

Role of Family Communication and Boarding School System in Forming Child Independence

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Abstract. *Early adolescence is a phase person at the age of 12 to 15 goes through and is very vulnerable to emotional changes that will further affect other aspects of life, including independence. Several factors can support in preparing independent adolescents. The role of family, is essential in shaping children's character; particularly for children starting their early adolescent phase. Independence can also be fulfilled through educational environment in boarding schools. Role of family communication and boarding school system in forming child independence study uses a quantitative approach with a correlational method type on 222 children who attended Islamic boarding schools. The measurement tools used in this study are the Parent-Child Communication Questionnaire and Independence Questionnaire. The results showed a significant relationship between conversation orientation on the dimensions of self-help, responsibility, socialization, and initiative and a significant relationship between conformity orientation on two dimensions, responsibility and initiative. The implications showed that the communication pattern of parents in boarding schools is laissez-faire; they entrust their children's educational problems to particular institutions, such as boarding schools. The laissez-faire type has a low conversational orientation and conformity, which is in line with the research results that show that not all variables of independence are significant.*

Keywords: *family communication pattern, independence, child, boarding school*

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INTRODUCTION

Communication is essential in social life, including in the family environment. Forming harmonious, dynamic, and intensive communication is a dream for every family. The role of the family, especially parents, is essential in shaping children's character, particularly for children starting their early adolescent phase. Ammann et al. (2017) mentioned that early adolescence is characterized by various kinds of physical and psychological changes, which, if not handled with efforts to understand themselves and self-direction appropriately, can cause problems or deviations that lead to juvenile and criminal delinquency. Ramadhana (2018) states that the adolescent phase is a transitional phase that causes many

significant changes, both in terms of physical and reproductive, which can further affect adolescent emotions.

Early adolescence is a phase that a person goes through when they are 12-15 years old. This phase can be recognized by the physical changes that develop in children. Early adolescents are particularly vulnerable to emotional changes that will further affect other aspects of life. Emotions are an upheaval of passions, feelings and thoughts that are overflowing. The emotional state in the adolescence phase is different from children, the difference lies in stimuli in arousing emotions and controlling these emotions. In order to manage emotions well, early adolescents need to know about situations that can bring up many kinds of emotions such as, shame,

surprise, annoyance, love, fear, pleasure, anger, sadness (Maulida et al., 2017).

The problems felt by adolescents in the early phase are quite troubling, especially when associated with fears of the future which will be full of challenges and increasingly complex in the era of globalization. According to Ali & Asori (2009), the challenges of future complexity that will be faced consist of two alternative answers, the first is by surrendering to fate without doing anything, or the second is by giving a breakthrough by means of various preparations that support the direction of the future. Based on these two choices, clearly the second alternative is the answer that will be chosen to support self-preparation for a better and directed future.

Communication that is established during adolescents who are in this phase requires the role of family in it. Communication is the basic driving force in channeling feelings, information and the easiest way to interact with family members. Every family has its own way of communicating. One factor that plays a major role in shaping the independence of children is the pattern of communication carried out within the family. The family plays an important role in children's growth and development and their mindset through the care they receive from childhood. This parenting involves intense communication and interaction between parents and their children (Dyanasari & Arisanty, 2018). (Ifadhah & Irwansyah, (2022) adding that the family communication pattern is a unified interaction that involves parents and children, by providing stimulation through changes in behavior, instilling character, knowledge and values that are in accordance with the parents, one of the goals of which is to ensure that children are able to be independent. Ammann et al. (2017) mentioned that a child will learn

how to communicate by seeing what their parents do when communicating with others. The development of children's communication, which applies to their environment, can be assessed from this aspect. If a family has a good communication pattern, then the way children will communicate in their environment will be good. Family communication is seen as one of the most important attributes to carry out the resilience process in a family considering that family interaction and support are needed in various aspects, especially in solving problems that occur within the family scope, especially parents and children (Ramadhana et al., 2022). Because the family is the first school for children to develop and recognize their environment, children can know their identity as social beings who continue to progress (Saidah et al., 2022).

A conducive family environment can support children's growth and development. Harmony is the dream of every family member to be able to communicate and interact positively, so that unnecessary conflicts can be avoided (Pramono et al., 2017). A conducive family environment can be supported by communication patterns that are established in it. There is a theory that describes this, known as family communication patterns or The Family Communication Pattern Theory (FCPT). FCPT is a theory used to improve understanding of mechanisms and communication established within the family which includes aspects of attitudes, values, and beliefs (Koerner & Fitzpatrick, 2002) Rithcie & Patrick (in Salsabilla et al., 2022) stated that there are two dimensions in FCPT that have two dimensions, consisting of conversation and conformity orientation.

