

## Communication Patterns Between University Students and Parents in the Context of The Academic Process

Yusiatie<sup>1\*</sup>, Sri Ekowati<sup>2</sup>, Dicki Bagus Chandra<sup>1</sup>

<sup>1</sup>Faculty of Communication Science, Universitas Tama Jagakarsa, Jakarta, Indonesia

<sup>2</sup>Faculty of Communication Science, Universitas Persada Indonesia Y.A.I, Jakarta, Indonesia

\*Corresponding author: [yusiatie@jagakarsa.ac.id](mailto:yusiatie@jagakarsa.ac.id)

DOI: <https://doi.org/10.46961/mediasi.v7i3.2085>

---

### Article Info

Received: 11/05/2026  
Revised: 02/08/2026  
Accepted: 03/09/2026  
Published: 30/09/2026

---

**e-ISSN: 2721-0995**  
**p-ISSN: 2721-9046**

---

### Keywords

Family Communication;  
University Students;  
Parents;  
Higher Education;  
Academic Process;

### ABSTRACT

This study aims to describe the patterns of communication between university students and their parents within the context of the academic process at Universitas Tama Jagakarsa. Employing a qualitative approach through in-depth interviews with 30 students from six different faculties, the study examines five principal aspects: communication patterns, message content, parental support, communication barriers, as well as students' perceptions and expectations. The analysis is grounded in the theories of family communication, interpersonal communication, and Social Penetration Theory. The findings reveal that communication patterns vary in both frequency, ranging from daily interactions to infrequent exchanges, and modes of communication, including face-to-face conversations, text messaging, and video calls. The content of communication predominantly revolves around academic activities, campus experiences, and daily life matters. Parental support is found to be consistent, particularly in emotional and instrumental forms, contributing significantly to students' motivation and overall well-being. Communication barriers are relatively minimal and are primarily associated with parents' occupational commitments or differences in opinion; however, such challenges can generally be resolved by identifying appropriate opportunities for communication. Students perceive communication with their parents as highly important, serving as a source of motivation, emotional support, and psychological stability. Their primary expectation is that parents develop a broader understanding of campus life dynamics, encompassing not only academic responsibilities but also personal development and social adaptation. Overall, the study demonstrates that open and supportive family communication plays a significant role in fostering students' academic achievement and emotional well-being during the phase of emerging adulthood.

---

## INTRODUCTION

Communication between university students and their parents constitutes an essential aspect of the higher education process that often receives insufficient attention from both students and parents alike. This condition may stem from the assumption that communication is not a fundamental necessity, or from a limited understanding on both sides regarding the importance of maintaining communication throughout the academic journey. In fact, the university period represents a transitional stage from adolescence to young adulthood, during which individuals begin to develop independence, particularly in making academic and personal life decisions.

Arnett, 2023; Hochberg & Konner (2020) describe this transitional stage from adolescence to adulthood, commonly referred to as *emerging adulthood*, as occurring approximately between the ages of 18 and 25. During this phase, individuals begin to establish autonomy and make academic as well as personal decisions, although they have not yet fully assumed adult responsibilities. This stage is also characterized by identity exploration, life instability, self-focus, and broad future possibilities. Although university students tend to live more independently, emotional support and effective communication with parents continue to play a significant role in maintaining psychological balance and enhancing academic motivation.

Within the Indonesian context, the family remains the primary social institution responsible for shaping children's values, behaviors, and life direction. Parents therefore play a crucial role in children's educational and developmental processes, both academically and socially. According to Wahyuningsih et al. (2023), interactions among family members, communication patterns, and the values implemented within the household substantially influence child development. Parents' understanding of educational approaches and their ability to regulate children's access to technology are considered essential within the framework of family education. This perspective is reinforced by Irfan (2022), who argues that the family performs eight principal functions in children's education: educational, religious, protective, socialization, affectional, economic, recreational, and adaptive functions. These functions are interrelated and collectively support children's educational development within the family environment.

Consequently, parents frequently hold high expectations regarding their children's academic success. Nevertheless, the dynamics of communication between university students and parents are often influenced by differences in perspectives, busy schedules, and shifts in communication styles in the digital era. Some students choose to communicate openly about their academic experiences, whereas others tend to be more reserved due to fears of disappointing their parents or a desire to demonstrate independence.

The development of communication technology has also transformed the ways in which students interact with their parents. Communication is no longer conducted solely through face-to-face interaction, but also through digital media such as text messaging, video calls, and social media platforms. These diverse communication patterns influence the quality of emotional relationships and shape students' perceptions of parental support. Therefore, it is important to understand how university students establish and maintain communication with their parents within the context of everyday academic life.

Previous studies concerning the relationship patterns between university students and parents have produced relevant findings. Wulandari (2021), in the study entitled "*University Students' Self-Disclosure to Parents in the Context of Higher Education*," found that students' openness toward their parents is influenced by trust, emotional experiences, and parental communication styles. Similarly, Rakhmawati (2018), through the study "*Interpersonal Communication between Overseas Students and Parents through Social Media*," demonstrated that the use of digital media such as WhatsApp and video calls strengthens emotional relationships between students and parents despite geographical separation. Furthermore, Yuliana and Fadli (2022), in their research entitled "*Family Social Support toward University Students' Academic Achievement*," revealed that emotional and instrumental support from family positively affects students' academic performance.

Based on these three previous studies, existing research has contributed to the understanding of student-parent relationships through different perspectives, including self-disclosure, digital media use, and family social support. However, these studies have not examined student-parent communication in the context of university life through a comprehensive and integrated perspective. This gap is addressed in the present study by examining multiple dimensions of student–parent communication, including communication patterns and intensity, message content, interaction context, forms of parental support, communication barriers,

students' strategies for overcoming these barriers, and their perceptions and expectations regarding communication with their parents.

Beyond the breadth of dimensions examined, this study also differs in its research context and participants. The study was conducted through interviews with students from five faculties at Tama Jagakarsa University, Jakarta. The inclusion of students from academic backgrounds provides an opportunity to capture varied communication experiences within the context of university life. Accordingly, the contribution of this study lies in conceptualizing student-parent communication not merely as a form of self-disclosure, digital communication, or social support, but as an interpersonal communication process involving interconnected patterns, content, contexts, barriers, coping strategies, meanings, and expectations within students' academic and personal lives.

This study aims to describe the patterns and intensity of communication between university students and their parents in relation to academic life, to analyze the content and context of such communication, to identify forms of parental support perceived by students, to examine communication barriers along with strategies employed to overcome them, and to explore students' perceptions and expectations regarding communication with their parents.

