign graduates say to prospective students and is not what they imagine. It is not what foreign graduates tell prospective students, and it is not what they envision. The winter season can affect mental health in countries in the northern and southern hemispheres. The effect will make students feel weak, want to skip college, moody, and lack of passion.

The fourth Factor is losing someone; It can be devastating to lose something or someone (breakup, a family member dies, leaving family behind) while studying abroad. Due to the distance and being away from those you love while carrying a heavy academic load. Coming home is not that easy. Spend dozens to tens of hours traveling with expensive tickets. Despite the fact that there is a video call, it is still not sufficient.

The benefits of studying abroad are undoubtedly numerous. Studying abroad can provide you with a number of benefits. According to Dee Roach, group manager and European marketing for Navitas Education Group, studying abroad offers an immersive international experience like no other. According to

a survey by the University of California on studying abroad, 97% of students found employment within 12 months of graduation, compared with 49% of college graduates. In addition, almost 90% of study abroad alums who applied got into their first or second choice of grad school, and 84% of study abroad alumni reported that their studies abroad helped them develop valuable skills for the workplace. In addition, the Institute for International Education of Students (IES) surveyed how studying abroad impacts students' professional, academic, and personal lives. Here are some interesting results:

1.   Students who were surveyed indicated that studying abroad served as a catalyst for maturity, 96% reported an increase in self-confidence, and 95% said it had a lasting effect on their worldview.

2.   The majority of respondents are still in touch with U.S. friends they met abroad and often see them during summer traveling.

Sarah Han, the head of the Department of International Cooperation at the Korean Council for University Education, says that the benefits students can find in studying abroad include understanding other people's cultures and thinking positively about the diversity of each country, and this will minimize conflict. Apart from that, it will also be easier for us to collaborate with many international relations. Therefore, when we get the opportunity to study in another country, we automatically have to get used to following the rules and customs of the local area—the second benefits is a different learning system. The learning system in developed countries has been tested well and has good quality. In learning this different and more advanced learning system, we can later adapt to Indonesia's education system, so our education system will also be more advanced. Third, establishing good relations with international students. Making friends with many people from various countries is an opportunity to make good friends cross-culturally. This is especially important when living in a foreign country for the first time. When you have a good group of new friends, you will quickly become accustomed to the surrounding environment and can quickly adapt to it. Fourth, more open-minded; studying abroad will make you learn a lot about understanding each person's differences. Fifth, learn a lot of new things. Studying and living abroad will prepare you to cope with a wide variety of situations and conditions, which will hone your ability to learn new

things and solve problems at all scales, from the smallest to the largest. Sixth, living independently, alone, and away from family will make us more independent and tough. You will learn and get used to taking care of all your life needs from eating, cleaning and others. All of this will make you much more independent and not dependent on other people. People who have been able to live independently will usually be easier to adapt to complete all the tasks that are their responsibility on time and with satisfactory results. It is evident that this will positively impact any field of work. As a result, there is a gap or problem in what Indonesian students studying abroad should be able to obtain and experience.

In addition to four Indonesian students studying in Australia, Sanderson Onie admitted that he also experienced difficulties as an international student. The international student problems include pressure to succeed and cultural, financial, and language barriers preventing international students from seeking assistance. Sanderson Onie has stated that he can feel quite miserable within a month of meeting his friends. "This can happen at any time, including when he encounters his friends, and he may be full of laughter, but then he may feel a bad feeling for no apparent reason," Sanderson, a Ph.D. student at UNSW in Sydney, explained. While sitting in a church one day, he suddenly said, "I wish to end my life." Sanderson feels his negative thoughts have worsened since he moved to Australia to study in 2015. Sanderson finally got the help he needed at that time. It is common for international students in Australia to remain silent as they face financial and cultural pressures (Tempo, 2019).

Coroners Court in the state of Victoria (CPU) conducted an investigation and then analyzed 27 suicides among international students in Victoria from 2009-2015. Four of the students who committed suicide are known to be from Indonesia. On Tuesday (10/09/2019) to coincide with World Suicide Prevention Day, Sandersan and his colleague Benny Prawira from the Into The Light Foundation launched the "What I Wish They Knew" website, where young people, especially students from Indonesia, can share their problems without revealing their identity. The goal of this digital campaign is to collect information that can be used to develop mental health first aid programs for young people. Even today, there are still a lot of international students from all

over the world, including Indonesians, who struggle to adapt living abroad. What they expect and get is completely different (Tempo, 2019).

Since parents are the closest people to their children, they should understand and strive to be closer to them so that they do not feel lonely and deprived of attention from their parents. Additionally, a parent is someone the child trusts when they have problems. When they face conflict, children feel comfortable expressing their opinions when they think their parent understands them. The effectiveness of communication in a family can affect the self-disclosure of family members, especially families who establish long-distance communication. Communication will be well established if there is feedback from both parties so that humans will become familiar and open to each other. In light of the background described above, the authors would like to research "Maintaining Family Communication in Long Distance Relationships between Parents and International Students," where the role of communication between children and parents must remain stable and effective.

