



BUILD FAMILY COMMUNICATION DURING THE COVID-19 PANDEMIC

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Abstract

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The COVID-19 pandemic, which has been running for more than two years, has changed people's lives and routines, affecting all fields, be it economics, politics, social, culture and education. Teaching and learning activities are also carried out at home. Children are more often at home than outside. Therefore, parents need to build communication within the family through intense interaction with their children. This study discusses how the efforts made by parents during the covid pandemic. The Interaction and Transactional Theory used in this study discusses how a relationship is built from just an interaction but also goes to the transactional side. The method used is descriptive qualitative to describe the atmosphere in the family when parents try to build communication with children intensely, namely by interacting through communication, both verbal and nonverbal. The data collection technique was by conducting interviews each via e-mail and whatsapp on several families (informants) who have children aged 4-15 years. The findings show that during the COVID-19 pandemic, parents communicated by directing their children to study between the morning and evening hours. According to them, it is quite difficult to direct children to study, because they prefer to watch television or video/games, and play with their favorite toys. Children need to be persuaded to stay willing to learn or do positive activities so they don't get bored. But in the end the children are also willing to learn and do positive activities after parents communicate well about the importance of learning.

Keywords:

Interaction, Transactional, Verbal, Non Verbal

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INTRODUCTION

The family is the smallest part of society, consisting of husband, wife, and their children, which is commonly known as the nuclear family. The nuclear family does not contain functional relationships with relatives from the family, both from the father and mother. Some families form part of a larger family structure, while others may form more isolated units. (Tambak, 2013:30). In this case, it can be interpreted as a situation where the children in the family are unmarried, they are still gathered in one family, even in the same house or residence.

Basically the family is the main force in charge of controlling, protecting, and educating each of its members to be able to live life in society in accordance with applicable norms. The tasks borne by each family feel increasingly heavy along with the increasing social problems that are faster than the readiness of each family to anticipate them (Wahyudin, 2004:78).

In family relationships, communication becomes very important to strengthen emotional bonds between family members. The quality of relationships in the family depends on how parents can build good interactions in the family. The children's complaints that they experience when doing activities throughout the day at school, become a story that parents look forward to when they can gather in their spare time, usually at night. Parents are expected to be good listeners when children pour out their hearts through stories that are experiences experienced by children, whether at school or playing with their friends. In this position, parents are not "parents" but can position themselves as "friends". So that children will not hesitate to always tell their parents about their activities. The nature of a child who is extroverted (open) will really help parents to know what their children are going through, compared to children who are introverted (closed). For this reason, the role of parents is needed in motivating children to always be open and enthusiastic in positive things, for example to care for others, to learn to study, to obey the rules or norms in society. In this case, parents take a full role at home and become an example for their children through their behavior and actions by listening and listening to their stories, then providing input and solutions when children face problems.

In addition to receiving education at school, children spend most of their day at home, at home this is a very large role for parents and they are required to continue to provide education informally, because this period at home which incidentally takes up most of the child's time, is a period of "gold" (golden age). What parents give at this time is firmly attached and embedded in the child's mind. This is what parents need to understand to be able to set aside time when they are at home, not just busy with their "gadgets". Intense communication within the family needs to always be built in order to bind the relationship between family members, especially in the nuclear family. Various forms of communication can be done at home, both verbal (oral and written). Oral is talking with children, discussing various things which of course are adjusted to the discussion and how to convey it according to the age and level of knowledge of the child. In written form, namely by conveying a written message to the child, for example when a parent teaches how to write or draw something. In addition, communication can be nonverbal, for example with our body movements that give the impression of loving, such as stroking, patting the shoulder when the child shows unexpected progress or does something positive, smiling as an expression of happiness, sincerity, love can be easily interpreted by children. In this way, parents are able to maximally show a high sense of appreciation to children, so that children can feel a strong emotional bond between themselves and their parents.

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This condition makes parents need to think about what to do at home during this long pandemic. It has been almost a year that teaching and learning activities have been carried out at home. From elementary to higher education, all activities are carried out online. This gives rise to the emergence of a new phenomenon which is of course different from the habits that are practiced when learning is done offline, namely at school. Parents are required to be more creative in making activities at home, which is expected to increase communication interactions between parents and children. The atmosphere of the house is the thing that determines the success of the interaction between parents and their children.

