
LONG-DISTANCE COMMUNICATION PATTERNS BETWEEN PARENTS AND CHILDREN (AMONG COMMUNICATION STUDENTS OF MUHAMMADIYAH UNIVERSITY OF PALANGKA RAYA ORIGINATING FROM KATINGAN DISTRICT)

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Abstract

Communication patterns are forms or relationships between two or more in the process of sending and receiving messages. In everyday life, everyone communicates with their surrounding environment, such as friends and family. Communication between parents and children in close relationships can run smoothly because communication is done every day. It is different if the communication carried out by parents and children is long distance, it cannot be denied that the intensity of communication between parents and children becomes rare. This is proven by the long-distance relationships experienced by students at Muhammadiyah University of Palangkaraya who come from Katingan Regency. Due to the difference in distance, communication between parents and children is no longer face-to-face but rather uses media as a link for their communication.

Then the main problem is what is the pattern of long-distance communication between parents and children to improve the relationship between students and female students who come from Katingan Regency? What are the obstacles to long-distance and children in improving the relationship between students and students at Muhammadiyah University of Palangkaraya who come from Katingan Regency? Furthermore, the method used in this research is a type of field research. The nature of this research is descriptive qualitative, which aims to conduct discourse

analysis on communication patterns and long-distance barriers between parents who live in Katingan Regency or in villages and their children who study at Palangkaraya Muhammadiyah University in improving friendship. And the data collection methods that the author uses in this research are interviews, observation and documentation.

The findings in the research show that the communication patterns used by students or female students towards their parents are more dominant towards consensual communication patterns, namely communication patterns that emphasize harmonious relationships and open communication between each other, as evidenced by the results of interviews with students and female students from from Katingan Regency, some of whom use consensual communication patterns, because the intensity of their conversations with their parents occurs almost every day. The barriers to long-distance communication between parents and children in improving ties are technical barriers, semantic barriers and human barriers.

INTRODUCTION

Communication is a fundamental human activity. Through communication, people can connect with each other in daily life, at home, at work, and in society, wherever humans are present. No human can avoid engaging in communication. Therefore, people cannot achieve a good life without communicating with others. As is known, the family is one aspect of life.

Communication factors are essential assets in managing a family. Good and effective communication

leads to positive outcomes. Good communication among family members enables them to cooperate, meaning they remind and advise each other. Thus, the level of openness in communication depends on how close parents are to their children, so that children feel secure when pouring out their hearts completely to their parents. Every child and parent desires closeness between each other, even if possible at any time.

There are three communication patterns that can be used to develop interaction between parents

and their children, namely the communication pattern model Stimulus - Response (S-R), ABX model, and Interactional model. The Stimulus - Response (S-R) communication pattern model shows that communication within the family is a process of "very simple action-reaction". The ABX communication pattern model is where within the family, parents make their children the object of communication. Meanwhile, the interactional communication pattern model shows within the family interaction that is actively conveying specific messages not only from parents to children, but also vice versa.

The problems faced by these students can cause stress, so many suicide phenomena among students who live separated from their parents. Some time ago, precisely Tuesday (January 9, 2024), the public was shocked by the death of a 9th-semester student at one state college in Malang with the initial MAS (24 years old), because he jumped into the Brantas River until he died and his body was found floating in the Brantas River flow, in Sumberpetung Village, Kalipare District. From family information, the victim was allegedly depressed. Because the thesis could not be completed. Unable to complete college is thought to have driven the victim to commit suicide. From family information, it is also known that the victim had a quiet and tend to be alone. There are still many cases of suicide that befall students but are not exposed by the media.

Parents who communicate less with their children will create tension or conflict in relationships. Conversely, parents who can accept their children as they are, then the child will tend to be able to grow, develop, make changes that build, learn to solve the problems they face. Communication experts also agree with psychologists that communication failure has fatal consequences both individually and socially. Individually, communication failure causes frustration,

demoralization, alienation, and other mental illnesses. Socially, communication failure hinders mutual understanding, cooperation, tolerance, and obstructs the implementation of social norms.

A child must want to communicate with his parents even if only to talk about his lectures. Likewise, parents must want to communicate with their children even if only to remind them to eat. However, from the reality that occurs the relationship between parents and children experiences long distances due to differences in residence, the child must migrate to another area to continue his studies. Communication that occurs is no longer like living together because communication is done using media such as telephones, not communicating face to face. With good communication patterns, it is hoped that good communication will be created in long-distance relationships between students and their parents. The absence of parents every time and every time will cause problems, namely the communication that occurs becomes effective or no longer effective because communication is lacking between parents and children causing emotional relationships that are no longer well established and closeness is reduced due to distant relationships due to lack of communication and resulting in lack of supervision from parents towards children because meeting time is very limited to make children feel free to do whatever they want without parental supervision.

