



Parental Communication Strategies in Sustaining the Social Relationships of Dahlia Boarding School Students, Medan Tembung District, Medan City

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Abstrak

Kata kunci:

Pola Komunikasi,
Orang Tua,
Pergaulan
Mahasiswa,
Indekost Dahlia,
Medan Tembung

Penelitian ini bertujuan untuk menganalisis pola komunikasi yang diterapkan oleh orang tua dalam menjaga pergaulan mahasiswa yang tinggal di Indekost Dahlia, Kecamatan Medan Tembung, Kota Medan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode pengumpulan data berupa wawancara mendalam, observasi langsung, dan studi literatur dari jurnal-jurnal terkait. Hasil penelitian menunjukkan bahwa terdapat tiga pola komunikasi utama yang digunakan oleh orang tua, yaitu pola komunikasi otoriter (authoritarian), pola komunikasi otoritatif (authoritative), dan pola komunikasi permisif (permissive). Pola komunikasi otoriter ditandai dengan kontrol yang ketat dan instruksi yang tegas dari orang tua, sedangkan pola komunikasi otoritatif menggabungkan pengawasan dengan pendekatan dialogis yang hangat. Sementara itu, pola komunikasi permisif menunjukkan kebebasan yang lebih besar bagi mahasiswa dalam menentukan pilihan mereka, meskipun dengan pengawasan yang minim. Ketiga pola komunikasi ini memiliki pengaruh yang beragam terhadap perilaku dan pergaulan mahasiswa, sehingga pemilihan pola komunikasi yang tepat menjadi krusial dalam menjaga hubungan yang harmonis antara orang tua dan anak yang tinggal di indekost.

Abstract

Keywords:

Communication
Patterns,
Parents,
Student
Associations,
Dahlia
Boarding
House, Medan

This study seeks to examine the communication strategies employed by parents to sustain the social interactions of children residing at the Dahlia Boarding House in the Medan Tembung District of Medan City. This study employs a qualitative descriptive methodology, utilizing data collection techniques such as in-depth interviews, direct observation, and literature reviews from pertinent publications. The research findings indicate the existence of three primary communication types employed by parents: authoritarian, authoritative, and permissive. Authoritarian communication patterns are defined by rigid control and explicit



Tembung directives from parents, whereas authoritative communication patterns integrate oversight with a nurturing, conversational method. Conversely, permissive communication patterns afford students increased autonomy in decision-making, even with limited oversight. The three communication patterns significantly affect student behavior and relationships; thus, selecting the appropriate pattern is essential for fostering a harmonious relationship between parents and children residing in boarding houses.

INTRODUCTION

The rapid development of cities in Indonesia is currently visible from the increasing construction of tall buildings that dominate the urban landscape. Apart from the property sector, the entertainment industry sector also experienced significant growth. Various entertainment venues are now increasingly found in big cities, ranging from those aimed at teenagers and adults, to places that can be enjoyed by all levels of society. This increase shows changes in urban lifestyles that are increasingly dynamic and diverse. (Noerham, 2012).

Adolescence and early adulthood are crucial periods in individual development, where identity formation and social adjustment become top priorities. College students, as part of this group, often experience a transition from living under the direct supervision of parents to a more independent life, especially when they live away from home. One of the big challenges in the lives of students living in boarding houses is maintaining healthy and responsible relationships. A new environment full of freedom often encourages students to explore various forms of interaction, both positive and risky (Sujana & Nasrullah, 2020).

Students who migrate and choose to live in boarding houses usually feel distance from their nuclear families. Boarding house life, which offers temporary living facilities on a monthly or annual rental system, brings them together with a new environment, including the host and fellow boarding house residents. This also makes them increasingly exposed to different cultures around campus and the local community (Thoriq & Anshari, 2017).

In this context, communication patterns between parents and children play an important role. Effective communication can be a means for parents to continue to provide guidance and supervision even though physical distance separates them. Parental communication patterns can generally be divided into three, namely authoritarian, authoritative and permissive



patterns. The authoritarian pattern is characterized by strict control without room for dialogue, while the authoritative pattern provides a balance between supervision and freedom. Meanwhile, the permissive pattern provides complete freedom with minimal supervision (Yanti, 2021). Research shows that authoritative communication patterns are more effective in building self-confidence, responsibility and positive behavior in children (Putri et al., 2019).

This phenomenon becomes increasingly complex with the development of communication technology. The use of communication tools such as cell phones often becomes a bridge between parents and children who live far away. However, the depth of communication through this media does not always replace the need for warm and in-depth interaction directly (Hidayat, 2020). In the case of boarding students, the combination of new freedoms and lack of direct parental supervision is often the factor that determines their social behavior in a new environment (Rahman, 2018).