Conversation orientation is an interaction carried out by families with diverse and broad topics, while

conformity orientation has a definition of communication that has the same values, attitudes, and beliefs. The two dimensions produce four family typologies, namely 1) consensual, which is a family type with high conversation and conformity, 2) pluralistic, which is a family type with high conversation and low conformity, 3) protective, family type with low conversation and high conformity and, 4) laissez-faire, which is a family type with low conversation and conformity (Krisnatuti & Putri, 2012).

Efforts in preparing adolescents who are independent are supported based on several factors that contribute to shaping them. According to Suparmi et al. (2018) the reference to independence can be assessed from several dimensions, such as the self-help dimension, responsibility dimension, socialization dimension, domestic skills dimension, problem solving dimension, and initiative dimension. The high value of children's independence is in line with the high pattern of children's independence, this also applies the other way around. Based on the factor, children's independence can be divided into two, namely internal factors and external factors. Internal factors consist of birth order, talent, physical condition, gender, maturity, and intellectual potential, while external factors are influenced by communication patterns, school education, and life in the community (Ali & Asori, 2009) Santrock (2014) states that adolescents who live separately from their parents have more developed independence compared to adolescents who still live with their parents.

School is also one of the external elements that influence children's independence. It was also emphasized by Saimroh (2020) that the education system in schools can affect the formation of children's independence. School is a forum to facilitate the growth of student

character to be good and knowledgeable. Not only in terms of academics but also in contributing to shaping children's character. The process of building one's character, especially related to independence, can be done with a boarding school program. Boarding school is an educational system that resembles a pesantren. On the island of Java, boarding schools are known for the establishment of cottages that form simple houses with various partitions and are used as student residences (Nasir in Khoiruzzadi & Luqmanul Hakim, 2020). From the beginning of its establishment, boarding schools emphasized and benchmarked with moral values, upholding the values of simplicity, togetherness, and independence (A'la in Khoiruzzadi & Luqmanul Hakim, 2020). The independence formed in boarding school occurs due to a repeated process that eventually becomes a habit (Siregar et al., 2011)

The description above confirms that the pattern of parental communication and education at school has a great influence in shaping children's independence. However, some studies only compare one variable, such as research conducted by Saimroh (2020) which examines the independence of students with madrasahs based on pesantren; student independence education in Islamic boarding schools (Nisa, 2017); boarding school system in shaping student independence (Nisa, 2017))(Khoiruzzadi & Luqmanul Hakim, 2020); The influence of the boarding program on the formation of students' independent character (Muharrani et al., 2022) (Hidayat & Ramadhana, 2021), (Hidayat & Ramadhana, 2021), (Sari & Rasyidah, 2020), (Sari & Rasyidah, 2020) The studies mentioned used one factor in testing the hypothesis of the relationship between children's independence. However, the level of independence has not been explored with

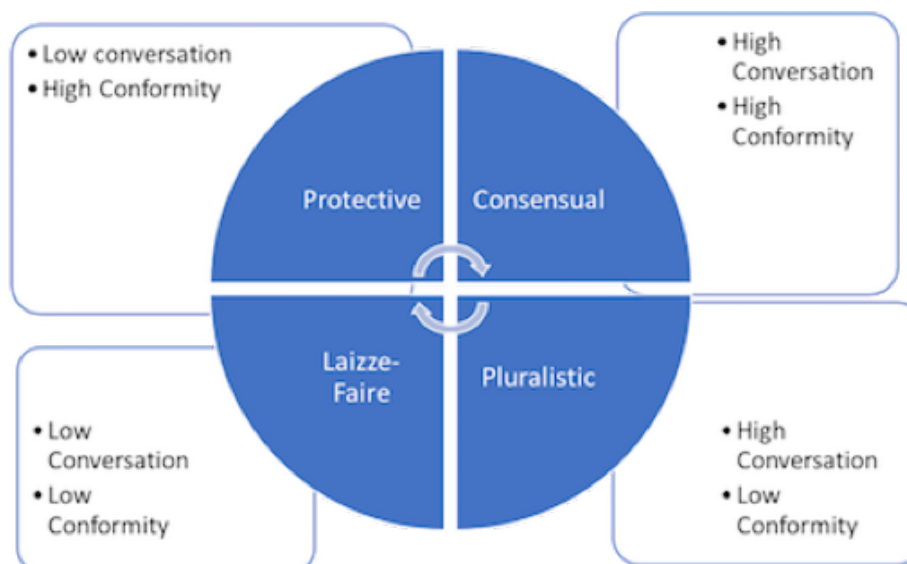


FIGURE 1. Family Communication Pattern

the factors in parental communication. If we look closely, there is a novelty of the author’s research, which lies in the aspect of independence in terms of family communication and the boarding school education system, considering that these two factors play a big role in shaping children’s independence (Ali & Asori, 2009). This study aims to find out and measure the role of family communication and boarding school system in forming child independence.