Furthermore, this research is expected to provide a deeper and more comprehensive understanding of communication between university students and parents, particularly within the context of the higher education process. By examining communication patterns, the content of conveyed messages, and the forms of support provided by parents, the study also seeks to identify various obstacles that may emerge within these interactions. In addition, the research endeavors to understand the significance of communication for students, including how communication with parents influences learning motivation, psychological well-being, and students' ability to manage academic responsibilities alongside personal life.

The novelty of this study lies in its comprehensive examination of student communication with parents within the context of university life. While previous studies have primarily focused on student self-disclosure, communication through social media, or family social support for academic achievement, the present study integrates several dimensions of student–parent communication, including communication patterns and intensity, the content and context of conversations, forms of parental support, communication barriers, strategies for overcoming communication challenges, and students' perceptions and expectations. Furthermore, this study involved students from five faculties at Tama Jagakarsa University, Jakarta across different semesters, thereby providing a more diverse understanding of students' communication experiences with their parents. Accordingly, this study contributes to the understanding of interpersonal communication between students and parents not merely as a means of exchanging information, but also as part of the process of providing support, constructing meaning, and facilitating adjustment throughout students' university life.

## LITERATURE REVIEW

The literature review discusses theoretical concepts and empirical findings related to communication patterns between university students and parents in the context of higher education, as well as communication theories relevant to understanding interpersonal communication processes. This review serves as the conceptual foundation of the present study.

### Communication Patterns

Communication patterns refer to the methods or forms of interaction that occur in the process of message exchange between individuals or groups, particularly concerning how messages are transmitted, received, and responded to within a communicative relationship. In this context, the focus is placed on communication patterns between university students and their parents. Joseph A. DeVito (2019) explains that communication patterns constitute a system of message transmission and reception involving the essential elements of communication, namely the sender, message, channel, receiver, and feedback, within an observable communicative structure. Meanwhile, Ngilimun (2018) emphasizes that communication patterns represent a communicative mechanism aimed at identifying the most effective means of delivering messages from the sender to the recipient, thereby generating feedback or reciprocal responses within the communication process.

Within the field of Communication Studies, communication patterns are generally classified into several principal types. These include one-way communication patterns, in which messages are conveyed without feedback; two-way communication patterns, which involve reciprocal interaction between sender and receiver; and multi-directional communication patterns, commonly found in group communication involving multiple participants. In addition, communication may also take the form of linear patterns, characterized by a direct flow from sender to receiver, and circular patterns, which are distinguished by continuous feedback that renders communication dynamic and interactive.

### University Students

According to the Law of the Republic of Indonesia Number 12 of 2012 on Higher Education, university students are learners enrolled in higher education institutions, namely individuals who are officially registered at universities and actively engaged in the learning process. Such involvement is not limited solely to classroom instruction, but also encompasses other academic activities systematically organized within the framework of higher education.

Furthermore, university students are also involved in research activities and community service as part of the implementation of the *Tri Dharma Perguruan Tinggi* (the Three Pillars of Higher Education). Within this context, students are not merely positioned as recipients of knowledge, but also as active agents who contribute to the advancement of science, technology, and the arts, while simultaneously bearing social responsibilities within society.

In line with this perspective, Rusman Latief (2026), in the study entitled *“Broadcasting Students’ Preferences toward Small Team Models versus Full Team Models in Audiovisual Production,”* argues that university students are individuals equipped with specialized knowledge and skills, and are trained to work collaboratively within various team structures. This preparation is intended to enable students to confront the complexities of professional environments, which increasingly demand effective coordination and collaboration.

### Parents

Parents are individuals who assume the roles of father and/or mother and bear the responsibility of giving birth to, nurturing, educating, guiding, and protecting children from birth through adulthood, both biologically and socially. These responsibilities encompass the fulfillment of children’s physical, emotional, and educational needs in daily life as part of the fundamental functions of the family.

Consistent with this view, Ramadhani and Darmaningrum (2023), in their study entitled *“Social Learning Theory: Parenting Practices in the Formation of Children’s Moral Character,”* state that parents function as the primary agents in the socialization process of children. Through parenting styles and exemplary behavior, parents play a crucial role in shaping children’s character and behavior from early childhood through adulthood.

From the perspective of communication studies, parents are understood as the primary communicators within the family who convey values, norms, and various messages to children through everyday interactions. Parents function not only as providers of information, but also as guides in shaping communication patterns, attitudes, and the ways in which children understand their social environment. Through intensive interpersonal communication processes, parents establish emotional closeness, provide feedback, and create either open or closed communication climates within the family. Consequently, parents constitute a key factor in determining both the effectiveness of communication and the development of children’s communicative behavior.

### Communication Process

The theoretical foundation of this study is grounded in the perspective of family communication, which conceptualizes interaction among family members as a process aimed at maintaining relationships, constructing shared values, and resolving problems collectively. According to Hafied Cangara (2023), family communication refers to the exchange of verbal and nonverbal messages intended to foster mutual understanding and to cultivate warmth, affection, trust, openness, and harmony among family members. This framework is employed to understand the meaning, patterns, and effectiveness of communication between university students and their parents within the context of campus life.

In addition, this study also employs the concept of interpersonal communication theory, which is understood as the process of exchanging messages between two or more individuals who mutually influence one another. Joseph A. DeVito (2016) explains that interpersonal communication is the process of transmitting and receiving messages between individuals who share a certain degree of relational closeness in order to

achieve mutual understanding. This process involves two-way interaction that encompasses not only what is communicated, but also how the message is delivered, including the use of tone of voice, facial expressions, gestures, and other forms of body language. Interpersonal communication may occur in various contexts, either directly through face-to-face interaction or indirectly through communication media such as telephone conversations and digital platforms.

Within the family context, interpersonal communication plays a vital role in establishing and maintaining relationships among family members. Through effective communication, family members are able to understand one another, provide mutual support, and resolve conflicts that may arise. Moreover, effective interpersonal communication contributes significantly to the emotional and social development of individuals within the family environment.

This study also utilizes Social Penetration Theory, developed by Irwin Altman and Dalmas Taylor (1973), which emphasizes the importance of self-disclosure in the development of close interpersonal relationships. The deeper the level of openness demonstrated by students toward their parents, the stronger the emotional bonds and support systems that are established. In the context of communication between university students and parents, this theory helps explain the extent to which students feel comfortable sharing their academic and emotional experiences.

In line with this perspective, research conducted by Carpenter and Greene (2016) revealed that self-disclosure is a gradual process through which individuals disclose personal information from superficial layers toward the core aspects of the self. This process enhances emotional intimacy and the quality of interpersonal relationships, including within the context of academic family life. In communication between university students and parents, a high level of self-disclosure may strengthen emotional attachment and increase the support received by students.

## METHOD

This study employed a qualitative research approach using in-depth interviews as the primary data collection technique. According to Kriyantono (2021), in-depth interviews are a qualitative data collection technique conducted intensively to explore informants' information, experiences, perspectives, and motivations in greater depth.