The communication patterns between parents and children are crucial in this context. Effective communication allows parents to provide direction and supervision despite physical distance. Parental communication styles can be classified into three categories: authoritarian, authoritative, and permissive. The authoritarian approach is characterized by strict control without room for discussion, while the authoritative model achieves a balance between regulation and independence. In contrast, the permissive approach allows complete autonomy with minimal supervision (Yanti, 2021). Research demonstrates that authoritative communication styles are more effective in promoting self-confidence, responsibility, and positive conduct in youth (Putri et al., 2019).

This phenomenon becomes increasingly complex with the evolution of communication technology. Communication devices, such as mobile phones, often function as a medium between parents and children separated by distance. However, the depth of connection through this medium does not always fulfill the need for warm and meaningful interpersonal engagement (Hidayat, 2020). The interaction of newly acquired freedoms and lack of direct parental supervision often affects boarding students' social behavior in unfamiliar environments (Rahman, 2018).

The selection of the Dahlia Boarding House as a research site was additionally affected by its distinctive physical configuration, wherein male and female students reside in the same



building yet are divided by a hallway. The male students' accommodations are situated on the right, whereas the female students' accommodations are positioned on the left. This spatial separation facilitates the examination of gender social processes within campus life. These conditions enable researchers to investigate the formation of social interactions among residents within specific boundaries, affecting communication patterns between parents and children, as well as influencing the behavior and social adaptation of students residing in boarding houses. Kost Dahlia provides a distinct setting, yet remains unified, facilitating the examination of parental communication patterns and their influence on pupils within a controlled boarding context.

Kost Dahlia is distinguished by its moderate regulatory policy, which establishes a balance between autonomy and accountability for its residents. Numerous social activities with boarding home residents provide possibilities for a comprehensive examination of the influence of the environment on students' adaptive behavior (Rahman & Fauziah, 2022). The research conducted at Kost Dahlia is both locally pertinent and offers a comprehensive perspective on the impact of family communication patterns on individual development within a dynamic social context (Siregar & Nasution, 2020; Widiastuti, 2021).

Prior research is a crucial phase in examining parallels and deriving inspiration for contemporary studies. A pertinent study is that by Maulidina Zuhra (2020) titled *Communication Patterns between Parents and Children in Anticipating Promiscuity*. This study employs descriptive approaches to ascertain the challenges encountered by fishing households in managing children's promiscuity. The primary hurdles identified are insufficient communication time between parents and children, inadequate comprehension of parental religious beliefs, and an environment conducive to promiscuity.

A study conducted by Dharmawan (2022) titled *Interpersonal Communication Patterns of Boys' Long Distance Relationships with Parents in Maintaining Family Relationships* indicated that students residing away from their parents exhibit closer communication when raised in families with stringent regulations. Conversely, adolescents with greater autonomy at home frequently engage in less profound communication with their parents. The third study, authored by Ilmu et al. (2022) and titled *Interpersonal Communication Patterns of Parents and Children in Understanding the Dangers of Gadgets*, examines how interpersonal



communication between parents and children can mitigate the adverse effects of gadget usage. This study underscores the significance of effective communication in comprehending and mitigating the adverse impacts of technology, employing attribution theory to elucidate this mechanism. This research is grounded in three studies that examine parents' communication habits with boarding students, particularly in fostering healthy relationships within a challenging new environment.

METHOD

This research uses a descriptive qualitative technique to describe the communication patterns utilized by parents in maintaining student interactions at Dahlia Boarding House. Data was gathered via comprehensive interviews performed both in person and via telephone. Interviews were conducted with multiple parents of children residing in boarding houses, both in person and through telephone calls, to collect information on the communication patterns employed. Additionally, interviews were performed with kids residing at the Dahlia boarding house to gain insight into their views on their parents' communication styles and their effects on their relationships. The gathered data was examined utilizing descriptive techniques by organizing, categorizing, and interpreting the information. The analytical procedure involves examining emerging communication patterns, juxtaposing them with pertinent communication theories, and deriving conclusions from research findings. The participants in this study are as follows:

Table 1. Research Informants

Child's Name	Parents' name	Age	Work
Adinda Choirizah	Herlina	52 Tahun	Trader
Padila Hawanda	Fuji Astuti	49 Tahun	Teacher
Purnama Wahyuni	Repida Susilawati	56 Tahun	Trader
Nurul Khoiria Hairani	Resti Ayu	51 Tahun	Housewife
Habib Rizqi Purba	Nurma Wati Siregar	50 Tahun	Housewife
Muhammad Ilham Syahputra	Sunarti	52 Tahun	Housewife
Mohammad Nafri	Ismaini	58 Tahun	Headmaster
Risky Amelia	Fitriani	47 Tahun	Trader
Risma Wati	Nur Ainun	49 Tahun	Trader
Nuriah	Iyyah	53 Tahun	Housewife