Based on the explanation, it is important for parents to have intense family communication in order to direct their children to realize that being at home is not just playing, but also that there is a desire for children to also learn due to the COVID-19 pandemic condition that demands children. always at home. Parents need to work out how to reduce the boredom of children being at home.

LITERATURE REVIEW

Theoretically, the discussion of family communication can be entered into the social psychology or sociopsychology (Sociopsychology) and sociocultural. In this case, Littlejohn (2009), makes sociocultural one of seven other traditions, namely: Cybernetics, Semiotics, Rhetoric, Phenomenology, Sociopsychological, Critical. The originator of the term tradition for the first time, namely Robert Craig, in the book *Theorizing Communication* (2007). Craig in this case also put forward not only a detailed explanation of these traditions, but also about cross-checking each of these traditions. This is done to further deepen the research, so that it can be viewed from several sides and the analysis can be further deepened (Craig, 2007:74-77). Interactional and cultural explanations are important in the sociocultural tradition. This tradition focuses on forms of human interaction rather than individual characteristics or mental models. Interaction is the process and place of meaning, roles, rules, and cultural values that are carried out. (Littlejohn, 2009:65). Basically this tradition is more about how groups create the reality of their social group, organization, and culture. Therefore, the sociocultural tradition is also influenced by ethnomethodology which carefully observes small behaviors in real situations. According to the sociologist Harold Garfinkel, this approach looks at how we manage or relate behavior in social interactions at certain times (Littlejohn, 2009: 67).

The discussion of family communication can be included in the sociocultural tradition where the family as a group, which is also indirectly an organization, can be seen from the side of how the interactions that occur in the family include the actions of parents towards their children which creates a pleasant relationship in the family. build harmony in the family.

Relational Dialectics Theory (RDT)

Many experts have discussed the interactions that occur in a relationship or relationship, including those related to the dialectic of relations. Relational dialectics theory (RDT) proposed by Baxter and Montgomery (1996) suggests that dialectics is not a traditional theory because this theory does not offer axioms or propositions. Instead, this theory describes a set of conceptual assumptions. Therefore, this theory does not offer us good predictions about, for example, what

strategies people use to deal with the main dialectical tensions in their relationships. The assumptions put forward by Baxter and Montgomery in RDT, namely: the relationship is not linear, in a relationship there is always motion (movements) or change (changes), and the relationship that occurs will lead to contradictions (contradictions) between those involved. In that relation. In the end, the contradiction was overcome by communication. This last assumption is the key to overcoming the contradictions that arise in the relationship. The understanding of contradiction here is a difference of opinion or it can also be said as an intersection between one opinion and another, or also considered as a friction, where this friction does not reach the point of conflict.

This assumption is the key to understanding the study of RDT. Baxter and Montgomery suggest how a relationship or relationships have dynamics that become the color of a relationship.