We need each other, consciously and unconsciously, and are involved in routine communication, an essential human activity as social beings. According to this definition, communication can be viewed as the similarity of meaning between two individuals regarding what is being said. There are two types of communication exist one-way communication and two-way communication. In one-way communication, there are only recipients of information and only givers of information without reciprocity from both parties, such as when viewing news on television and listening to the radio. In contrast, two-way communication occurs when there is a giver of information and a recipient of information, and reciprocity occurs between the two, for example. Two or more people are talking or creating. Effective communication will make human activities run well. If communication is not well established, it can lead to irregular daily activities at home, school, college, company, or anywhere. Therefore, communication is essential for humans to display in social life. Communication between them and their family begins when a person is still a fetus or in the womb. Potential mothers and father welcome fetuses to communicate or to express positive moral messages, and this contact lasts until the fetus is born a new human being. In communication, it is essential to communicate directly and reciprocate. As a result of a specific pattern, one's

family learns, socializes, develops character, and develops values (Effendy, 2011).

Research Problem

As stated above, most Indonesian students who study abroad have difficulty adapting and living abroad, what they imagine and get is not the same. Mainly because of the relationship factor that becomes distant, one of the relationships is the relationship with parents and relatives. Indonesian students who studied abroad frequently suffer from severe stress, lose concentration, want to commit suicide, and want to be alone all the time. They choose to keep it to themselves and not telling their parents or friends because it's hard to tell them from the distance and mostly they don't want to burden their parents. Having long-distance relationships may pose a challenge to Indonesian students who study abroad and potentially create gaps in their relationships. Therefore, the research problem is how to maintain family communication in a long-distance relationship between parents and children studying abroad.

Research Objective

The Research objective is to find out how to maintain family communication in long-distance relationships between parents and children studying abroad.

Research Significance

1.1.2 Practical Significant

It is expected that the results of this study will provide information on benefits and input to the field of communication science regarding children's behavior and their relationship with their parents, specifically how to maintain family communication between children and their parents while studying abroad.

1.1.3 Academic Significant

A key objective of this research is to provide additional knowledge of science and academically explain information related to science within the communication field, especially to understand how to maintain family communication in a long-distance relationship between parents and children studying abroad.

1.1.4 Social Significant

This study contributes to public understanding of family communication during long-distance relationships between parents and children studying abroad

Theoretical Framework

1.1.5 State of The Art

Following this research, several studies have been conducted. Thus, some of these studies that have been conducted previously will be described and explained.

First, Novia Sabrina Ginting conducted a qualitative descriptive study in 2018 called "Family Communication in a Distance Relationship (A Descriptive qualitative study of how family communication impacts students living apart from their parents and harmonizing their relationship in Medan City). This study aims to determine how family communication affects students who live separately from their parents, as well as how to harmonize the relationship created between students and parents who live separately. According to this study, family communication is essential for harmonizing relationships among students who live apart from their parents. The relationship between students and parents who live apart will be harmonious if there is good communication between them. In addition, a harmonious relationship will be maintained if students and parents maintain a high level of communication (Ginting, 2015).

The difference between this previous research and this research is that these previous research goals are to identify the impact of family communication on students who live apart from their parents. This research is more to know about how students maintain their relationship with their parents while studying abroad because Indonesian students experience difficulties while studying abroad.

A second study was conducted by Cindenia Puspa Sari & Nur Aqila Fitri in 2018, titled "Family communication in distance relationships among students studying abroad in the city of Lhokseumawe.". "The purpose of this study is to determine how students (children) and their parents communicate during a long-distance relationship. The study uses a descriptive qualitative approach based on the theory of family relations schemes. This study used observation, interviews, and documentation to obtain accurate data. Furthermore, this study analyzed the data using a data presentation, data reduction, and inference. According to the study, students who live apart from their parents (overseas)

communicate remotely with them despite obstacles that interfere with their communication activities and sometimes do not go smoothly.

Regarding communication, it is common for parents to contact their children more frequently than children contact their parents. Study results indicate that students living apart from their parents keep everything private. The reason for this is that the students fear making their parents anxious and concerned. The difference between this previous research and this research is that this research's purpose is to determine the family communication process between children and their parents during long-distance relationships; it is based on the observations they conducted. At the same time, this study is to determine how children manage their relationships with their parents, what they are doing to manage good relationships with their parents, and also to stay sane while studying abroad (Fitri & Sari, 2014).