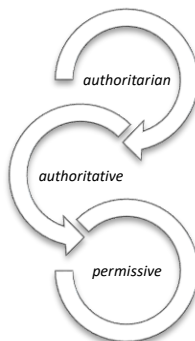


Zahra Ananda	Mawarti	48 Tahun	Seamstress
Habib Pratama	Jimi Astuti	46 Tahun	Government employees
Putri Amelia	Mardiah	51 Tahun	Trader
Nabila	Ria Parwati	48 Tahun	Trader
Muhammad Nizar	Siti Rahmah	46 Tahun	Businessman
Muhammad Attallah Rafif	Rosita	47 Tahun	Government employees
Rayyan Imam Hafiz	Nurjannah	50 Tahun	Trader
Mhd Furqon	Ziki Fardillah	47 Tahun	Government employees
Citra Fildzah Ananda Hasibuan	Susanti	52 Tahun	Housewife
Afif Anhar	Nur Islamiyah	48 Tahun	Housewife
Dina Ismainah	Intan Supina	65 Tahun	Trader
Mainal Abror	Zuraida	60 Tahun	Housewife
Akmal Hakim	Nur Laili	50 Tahun	Housewife
Mutia Ulfa	Misraini	55 Tahun	Trader

This study employs the Family Communication Pattern Theory formulated by Diana Baumrind to examine the communication patterns utilized by parents. This theory categorizes family communication patterns into three primary types: authoritarian, authoritative, and permissive. Authoritarian communication patterns are defined by stringent oversight, inflexible regulations, and limited opportunities for discourse. In this paradigm, parents typically provide directives that must be followed without regard for the child's perspective. Conversely, an authoritative communication style integrates strict oversight with a nurturing and conversational method, wherein parents exert authority through constructive dialogue and explicit regulations. Conversely, permissive communication patterns provide youngsters considerable autonomy in decision-making, accompanied by minimal guidance or oversight. This theory is relevant for studying how parents whose children live far from home (in boarding houses) build communication to maintain their relationships. This research employs Relational Communication Theory to analyze the dynamics of interactions between parents and children, focusing on sustaining relationships that foster children's development while preserving emotional intimacy.



Scheme 1. Parental Communication Patterns According to Diana Baumrind



FINDING AND DISCUSSION

Parental Communication Patterns

Based on the results of interviews with parents of students living at the Dahlia Boarding House, the communication patterns implemented show a variety of approaches in supervising their children's interactions. The communication pattern applied is as follows;

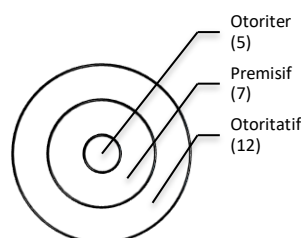
Table 2. Names of Parents and Communication Patterns

Parents' name	Communication Patterns
Herlina	Premisif
Fuji Astuti	Otoritatif
Repida Susilawati	Otoriter
Resti Ayu	Otoritatif
Nurma Wati Siregar	Premisif
Sunarti	Otoritatif
Ismaini	Otoriter
Fitriani	Otoritatif
Nur Ainun	Otoritatif
Iyyah	Premisif
Mawarti	Otoritatif
Jimi Astuti	Premisif
Mardiah	Otoritatif
Ria Parwati	Otoriter
Siti Rahmah	Premisif
Rosita	Premisif
Nurjannah	Otoritatif
Ziki Fardillah	Premisif



Susanti	Otoriter
Nur Islamiyah	Otoritatif
Intan Supina	Otoriter
Zuraida	Otoritatif
Nur Laili	Otoritatif
Misraini	Otoritatif

Chart 2. Number of Parents Who Apply Authoritarian, Premissive and Authoritative Communication Patterns



The data indicates that the predominant communication style employed by parents is authoritative, with a total of 13 parents exhibiting this tendency. This model underscores an equilibrium between autonomy and regulation by transparent, reciprocal communication. Seven parents adopted a permissive communication style, allowing children increased autonomy in decision-making with limited oversight. Simultaneously, four parents employed authoritarian communication patterns characterized by stringent oversight and direct instruction with minimal dialogue. This indicates that the authoritative pattern is predominantly employed, as it is deemed more efficient in preserving children's relationships while fostering good dynamics between parents and children.