Family Communication

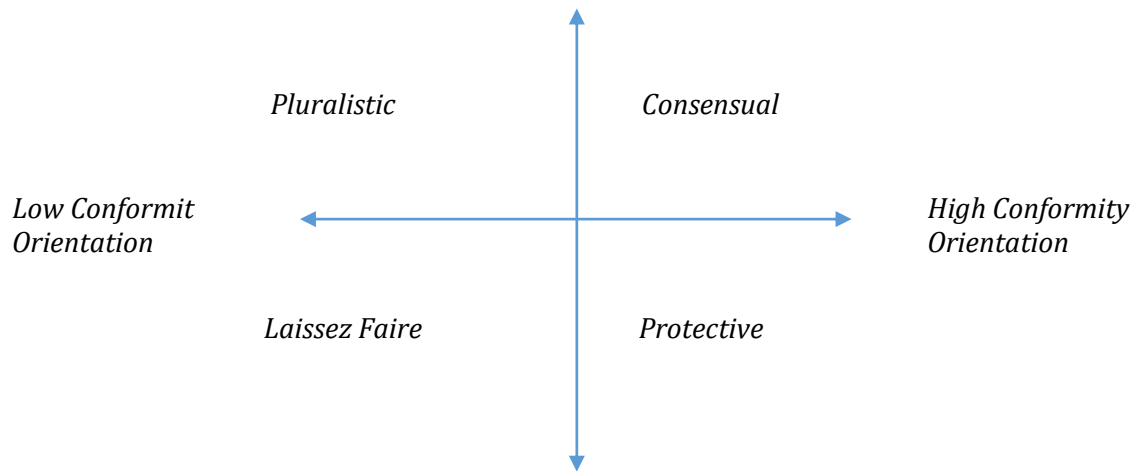
Theoretically, the family is a group of individuals who are bound to each other, either through direct blood relations or kinship. However, when it is associated with the term nuclear family, it is usually considered to have blood relations, in this case the relationship between parents and their children. When a child is born, the first contact is with his mother and father, but most of his time is spent with his mother. White and Klein (2002) define the family as a social group that has a degree or level of distinctiveness compared to other social groups. "Family is a social group whose distinctiveness from other social groups tends to be a matter of degree. They explained, "nonfamily groups, such as networks of friends or coworkers, usually have some family properties but fewer of these properties or in less obvious amounts".

In addition, White and Klein provide five family boundaries that characterize the nature of the family, namely 1) long-term commitment; 2) The existence of blood relations; 3) Is a group that has a very broad attachment. Through marriage, the relationship will be wider due to the joining of two families; 4) There is a relationship of interdependence with one another. More emphasis on understanding that living together, often interact, are interdependent and influence each other; 5) It is institutional in nature, meaning that the rules are based on religion, law and moral ethics that apply to every member of the family.

Families are inherently unique in their relationships. Education in the family cannot be equated with education applied in schools, although it has the same goal, namely to provide learning, both in terms of knowledge and mentality, which in the end is expected to be a person who has good character. However, the education provided by parents, of course, in practice has a different method. The relationship that exists from childhood to adulthood will be deeply embedded in the child, this can be interpreted positively or negatively by the child depending on the nature of the child and the character formed during the education that takes place. In this case, the interaction between parents and children may or may not be harmonious.

The educational process that takes place in the family, community, and school runs to realize the goal of giving birth to a complete human, whose formulation is influenced by the vision of humanity (Iriantara, 2014:21).

In the family communication model with a *laissez faire* pattern, characterized by low concept-oriented communication, children are not directed to develop themselves independently and are also low in socially oriented communication. Family communication with a protective pattern, low in concept-oriented communication, but high in socially-oriented communication. In families with this pattern, children tend to be easily persuaded and influenced because children do not learn how to defend and defend their opinions. In other words, children accept anything from their parents without any desire to say what is on their mind. In the pluralistic pattern, the relationship is more open in discussing ideas with all family members, respecting the interests of other members and supporting each other. Meanwhile, the consensual pattern emphasizes consensus deliberation, which encourages and provides opportunities for each family member to express ideas from various points of view, without disturbing the family's power structure. (McLeod and Chaffe, 2006:54-59).

Figure 1. Family Communication Model

Source: Braithwaite, Baxter (2006)