METHOD

This research used a quantitative approach with a correlational on predetermined populations and samples, sampling can use techniques randomly or based on certain qualifications, data are collected with the help of research instruments. This method type using two variables, family communication pattern and child independence. The research sample used purposive sampling with the

characteristics: early adolescents aged 13-15 years who were studying at junior high school, attending boarding school.

The Figure 1, defined that pattern of communication in family had four dimensions, protective, consensual, Laizze-Faire, and Pluralistic. Every dimension had both sub dimensions inside high conversation and high conformity. Figur one also summarizes the essence of Family Communication Pattern, which will be research. The pattern makes easier to see the dimensions from responden in this research Islamic boarding Schools in West Java. The dimensions in Figure 1, will be measured with fixed accurate percent. Ascan F. Koerner and Mary Anne Fitzpatrick developed and pioneered the Family Communication Patterns Theory (FCRT) in 2002, which proposes that families preserve specific communication patterns. The interactions between members of a family are known as family communication patterns. Over time, these

TABLE 1. Respondent Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	104	46.8	46.8	46.8
	Female	118	53.2	53.2	100.0
	Total	222	100.0	100.0	

patterns evolve and are occasionally handed on to next generations. According to FCRT, there are four primary patterns that show up in communication. Family ties, especially those between siblings, are largely unintentional and change when needed. The patterns indicate each member of a family's level and fall along the spectrums of discussion and conformity. The theory states that there are four types of family communication patterns: pluralistic, consensual, protective, and laissez-faire.

The table below illustrates the family communication pattern based on the gender in West Java. According to the data presented in Table 1, the dimension of Family Communication Pattern respondents attended Islamic boarding schools in West Java. Based on the demographics, there were 46.8% (n = 104) males and the remaining 53.2% (n = 118) females. Responsiveness dimension is predominantly characterized by a male accounting for 50 percent of the total. The level of Communication pattern based on Table 1, accounting 46.8 percent from the male and accounting 46.8 valid percent. The data include the female account 53.2 percent also 53.2 valid percent. The level of family communication pattern which may be classified as low, medium, or high,

its competence and corecctnes in doing so and its capacity to implement the patter of family communication.

The family communication pattern scale uses the Likert scale which has a gradation of positive or negative traits. This scale uses a scoring system based on the results of a questionnaire that applies a Likert scale with four alternative answers (SS), agree (S), disagree (TS), strongly disagree (STS). The lowest value of conversation orientation is 24, the highest value is 57, and the middle value is 44. Conformity orientation's lowest value is 15, the highest value is 38, and the middle value is 29.

Two dimensions of family communication patterns form the four typologies of family communication, namely, consensual, pluralistic, protective and laissez faire. The consensual type is used if it has a score above the middle value on the dimensions of conversation and conformity. The pluralistic type is used if it has a score above the middle value in the conversation dimension and below the middle value in the conformity dimension. The pluralistic type is used if it has a score below the middle value in the conversation dimension and above the middle value in the conformity dimension. And Laissez-faire type is used