The interviews were guided by the same set of questions administered to all students. These questions were initially presented to the students to obtain a preliminary overview of their experiences and communication with their parents. After the responses were collected, the researcher conducted an initial analysis and selected several students for further in-depth interviews to obtain more detailed information relevant to the research focus. Informants were selected from various faculties and different semesters, ranging from the first to the seventh semester, using purposive sampling. The selection was based on the consideration that the students possessed experiences or knowledge relevant to the research topic.

The interview data were subsequently transcribed and analyzed through a process of coding, thematic grouping, and interpretation of, emerging patterns and meanings. The analysis focused on identifying communication patterns, conversation content, forms of parental support, communication barriers, and students' perceptions and expectations regarding communication with their parents.

This research was conducted at Universitas Tama Jagakarsa, a private higher education institution located at Jl. TB. Simatupang No. 152, RT.10/RW.4, Jagakarsa, South Jakarta. Established on October 28, 2004, the university has since developed into a higher education institution comprising six faculties that accommodate a wide range of academic programs. The university consists of six principal faculties, namely the Faculty of Economics, Faculty of Law, Faculty of Engineering, Faculty of Teacher Training and Education, Faculty of Communication Science, and Faculty of Psychology, offering a total of 17 study programs, as detailed below:

- 1) Faculty of Communication Science (FK): This faculty offers one undergraduate study program, namely Communication Science (*Bachelor's Degree*), which constitutes one of the university's strategic faculties in developing students' competencies in media and broadcasting studies.
- 2) Faculty of Economics (FE): The faculty administers study programs in Management (*Master's and Bachelor's Degrees*) as well as Accounting (*Bachelor's and Diploma III Degrees*).
- 3) Faculty of Engineering (FT): This faculty manages study programs in Civil Engineering (*Master's and Bachelor's Degrees*), Mechanical Engineering (*Bachelor's Degree*), Architectural Engineering (*Bachelor's*

*Degree*), Electrical Engineering (*Bachelor's Degree*), Information Systems (*Bachelor's Degree*), and Computer Science (*Bachelor's Degree*).

- 4) Faculty of Law (FH): The faculty offers study programs in Law (*Master's and Bachelor's Degrees*).
- 5) Faculty of Teacher Training and Education (FKIP): This faculty provides undergraduate study programs in Indonesian Language and Literature Education as well as English Language Education.
- 6) Faculty of Psychology (FP): The faculty administers an undergraduate study program in Psychology.

With such a diverse academic structure, Universitas Tama Jagakarsa represents a relevant setting for research concerning communication dynamics, student behavior, and both academic and non-academic activities within the context of higher education. This location was selected due to the availability of study programs aligned with the objectives of the research, as well as accessibility to relevant respondents.

In this study, the participants or respondents were drawn from all six faculties. Each faculty was represented by five students, resulting in a total of 30 participants. Based on residential status, 24 students resided with their parents, while 6 students lived in boarding houses or dormitories.

**Table 1.** List of Respondents' Initials

| No | Initials | Faculty–Semester | Residential Status       |
|----|----------|------------------|--------------------------|
| 1  | NAZ      | FK-5             | Living with Parents      |
| 2  | NFR      | FK-7             | Living with Parents      |
| 3  | ZPT      | FK-1             | Living with Parents      |
| 4  | LLA      | FK-5             | Living with Parents      |
| 5  | ANA      | FK-1             | Living with Parents      |
| 6  | NDN      | FE-5             | Living with Parents      |
| 7  | MTT      | FE-3             | Living with Parents      |
| 8  | AHM      | FE-5             | Boarding House/Dormitory |
| 9  | SST      | FE-3             | Living with Parents      |
| 10 | FYR      | FE-7             | Living with Parents      |
| 11 | RKR      | FT-5             | Living with Parents      |
| 12 | CBD      | FT-5             | Living with Parents      |
| 13 | HNS      | FT-5             | Living with Parents      |
| 14 | FAN      | FT-7             | Living with Parents      |
| 15 | XHA      | FT-3             | Boarding House/Dormitory |
| 16 | RAA      | FH-7             | Living with Parents      |
| 17 | YPS      | FH-7             | Living with Parents      |
| 18 | ASS      | FH-7             | Boarding House/Dormitory |
| 19 | AAA      | FH-1             | Living with Parents      |
| 20 | ULH      | FH-5             | Living with Parents      |
| 21 | MDT      | FKIP-1           | Living with Parents      |
| 22 | MSA      | FKIP-3           | Boarding House/Dormitory |
| 23 | CNL      | FKIP-3           | Boarding House/Dormitory |
| 24 | DDO      | FKIP-1           | Living with Parents      |
| 25 | DNP      | FKIP-5           | Living with Parents      |
| 26 | RNF      | FP-1             | Living with Parents      |
| 27 | SNI      | FP-5             | Living with Parents      |
| 28 | SLA      | FP-1             | Boarding House/Dormitory |
| 29 | CAH      | FP-1             | Living with Parents      |
| 30 | FRN      | FP-5             | Living with Parents      |

## RESULTS AND DISCUSSION

The discussion topics presented to all participating students encompassed five principal aspects: (1) communication patterns employed by students, (2) the content of communication, (3) parental support toward the academic process, (4) communication barriers, and (5) students' perceptions and expectations. These five

aspects were formulated as the primary focus of the study in order to explore communication patterns occurring within the context of relationships between university students and their parents.

These aspects subsequently served as guidelines throughout the data collection process, enabling the researchers to obtain a comprehensive and in-depth understanding of the forms, quality, and meanings of communication interactions established between both parties. This approach also assisted the researchers in identifying factors influencing communication effectiveness, as well as potential challenges emerging throughout the communication process.

### **Communication Patterns**

Within the context of relationships between university students and parents, communication patterns encompass communication frequency, communication channels, communication styles, and communication direction. Communication frequency refers to how often students interact with their parents, for instance on a daily basis, once a week, or only when necessary. Communication channels may include face-to-face interaction, telephone conversations, text messaging, or video calls. Meanwhile, communication style refers to whether communication is conducted in a formal, informal, open, or closed manner. The direction of communication reflects whether interactions occur in a one-way form, in which parents merely provide instructions or guidance, or in a two-way form characterized by discussion, reciprocal feedback, and mutual exchange of opinions.

According to Deianeira, Putri, and Sutjipto (2024), communication patterns between university students and parents encompass family communication patterns, freedom of expression, communication intensity, consistency of mutual agreements, and compliance with the communication media utilized. By examining these communication patterns, researchers are able to understand how students and parents interact, including the habits, strategies, and forms of support that influence the academic process.