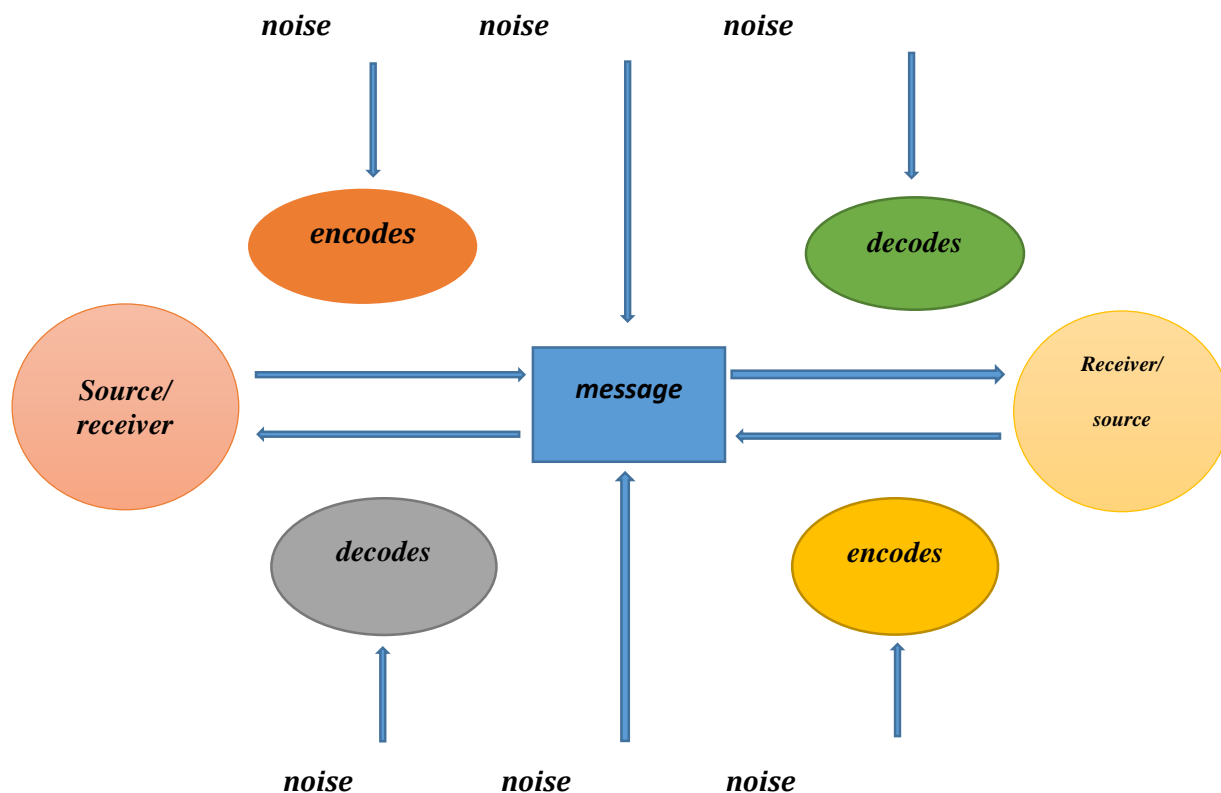
The purpose of education in the household is for children to be able to develop optimally. It covers all aspects of their children's development, namely physical, intellectual, and spiritual. Another goal is to help schools or educational institutions take courses in personal development of their students. (Tambak, :64). Viewed from the process, education is communication which means that in the sense that the process involves two components consisting of humans, namely the teacher acting as a communicator and the student as a communicant. Education is an activity that is slow yielding, not quick yielding. (Tambak, 2013:65). In a sense, the final result cannot be known in an instant, moreover what is expected is a change in the attitude or character of the child. Usually the new results can really be known after a few years. There needs to be a continuous effort in imparting knowledge through learning, both at school and at home. At school, teachers are responsible for children's learning, while at home parents are responsible for children's learning. The role of parents is very large in maximizing what knowledge children should absorb in the process of forming their character. The family is the smallest unit of society, where the members are devoted to the interests and goals of the common unit.

Interactional and Transactional Relationships in Family Communication

The main purpose of education is basically to make humans achieve their life goals, by acting in accordance with dignified and polite procedures. This human action, of course, also includes the act of communication, because basically when someone acts, it brings up symbols, both verbal and nonverbal symbols. In the sense that in communication there is a symbolic process between those involved in communication. Communication as an interaction is seen as more dynamic than communication as a one-way action. However, this view still distinguishes the participants as senders and receivers of messages, because it is still source-oriented, even though the two roles are considered interchangeable. So, basically the interaction process is still mechanical and static. (Mulyana, 2004:66).

In Figure 2, it can be seen how the interactional communication process takes place.