The communication strategies employed by parents significantly influence the social interactions of boarding house kids in Dahlia, Medan Tembung District. Each communication pattern possesses distinct traits and influences children's behavior, particularly in social contexts susceptible to external factors. Based on the interview data, three primary communication styles utilized by parents can be identified: permissive, authoritative, and authoritarian.

Premissive Communication Patterns

Permissive communication patterns offer children the autonomy to make decisions in relationships, while still being supplemented by parental attention and guidance. Informants



include Mrs. Herlina, Mrs. Nurma Wati Siregar, and Mrs. Siti Rahmah exhibit the traits of this pattern. Herlina's mother stated, "I trust that Adinda can determine her friendships and manage her time, yet I consistently remind her of the significance of upholding boundaries." This phrase indicates that parents with a permissive style exhibit much trust in their children, however their supervision tends to be less stringent.

Mrs. Nurma Wati Siregar employed a comparable method, stating, "I frequently allow Habib to engage in his own activities because I am confident he comprehends the values I impart." Nevertheless, this permissive approach can be hazardous, particularly when the child lacks the maturity to make appropriate decisions. Research by Sujana & Nasrullah (2020) indicates that permissive parenting styles lacking sufficient oversight may expose children to detrimental influences from their social surroundings.

Authoritative Communication Modalities

The majority of parents, including Mrs. Fuji Astuti, Mrs. Resti Ayu, and Mrs. Nurjannah, utilize authoritative communication styles. This pattern is deemed a balanced approach due to its incorporation of equal liberty and oversight. Mrs. Fuji Astuti stated, "Padila is permitted to socialize with her friends, yet I consistently review her daily activities." If anything is inappropriate, I will provide guidance. This indicates that authoritative parents not only monitor but also foster open communication to cultivate a healthy relationship.

Yanti's research (2021) indicates that authoritative parenting styles are beneficial in fostering trust between parents and children. This is seen in Mrs. Resti Ayu's experience, who stated, "I want Nurul to feel at ease confiding in me." If I disagree with something, we shall engage in a discussion together. This framework fosters a conducive environment for constructive discourse while ensuring oversight to regulate children's relationships.

Authoritarian Communication Patterns

Authoritarian communication patterns emphasize strict supervision without providing much room for discussion. Informants such as Mrs. Repida Susilawati and Mrs. Susanti show the characteristics of this pattern. Ms. Repida stated, "I always emphasize to Purnama to follow the rules that I have set. There is not much room for him to argue." This approach can create strong discipline, but risks creating emotional distance between parent and child.



On the other hand, Mrs. Susanti shared that the authoritarian pattern was chosen because of past experiences that required her to strictly monitor her children's behavior. He said, "Citra must obey what I say. If I feel that a friend is not good, I immediately forbid him from hanging out." However, research by Dharmawan (2022) states that authoritarian patterns can reduce children's trust in their parents, which ultimately hinders effective two-way communication.

The results of the interview show that parents' communication patterns greatly influence student interactions at the Dahlia boarding house. Authoritative communication patterns prove to be the most effective because they create a balance between freedom and control. Children who are raised in this pattern tend to feel more trusted, but are still directed within clear boundaries. On the other hand, permissive communication patterns provide great freedom, but require more supervision to reduce the risk of negative influence. Meanwhile, authoritarian patterns, although effective in creating discipline, often inhibit emotional relationships and open communication between parents and children.

Parents who live far from their children, such as boarding house students, need to be more proactive in maintaining communication through various means, such as regular telephone calls or in-depth discussions during visits. Implementing flexible and adaptive communication patterns, according to children's needs, is the best step to ensure children's social interactions are maintained in a dynamic and challenging environment.

The Impact of Parental Communication Patterns on Children

The communication patterns implemented by parents have a significant impact on children's development, both emotionally, socially and academically. From the results of interviews with 24 informants, 13 parents adopted an authoritative communication pattern, 7 parents used a permissive pattern, and 4 parents chose an authoritarian pattern.

The permissive pattern, as implemented by Mrs. Herlina, Mrs. Nurma Wati Siregar, and Mrs. Siti Rahmah, tends to give children greater freedom to regulate their relationships and choose friends. Even though children feel free in their lives, the lack of adequate supervision can make them vulnerable to unfavorable environmental influences. This is in accordance with the views of Sujana and Nasrullah (2020), who state that freedom without guidance can worsen children's social behavior.