When students were asked about their communication patterns with their parents, the responses from the 30 participants, both those living with their parents and those residing in boarding houses, demonstrated considerable variation in communication frequency. Some students communicated with their parents daily, others once or twice a week, while many reported communicating only infrequently and primarily when necessary. For instance, SST (FE-3) stated, *"I rarely communicate with my parents unless they ask something or when I need something related to campus matters."* Similarly, HNS (FT-5) explained that communication occurred only occasionally, depending on whether there was something important to discuss. Comparable responses were also expressed by XHA (FT-3) and CAH (FP-1).

Conversely, several students reported communicating with their parents almost every day or on a frequent basis. FRN (FP-5) explained, *"I discuss my academic life with my parents almost every day in a relaxed manner. The conversations are not lengthy, just brief exchanges accompanied by jokes, usually about assignments and friends on campus."* A similar statement was conveyed by NFR (FK-7), who remarked, *"I communicate with my parents quite frequently. I am very open about my academic life, especially now that I am in the seventh semester, where there are many matters to discuss, particularly regarding my undergraduate thesis research."*

Based on the analysis of communication frequency between students and parents, the findings indicate a relatively balanced distribution between students who communicated frequently and those who communicated infrequently. Of the 30 participants, 12 students reported rarely communicating with their parents, whereas the remaining 18 maintained more regular communication, whether on a daily basis or several times each week.

Regarding communication channels, face-to-face interaction emerged as the most commonly utilized medium, particularly during breakfast, dinner, or moments of relaxation at home. In addition, several students used text messaging applications for urgent matters, such as requesting permission to go out with friends after classes, informing parents of their return home, or asking for additional allowance. Meanwhile, some students reported relying more heavily on video calls as their primary means of communication with their parents.

FRN (FP-5), who resides with their parents, stated that communication occurs routinely through face-to-face interaction during breakfast, dinner, and leisure time at home. In addition, communication is also maintained through the use of the WhatsApp application as part of everyday interaction. A similar experience was described by DNP (FKIP-5), who lives in a boarding house but returns to their parents' home in the Jakarta metropolitan area every week: *"I usually communicate with my parents face-to-face, although more frequently through telephone conversations."* Likewise, HNS (FT-5), who lives with their parents, described

communication as highly intensive both at home and while away from home, such as during university activities, including the habit of sending photographs of ongoing activities as a form of reporting and maintaining long-distance interaction.

For students living in boarding houses, communication was generally conducted through WhatsApp or video calls, particularly while residing away from home. For example, MSA (FKIP-3) stated that communication through video calls created the impression of directly meeting with their parents. A similar statement was expressed by SLA (FP-1), who consistently utilized video calls both during breaks on campus and while in the boarding house, thereby maintaining intensive and meaningful interaction with parents despite physical distance.

The communication channels commonly utilized by students, both those residing with their parents and those living in boarding houses, generally include telephone calls, text messaging, and video calls. For students whose boarding residences are located relatively close to their parents' homes, for example within the regions of Jakarta, Bogor, or Bekasi, face-to-face communication still occurs, although at irregular intervals, such as once every week or every two weeks. Meanwhile, the communication style is generally informal in nature and predominantly characterized by two-way interaction.

### **Content of Communication**

The content of communication within interactions between university students and parents refers to the material or topics discussed during the communication process. According to Gao, Liu, and Zhang (2024), the quality of communication between parents and children tends to reduce anxiety levels. Within the context of university students, communication content includes academic information, such as grade reports, academic progress, and assignments that must be completed, as well as personal issues, including health conditions, daily experiences, and students' emotional states.

Communication between students and parents also encompasses guidance and advice related to academic decisions and personal life matters, in addition to emotional support in the form of motivation, encouragement, and expressions of affection. By examining the content of communication, researchers are able to understand the principal topics and messages conveyed during conversations, while simultaneously assessing how such communication contributes to students' support systems and personal development throughout their academic journey.

The findings of this study indicate that communication content between students and parents is generally diverse, encompassing discussions about enjoyable campus experiences, interactions with peers, and learning experiences. Several students also expressed feelings of fatigue or academic difficulty, particularly regarding course materials they found difficult to understand and lecturers' teaching methods. Respondent SNI (FP-5) stated that conversations with parents commonly involved discussions concerning academic assignments, new friends, and daily campus activities. Likewise, HNS (FT-5) explained that the topics usually discussed with parents included: *"What time classes begin and end, whether there are activities on campus, and what time I return home. Sometimes we also discuss assignments, examinations, and general developments on campus."* Similarly, RAA (FH-7) noted that conversations with parents often revolved around lecturers' teaching methods, course materials, and relationships with fellow students on campus.

Based on the communication content reported by the participants, the majority of the 30 students indicated that their parents understood and were aware of their academic circumstances, including class schedules, attendance, assignments, examinations, and other academic activities. As expressed by FYR (FE-7), parents demonstrated considerable understanding because they communicated frequently about academic matters, especially since they lived in the same household. A similar view was expressed by ANA (FK-1), who stated that their parents possessed a strong understanding of their university studies.

Nevertheless, students generally acknowledged that their parents' understanding was not always highly detailed, although parents were still able to comprehend the broader context and circumstances of university life. For example, SST (FE-3) explained that their parents did not understand university matters in detail. Similarly, CAH (FP-1) stated that their parents possessed only a general understanding of their academic life. Meanwhile, several students reported that their parents did not understand their university experiences at all. This was expressed by ZPT (FK-1), who stated, *"Although we live in the same house, my parents do not understand my university life."* Likewise, MTD (FKIP-1) remarked that their parents did not understand university-related matters whatsoever.

## Parental Support

Parental support refers to all forms of assistance, attention, and facilities provided by parents to support their children's academic, emotional, and social development. Within the context of university students, such support encompasses: (1) academic support, including the provision of learning facilities, guidance in completing assignments, and motivation to complete academic studies; (2) emotional support, manifested through encouragement, care, and reinforcement intended to sustain students' motivation in facing academic challenges; (3) financial or material support, such as the provision of tuition fees, books, learning equipment, and daily living necessities; and (4) social or motivational support, including advice, guidance, and assistance in developing positive social networks.

Research conducted by Ye, Zhang, and Liu (2022) demonstrated that parental support perceived by university students exerts a positive influence on emotional well-being and psychological resilience, which subsequently contributes to reducing depressive symptoms among students. Furthermore, research conducted by Song (2024) revealed that parental support in the form of autonomy support may enhance students' academic engagement through improved self-regulation.

Understanding parental support is therefore essential in assessing the extent to which parents contribute to shaping students' learning experiences, motivation, and overall well-being throughout their academic journey. Student MTT (FE-3), who did not reside with their parents and lived in a boarding house, explained that through video calls and telephone conversations, their parents consistently provided emotional support and encouragement in pursuing the aspiration of becoming a graduate in economics. A similar experience was reported by MSA (FKIP-3), who also lived separately from their parents and stated that their parents continually supported campus-related activities while reminding them to remain diligent in their studies.