Figure 2. Interactional Communication Model



Source: Morreale, Spitzberg, & Barge (2001:7)

Figure 2 shows how the message flow process is conveyed from the source to the receiver. There are several elements that exist in the process, namely source (source), message (message), receiver (receiver), encode (send code), decode (receive code), noise (obstacles/constraints). The figure also shows that the source can change position to become a receiver and vice versa for the receiver to change position to become a source. This shows that the communication that occurs is an interaction in which there is two-way communication between the source and the receiver, in other words that the ongoing communication is a communication that puts forward the side of conveying messages to each other so that the communication process is nuanced "chat" or conversation. This is of course different from communication that is one-way, where there is no exchange between the source and the receiver. So in this case the source only conveys the message.

In Figure 2 the interaction communication model, between the source and the receiver prioritizes message delivery and message reception, where messages can be received but not interpreted the same by the recipient of the message. This could be due to noise (obstacles/obstacles during the communication process). However, through communication with the nature of conversation, efforts can be made to give the meaning of the message in more detail, so that the same meaning is achieved in the message conveyed (common meaning).

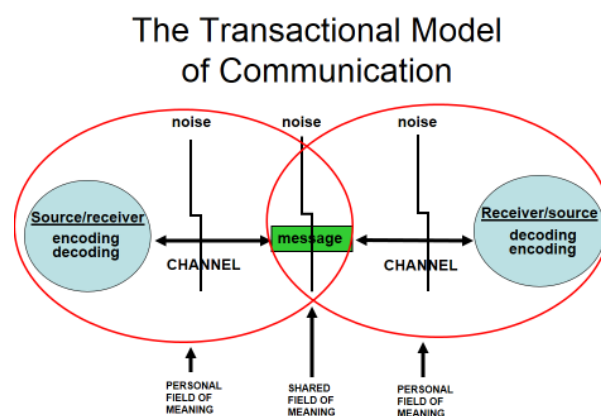
Noise is an element in the communication process. A communication can run well or even can not run properly due to noise in the process. According to Shannon Weaver (1992:39) in Mulyana (2004:138), noise is any additional and unwanted stimulus that can interfere with the accuracy of the message conveyed. This interference can be static interference or a phone call, loud music at a party, or sirens outside the house. Also added by Weaver, that noise (interference) is always present in the channel along with the message received by the receiver (receiver).

Various noises can occur in a communication process. Mulyana (2004:139) states, that communication experts extend this concept to psychological disorders and physical disorders. Psychological disorders are disorders that enter a person's thoughts and feelings that interfere with receiving accurate messages. For example, when someone is facing a problem, so when discussing other things, his mind is not focused. While physical disturbances, it could be someone who is sick or more on a technical nature, for example, the electricity suddenly goes out so that the air conditioner in the room is not disturbed. When referring to one-way communication, Shannon and Weaver put forward other concepts, namely entropy (entropy) and redundancy (redundancy) and the balance needed between the two to produce efficient communication and at the same time overcome interference in the channel. Entropy arises if the predictability of information is low or high, in the sense that there is uncertainty in an information, or it can be said that there is entropy in a situation. Information entropy is the average amount of information conveyed by an event, when considering all possible outcomes. Redundancy is something that is excessive when information is conveyed. Thus we need a position that can mediate between entropy and redundancy, so that information can be received properly.

The following figure 3 Transactional Communication Model. Figure 3 Transactional Communication Model shows that the communication process takes place in more detail, which involves the presence of elements of a personal field of meaning, both on the source and receiver sides. This element contains the side of how a person's self factor needs to be considered in an interaction. With the consideration of personal field meaning this can determine how an interaction takes place. Everyone has the ability to understand or interpret the information they receive. Of course, people have different levels of ability to understand messages. Usually depends on the culture, level of education, profession, age and experience.

A mother who has a relatively high level of education tends to have more knowledge than mothers with a lower education. Unless they seek knowledge not only from formal education but also from every opportunity where knowledge exists. For example, by reading a lot of knowledge books, being in an environment of people struggling with knowledge, seeking a lot of information through various sources, for example from family magazines, books, and other relevant sources. However, education is actually not one of the keys to a mother's success in educating her children, in this case the ability to build family communication.