Third, the study refers to social media, rituals, and long-distance family relationship maintenance: A mixed methods systematic review, published by Susan Abel, Tanya Machin, and Charlotte Brownlow on September 14, 2020. In the current study, social media can play a vital role in maintaining family ties when families cannot interact face-to-face. This article employs a convergent data-based framework to examine how long-distance families interact through social media platforms using qualitative, quantitative, and mixed methods empirical studies published from 1997 to 2019. Among the 51 research papers, four domains were identified:

1. Thinking about a family in a social media context
2. Performing family through stories and rituals
3. Practices of online communication
4. Privacy, conflict, and the quality of family relationships

Families use chat messages to resolve conflicts in addition to ensuring behavior.This article is useful for this research because this article discusses how social media can be very useful if families cannot meet and interact face two face. This article also discussed how to ensure good behavior in family relationships and solve problems, especially with long-distance family relationships, which certainly present problems. However, it is also quite complicated since it cannot be solved by face two face communication. This previous research is also different from this research because it just discusses how long-distance families interact through social media, not how to maintain

the family relationship while doing a long-distance relationship (Abel et al., 2020, pp. 19-24).

As the fourth research, Rendi Ayu conducted research in 2017 titled "Family Communication Patterns between Children and Single Parents and Children's Social Attitudes in Tanjung Mulia Village, Medan Deli District." As a result of communication patterns carried out by single parents to their children, the study examines the social attitudes that affect children, influencing their attitudes and behaviors as a result of unacceptable communication patterns. In this study, a qualitative research methodology will be used to describe an analysis, and the results will describe the process of parental communication patterns with their children. Even though every single parent in this study has a unique communication pattern, two single parents communicate in a permissive and authoritative manner. In the course of everyday life in the family, however, two people making the rest of their consensual pattern unknowingly adopt a laissez-faire approach to fires and protection.The previous study examines the communication patterns used by single parents to communicate with their children and their effects on their children's behavior and attitudes. In contrast, this study analyzes how international students who study abroad maintain relationships with their parents despite long-distance relationships (Ayu, 2017).

The fifth study was conducted by Tantri Aji Putri in 2017 with the title "Interpersonal Communication in Long Distance Relationship between Parents and Children Using A Smartphone.". This research aims to analyze the relationship between parents and their children using Smartphones for college students at Muhammadiyah Surakarta University. A qualitative approach is used in this study. Using interactive data analysis that includes data approach, data reduction, presentation of data, and conclusion. This research has several benefits, including 1) Increased relationship between parents and children, 2) Observed children's development, 3.) Healthy condition, 4.) Observed children's relationships with their friends, 5.) Ability to maintain openness between children and parents) Observe finance conditions. The intensity of media usage among parents and children connected by distance has been so intense that they frequently communicate by chat at least once a day or more. Typical media are used, such as WhatsApp, Blackberry Messaging, and Line; each can accommodate long-distance communication; most informants use features such

as sending pictures, video calls, and voice notes, as well as sharing location. This study examines long-distance communication through conflicts that children experience, such as being lost with no news from children due to their failure to provide updates or news to their parents. Messages are misinterpreted and miscommunicated, which causes the majority of informants to resolve this long-distance conflict by talking or explaining through media tools since parents need to understand how cutting-edge technology works or why the application needs to be updated. When there is no internet coverage or signal, parents and children cannot use the internet and cannot communicate effectively (Putri, 2017).

Table 1. 1 State of The Art

No	Researcher	Title	Theory	Methodology	Results
1.	Novia Sabrina Ginting	Family Communication in a Distance Relationship	Self-Disclosure theory	Descriptive Qualitative Research	Family communicatin has an important role in harmonization of relationships in students who live apart from their parents and good family communication will form a harmonious relationship between students and parents who live separetly. A harmonious relationship will remain if studets and parents always maintain the intensity of their relationship.
2.	Cindenia Puspa Sari & Nur Aqila Fitri	Family Communication in Distance Relationship on Students Who Studying	Theory of Family Relations Schemes	Descriptive Qualitative Research (observation with interviews and documentation)	Students who live separetly from their parents (overseas) communicate remotely with their parents even though there are

		abroad in The City of Lhokseumawe			obstacles that interfere and sometimes do not go well.
3.	Charlotte Brownlow, Tanya Machin and Susan Abel	Maintaining long-distance relationships through social media rituals		Qualitative, Quantitative and mixture method of empirical studies.	Families in the social media environment use a variety of modes of social media for different functions and transactions, and they decided to maintain their Long Distance Relationship through connecting in social media.
4.	Rendi Ayu	Family Communication Patterns Between Children and Single Parents with Children's Social Attitudes in Tanjung Mulia Village, Medan Deli District.	Theory Carl Rogers	Qualitative Research	Each of the single parents has characteristics of different communication patterns, but the patterns of communication of two impartial single parents are permissive and authoritative.
5.	Tantri Aji Putri	Interpersonal Communication in Long Distance Relationship Between	Interpersonal Communication Theory	Qualitative Research	Throughout this research, they faced long distance communication issues such as lost with no news from their children because they forgot to inform their

		Parents and Children using A Smartphone.			parents, and the internet coverage or signal was unavailable from both parents and children.