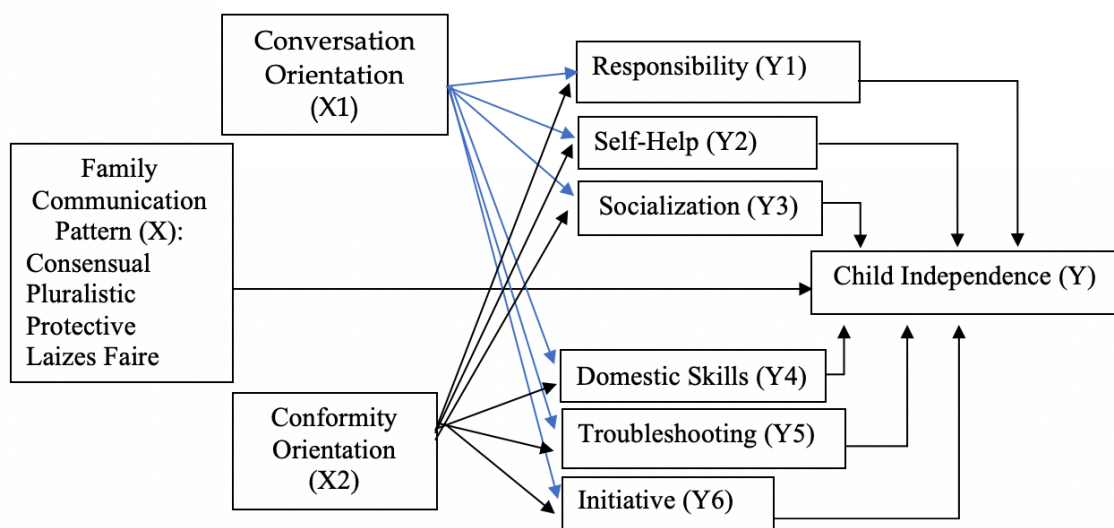


FIGURE 2. Path Model

TABLE 2. Variable Categorization of Independence

		Initiative	
Valid	Category	Frequency	Precent (%)
	Tall	70	31.5
	Keep	106	47.7
	Low	46	20.7
	Total	222	100
		Self-Help	
Valid	Category	Frequency	Precent (%)
	Tall	29	29
	Keep	48	21.6
	Low	145	65.3
	Total	222	100
		Responsibility	
Valid	Category	Frequency	Precent (%)
	Tall	71	32
	Keep	107	48.2
	Low	44	19.8
	Total	222	100
		Socialization	
Valid	Category	Frequency	Precent (%)
	Tall	77	34.7
	Keep	98	44.1
	Low	47	21.2
	Total	222	100
		Domestic Skills	
Valid	Category	Frequency	Precent (%)
	Tall	58	28.1
	Keep	87	39.2
	Low	77	34.7
	Total	222	100
		Troubleshooting	
Valid	Category	Frequency	Precent (%)
	Tall	8	3.6
	Keep	127	57.2
	Low	87	39.2
	Total	222	100

Source: Processed by Researchers (2023)

if it has a score below the middle value on both dimensions.

The Independence aspect uses the scale of Suparmi et al. (2018) which consists of the self-help dimension, the responsibility dimension, the socialization

dimension, the domestic skills dimension, the problem solving dimension, and the initiative dimension. The independence scale uses a Likert scale that has a gradation of positive or negative traits. This scale uses a scoring system based on

TABLE 2. Normality Test

	Family Communication	Child Independence
Valid	222	222
Missing	0	0
Mean	73.41	268.38
Std. Deviation	7.009	28.080
Skewness	0.444	0.321
Std. Error of Skewness	0.163	0.163
Kurtosis	0.002	-0.700
Std. Error of Kurtosis	0.325	0.325
Minimum	59	221
Maximum	95	332

Source: Processed by Researchers (2023)

the results of a questionnaire that applies a Likert scale with—four alternative answers: strongly agree (SA), agree (A), disagree (TS), strongly disagree (STS). Self-help dimension has the lowest value of 17, the highest value of 28, and the middle value of 26; The Responsibility dimension has the lowest value of 45, the highest value of 75, and the middle value of 59; The Socialization dimension has the lowest value of 50, the highest value of 84, and the middle value of 64; The Domestic Skills dimension has the lowest score of 38, the highest score of 60, and the middle score of 49; The Dimension Troubleshooting has the lowest value of 16, the highest value of 56, and the middle value of 41; The Initiative dimension has the lowest value of 20, the highest value

of 36, and the middle value of 27. Test validity using pearson product-moment correlation coefficient with the help of SPSS v.2 program. Reliability tested with Alpha Cronbach. The data was analyzed using descriptive methods.

RESULTS AND DISCUSSION

Descriptive Analysis

The independence variable consists of six dimensional items. The resulting item is the result of the use of the dimension of independence consisting of dimensions of initiative, self-help, responsibility, socialization, domestic skills, and overcoming problems. Each dimension of independence is categorized into three parts, namely high, medium, and low.

TABLE 3. Linearity Test for Child Independence and Family Communication

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	70103.93	24	2920.10	5.53	0.000
	Linearity	5436.32	1	5436.32	10.28	0.002
	Deviation from Linearity	64667.61	23	2811.64	5.32	0.000
Within Group		104150.28	197	528.69		
Total		174254.22	221			

Source: Processed by Researchers (2023)

The results showed that the initiative dimension was included in the medium categorization with a percentage of 47.7%, while the self-help dimension was included in the low categorization with a percentage of 65.3%. The responsibility dimension is included in the medium categorization with a percentage of 48.2%, and the socialization dimension is included in the medium categorization with a percentage of 44.1%. The domestic skills dimension is included in the medium categorization with a percentage of 39.2%, and the problem solving dimension is included in the medium categorization with a percentage of 57.2%.