Figure 3. Transactional Communication Model



Source: Morreale, Spitzberg, & Barge (2001:8)

DISCUSSION

Changes in life routines caused by the Covid-19 pandemic which has lasted for approximately two years have made all activities also change. The space for activities that were initially free, but with this pandemic has become very limited. People can no longer move freely as before the pandemic, because all activities are limited by health protocol rules that must be obeyed by all levels of society, namely what is known as 3M, wearing masks, washing hands with soap, and maintaining distance. This is non-negotiable because it is one way to overcome and reduce the spread of COVID-19.

Educational activities are no exception affected by this pandemic. The teaching and learning process had to be done at home via online. This is an option so that the teaching and learning process continues. In this regard, parents are also asked to supervise their children in the learning process at home. It is undeniable that it is usually difficult for children to be asked to study when they are at home, because according to their understanding, being at home means time to rest, play, or watch television.

Family communication as a form of interaction and transactional in the family

The dynamics of full relations occur in the family. Of course, various problems come and go, especially for families whose children have entered the stage of formal education. The interaction between parents and children is important, because with the interaction parents can know more about what is experienced by the child. The child's experience that is embedded in him needs to be expressed as part of an effort to balance the burden that exists within the child. Not all children are able to directly express what is on their mind, including the experiences they have experienced. It takes expertise of parents to deal with children who are shy or have a closed nature, so that what is experienced is kept to themselves without any desire to convey it to their parents.

Some of the families that the researchers used as informants in this study had their own experiences in dealing with their children aged 3-9 years. The approach taken in an effort to interact with their children is always pursued by two-way communication. This is done so that parents and children can respond to each other's messages, and besides that, children also feel cared for by their parents. Doing schoolwork, for children, is tedious and time-consuming, while watching television or other play activities is considered as fun, so that without realizing it, playing time is more frequent than study time.

This was conveyed by the first informant, Mrs. Irma, according to her, it is difficult to ask children to study, it requires intensive efforts from parents to direct their children to study. Especially for his youngest daughter, Kirana, who is 5 (five) years old who prefers to play rather than learn to do her homework (PR). Her eldest daughter, Dina, who is currently in grade 4 (four) elementary school is easier to learn, but sometimes it also depends on the situation and condition, but basically tends to be easier to direct. Apart from all that, attention from parents is important to do, because children still have emotions that can be said to be very dynamic. Schedule watching television should be set every day. Parents should divide their daily time, between household chores, helping children study, and others. In this case, family communication does need to be considered.

Communicating is not just talking to children, but is deeper and has its own meaning. For Ibu Irma, who is a housewife on a daily basis, she has her own way of managing all of this. According to him, this was difficult at first, especially at the beginning of the pandemic, when children finally had to go to online school. At that time, for the children, being at home seemed free from school assignments. They still think of it as vacation time, time to play.

Figure 4. Family photo of Irma Narulita's mother directing her children to study at home.



Source: Researcher documentation (December 2021).

“Children are really difficult when they are told to learn, there are reasons to avoid it, especially Kirana. Actually Kirana is easy to absorb lessons, but her concentration quickly disperses and she doesn't focus anymore. I had to work extra hard to persuade him to sit down and do his schoolwork. Her older sister, Dina, is actually calmer in her studies, can focus more and is easier to direct than her sister. Sometimes I also need to be persuaded to want to learn, I promise to prepare food according to the children's orders. This is just to generate motivation to learn only. But it's true that they want to learn and are enthusiastic. So it must be handled in various ways so that children are willing to learn and not get bored quickly.”

According to Ibu Irma, children are actually easy to direct if the atmosphere is fun, not stressful. Persuasion becomes important when children have to do their schoolwork. When the children have finished doing their homework (PR), then they are allowed to watch television or other entertainment activities that can reduce boredom a little after studying. Irma's mother occasionally invites her children to help in the kitchen preparing food, or invites her children to tidy up their own room. Other activities help tidy up the terrace of the house and feed the fish in the pond in the front yard of the house. According to him, this is a favorite distraction for children after they are tired of studying.