The reason for choosing the informants of research students at the Muhammadiyah University of Palangka Raya from Katingan, related to the results of initial observations by researchers based on interviews with Siti Khadijah, one of the informants said that communication with her parents was only when they needed something, such as in economic matters. Children ask for money because their allowance is

exhausted or want to buy books and pay tuition fees. If nothing is needed, they will not communicate with their parents. Ineffective communication is because they are busy with their lectures.

COMMUNICATION PATTERNS

The term "Communication Patterns" is also referred to as models, which are systems consisting of various components related to each other for educational purposes in societal circumstances. A pattern is a form or model (more abstractly, a set of rules) that can be used to generate something or part of something, especially when what is produced is sufficient for a basic pattern that can be shown or observed. Communication patterns are processes designed to represent the reality of interconnected elements covered, facilitating systematic and logical thinking.

Communication patterns consist of several types, namely:

1. Primary Communication Pattern

The primary communication pattern is a process of conveying messages from the communicator to the communicant using symbols as a medium or channel. This pattern is divided into two symbols: verbal and non-verbal symbols. Verbal symbols are language, the most commonly used, as language can express the communicator's thoughts. Non-verbal symbols are signs used in communication that are not language-based, but rather gestures using body parts such as eyes, head, lips, hands, and others.

2. Secondary Communication Pattern

The secondary communication pattern involves the communicator conveying messages to the communicant using tools or media as the second medium after using symbols in the first medium. Communicators use this second medium because the communication targets are far away or

numerous. In this secondary communication process, effectiveness and efficiency increase over time, supported by increasingly advanced information technology.

3. Linear Communication Pattern

"Linear" here means straight, implying a journey from one point to another in a straight line, indicating the delivery of messages by the communicator to the communicant as a terminal point. Thus, this communication process usually occurs face-to-face but can also involve mediated communication. Effective communication in this process requires planning before implementation.

4. Circular Communication Pattern

"Circular" literally means round or surrounding. In this circular process, there is feedback, meaning a flow from the communicant to the communicator, which is a primary determinant of communication success. In such communication patterns, the process continues with feedback between the communicator and the communicant.

The suitable communication pattern for long-distance communication is the secondary communication pattern, where communication uses tools or media in its delivery process because the targets are located far away.

FAMILY COMMUNICATION

In studying family communication, if referring to the basic nature of communication involving communicator components, messages, channels, and communicants, family communication involves these components occurring within the family. The word "family" originates from Sanskrit, consisting of the words "kula" and "warga", meaning "members of a kinship group". Family is an environment where several people who still have blood relations reside.

Opinions of experts regarding family include:

1. F.J. Brown views the family sociologically as having two meanings: broadly, it includes all parties connected by blood or descent, and narrowly, it comprises parents and children.
2. Maciver identifies typical characteristics of families such as paired relationships, marriages or forms of bonds that strengthen these relationships, and household life.

Family serves eight functions in shaping a child's personality as follows: First, religious function reflected in faith, piety, and application in community life. Second, socio-cultural function, reflected in attitudes of mutual respect and adherence to norms and rules in society. Third, love function, manifested in harmonious, peaceful, and responsible living. Fourth, protective function, creating limitless warmth and security, both physical and emotional. Fifth, reproductive function, a mechanism for planned reproduction contributing to human welfare. Sixth, socialization education function, measurable by reading and writing skills, enhancing family educational quality. Seventh, economic function, realized through livelihood and sufficient living. Eighth, environmental development function, with families able to adapt harmoniously, coherently, and balancedly in dynamically changing conditions.

LONG-DISTANCE COMMUNICATION PATTERN

1. Permissive Communication Pattern

The permissive communication pattern is characterized by unrestricted freedom for children to act and behave as they wish. This permissive pattern, or also known as *laissez-faire* communication pattern, describes parents who yield, cater to every whim, excessively protect, and fulfill every child's desire. Permissive communication (tending to free) is one of the communication patterns in which parents are

indifferent to what happens to their children. Parents tend not to respond or react when children speak or express their problems. In many cases, children also do not feel cared for by their parents; even when children make mistakes, parents do not respond, so the children do not know where their mistakes lie or things that should not happen can be repeated many times. Consequently, the child will feel that there are still many shortcomings or the child still feels incapable, causing the child to lose self-confidence. Moreover, children may exhibit dominating behavior, lack direction in life, low achievement, and sometimes fail to appreciate others and prioritize themselves; the child lacks empathy for others.