Normality Test

The normality test is used to determine the independent variables and the normally distributed bound variables in the repression model. The data can be said to be normal if the test results indicate a normal or near-normal data distribution. In this study, the data

normality test used skewness and kurtosis formulas. The result of the calculation based on the formula can be interpreted that if the result of the Z-Skewness value is < -1.96 then the data is more inclined to the right, if the Z-Skewness value is > 1.96 then the data is more inclined to the left, if the Z-Skewness value is between -1.96 and 1.96 then the data skew is close to symmetrical and is said to have a normal distribution. The normality test can be seen in Table 2.

Based on Table 2, it is obtained that the skewness ratio data for family communication variables is in the range of -1.96 to $+1.96$, which is 0.444 skewness ratio and 0.002 kurtosis ratio, meaning that family communication data distributes normally. The skewness ratio for the child independence variable is 0.321 skewness ratio and -0.700 kurtosis ratio in child independence, meaning that the data on the child independence variable is normally distributed.

Linearity Test

Testing in SPSS using Test for Linearity at a significance level of 0.05 . The linearity test is also used to determine whether each independent variable to the dependent variable has a linear relationship or not significantly. The linearity test is performed by comparing the F test with table F. If $F_{calculate} < F_{table}$, then the correlation between the independent variable and the bound varibael is linear. Based on Table 3, it can be seen that the significant value of linearity is $0.002 < 0.05$ so it is concluded that the data is linear.

Family Communication

Orientation in family communication is divided into two parts, namely conversation orientation and conformity (Hasriyadi & Ramadhana, 2019) Based on the conversation orientation categorization table in Figure

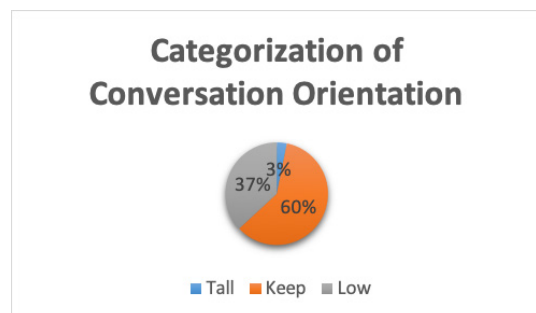


FIGURE 3. Categorization of Conversation Orientation

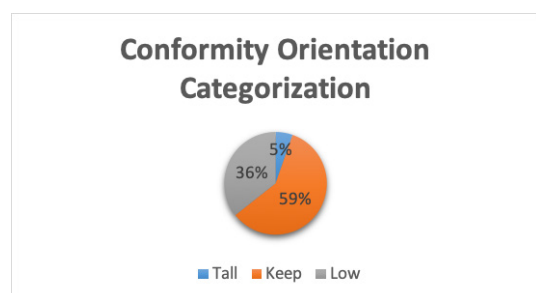


FIGURE 4. Conformity Orientation Categorization

TABLE 4. Family Communication Pattern

Family Communication Patterns	Aspects	
	Conversation orientation	Conformity orientation
Consensual	Tall	Tall
Pluralistic	Tall	Low
Protective	Low	Tall
Laissez-Faire	Low	Low

Source: Koerner & Schrod (2014)

TABLE 5. Categorization of Family Communication Pattern in Boarding School

Family Communication Patterns	Sum	Percentage
Consensual	31	18%
Laissez-Faire	126	57%
Protective	55	25%
Pluralistic	10	5%

Source: Processed by Researchers (2023)

3, it can be seen that from 222 subjects, the high category has a percentage of 3.2% with details of 7 subjects, the medium category has a percentage of 59.9% with details of 133 subjects, the low category has a percentage of 36.9% with details of 82 subjects.

Based on the conformity orientation categorization table in Figure 4, it can be seen that from 222 subjects, the high category has a percentage of 5.4% with details of 12 subjects, the medium category has a percentage of 59% with details of 131 subjects, and the low category has a percentage of 35.6% with details of 79 subjects.