Source: Google.com

1.1.6 Research Paradigm

This research uses an interpretative paradigm because the researcher wanted to study human experiences relating to one another. Interpretative methods are intended to produce an understanding of the context and the processes of the information system, as well as the influence and influence of the context on the information system (Walsham, 1993). Turnomo Rahardjo (2005:41) explains the interpretative paradigm as the process of finding meaning in action or text by applying theoretical thoughts (communication). The interpretative paradigm, which regards fact as something unique that cannot be compared to other things and cannot be generalized, serves as the basis for sustaining long-distance relationships between parents and international students studying abroad.

Subjectivism or the quality of individual experience is emphasized in the interpretative paradigm. An active thought process is used to recall an individual's experience or a particular event that occurred to them (Littlejohn, 1999). Considering the interpretive paradigm as the basis of this research, the theoretical ideas that link with the interpretive approach are phenomenological. Phenomenology is a way of viewing things and events from a subjective perspective of one receiver. Phenomena are objects, events, and conditions perceived by an individual. According to phenomenological thinking, communication is understood as an exchange of experiences through dialogue activities (Littlejohn, 2002:12-14). According to the phenomenological approach, a person interprets their experiences by giving meaning to what they see (Turnomo Raharjo, 2005:44). Phenomenological research is aimed to understand phenomena that are understood in terms of the subject's perception, motivation, behavior, action, and other things in a natural context by describing these phenomena in the form of words and language (Moleong,2007:6). A

phenomenological approach to research examines how people understand the events in their lives and how that shapes their understanding of themselves (Littlejohn, 2009:309).

1.1.7 Theory

1.1.7.1 Self -Disclosure Theory

As defined by DeVito (2012: 5) interpersonal communication is "the verbal and nonverbal interaction between two or more individuals who are interdependent". Essentially, interpersonal communication is an interaction between two or more individuals that requires verbal and nonverbal expression. In this interaction, messages are received and conveyed by a communicant and a communicator. According to Mulyana (in Gustanti, 2017: 18), interpersonal communication is communication between people face-to-face that allows communicants and communicators to understand each other's reactions directly.

In addition, DeVito argues that interpersonal communication occurs between people who are somehow "connected." Interpersonal communication has several functions, namely dyadic communication and triadic communication. Most interpersonal communication is dyadic or just two people, but this communication can be extended to reach some small groups such as families. In a family, two-person communication usually occurs between father to mother, mother to child, daughter to son and so on.

According to phenomenological tradition communication process can be seen and perceived differently by different people. So, communication as experience of self and others through a conversation or dialog is a key focus in this tradition and they believe that subjectivity is an important kind of knowledge in its own right.

Wei,M., Russell, & Zakalik, et al. (in Pamuncak,2011) said that "self-disclosure refers to the individual's verbal communication of personality relevant information, thoughts, and feelings in order to let themselves be known to others. In the purpose and function of

interpersonal communication, communication can establish a more meaningful relationship with other individuals. The formation of a more meaningful relationship cannot be separated from the existence of self-disclosure. According to Belz and Nofar, self-disclosure involves allowing oneself to be known by others (Levi Belz & Elis, 2017). Having the ability to express oneself, such as emotions and thoughts, is crucial because it can have a profound impact on one's physical or mental health (Karmiyati & Hidayati, 2019). There is no doubt that you need a place to tell stories including in a long-distance relationship. Thus, self-disclosure is part of interpersonal communication. Freedman (1994) says that when there is an interaction between an individual and another individual, or whether other people accept or reject it, as well as how one wants others to know about himself, it all depends on how the individual expresses himself (Abubakar, 2015).

According to Hanani (2017), trust is necessary to facilitate various interactions and deeper communication. If self-disclosure is carried out without a sense of trust between one another, it will significantly affect subsequent interactions. Self-disclosure may be accomplished directly or through social media or technology.

When interpersonal communication takes place, self-disclosure becomes essential. By establishing a new relationship between the communicator and the communicant, self-disclosure will enhance communication when exchanging messages or information. In order to develop a close relationship, one must be able to communicate interpersonally and be brave to open up to others person that they trust to establish a trusting relationship.

As results of self-disclosure, the individual will feel valued, cared for, and trusted by others, resulting in a deeper and more intimate communication relationship. Additionally, Johnson (in Fajar,2015) conveyed that being open with others means we pay attention to other people's feelings, to our words and actions, and accepting their

openness. The current situation is causing us to be interested in hearing the reaction or response from others, thus a harmonized family communication can be established.

The basic assumption of self-disclosure is self-disclosure is an interpersonal act and is a process of sharing information with others, the information is personal and depends on trust.