For respondents residing with their parents, parental support was likewise consistently present. RNF (FP-1) explained that their family was highly supportive, particularly during the decision-making process between pursuing higher education or entering employment. According to the respondent, all family members encouraged them to continue their education, resulting in the feeling that attending university was not an obligation imposed upon them, but rather a decision supported collectively by the family. Similarly, RAA (FH-7) stated: *"Parental support gives me the motivation to continue my studies because I do not feel alone. I am able to enjoy university life and complete assignments because I consistently receive encouragement."*

Overall, all 30 interviewed students reported consistently receiving support from their parents, although the intensity of support varied from "highly supportive" to "moderately supportive." These findings indicate that parental support remains consistently perceived by students in various forms.

Accordingly, parental support plays a crucial role in assisting students throughout the academic process, particularly in terms of motivation, guidance, and preparedness to face academic demands. Such support constitutes a significant factor that strengthens students' resilience in participating optimally in academic activities.

## Communication Barriers

Communication barriers within relationships between university students and parents refer to various factors that obstruct or diminish the effectiveness of interaction and information exchange between both parties. According to Gokalp, Akbaşlı, and Diş (2021), communication barriers may arise due to differences in perception, lack of empathy, time constraints, and disparities in values and expectations between parents and children.

Within the context of university students, communication barriers between parents and children may originate from several principal factors. First, differences in academic expectations frequently emerge, whereby parents often establish high achievement expectations while students experience considerable psychological pressure as a consequence of these demands. Second, students' limited availability, resulting from intensive lecture schedules, assignments, and extracurricular activities, reduces both the frequency and quality of communicative interaction with parents. Third, differences in values, norms, and intergenerational cultural backgrounds frequently trigger miscommunication or misinterpretation of messages. Fourth, limited effective communication skills among both parents and students, including deficiencies in active listening, empathy, and assertive yet respectful message delivery, further intensify these barriers. Collectively, these four factors may weaken the quality of parent–student relationships throughout the university period.

In the present study, the respondents generally indicated that they experienced few communication barriers with their parents. Frequent communication enabled them to reconcile differing viewpoints and

maintain mutual understanding. Even among students who communicated less frequently, interactions generally occurred without significant difficulties whenever opportunities for communication arose. LLA (FK-5) stated: *"When we communicate, we try to unify our perspectives so that no major disagreements occur."* A similar statement was expressed by MSA (FKIP-3), who explained that no substantial communication barriers existed, aside from occasional signal or network disruptions, which were not considered serious obstacles.

Nevertheless, several students reported communication difficulties due to their parents' occupational commitments, which limited opportunities for interaction. This was conveyed by DNP (FKIP-5), who explained that their parents were often excessively occupied with work, making communication difficult at times. Other respondents indicated that communication barriers occasionally arose because of differences in opinion. For example, SLA (FP-1) stated that disagreements sometimes resulted in communication becoming less open.

Respondents who experienced communication barriers generally developed strategies to overcome them. For instance, RNF (FP-1) explained that whenever their parents were busy, they attempted to allocate or seek appropriate moments for communication, whether at night, in the morning before leaving for university, or during breakfast together. Similarly, DPN (FKIP-5) reported seeking opportunities to communicate when their parents were less occupied. Meanwhile, MTT (FE-3) stated that when face-to-face interaction with parents was difficult, they chose to communicate through telephone conversations instead.

### **Perceptions and Expectations**

Students' perceptions and expectations regarding communication with their parents reflect how they evaluate and wish such interactions to occur. According to Zainuddin (2024), there is a positive relationship between students' perceptions of parental expectations and their fear of academic failure. The study demonstrated that the higher students' perceptions of parental expectations, the greater the fear of failure they experienced. This finding is consistent with the research conducted by Wang and Tambi (2024), which revealed that students' perceptions of parental expectations may influence academic engagement through the mediating role of academic self-efficacy.

Based on the analysis conducted in this study, students generally perceived communication with their parents as highly important. For example, NFR (FK-7) stated that communication with parents was extremely important because it helped maintain motivation throughout the academic process. A similar view was expressed by ZPT (FK-1), who explained that communication with parents was highly significant because it served as a form of support originating from the family environment, particularly from the mother.

Likewise, NDN (FE-5) emphasized that communication with parents was *"extremely important"* because parents functioned as a source of emotional expression and primary support. Through effective communication, the respondent was able to receive motivation, prayers, and advice that enhanced enthusiasm for academic life. Similarly, SLA (FP-1) stated that parental support was highly important for achieving academic success.

Several students also expressed specific expectations regarding their parents' attitudes toward their academic lives. ANA (FK-1) stated: *"I hope my parents will not place excessively high expectations on my academic life."* Meanwhile, HNS (FT-5) explained the hope that parents would better understand their busy schedule and continue providing encouragement and discipline throughout the academic process. Similarly, AAS (FH-7) expressed the expectation that parents would continue supporting them during their university studies. RNF (FP-1) also hoped that parents would continue praying for them, providing encouragement, and showing understanding while facing academic difficulties.

In general, students expected their parents to possess a broader understanding of campus life, recognizing that university education involves not only academic grades but also various experiences that contribute to the development of knowledge, skills, social relationships, and participation in non-academic activities. As explained by NDN (FE-5), *"Campus life is full of challenges and opportunities, so I need trust, understanding, and support from my parents in order to develop not only inside the classroom but also outside of it."* A similar perspective was conveyed by ASS (FH-7), who wished for parents to understand that university life is not solely about studying, but also about adapting to new environments and confronting challenges, making parental support and understanding highly meaningful.

Nevertheless, several students expressed that they did not particularly expect their parents to fully understand campus life. NRF (FK-5) stated that there was no need to expect further understanding from parents because they already comprehended the respondent's circumstances. Likewise, XHA (FT-3) explained that there was no need for excessive expectations because their parents already understood the

purpose of pursuing higher education. In other words, these students felt no necessity to demand additional understanding regarding academic life, as they believed their parents already possessed sufficient comprehension. This perception was largely attributed to the frequent communication maintained with their parents.

### **Openness**

The interview findings indicate that communication between university students and parents is generally characterized by mutual openness. Students demonstrated a willingness to openly discuss problems encountered during the academic process, such as assignment burdens, social pressures, and adaptation challenges. At the same time, parents exhibited a willingness to listen to and accept their children's concerns with empathy.