The next informant, Mrs. Annisa, who works in the health sector every day, works 6 (six) days a week, from 09.00-13.00, has enough time to be with her child, Dhika, who is 5 (four) years old, who is currently attend Kindergarten school. According to him, it is difficult to ask his children to learn to do schoolwork. It takes a lot of patience when asking children to do their homework (homework). Dhika prefers more practical learning activities, such as pasting pictures, cutting paper according to lines, making photo frame crafts, or viewing story books full of interesting pictures. However, writing and reading lessons require a lot of effort through very intense interactions, because their concentration quickly shifts, they don't focus when writing, and there are always reasons to avoid schoolwork. For example, when studying, do not focus on what is drawn or written. This requires Mrs. Annisa as a parent to always direct her by persuading Dhika to return to focus on drawing or writing, as well as learning the letters of the alphabet or hijaiyah letters.

However, on the one hand, Dhika is quite an obedient child, for example, when asked to pray, Dhika wants to do it.

Figure 5. Family photo of Annisa's mother while teaching Hijaiyah letters to her son, Dhika (4 years old)



Source: Research documentation (2021).

"It's a bit difficult to direct Dhika to study, it needs to be persuaded with easy-to-understand words so that what I mean can be understood by Dhika. But when it comes to studying outside, Dhika is actually easy to direct, like when he wants to leave the house, Dhika is obedient not to take off his mask until he returns home. In fact, for children of Dhika's age, it is usually difficult to wear a mask."

The attention given by Mrs. Annisa is very great for her only child. According to him, the interactions that are built must be frequent and in language that is easily understood by children. Things that should not be done by children must be well communicated and easily understood by children of Dhika's age. According to him, the interaction that is built must be very intense because Dhika is in the category of a very active child, it is difficult to concentrate on one activity.

Another informant, namely Mrs. Erna, emphasized more relaxed interactions because her child, 4 (four) years old, Runa, who is 4 (four) years old, is not yet in school, and there is no demand to complete school assignments, so her learning activities are much more relaxed. According to him, studying at home with children under five years old still requires patience because sometimes what is conveyed is not what is expected by him. Coupled with the character of children who prefer to play rather than learn. The interaction with her child is also accompanied by a close physical distance, allowing Mrs. Erna to know more about the child's attitude. Because when given a touch, the child shows a happy face and is eager to learn. This made it easier for Mrs. Erna to give Runa an understanding of the material being taught. However, if Runa shows a bored side, then Mrs. Erna tries to persuade her by asking her to play as a distraction to overcome boredom.

"I'm a little worried if Runa plays outside. I don't know how to be anxious, especially now that there's a pandemic like this. So, the children are more active at home. I'm often bored, but what can I do instead of a sick child. Indeed, children are often fussy when they are in the house for a long time, so they like to be invited to go to the front yard while playing. You just have to wear a mask just in case."

What was conveyed by Mrs. Erna is a concern that other parents may experience, especially for young couples who have toddlers. This is understandable, because as parents always want their children to be in a safe condition.

Next is the fourth informant, Ibu Rasini who has a 4-year-old child, named Bella who is in Kindergarten B. Like the previous informant, Ibu Rasini also experienced relatively the same thing as the previous informant, where how to build communication within the family with children are carried out intensively, which is more focused on an interactive approach. Bella's child is an obedient child, although occasionally appears spoiled and sometimes rebellious, especially when he is tired of studying. Seen in the picture, when Mrs. Rasini is teaching Bella to interpret the

picture she points to. According to Mrs. Rasini, this learning activity is carried out every afternoon on a regular basis, for about 1 (one) hour every day. This frequency is considered sufficient by Mrs. Rasini considering that Bella is only 3 years old, whose activities are more dominant in playing than studying seriously at the table.

Figure 6. Erna's mother is teaching her daughter, Runa, who is 3 years old to draw



Source: Researcher documentation (December 2021).

"I'm a little worried if Runa plays outside. I don't know how to be anxious, especially now that there's a pandemic like this. So, the children are more active at home. I'm often bored, but what can I do instead of a sick child. Indeed, children are often fussy when they are in the house for a long time, so they like to be invited to go to the front yard while playing. You just have to wear a mask just in case."

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"However, often I try to slip a little learning when he plays. For example, if you are in the yard, I ask Bella to count the number of flowers in the yard. Sometimes we also count the number of chickens that we raise. I think this is also a form of studying at home. So you can play at the same time, while also learning." I don't think it's felt, if Bella actually learns to remember the names of numbers from number one onwards."