Characteristics of parents who apply permissive communication patterns include:

1. Weak parental control over children.
2. Granting freedom for children's impulses or desires.
3. Allowing children to do what they consider right.
4. No punishment given due to lack of binding rules.
5. Insufficient guidance.
6. Children taking more active roles than parents.
7. Lack of firmness and inadequate communication.

RESEARCH METHOD

The research conducted uses a qualitative descriptive research method. Qualitative research is descriptive research that tends to use analysis with an inductive approach, focusing on processes and meanings (subjective perspectives). Qualitative research centers attention on the general principles underlying the manifestation of meaning from social and cultural phenomena, using the culture of the relevant community to obtain an understanding of specific categorizations. Based on this perspective, qualitative research in this study aims to uncover facts

and provide explanations discovered in the field. In qualitative descriptive research, the author seeks to understand and explain human behavior in specific situations. The objective of this research is to interpret the behavior of individuals, aiming to illustrate the patterns of long-distance communication between parents and children.

Descriptive research is aimed at:

1. Collecting detailed actual information that describes existing phenomena,
2. Identifying problems or examining current conditions and practices,
3. Making comparisons or evaluations,
4. Determining what others have done in facing the same problems and learning from experience to establish plans and decisions for the future (Rahmat, 2000:25).

PLACE AND TIME OF RESEARCH

The research location chosen by the researcher is Muhammadiyah University Palangka Raya located at Jl. RTA. Milono km 1.5. The duration of the research is approximately 1-2 months, starting from the approval of the draft proposal, issuance of the research recommendation letter, until the research testing phase.

DATA SOURCES

The data sources in this research can be classified as follows:

a. Primary Data Sources

Primary data sources are sources that directly provide data to the data collector. In this study, the primary data obtained by the researcher are results from interviews with four students who meet the following criteria:

- 1) Students of Muhammadiyah University Palangka Raya,

- 2) Originating from Katingan,
- 3) Returning home only 1-2 times a year,
- 4) Rarely communicating directly with their parents.

Table 3.1 The Informants of Children/Students are:

NO.	NAME	AGE	SEMESTER	DEPARTMENT
1.	Andika	22 Years	Fourth/IV	Public Administration
2.	Siti Khadijah	22 Years	Second/II	Public Administration
3.	Ratna Sari	22 Years	Seventh/VII	Public Administration
4.	Annisa	22 Years	Seventh/VII	Public Administration

Table 3.2 The Informants of Parents are:

NO.	NAME	AGE	OCCUPATION
1.	Rahmidah	40 Years	Homemaker
2.	Marniati	41 Years	Homemaker
3.	Setriawan	39 Years	Civil Servant
4.	Yedi Suryadi	35 Years	Teacher

b. Secondary Data Sources

Secondary data sources refer to data collected to complement primary data. These data can be obtained through literature that is relevant to the research study. Secondary data sources can include books, other documentation that can supplement the information needs related to the research. These elements above are components that can support the success of the research.

METHODS OF DATA COLLECTION

Data collection methods are techniques or approaches that researchers can use to gather data. In studying long-distance communication patterns between parents and children, relevant data is essential. The data collection techniques used in this study include:

- a. Library Research: Gathering and analyzing theories found in books relevant to the research topic.

- b. Field Research: Directly observing the research subject at the study site using techniques such as:
- c. Observation: The researcher observes and records events by witnessing them firsthand, either as a participant or observer. In this case, the author directly observes long-distance communication between parents and children.
- d. Interview: Conducting interviews to gather data. Interviews involve communication between two individuals where questions are asked based on specific objectives. In this study, the author conducts in-depth interviews with key informants and supporting informants.
- e. Documentation: Collecting data through records or documentation and taking photographs around the research subject to aid in the final research presentation or provide evidence supporting the study process of long-distance communication patterns between parents and children.

RESEARCH AND DISCUSSION

(Qualitative Study on Students of the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya Originating from Katingan)

1. Long-distance communication processes between parents and children

Based on interviews with Andika, a student of Public Administration at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya, he stated:

"My reason for continuing my studies outside Katingan District is because I have been in the village since childhood, so now I want to gain experience by studying outside the region. When I am away from my parents, I gain more independence."