Self-disclosure theory is the process of sharing or sharing information with others. The information includes personal experiences, feelings, future plans, dreams, and so on. In carrying out the process of self-disclosure or self-disclosure, one must understand the time, place, and level of intimacy. The key to successful self-disclosure is trust.

According to Altman& Taylor (1973) the five aspects of self-disclosure are accuracy, motivation, time, intensity, and depth and breadth (Suriana, 2011).

1)   Accuracy

Communication accuracy depends on the communicator's or communicant's response, whether it is positive or negative. We often receive various responses when we share a story or a personal opinion. Self-disclosure in an appropriate manner will generate and increase the interlocutor's response.

2)   Motivation

Motivation is a form of encouragement that arises in a person consciously or unconsciously to take action with a specific goal.

The impetus in question can come from within and from outside. Komori in Hidayah & Anisa (2019) explains that motivation is a force, both from within and outside, that can encourage a person to achieve the expected goals (Hidayah & Anisa, 2019).

3)   Time

In the journal Ifdil (2013), what is meant by time is the selection of the time. Choosing the right time will affect how much someone will open up or not.

4)   Intensity

That is the intensity with whom we tell our complaints and story.

5)   Depth and Breadth

A deep self-disclosure is related to the closeness of the relationship or intimacy; in this aspect, it will be seen how open and deep the topic is discussed with people we believe.

A person's level of self-disclosure will vary depending on the situation and the individual with whom they are interacting. There is a substantial possibility that individuals will be able to open up more if the people with whom they interact are enjoyable, safe, and supportive. Some individuals may close themselves off because they do not feel a sense of trust in their interlocutor (Devito, 2011).

Harmonized Relationship

When we trust, coexistence, and maintaining relationship are present, a relationship will be harmonious. Each individual or family member must work together to create and follow any rules that have been established in a relationship in order to maintain harmony and happiness. In addition, self-disclosure can facilitate a harmonious family relationship.

The things that are needed so that the connection remains on the main rail (Patton,1998:16) are

1.   Affection (love), this shows how to feel and give oneself sincerely and selflessly to someone.

For example, parents will shows their love sincerely by checking up their children all the time and ask them if they need something or even just to ask how are they feeling.

2.   Appreciation, knowing how important and valuable someone is.

For example, Children say thank you and give good grades to their parents because they already give everything to them including paying the tuition fee.

3.	Acknowledgment, acknowledging one's rights and respecting someone feeling.

For example, parents give positive feedback and praise their children when they try to express their emotions,

4.	Absolute, a real commitment to the relationship and willingly want to maintain the relationship.

For example, children willingly to be open and honest with their parents because they willingly want to maintain good relationship.

5.	Acceptance, providing opportunities for others to develop and fulfill their ambitions and create space to achieve them all.

For example, parents supporting their children on what they want and choose to study and also support economically.

6.	Action, trying to make the relationship harmonious and always looking for ways to improve the relationship.

For example, children always make time to having a chat and giving update to their parents, it can be through chat or video calls.

In family relationships, communication between parents and children is one of the important factors that builds an individual who is included in interpersonal communication (Chandran & Ariffin,2015,p.2). The closeness that has been created from birth due to interpersonal communication creates an attachment between parents and their child. In the topic of this research, namely "maintaining family communication in long-distance relationships between parents and international students", interpersonal communication is one of the important factors.

Interpersonal communication has a psychological effect on communicators and communicants who form a "relationship" such as the relationship between parents and children. It is necessary to

maintain this communication even over long distances in order to maintain the "relationship". With advances in technology, interpersonal communication can be through virtual face-to-face, namely by video and online. Virtual face-to-face can provide an opportunity to see the other person's reaction virtually which helps in maintaining the bond.

1.1.8 Research Assumption

Research assumptions are used as a benchmark for thinking and are accepted by researchers as accurate. A researcher's assumptions should be based on their beliefs rather than speculation (Arifin, 2014). This study assumes that children who study abroad can maintain long-distance relationships with their parents (from the author's viewpoint). According to self-disclosure theory to have effective family communication and to maintain harmonized relationship both children and parents have to willingly maintain the relationship. Thus, students who study abroad can maintain a harmonized long-distance relationships with their parents if they don't stop communicating with their parents, they can do it with making a phone calls and do video calls regularly, and are open to their parents.

Operational Definition

This research focuses on how to maintain family communication in long-distance relationships between parents and international students. To obtain a thematic description regarding concepts in this research, then operationalized as follows:

1.   Effective family Communication

Communication is very crucial in human life. People will always communicate with each other. As we move into a digital age, people will be able to communicate easily with people far away from them. It is easy to convey information from one person to another with the existing communication.