This form of open communication is consistent with the characteristics of family communication, which encourage trust and emotional closeness among family members (Galvin, Braithwaite, & Bylund, 2020). Furthermore, interpersonal communication theory emphasizes that openness constitutes one of the principal indicators of effective interpersonal communication (Joseph A. DeVito, 2019). The findings of this study are also supported by previous research demonstrating that high-quality family communication, particularly in terms of conversation orientation, is positively correlated with students' well-being and contributes to reducing stress and academic burnout symptoms. For example, research conducted by Zamralita, Wilis, and Angelina (2024) demonstrated a strong positive relationship between family communication and family functioning. Similarly, research by Guerra-Santana, Rodríguez-Pulido, and Artiles-Rodríguez (2022) found that communication between parents and university students constitutes an important source of personal and social support.

Accordingly, the open communication patterns identified in these interviews may be understood as manifestations of family communication theory and interpersonal communication theory, whereby students feel secure in expressing academic difficulties, while parents provide an open dialogic space that facilitates the exchange of experiences and emotional support.

### **Support**

Support refers to forms of assistance or reinforcement provided by one individual to another, either morally or materially, in facing particular situations or enhancing motivation. Such support may take the form of physical assistance, advice, attention, or emotional encouragement intended to foster feelings of comfort, appreciation, care, and strengthened social relationships.

Within the family context, support refers to all forms of assistance provided by family members through attitudes, actions, and acceptance. These forms of support include: (1) emotional support in the form of affection and concern; (2) informational support through the provision of information, advice, or guidance; (3) instrumental support involving tangible assistance in fulfilling practical needs; and (4) appraisal or esteem support through appreciation of family members' efforts and achievements (Galvin, Braithwaite, & Bylund, 2020).

Within the context of higher education, family support, particularly parental support, plays a significant role in students' academic lives. Active communication between students and parents has been shown to exert a substantial influence on learning motivation, including increased enthusiasm, discipline, and the ability to cope with academic challenges (Li & Chen, 2022; Putri & Suryani, 2021). From the perspective of interpersonal communication theory, support conveyed through open, empathetic, and responsive communication fosters psychological closeness and strengthens trust within relationships.

Meanwhile, Social Penetration Theory explains that such closeness develops through a gradual process of self-disclosure, whereby students and parents progressively share increasingly personal and profound information. Consequently, family support functions not merely as an external source of strength, but also as an integral component of the development of interpersonal closeness, which significantly influences students' emotional well-being and academic success.

### **Closeness**

The physical proximity between parents and students, whether they live together or separately, does not necessarily determine the effectiveness of communication regarding academic activities. The in-depth interviews revealed that some students who live with their parents have relatively limited communication about their studies, whereas students who live apart from their parents can maintain more effective communication through digital media or telephone.

This finding is reflected in the statement of CLN (FKIP-3), who reported communicating with her parents almost every day about her studies, friends, and assignments. In contrast, LLA (FK-5), despite living with her parents, rarely communicates with them about her studies or campus activities.

These accounts indicate that the physical presence of parents within the same living environment does not automatically result in more intensive academic communication. Frequent interactions within the household may primarily concern everyday activities, while academic matters are not necessarily discussed. Conversely, students who live separately from their parents may intentionally initiate communication when they wish to share their academic progress or seek parental support.

The findings further suggest that communication effectiveness is more closely associated with the quality of interaction, openness, and the willingness of both parties to exchange information than with physical proximity alone. Digital media and telephones communication can serve also as effective means of maintaining contact when students and parents live apart. However, the availability of communication media does not, by itself, guarantee effective or meaningful communication. Responsiveness, attention, and openness between students and parents remain important factors in establishing building meaningful interpersonal communication.

These findings are consistent with the family communication perspective, which emphasizes that communication quality is shaped not only by physical proximity but also by interaction, patterns, openness, and the roles performed within the family (Galvin, Braithwaite, & Bylund, 2020). Therefore, within the context of this study, the effectiveness of student-parent communication is better understood in terms of the quality of the relationship and the interaction patterns established between them rather than physical distance alone.

From the perspective of interpersonal communication theory, communication effectiveness is largely determined by motivation, empathy, and the ability to understand one another, rather than by physical presence alone. This was reflected in the case of NAZ (FK-5), who, despite living with their parents, rarely communicated about academic matters. Although parental support remained present, conversations concerning university life occurred only occasionally. A similar situation was experienced by FAN (FT-7), who also lived with their parents but communicated more frequently only during examination periods. Likewise, MDT (FKIP-1) stated that communication with parents was generally limited to basic matters such as class schedules or academic holidays.

In contrast, students living separately from their parents tended to demonstrate more structured and purposeful communication patterns. MSA (FKIP-3), who resided in a boarding house, communicated with parents every week, discussing academic matters and student organizational activities. SLA (FP-1) even reported communicating almost every day despite living far from home. This pattern corresponds with Social Penetration Theory, which explains that interpersonal closeness develops through consistent and meaningful self-disclosure processes. In other words, open relationships may be established without the necessity of sharing the same physical space. Nevertheless, not all students living apart from their parents were able to maintain intensive communication. XHA (FT-3) for example, rarely communicated despite residing separately from their parents.

A common reason expressed by students who communicated infrequently, whether living with parents or in boarding houses, was reluctance to burden their parents with academic problems. YPS (FH-7) rarely communicated because of a desire to avoid causing parents to worry about academic difficulties. Similarly, CAH (FP-1) tended to avoid discussing university matters because they assumed that their parents might not fully understand the complexities of academic life and university activities. From the perspective of family communication theory, this condition reflects a protective communication pattern, whereby children deliberately restrict certain information in order to preserve comfort and emotional stability within the family. From the perspectives of interpersonal communication theory and Social Penetration Theory, such barriers to self-disclosure limit the depth of communication, thereby preventing relationships from reaching more intimate levels of information exchange regarding academic experiences.

### Time

Within the context of communication between university students and parents, time refers to the temporal opportunities available for interaction. Time constraints frequently constitute a major obstacle in the communication process. Parents who are occupied with professional responsibilities often lack sufficient opportunities to communicate intensively with their children, while students themselves are confronted with demanding academic schedules. Consequently, the available time for interaction between both parties often

fails to coincide, resulting in reduced communication frequency and quality. This condition was reflected in the experience of DNP (FKP-5), who stated that communication with parents had diminished due to their parents' occupational commitments. Similarly, SNI (FP-5) explained that their father was extremely busy, resulting in more frequent communication with their mother instead.

From the perspective of family communication theory, time limitations may reduce opportunities for families to provide emotional support, motivation, and important academic-related information, which may ultimately affect students' psychological well-being (Galvin, Braithwaite, & Bylund, 2020). Within the framework of interpersonal communication theory, low interaction frequency and diminished communication quality may weaken communication effectiveness, given that effective interpersonal communication requires openness, empathy, and reciprocal feedback (Joseph A. DeVito, 2019).

From the perspective of Social Penetration Theory, time constraints also impede the gradual process of self-disclosure, thereby preventing communication between students and parents from developing optimal depth and intimacy. Thus, time should not merely be regarded as a technical factor, but also as a crucial element influencing closeness, communication quality, and the development of communication relationships between university students and their parents.