DISCUSSION

Communication Patterns of Parents and Children in Boarding School

Communication is one of several important processes in the family and can be used as a tool to create a closeness between family members through interactions in the form of open communication with each other. Communication is also used as an intermediary in channeling emotions to family members (Hasriyadi

& Ramadhana, 2019). Solihat (2005) parental communication is very important in forming a child's attitude. Communication within the family is expected to involve interaction, mutual exchange of knowledge, opinions, and experiences. Based on the orientation, family communication is divided into two parts, namely conversation orientation and conformity. Conversation orientation is communication whose focus refers to the frequency and openness of communication between parents and children, which further creates an atmosphere of warm and mutually supportive communication, while conformity orientation is a pattern of communication that is established in a limited way between parents and children. Parents have more say in deciding things. Conformity orientation is identified with inattentive parenting and tends to be authoritarian (Daulay et al., 2023)

In conversational orientation and conformity, types of communication are divided into four categories (Fitzpatrick, 2011): consensual (conversational orientation and conformity in high levels), pluralistic (conversation orientation is in

high levels, but conformity orientation is in low levels), protective (conversation orientation is in low levels, but conformity orientation is in high levels), and laissez-faire (conversational orientation and conformity are in low levels). A simple description can only be seen in Table 4.

Table 5 presents Family Communication Pattern categorization data on boarding schools. Based on Table 5, it can be seen that Laissez-Faire is a communication pattern that is often used by parents with a percentage of 57%. Laissez-Faire types have a low conversational orientation and conformity. The characteristic of this type of communication is the lack of family members dialogue/communication. Parents assume that all family members have grown up and can make their own decisions openly and independently, but children are not directed, children tend to accept all decisions that have been determined by parents, so there is no argument and discussion for children who have desires. Generally, the father becomes the figure who holds the power in the family to make decisions (Sholeh & Juniarti, 2022).

In his book, Gunarsa (2012) states that Laissez-Faire communication patterns entrust problems related to children's education to special institutions. This is in accordance with the results of the study, where the largest

percentage of communication patterns in boarding schools refers to Laissez-Faire. Families that apply this communication pattern, especially in the condition of parents who are both working or too busy, increasingly make parents have no time to educate children and hand them over to special institutions such as boarding schools. In research conducted by Arsita et al. (2015) there are several reasons parents choose boarding school as a place for their children's education, the two most common reasons are because of the desire for children to have good morals and the feeling of inability of the parents to educate their children at home. Some parents consider religious education far more important than general education, because religion is a guideline that will later lead children to avoid the association of adolescents outside the home. Parents also feel that boarding school can form children's independence, considering that boarding school routines have been arranged by the school and done by themselves.

This is also in line with the boarding school education system where education is focused on the school because students spend more time in the school environment. This is also in line with the statement of Suntara et al. (2019) that boarding schools are boarding system, so that students, teachers and school teachers live in a dormitory

TABLE 6. Test the Correlation of Conversation Orientation with the Dimension of Child Independence

Dimension Classification	Pearson Correlation	Sig. (2-tailed)
Conversation Orientation - Self-Help	0.133	0.048
Conversation Orientation - Responsibility	0.291	0.000
Conversation Orientation - Socialization	0.241	0.000
Conversation Orientation - Skills Domestic	0.087	0.197
Conversation Orientation - Troubleshooting	0.106	0.116
Conversation Orientation - Initiative	0.220	0.001

Source: Processed by Researchers (2023)

environment for a certain period of time. This concept is considered like distancing the distance between students and their daily environments, such as home, game environment, and family. But if you are used to it and comfortable, boarding school can be a second home for students. Today, schools that implement the boarding school system tend to be applied to the Islamic faith-based education system, but unlike pesantren, boarding school education provides the same portion in the education system, both in terms of Islam and general knowledge.

It was also conveyed by Arifin et al. (2020) that schools that implement boarding schools provide supervision to children 24 hours a day and 7 hours a week under the supervision of pamong, dormitory managers, and teachers, just like parents who educate and care for children. This step is felt right by families who apply the *Laissez-Faire* communication pattern, because parents give freedom to each family member (Anindita, 2019). This was also conveyed by Suntara et al. (2019), where freedom that is not followed by good communication will paralyze family communication as a place that can be said to be very fundamental for children in developing character towards a better person, therefore other platforms are needed to overcome this, one of which is by choosing boarding school as a means of education for their children.

The Relationship of Conversation Orientation with the Dimension of Child Independence

In fact, everyone is familiar with the word independence and generally all parents want their children to be independent. But if explored further, each individual has their own definition of independence. In this study, researchers defined independence based on several scales adjusted to the statements of

Suparmi et al. (2018).