Another opinion was expressed by Siti Khadijah, also studying Public Administration at

the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya:

"The main reason I chose to study outside Katingan District, specifically in Palangka Raya City, is because I have relatives living here. My family and especially my parents prefer me to study in Palangka Raya rather than in Katingan or elsewhere because they believe it is safer here with relatives watching over, while elsewhere I would have to rent a place which is more troublesome and dangerous, especially for a woman like me."

The long-distance communication process experienced by students from Katingan District with their parents cannot be done face-to-face due to the distance. Therefore, to maintain communication, they use communication tools such as telephones. The telephone media they use greatly facilitates long-distance communication because it is the only communication medium they use. However, with technological advancements today, communication media are not limited to just telephones; students use the internet, WhatsApp, Line, and many other smartphone applications as communication media.

One-way Traffic Communication Pattern

1. What is One-way Traffic Communication?

One-way traffic communication is communication that occurs in one direction, meaning it only comes from one party, specifically from the communicator, without giving the receiver an opportunity to respond or provide feedback.

2. When is One-way Traffic Communication Used?

One-way communication is used in verbal or oral communication that can be carried out by one party, used every day or every second, both directly and indirectly. For example, when a reporter broadcasts on television or radio.

3. Who Uses One-way Traffic Communication?

One-way communication is used by individuals, groups, organizations, and societies that create and use information to connect with the environment and others. Establishing continuous communication through the same media. For example: radio, television, newspapers, advertising billboards.

4. Why is One-way Traffic Communication Used?

One-way communication is used solely to transmit messages without receiving responses from the receiver. For example: a speaker (communicator) freely conveys what they want to communicate.

5. Where can One-way Traffic Communication be Done?

Communication of messages to achieve communication motives. Communication can be done in several places such as in personal life relationships with others, community environments, and at work. For example: news reporting through newspapers, television, and radio.

6. How to Use One-way Traffic Communication?

One-way communication is communication conveyed by the communicator, and the receiver is merely a listener without being given the opportunity to hear and respond to the communication.

Two-way Traffic Communication Pattern

1. What is Two-way Traffic Communication?

Two-way traffic communication is a communication process where there is feedback or response when a message is sent by the source or sender to the receiver of the message. This type of communication is the opposite of one-way communication, where both parties actively play a

role in continuous interaction and provide responses to the messages sent to each other.

2. When is Two-way Traffic Communication Used?

Communication is conducted verbally or orally, understood by both parties, and used every day or every second, both directly and indirectly. For example, when someone talks over the phone.

3. Who Uses Two-way Traffic Communication?

Two-way communication is used by individuals, groups, organizations, and societies that create and use information to connect with the environment and others. Establishing continuous communication through the same media. For example: telephone and VOIP.

4. Why is Two-way Traffic Communication Used?

Two-way communication is used to send messages, respond to messages, and also receive messages from other places. For example, communicators and receivers are free to express opinions through telephone or social media.

5. Where can Two-way Traffic Communication be Done?

Communication occurs if there is interaction between humans and there is message delivery to achieve communication motives. Communication can be done in several places such as in personal life relationships with others, community environments, and at work. For example: news reporting through social media (Facebook, Instagram, Twitter).

6. How to Use Two-way Traffic Communication?

Two-way communication can be done where a communicator can give the opportunity for the listener (receiver) to express opinions, responses, ideas, objections, and so forth. According to one of the important figures in the early history of communication science in America, Harold D

Laswell stated that the two-way communication model includes five elements 5w + 1h, namely:

- a. What, which is what will be conveyed to the receiving party or commonly called a message. The message is a set of verbal/non-verbal symbols that represent the feelings, values, ideas/intentions of the communicator. There are 3 components of the message: meaning, symbols to convey meaning, and the form/organization of the message.
- b. Where, which is where two-way traffic communication can be done. Communication can be done anywhere with facilities or channels that support the message being conveyed, either directly (face-to-face) or indirectly (through print/electronic media, etc.).
- c. Who, which is who uses two-way traffic communication in the message delivery process. The communicator or person who is the subject of message delivery, who expresses the message verbally or non-verbally.
- d. Why, which is why two-way traffic communication is done. Communication is carried out to send (send) messages, respond to messages, and can also be used to receive messages from other places.
- e. When, which is when the two-way communication process (Two-way Traffic Communication) is carried out. Communication is carried out verbally or orally, which can be understood by both parties. Used every day or every second, both directly and indirectly.
- f. How, which is how the effect of two-way traffic communication (Two-way Traffic

Communication) can occur. The impact that arises as an influence from the message delivery, the difference between what is thought, felt, and done by the receiver before and after receiving the message. The effect is also interpreted as strengthening or changing beliefs in knowledge, attitudes, and behaviors of a person as a result of receiving a message.