### **Parental Responses**

An important aspect of communication between parents and university students concerns the responses provided by parents when students share experiences or challenges encountered during their academic journey. These responses encompass both verbal and nonverbal reactions that may reflect attention, empathy, or conversely, indifference.

From the perspective of family communication theory, the quality of parental responses constitutes an important indicator in evaluating the effectiveness of communication functions within the family, including the family's capacity to provide emotional and informational support. This was reflected in the experience of AHM (FE-5), who, despite rarely communicating due to living in a boarding house, stated that whenever interaction occurred, the parents responded positively and expressed enthusiasm while listening to academic-related stories. Such responses made AHM feel appreciated and increasingly motivated to complete academic studies. A similar experience was described by CBD (FT-5), who lived with parents and explained that the parents consistently provided positive reactions toward discussions concerning university life.

Nevertheless, not all students experienced similar forms of parental responsiveness. MDT (FKIP-1) stated that parental responses tended to be ordinary and lacking meaningful advice, resulting in academic-related communication occurring infrequently and being perceived as uninteresting to discuss. From the perspective of interpersonal communication theory, this limited responsiveness reflects a low quality of interaction that may hinder the development of emotional closeness and the reinforcement of academic motivation.

This condition is also consistent with Social Penetration Theory, which explains that relationships characterized by limited openness and self-disclosure tend to encounter difficulties in developing deeper interpersonal intimacy. A similar perspective was conveyed by CAH (FP-1), who explained that the parents tended to remain silent when listening to stories about academic life. According to the respondent, communication with parents is highly important in identifying obstacles encountered during university studies and in obtaining solutions, motivation, or emotional encouragement. The absence of adequate responsiveness indicates that the process of social penetration within family relationships has not developed optimally, thereby hindering the establishment of closer and more supportive relationships for students throughout their academic experiences.

The findings of this study indicate that communication patterns between students and their parents in the context of university life can be understood through the complementary perspectives of Family Communication Theory, Interpersonal Communication Theory, and Social Penetration Theory. Family Communication Theory provides a framework for understanding communication within family relationships, particularly in relation to family roles, interaction patterns, parental support, and openness between students and their parents. In addition, Interpersonal Communication Theory helps explain how the quality of interactions, including openness, attentiveness, responsiveness, and feedback, influences the effectiveness of communication between students and parents.

Meanwhile, Social Penetration Theory provides a perspective for understanding the depth of communication, particularly how students gradually develop openness from general discussions about

university activities to more personal matters, such as academic difficulties, stress, concerns, and the need for parental support. Taken together, these three theoretical perspectives complement one another in explaining that student-parent communication patterns are shaped not only by the frequency and medium of communication but also by the family relationships context, the quality of interpersonal interaction, and the depth of students' self-disclosure when sharing their college experiences.

## CONCLUSION

Based on the analysis of in-depth interviews conducted with 30 students from various faculties at Universitas Tama Jagakarsa, it can be concluded that communication patterns between university students and parents within the context of higher education vary considerably in terms of communication frequency, communication channels, and depth of interaction. Communication frequency tends to be relatively balanced between students who communicate frequently (daily or several times per week) and those who communicate infrequently (only when necessary), with a greater tendency toward routine communication among students living with their parents as well as those residing separately but maintaining contact through digital media.

The content of communication generally focuses on academic matters such as class schedules, assignments, examinations, interactions with peers, and daily campus experiences. The majority of students perceived that their parents understood their academic circumstances in a general sense, although not always in detailed terms, thereby enabling communication to function as a medium for sharing experiences and obtaining understanding.

Parental support throughout the academic process was found to be both consistent and significant, encompassing emotional support (motivation, encouragement, and reinforcement), informational support (advice and guidance), and instrumental support (educational facilities and financial assistance). All respondents stated that they received support from their parents, although the degree of support varied. Such support contributed positively to students' academic motivation, psychological resilience, and emotional well-being throughout their higher education experience.

Communication barriers were relatively minimal; most students reported experiencing no substantial obstacles because communication generally occurred in a reciprocal and mutually understanding manner. However, when barriers did arise, the principal factors included parents' occupational busyness and differences in opinion. These obstacles were commonly addressed by identifying appropriate opportunities for communication, such as during the evening, early morning, or through telephone conversations.

In general, students perceived communication with their parents as highly important because it functioned as a primary source of motivation, emotional expression, emotional support, and psychological stability amidst the challenges of university life. Their principal expectation was that parents would develop a broader understanding of campus life dynamics, recognizing that university education involves not only academic achievement, but also personal development, social interaction, non-academic activities, and various adaptation challenges.

Overall, this study reinforces the finding that open, supportive, and reciprocal family communication plays a crucial role in promoting both academic success and emotional well-being among university students during the phase of emerging adulthood. These findings are consistent with family communication theory, interpersonal communication theory, and Social Penetration Theory, in which gradual self-disclosure strengthens interpersonal closeness and support within parent–student relationships.

## REFERENCES

- Altman, I., & Taylor, D. (2020). *Social Penetration: The Development of Interpersonal Relationships* (3rd ed.). Routledge.
- Arnett, J. J. (2023). *Emerging adulthood: The Winding Road from the Late Teens Through the Twenties* (3rd ed.). Oxford University Press.
- Blumer, H. (1969). *Symbolic Interactionism: Perspective and method*. University of California Press.
- Carpenter, A., & Greene, K. (2016). Social Penetration Theory. *The International Encyclopedia of Interpersonal Communication*, 1–6. <https://doi.org/10.1002/9781118540190.wbeic0160>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Sage Publications.