The data can be said to have a relationship if the significance value is $p < 0.05$. Based on the product moment perception correlation test in Table 6, the relationship between the significance of conversation orientation occurs in four of six dimensions, namely the self-help dimension, the responsibility dimension, the socialization dimension, and the initiative dimension. Conversation orientation has a significant relationship with the self-help dimension. Suparmi et al. (2018) mentioned that self-help is the ability that children have to help themselves, related to daily activities. If the child can help himself without the help of others, then the child can be classified as someone who is independent. Conversational orientation support in the self-help dimension can be carried out well if supported by good communication from parents. Conversation orientation has a focus on how the family creates a comfortable atmosphere for each family. Families that have a high level of conversation orientation are very open in expressing opinions and ideas, applicable to all family members. Parents also fully give confidence in their children's decision-making abilities, which further makes children more courageous and independent in making decisions based on what they believe. This was also conveyed by Setiawati & Sari (2019) that independence is a behavior or attitude that describes a child not easily dependent on others and can complete tasks alone or without the help of others. This is also supported by research conducted by (Fabiani & Krisnani, 2020), where self-confidence found in children due to conversation orientation causes children to freely show their confidence in activities or activities carried out without the help of others.

Conversation orientation has a significant relationship with the

responsibility dimension. Suparmi et al. (2018) stated that responsibility is a condition where children are able to carry out responsibilities related to the tasks given without being helped by others. In his review, Oxianus Sabarua & Mornene (2020) mentioned that parents have a considerable share in creating a sense of responsibility for children. In the process, direction, guidance, and supervision are needed which are built with good communication interactions between parents and children in the family environment. Each family has its own pattern in communicating with children, one of which is supported by conversation orientation. This is also in line with what was conveyed by Sumarsono & Naryoso (2022) that family communication is needed in motivating children to have a sense of responsibility from an early age. Family members are responsible for communicating by recognizing and supporting each other between individuals. The communication activities that are often carried out in a conversation orientation will make relationships between family members harmonious and open to each other.

Conversation orientation has a significant relationship with the socialization dimension. Suparmi et al. (2018) stated that socialization is a way for children to socialize/mingle/communicate in the outside environment, especially the need for adaptability when entering a new

environment. In their research, Riauan & Sari (2018) stated that children (early adolescents) interact and communicate with the social environment to form new characters or self-concepts. The meaning of this socialization is recognized by children for the first time from their family environment. Through the interactions that occur in the family, the child (early adolescent) can later understand self-concept, which will further affect the child's life (early adolescent) when entering a new environment. Good socialization with a new environment and adaptability are obtained by children from what they see from communication patterns in their family. This is also in line with the statement of Putri et al. (2022) where the factor that influences children's socialization is one of the stimulations that plays a role in being active and communicating with their closest environment, namely communication between parents, both father and mother. Communication between parents and children can be a stimulus for the development of the child, in this case with regard to their socialization environment. In family communication patterns, conversation orientation is known as communication that involves a lot of conversations between parents and children, which can support children's socialization well established with the surrounding environment. This was also conveyed by Osredkar (2012) that

TABLE 7. The Relationship of Conformity Orientation with the Dimension of Child Independence

Dimension Classification	Pearson Correlation	Sig. (2-tailed)
Conformity Orientation - Self-Help	-0.026	0.705
Conformity Orientation - Responsibility	-0.147	0.028
Conformity Orientation - Socialization	-0.049	0.464
Conversation Orientation - Skills Domestic	0.028	0.673
Conformity Orientation - Troubleshooting	-0.053	0.431
Conformity Orientation - Initiative	0.198	0.003

Source: Processed by Researchers (2023)

conversation orientation forms a family that encourages children to play an active role in interacting in the family discussing various topics. The conversational orientation dimension provides many opportunities for parents and children to communicate so that this dimension with open communication can also provide ease for parents in teaching children, especially related to socialization.

Conversation orientation has a significant relationship with the initiative dimension. Suparmi et al. (2018) mentioned that initiative is an awareness possessed by children. Children's independence can be formed if there is an awareness of doing something without being told or without the need for help from others within them. Conversation-oriented families provide opportunities for children to explore themselves and try various things. Providing space for children to learn and to carry out their activities independently without the help or direction of an adult that will later make children's initiative and independence will emerge over time (Damra et al., 2021). Furthermore, in research Damra et al. (2021) showed that some factors that cause low child initiative are due to parenting patterns that always provide for children's needs without providing opportunities for them to do their jobs independently. Another factor is related to the attitude of parents who always scold and blame children if they make mistakes, so that children become independent and feel afraid to do actions. Children's courage in carrying out and conveying initiatives requires family assistance, especially with regard to communication. At a high conversation orientation, families strive to encourage all members to communicate and actively participate in each conversation. Conversations are created on various topics to create high interaction. This orientation opens the widest possible

opportunity for each family member to be open and convey ideas, ideas, and ideas without any restrictions or barriers between family members (Rahmanisa & Ramadhan, 2021).