In addition to make it easier for someone to convey information, communication turns out to be an indicator of mental health in the family. "because various kinds of problems in the family are usually caused by ineffective communication, said Prof. Dr. Nurul Hartini, S.Psi., M.Kes., Psychologist, during mental health webinar organized by the Faculty of Psychology,Universitas Airlangga, Friday, December 3, 2021.

The lecturer in Clinical Psychology and Mental Health at FPsi UNAIR explained the importance of positive relationships in communication between family members. "When the relationship in the family is positive, then communication can also be built in a positive way so that perhaps less effective communication can still be perceived positively," she explained.

Communication can be built in a variety of ways, one of which is by being a good listener. According to Prof. Nurul, this is not an easy task. After all, every family member has their busy schedule. "There is a child who would like to tell a story to their mother, but she is tired after a long day at work. Finally, the mother was reluctant to listen to her child's story," said Prof. Nurul.

Positive language is another strategy for building effective communication within the family, including with children. Using positive grammar, positive emotions, and positive behavior will result in positive behavior. According to Prof. Nurul, it is also important to speak in a way that is easy to understand without dominating the conversation.

It is also important to pay attention to nonverbal expressions. "Parents must be able to put themselves on the same level as their children, especially if they live far away," said Prof. Nurul.

Understanding the characteristics of each family member can also help to build effective communication within the family. "We have different characters even though we are in the same family, so

communicating must have a different strategy,". Understanding the character will make it easier for us to build relationships or communicate effectively."

2.   Maintaining Family Communication

It is common for family members to experience geographical separation over a period of time that may last a few days, weeks, or even years. It also happens with international students who study abroad. They have to live far and be separated from their parents (Barakji et al., 2019). Separation and distance cause changes in the roles, responsibilities, and routines of the family, which can cause challenges in building strong, resilient families (Segin & Flora, 2019). Distance between family members can cause stress. However, a good family relationship always aims to maintain a good one regardless of distance. There are several strategies that families can employ to strengthen their family relationships and remain connected.

Family communication refers to exchanging verbal and non-verbal information between family members (Epstein et al., 1993). Building on this definition, family relationships are typically involuntary (except for the primary couple unit), so communication within the family can be quite intense. Teenagers struggle with their parents' conception of them as children as they strive to develop their sense of self separate from their parents. As family members go out into the world to carry out their daily activities, the warmth and affection they experience can also be a great source of strength. In addition, the push and pull between nurturing behaviors and discipline or controlling behaviors can place communicators in tricky situations when communicating with family members. Although maintaining family communication requires effort from both sides, nurturing communication promotes social, emotional, and intellectual development by encouraging family members. Nurturing and supportive communication can help children grow, learn, and integrate

well with their friends. There are several benefits to nurturing communication that can provide much satisfaction in family life. The majority of students asked what made their families "happy" said that they felt loved by their parents, encouraged by them constantly, felt affection from their parents, and enjoyed talking to and spending time with them. Controlling communication may also be beneficial in the sense that it can help family members develop, but control, on the other hand, maybe cause conflict, influence attempts, and even violence.

Family members should avoid communication "traffic" and keep lines of communication open. Starting a conversation can be difficult at times, especially if important topics are involved. Communicating and using communication to resolve problems can be done in a variety of ways:

Fostering open communication, open communication is an atmosphere of respect, honesty, and care is fostered. To open and succeed in communication, genuine caring is more important than anything else.

Defensive driving - driving defensively involves communicating and solving problems. In communication Defensive driving is part of problem-solving. There are multiple approaches to avoiding problems and achieving your goals.

Communicate regularly, because families are constituted in communication. As a result, communication creates families. Without communication, people cannot be socially grouped by their relationships.

The benefits of good communication skills will last a lifetime. In order to form ideas and beliefs about themselves, children are shaped by the way their parents talk to them. When parents effectively communicate with their children, they show them respect. When parents listen and understand their children, it boosts their self-esteem. On the other hand, communication that is ineffective or negative can cause

children to feel unimportant and unheard, or misunderstood. As a result, such children may consider their parents unreliable and untrustworthy

3.   Long Distance Relationship

LDRs are understood as relationships in which partners intend to remain closely connected but view their communication opportunities as being limited due to geographical factors (Stafford, 2005). Many studies and theories focus on romantic partners (Maguire & Kinney, 2010), but it is important to note that this broad definition also encompasses relationships between friends and family members (Stafford, 2005). In a globalized world, LDRs are inevitable and we can have a long-distance relationship with our family, friends, and also lovers. Today, it is not uncommon for family members to live in different societies, countries, and time zones. While living in different time zones and geographically distant places. LDRs still present challenges that hinder relationships from being effective and sustainable. These challenges have a result of physical barriers that prevent effective sharing of physical intimacy. According to Jesswein (1984) distance could encourage family that you can strengthen the relationship over time by communicating more effectively, this was also confirmed by Edwards (2001). It seems likely that, when all is said and done, the most important aspect is that, incategorizing relationships as long-distance or geographically close, the distance criterion may be overly simplistic. The truth is that distance does not make the heart grow fonder, but rather the perception of that distance (Dellmann-Jenkins et al, 1994: 219).