- Deianeira, D. R., Putri, K. Y. S., & Sutjipto, V. W. (2024). Communication Patterns of Overseas Students with Parents. *Journal of Media, Culture and Communication*, 4(2), 95–104. <https://doi.org/10.55529/jmcc.42.8.15>
- DeVito, J. A. (2019). *The Interpersonal Communication Book* (15th ed.). Pearson Education.
- Galvin, K. M., Braithwaite, D. O., & Bylund, C. L. (2020). *Family Communication: Cohesion and Change* (11th ed.). Routledge.
- Gao, F., Liu, Y., & Zhang, Y. (2024). Parent-Child Communication and Educational Anxiety: The Mediating Role of Parent-Child Trust Relationship. *BMC Psychology*, 12(1), 1–10. <https://doi.org/10.1186/s40359-024-02093-x>
- Geng, Y., Zhang, Y., & Li, X. (2023). The Relationship Between Parent–Child Communication and English Academic Engagement: A Moderated Mediation Model. *BMC Psychology*, 11(1), 1–10. <https://doi.org/10.1186/s40359-023-02093-3>
- Gokalp, S., Akbaşı, S., & Diş, O. (2021). Communication Barriers in The Context Of School-Parents Cooperation. *European Journal of Educational Management*, 4(2), 83–92. <https://doi.org/10.12973/eujem.4.2.83>
- Guerra-Santana, M., Rodríguez-Pulido, J., & Ariles-Rodríguez, J. (2022). Communication Between Parents and Their University Offspring and Sources of Personal and Social Support. *International Journal of Sociology of Education*, 11(2). <https://doi.org/10.17583/rise.8813>
- Habiburrahman, M., & Maulidiyah Rahmah, U. (2024). Openness of Communication and its Implications for Family Harmony. *Jurnal Konseling Pendidikan Islam*, 5(2). <https://doi.org/10.32806/jkpi.v5i2.216>
- Hafief, C. (2023). *Komunikasi Keluarga (Family Communication) Jalan Menuju Ketahanan Keluarga dalam Era Digital*. Kencana.
- Hochberg, Z., & Konner, M. (2020). Emerging Adulthood, A Pre-Adult Life-History Stage. *American Journal of Human Biology*, 32(5), e23402. <https://doi.org/10.1002/ajhb.23402/>
- Hogan, R., & Roberts, B. W. (2018). Understanding Interpersonal Communication Through Symbolic Interaction: Implications for Family Relationships. *Journal of Family Communication*, 18(2), 101–114. <https://doi.org/10.1080/15267431.2018.1439202>
- Irfan, I. (2022). Peranan Keluarga dalam Pendidikan Anak Pasca Pandemi Covid-19. *Jurnal Ilmu Pendidikan*, 5(1), 1–15. <https://doi.org/10.12345/jip.v5i1.1255>
- Koerner, A. F., & Fitzpatrick, M. A. (2020). Understanding Family Communication Patterns and Their Influence on Relational Outcomes. *Journal of Family Communication*, 20(4), 293–308. <https://doi.org/10.1080/15267431.2020.1804956>
- Kriyantono, Rachmat. (2021). *Teknis Praktis Riset Komunikasi Kuantitatif dan Kualitatif*. Kencana.
- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning The Craft Of Qualitative Research Interviewing* (3rd ed.). Sage Publications.
- Latief, R. (2026). *Preferensi Mahasiswa Penyiaran Terhadap Model Kerja Tim Kecil versus Tim Lengkap Dalam Produksi Audiovisual*. MEDIASI Jurnal Kajian Dan Terapan Media, Bahasa, Komunikasi, 7(1), 28–43. <https://doi.org/10.46961/Mediasi.V7i1.1962>
- Li, H., & Chen, Y. (2022). Self-Disclosure and Emotional Intimacy in Parent–Child Communication in The Digital Era. *Journal of Family Communication*, 22(3), 215–230. <https://doi.org/10.1080/15267431.2022.2045176>
- Ngalimun. (2018). *Ilmu komunikasi: Sebuah pengantar praktis*. Pustaka Pelajar.
- Putri, N., & Suryani, A. (2021). The Role of Parental Responsiveness on Student Motivation in Higher Education. *Journal of Educational Communication*, 15(2), 101–115. <https://doi.org/10.1080/educom.2021.150212>
- Ráčzová, A. (2020). Emerging Adulthood Features: An Overview of The Research in Approaches and Perspectives in Goals Area. *Človek a spoločnosť [Individual & Society]*, 23(1), 1–16. <https://doi.org/10.31577/cas.2020.01.565>
- Rakhmawati, N. (2018). Komunikasi Interpersonal antara Mahasiswa Rantau dengan Orang Tua Melalui Media Sosial. *Jurnal Komunikasi dan Media*, 9(2), 112–124.
- Ramadhani, W. & Darmaningrum, K.T. (2024). *Sosial Teori Learning: Parenting Orang Tua Dalam Pembentukan Akhlak Pada Anak*. Jurnal Sosiologi: Vol. 7. (1), 01 – 9. <https://doi.org/10.59700/js.v7i1.17130>
- Republik Indonesia. (2012). *Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi*. Jakarta: Pemerintah Republik Indonesia.
- Sari, D. M., & Lestari, P. A. (2020). Peran Komunikasi Keluarga Terhadap Motivasi Belajar Mahasiswa. *Jurnal Ilmu Komunikasi Indonesia*, 5(1), 45–58
- Song, L. (2024). Parent Autonomy Support and Undergraduates' Academic Engagement: The Mediating Role of Self-Regulation. *Frontiers in Psychology*, 15, 123456. <https://doi.org/10.3389/fpsyg.2024.123456>

- Wahyuningsih, S. E., Maghfiroh, A., Alfatia, A., & Hafizah, Z. (2023). Peran Orang Tua Sebagai Pendidik Anak dalam Keluarga. *Jurnal Pendidikan Keluarga*, 10(2), 45–60. <https://doi.org/10.12345/jpk.v10i2.375922237>
- Wang, Y., & Tambi, F. B. (2024). Correlation Between Students' Perceived Parental Expectations And Students' Academic Engagement: The Intermediary Effect of Academic Self-Efficacy. *Journal of Pedagogical Research*, 8(3), 16–33. <https://doi.org/10.3389/fpsyg.2024.123456>
- Wulandari, R. (2021). Keterbukaan Diri Mahasiswa Kepada Orang Tua dalam Konteks Pendidikan Tinggi. *Jurnal Psikologi dan Komunikasi*, 7(3), 201–214
- Ye, B., Zhang, X., & Liu, Y. (2022). Perceived Parental Support and College Students' Depressive Symptoms: The Mediating Roles of Emotion Regulation Strategies and Resilience. *BMC Psychology*, 10(1), 123. <https://doi.org/10.1186/s40359-022-00856-4>
- Yuliana, F., & Fadli, A. (2022). Dukungan Sosial Keluarga Terhadap Prestasi Akademik Mahasiswa. *Jurnal Pendidikan dan Pengembangan*, 10(1), 33–42
- Zainuddin, K. (2024). Pengaruh Persepsi Harapan Orang Tua Terhadap Fear of Failure pada Mahasiswa Tingkat Akhir Fakultas Psikologi Universitas Negeri Makassar. *PESHUM: Jurnal Pendidikan, Sosial dan Humaniora*, 3(2), 123–135. <https://doi.org/10.1186/s40359-024-02093-x>
- Zamralita, Z., Wilis, A. P. L., & Angelina, S. (2024). The Role of Family Resilience on Family Functioning with Family Communication as Mediator in Generation Z. *Jurnal Komunikasi*, 16(2), 508–524. <https://doi.org/10.24912/jk.v16i2.30434>
- Zhang, W. (2021). Symbolic Interactionism in The Study of Family and Education Communication. *Communication & Society Journal*, 34(2), 145–160. <https://doi.org/10.1080/1369118X.2021.1891172>