The Relationship of Conformity Orientation with the Dimension of Child Independence

In families that are oriented towards uniformity or conformity, the family places great emphasis on conformity or uniformity of attitudes, values, and beliefs possessed by each family member. This means that the family seeks to discipline or homogenize each member of the family. They are required to be the same, both attitude to trust. Family members should not contradict and contradict every rule in the family (Koerner & Fitzpatrick, 2002).

The data can be said to have a relationship if the significance value is $p < 0.05$. Based on the product moment correlation test in Table 7, the significance relationship of conformity orientation only occurs in two dimensions, namely the responsibility and initiative dimensions. Conformity orientation has a significant relationship with the responsibility dimension. The character of responsibility is a character that must be possessed by children in order to become a responsible person in the future (Halimatussadiyah et al., 2018). Based on research conducted by Sitanggang (2006), there is a significant relationship between social conformity and independence. This is in line with the results of the research where conformity orientation has a significant influence on aspects of independence in the dimension of responsibility. The responsibility that a child has is defined as the child's ability to complete what is a task that he usually does with little or no help in doing tasks, caring for personal property, and preparing lessons (Lestari, 2019). The results of research conducted by Kumalasari (2015)

stated that there is a significant negative relationship between conformity and independence, but the aspects discussed in this study are related to personal decisions. Conformity individuals will follow the assessment of others. The link in the author's research that plays a big role is the parental communication factor. So the higher the conformity orientation, the higher the responsibility step that will be carried out by the child. Conformity orientation creates a family authority that governs every aspect of family members' lives. High family power causes limited space for family members, especially children, to express their thoughts. Families with a uniformity orientation also create hierarchical families (Koerner & Fitzpatrick, 2002).

Conformity orientation has a significant relationship with the initiative dimension. Wulandari (2010) said that independence in terms of initiative is not something that arises because it is inherited, but an educational process is needed, especially in the home environment. So the higher the conformity orientation, the higher the initiative steps that will be carried out by the child. Research conducted by Kumalasari (2015) shows that conformity has an influence of 39.4% in the aspect of independence. It was also added in the research of Setiawan & Nusantoro (2020) that there is a significant and positive relationship between conformity and independence whose subjects are 5th semester students of FIP UNNES. The research of Setiawati & Sari (2019) examines children's independence at the age of 5-6 years, which also touches on the initiative dimension. At the age of 5-6 years, children's initiative can be seen from their ability to take initiative and want to do something without the help of others. One example of a child's initiative at this age is using their own eating utensils. Meanwhile, the research

sample used teenagers aged 13-15 years, considering that there had been a lot of interference not only from parents, but from the external environment such as the school environment. However, the results of this research are still consistent and show that there is a relationship between aspects of independence in terms of the dimensions of initiative.

CONCLUSION

The results of this study, based on a sample of 222 active students from Islamic Boarding School, revealed that Parental Communication Patterns (X) are divided into 2 dimensions, namely Conversation Orientation (X1) and Conformity Orientation (X2). In this dimension, there are four patterns of parental communication studied in the research, the details include consensual, laissez faire, protective and pluralistic, with details of the percentage of test results being consensual 18%, laissez faire 57%, protective 25% and pluralistic 5%. In the test results of the relationship between the role of family communication and the boarding school system in forming child independence, the communication patterns of parents and children attending boarding schools have a relationship with the level of independence. Based on research, children who attend boarding schools who are cared for by their parents use Laissez-Faire family communication patterns. Families who apply this communication pattern tend to entrust their children's education problems to special institutions such as boarding schools to form independence considering that boarding school routines have been regulated by the school and are carried out by themselves. Repeated routines at boarding school can make children's independence develop well. Children's independence (Y) is divided into each dimension, namely, independence in the form of self-help

dimensions, responsibility dimensions, socialization dimensions, domestic skills dimensions, problem-solving dimensions and initiative dimensions. Conversation orientation has a significant relationship with the self-help dimension, responsibility dimension, socialization dimension and initiative dimension, while conformity orientation only occurs in two dimensions, namely the responsibility and initiative dimensions.

This research can be a reference for further research development. There is a limitation in this study that boarding schools that apply a religious approach in West Java are relatively more than regular boarding schools. Suggestions for future research to use more varied samples such as boarding schools that apply non-religious approaches, the usage of family demographics, and ethnicity. It can be more detailed to explore the phenomenon of family communication using qualitative methods. Collaboration between schools and children to increase children's independence.

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