According to Canary and Stafford (1994), the quality of a relationship will decrease if the relationship lacks of supportive behaviors. Research suggests that it is not the quantity but the quality of maintenance activities that is most important for successful distance relationships (Aylor, 2003). Below are some maintenance processes for LDRs:

1.   Normalization of these types of relationships by recognizing their prevalence.

2.   Developing individual support systems for each other.

3.   Communication activities include writing letters, sending gifts, sending e-mails, audiotapes, calling, and video chatting.

4.   Prior to a separation, establishing relationship ground rules and negotiating relationship expectations.

5.   Provide affection and other needs during face-to-face time.

6.   Being as honest and open with each other as possible.

7.   Building and maintaining trust.

8.   Highlight the positive aspects of LDRs.

Research Method
1.1.9 Research Type and Design

The research approach of this research is qualitative approach. It refers to a methodology that (a) involves the use of textual, verbal, and multi-focused data (Engel & Weggenig, 1991); The research (b) uses quantitative measures, standardization, and statistical techniques, and (c) is aimed at transforming and interpreting qualitative data (Coffey & Atkinson, 1996: 3). Qualitative analysis also views data as a representation of human actions and speech, and documents are viewed as data. Further, there is no consensus on how qualitative analysis should be conducted, or what constitutes acceptable analysis (Sarantakos, 2013: 366-366).

The type of research in this research design is qualitative descriptive with a phenomenological approach. This research will describe the process of maintaining family communication in long distance relationship between parents and international students.

The qualitative descriptive research aims to summarize various conditions, situations, or social reality phenomena that exist in society to be the objects of research. It seeks to draw this reality to the surface

as a feature, character, trait, model, sign, or description of a particular condition, situation, or phenomenon.

Research with a phenomenological approach is defined as subjective experience or can be defined as a study of consciousness from the principal perspective of a person. This approach is often used as a presumption to refer to subjective experiences from various kinds and types of subjects. Phenomenology is used as an approach in qualitative method. Phenomenology is a view of thinking that focuses on human subjective experiences and interpretations of the world. The phenomenological analysis seeks to describe the characteristics of its 'world,' such as what rules are organized and not, and with what rules objects and events are related. From a phenomenological point of view, the researcher is trying to understand the meaning of the events and their relation to people in certain situations. What phenomenologists emphasize is the objective aspect of people's behavior (Moleong,2007:14-17).

1.1.10 Research Site

This research is related to individuals, thus the research site in this research is international students and their experiences with long-distance relationships, including the behaviors, thoughts and emotional reactions associated with long-distance relationships and students who studying abroad located in in USA and Europe.

1.1.11 Research Subject

The subject of the research (Arikunto, 2016: 26), namely, the limitation of research subjects as objects or people for the inherent variables of the research, as well as the ones in question. In order to obtain accurate information from the informants, the researchers used a technique known as purposive sampling. The purposive sampling technique also known as judgmental sampling is a valuable type of sampling for special situations. This technique is used in exploratory research or in field research. Sampling is aimed precisely at selecting

unique cases that are very informative. Purposive sampling is also used to identify certain types of cases for in-depth investigation for a better understanding of the different types (Neuman, 2014: 273-274).

The technique was chosen so that each individual who becomes the respondent will truly represent the population that has been determined, since not all members of a population have the same opportunities. By using this technique, informants will be identified that match the author's criteria, namely there are three criteria for identifying informants. First, children who study abroad. Second, children who have long-distance relationships with their families. Third, young adults aged 20-25 years.

1.1.12   Type and Sources of Data

Qualitative data is the type of data used in this study. In the findings of Sugiyono (2017: 8-10), qualitative data types are useful for investigating natural objects, where the researcher plays an essential role. Qualitative research explores meaning, uniqueness, constructs events, and finds hypotheses. Additionally, he stated that qualitative research is termed a naturalistic research method since it is conducted in a natural setting. Sources of data in this study, are:

1.1.12.1   Primary Data

According to Sugiyono (2015:223), primary data are the data that are presented directly to data collectors. The primary data used in this research is obtained directly from individual subjects that meet the criteria, namely international students who have long distance relationships with their parents.

1.1.12.2   Secondary Data

Secondary data provides data sources to researchers indirectly (Sugiyono, 2015: 223). In this research the secondary data was obtained through a study of literature, books, journals, and documents that are relevant to the problem of the research.

1.1.13   Research Instrument and data Collection Technique

The data collection technique used in this research is collected through observation and interviews (in-depth interview).