Supporting Factors in Long-Distance Communication between Parents and Children

Due to the distance between students from Katingan and their parents, supportive factors in the process of long-distance communication between parents and children include the availability of communication tools such as telephones. In long-distance communication experienced by students from Katingan with their parents, mobile phones play a crucial role because they cannot communicate directly. The mobile phones they use significantly facilitate communication as it is their sole communication medium. This is affirmed by Andika, a student of Public Administration at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya, who stated:

"The mobile phone and having sufficient credit or top-up to communicate via telephone are very supportive factors in my long-distance communication with my parents."

Another opinion was expressed by Mrs. Rahmidah, who mentioned:

"The presence of good network coverage is also the most important factor because if the network signal is poor, there is usually background noise which makes communication less effective."

Environmental factors also significantly support the process of communication. A quiet environment free from disruptive noises enhances a conducive atmosphere for effective long-distance communication.

Barriers in Long-Distance Communication between Parents and Children

Various obstacles or barriers exist in the communication process. In the case of long-distance communication between parents and children of students at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya from Katingan, these include:

a. Physical Barriers

Physical barriers due to weather conditions, situations, and signal interference can disrupt communication. For instance, communication between parents and children will not proceed smoothly if there is signal interference causing background noise. This statement was corroborated by Siti Khadijah, a student of Public Administration at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya, who said:

"Since we communicate using phones, one of the obstacles or barriers in communication is when the network or signal is poor, making it difficult to hear clearly what parents are saying and vice versa."

A similar opinion was shared by Ratna Sari, a student of Communication Sciences at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya:

"The only factor hindering my communication with parents is the network."

From these interviews, it can be concluded that physical barriers significantly affect the communication process, as these obstacles

prevent the clear reception of messages by the recipient.

b. Economic Barriers

Economic barriers involve the costs incurred for communication using telephone services. For example, the cost of credit required for communication is considered by parents and children in long-distance relationships as a hindering factor. Annisa, a student of Communication Sciences at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya, mentioned:

"There are no significant obstacles in my long-distance communication with parents. However, sometimes I want to call them but face the obstacle of insufficient credit, so I cannot contact my parents."

From these interviews, it can be concluded that credit availability also acts as a hindering factor in the process of long-distance communication between parents and children.

c. Time Barriers

Time barriers refer to communication hindrances caused by scheduling conflicts. Timing is crucial in communication, especially in long-distance relationships between parents and children. Timing issues hinder communication, particularly when parents call their children but receive no answer. This was confirmed by Mr. Setriawan, who said:

"After finishing my work at home, I usually call my son, but sometimes he does not pick up the phone."

Another perspective was provided by Mrs. Marniati:

"Between 9 am and 12 pm, I cannot communicate with my son because I am teaching. Therefore, I

can only communicate in the afternoon or at night."

Time constraints are not solely experienced by parents; they also affect children due to their student routines. Often, students have limited time to communicate with their parents. Annisa, a student of Communication Sciences at the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya, mentioned:

"I often want to contact my parents, but I am hindered by my class schedule. Sometimes, when my parents call, I cannot answer because I am in the classroom."

From these interviews, it can be concluded that time constraints also hinder the process of long-distance communication between parents and children. Time limitations are a phenomenon in every aspect of life, and time pressure creates significant challenges in the communication process.

CONCLUSION

Based on the research findings, observations, and data collected from students of the Faculty of Social and Political Sciences, Muhammadiyah University of Palangka Raya, the following conclusions can be drawn regarding the research problem:

1. Two-way communication is believed to be the most effective in the process of message delivery between parents and children. This is because two-way communication allows for feedback, creating closeness between parents and children. One-way communication patterns are also utilized, where parents typically act as the main communicators and children primarily listen.
2. Supporting factors in the process of long-distance communication between parents and children

include the presence of communication tools such as telephones, having sufficient credit or top-up for telephone communication, having leisure time for optimal communication, mutual understanding of communication limitations, openness about each other's conditions, and a quiet environment. On the other hand, barrier factors include physical barriers, economic constraints, and time constraints.

RECOMMENDATIONS

For students of Muhammadiyah University, Communication Science Program, Faculty of Social and Political Sciences, who come from outside Palangka Raya and are far away from home to pursue their education, it is recommended to always maintain communication with parents to provide updates and attend to important matters. They should also avoid engaging in friendships that may be detrimental to themselves.

For parents, it is advised to maintain their long-distance communication patterns with their children who are studying far away, specifically at Muhammadiyah University of Palangka Raya.

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