Based on the first four informants, the family communication built can be categorized into a protective pattern, which is low in concept-oriented communication, but high in socially-oriented communication. In families with this pattern, children tend to be easily persuaded and influenced because children do not learn how to defend and defend their opinions. In other words, children accept anything from their parents without any desire to say what is on their mind. This is possible because most of the children of these informants are still toddlers and children, which as it is known that toddlers have high imagination and imitation power so they tend to quickly imitate what they see. This is certainly a concern for parents, especially if what is imitated is a

negative thing. In this regard, the first three informants are protective of their children in an effort to protect children from dangerous things that the children have not thought of.

Figure 7. Ibu Rasini is teaching her 5 (five) year old child how to color.



Source: Research documentation (2021)

Based on the first four informants, the family communication built can be categorized into a protective pattern, which is low in concept-oriented communication, but high in socially-oriented communication. In families with this pattern, children tend to be easily persuaded and influenced because children do not learn how to defend and defend their opinions. In other words, children accept anything from their parents without any desire to say what is on their mind. This is possible because most of the children of these informants are still toddlers and children, which as it is known that toddlers have high imagination and imitation power so they tend to quickly imitate what they see. This is certainly a concern for parents, especially if what is imitated is a negative thing. In this regard, the first three informants are protective of their children in an effort to protect children from dangerous things that the children have not thought of.

Unlike the fourth informant, Mrs. Wiwin's family is different from the previous informants because her child, Rani, is already in grade 11. The interactions that occur with children aged 16 years are of course different from children under that age. According to him, interaction is easier to build. Talks about things related to the lesson, easy to understand. Rani's character easily adapts to her environment, including her relatives and people around her. According to Mrs. Wiwin, it was different when Rani was 5 (five) years old, which showed her ego. For example, his every wish must always be fulfilled, this lasted until Rani was 11 years old. However, when she entered her teens, Rani began to be easily directed, so that it was easier for Mrs. Wiwin to educate her.

The communication built by Mrs. Wiwin when interacting with Rani tends to be more open, which is in the pluralistic type, where the relationship is more open in discussing ideas with all family members, respecting the interests of other members and supporting each other. This is possible because children are more mature, so they have the ability to understand how to behave towards other people, especially parents. But of course this cannot be separated from how to educate children from an early age.

Figure 8. Wiwin's family while discussing with their daughter, Rani, who is in high school.



Source: Research documentation (2021).

Mrs. Wiwin's learning atmosphere was relaxed but earnest, so that Rani did not feel bored while studying. Eye contact and touch are also part of the interactions that Mrs. Wiwin built in communicating with Rani.

"Now Rani is easy to direct, learning can also be done without being asked. So I'm less worried about the grades and now I'm more understanding. This is much different when Rani was small, spoiled and didn't want to give in. In fact, now I'm like friends with my own children, I can discuss about clothes, food, or other things related to school."

As stated by Mrs. Wiwin, when she was little, Rani did have a high ego, but she was still educated to be willing to give in to other people a little, not always impose her own will on others. Apparently this gradually entered Rani's mind, so that when she grew up this trait began to fade and she was more dominant in having an understanding of others than prioritizing her ego. As a parent, Mrs. Wiwin tries to build communication with her teenage son, so that his child is formed into a responsible child.

From all the informants interviewed by the researchers, it can be said that they use an intense communication approach in order to build harmonious family communication, especially during the COVID-19 pandemic which has lasted for approximately two years. Interaction is one way for informants as parents to build communication with their children. Because through these interactions, parents can find out what children are doing in their daily activities.

The relationship that was built by the informants with their children is a form of interaction that gradually becomes transactional, where parents feel closer to their children, and also the children too, which is stated when children feel comfortable when parents asked them to learn and do other positive activities. Thus building communication is an important thing in the family.

CONCLUSION

1. Family communication needs to be built intensely so that harmonious relationships between parents and children can be realized.
2. The character of children is formed, depending on how parents educate through communication made by their parents.

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