1.1.13.1 In Depth Interview

In this method, the researcher observes the subject's behavior throughout the interview process until sufficient data has been collected for analysis. In addition, the researcher will observe the overall behavior of students who have experienced long distance relationships with their parents, including visible emotional reactions and psychological aspects, such as anxiety, fear, loneliness (alienation), as well as efforts to maintain family relationships. Following, the researcher will observe the dynamics of their daily life while studying abroad, as well as their social interaction with others, biological (hormonal system), and spiritual.

Sugiyono (2017: 231) explained that the interview consisted of two people who were brought together to share information and ideas through a question-and-answer process. By doing this activity, the researcher can construct meaning on the topic being discussed. The interviews were conducted because they are fit the criteria of the research subject which is international students who studied abroad and have a long-distance relationship with their parents. This research specifically uses in-depth interviews, where the definition of an in-depth interview is the process of receiving information through a question-and-answer process and face-to-face communication between the researcher and the respondent.

The researcher will be able to gain insight into the experiences of informants who prioritize the symbolic and contextual construction of their identities through these in-depth interviews. It is essential for qualitative researchers to collect detailed data from informants since this will enhance the credibility of the analysis and further demonstrate the uniqueness of the research findings. This technique is commonly referred to as the "probing" technique. Probing is very useful for cross-

checking data with informants. This is done so that all psychological facts are more accurate. Mahapur (2017) describes probing as a deepening of data; as a result, the data is considered saturated.

1.1.14   Data analysis and Interpretation

According to Descriptive design, the researcher does not interpret. Rather, the researcher analyzes the descriptions given by participants and divides them into meaning-laden statements, gathering those meanings essential to the construct of the phenomenon being studied. Consequently, the researcher can bring to a written description the structure of the phenomenon of interest. A descriptive phenomenological approach is used when little is known about an issue, and the study aims to clarify and understand the essential meaning of a phenomenon of interest from the perspective of those directly involved (Giorgi,1997).

The data analysis technique used in this research is a data analysis technique referred to as the Van Kaam method (Moustakas, 2013:100).

This data analysis technique has the following stages

1.   **Listing and Preliminary Grouping**

The listing stage is to register relevant expressions from the results of interviews with informants in the form of questions that are in accordance with their experiences.

2.   **Reduction and Elimination: To determine the variant constituent**

In this stage, the researcher will make a selection and eliminate the interview, namely:

a.   Does the question contain an important moment of experience and the main elements that can help understand the phenomenon well?

b.   Is it possible to group the questions in a large group that will then be labeled?

(If the answer is yes, then it is called the horizon of experience, and the rest does not meet the requirements of both) will be eliminated. If there

is an unclear or even overlapping question, then try to clarify the question. If it cannot be clarified, then it will also be eliminated.

3. **Clustering and Thematizing the Variant Constituent**

In this stage, the researcher will conduct a process of validating the invariant constituent or basic elements interconnected into a thematic label. The results of this grouping and labeling are at the core of the theme of experience. So, the core themes in the thematic portrayal are the common threads of all the informant answer.

4. **Final Identification of the Invariant Constituent and Themes by Application: Validation**

In this stage, the researcher will conduct the process of validating the invariant constituent, which has been grouped into thematic labels. This process is conducted by checking the basic elements and the accompanying theme to the complete record of research respondent questions. The checking is conducted through several questions as follow

a. Is it expressed or stated explicitly in the full transcript?

b. Does it fit or be in line with the context in the transcript if the question is implicit?

c. If it is not stated explicitly and is not in line, then it is irrelevant to the experience of research informants and must be removed.

5. **Individual Textural Description**

The next stage is to make an individual textural description from invariant constituents and themes that have been labeled on the invariant constituent and have been declared valid, including the literal (word for word) expression of existing notes.

6. **Individual Structural Description**

In this stage, the researcher made an individual structural description from the experiences of every informant based on the individual textural description and the researcher imaginative variation.

7. **Textural- Structural Descriptions**

The last stage is combines textural description and structural description into the textural-structural the meaning of the core experience of each informant. From the textural-structural description of each informant, the researcher will combine all of the textural and structural description into a description of the meaning of the core experience in general (composite description), thus presenting a picture of the group's experience as a whole.

1.1.15   Goodness Criteria

Data validity is an important concept that has been updated from the concepts of validity (validity) and reliability (reliability). The quality of the data is in the writing of the Interpretative paradigm. Guba (1981) states there are four criteria of trustworthiness and authenticity; first, the criteria of credibility refers to the extent to which data and data analysis are believable, authentic, or trustworthy. Second is the dependability criteria; it explains that these criteria refer to the ability to observe the same outcome or finding under similar circumstances. The third is the criteria of confirmability, which refers to the extent to which others can confirm the findings in the field of the study. Fourth is the criteria of transferability represents the researcher's effort to ensure that they already provide enough contextual data about their research so the readers of the findings can relate the research to their context.