On the other hand, the authoritative pattern, as implemented by Mrs. Fuji Astuti, Mrs. Resti Ayu, and Mrs. Nur Islamiyah, shows more positive results. Parents with this pattern strike a balance between freedom and supervision, and build open, two-way communication. According to Yanti (2021), this pattern helps children become more independent and responsible because they learn to make decisions with parental guidance. This pattern also maintains emotional closeness and teaches children to socialize wisely in their social life. However, the authoritarian pattern, implemented by Mrs. Repida Susilawati, Mrs. Ismaini, and Mrs. Susanti, emphasizes strict control over children's interactions. Even though children become more disciplined, they are also at risk of feeling pressured due to the lack of freedom of expression. Dharmawan (2022) revealed that authoritarian patterns often cause emotional tension between parents and children, and limit children's ability to adapt socially. Children with this pattern may have difficulty establishing interpersonal relationships outside the family environment.

Overall, this analysis shows that authoritative communication patterns are the most effective in forming independent and responsible children. This pattern provides controlled freedom and wise supervision, so that children can develop emotionally and socially well. On the other hand, permissive and authoritarian patterns have their respective weaknesses which can affect children's social and emotional development. Therefore, it is important for parents to adopt communication patterns that are balanced and appropriate to their children's needs, so that they can grow into healthy and adaptive individuals in their social environment.

Parental Communication Patterns in Islam

In Islam, communication between parents and children has a strong foundation, both in the Koran and Hadith. As explained in Surah Luqman (13-14), which reads:

وَإِذْ قَالَ لُقْمَنُ لِبْنِهِ وَهُوَ يَعِظُهُ يَبْنَىٰ لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ ١٣ وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ َحَمَلَتْهُ أُمُّهُ وَهَنَا عَلَىٰ وَهْنٍ وَفِصْلُهُ فِي عَمَيْنِ إِنِ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ ١٤

Meaning: And (remember) when Lukman said to his son, when he taught him a lesson, "O my son! Do not associate partners with Allah, indeed to associate partners with (Allah) is truly great injustice." And We commanded man (to do good) to his parents. His mother had



conceived him in a state of increasing weakness, and weaned him at the age of two. Be grateful to Me and to your parents. Only to Me will your return be. (QS Luqman: 13-14).

Luqman teaches his children with wisdom and compassion, one of which is by reminding his children not to associate partners with Allah. This advice delivered with great care illustrates the importance of communication that not only provides information, but also builds moral and spiritual understanding in children. This is in line with the authoritative communication pattern that can be found in parents who provide freedom but with wise supervision.

Apart from that, in Surah At-Tahrim (6), which reads

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

Meaning: O you who believe! Protect yourself and your family by obeying Allah's commands and staying away from His prohibitions from the fire of hell, namely from Allah's wrath which causes you to be dragged into hell whose fuel is people and stones; there are humans who are burned and there are humans who become fuel; the guardians are rough and tough angels, who do not disobey Allah in what He commands them so that no angel can be bribed to reduce or lighten the punishment; and they are obedient and disciplined and always do what Allah commands them to do. (QS At-Tahrim: 6).

Allah commands parents to protect themselves and their families from the fire of hell, which shows how important the role of parents is in educating children through good communication. This communication includes not just rules or advice, but also teaching that shapes children's character so that they can differentiate between good and bad, and thus avoid promiscuity or other negative behavior. Tactful and loving communication patterns are especially relevant in this context, as they provide children with clear guidance about healthy boundaries in their lives.

The hadith of Rasulullah SAW which states that every child is born in a state of nature, but parents will shape their personality, also shows the importance of communication between parents and children in guiding them to stay on the right track. Therefore, effective communication patterns—such as authoritative communication—are the key for parents to



maintain good relationships with their children, as well as directing them to choose positive associations and stay away from bad influences.

Overall, communication between parents and children, as outlined in Islamic teachings, should be carried out in a loving, caring manner and based on religious values. With this approach, parents can not only educate their children morally and spiritually, but also create harmonious relationships that will help children develop better in their relationships.

CONCLUSION

The communication patterns implemented by parents in maintaining their children's interactions at the Dahlia boarding house greatly influence the social and emotional development of students. Authoritative communication patterns, which include freedom within reasonable limits and wise supervision, have been proven to have a positive impact in forming characters who are independent, responsible and able to adapt socially. Children who are raised with this pattern are able to establish healthy relationships with their parents and the surrounding environment.

On the other hand, permissive and authoritarian communication patterns tend to produce less effective impacts. Permissive patterns that provide freedom without sufficient supervision can make children vulnerable to negative influences from the environment. Meanwhile, an authoritarian pattern that is too strict can hinder the development of open communication between parents and children, causing children to feel pressured and have less freedom to socialize.

Therefore, it is important for parents to find a balance between providing freedom and maintaining the control necessary for children to develop healthily and independently in their relationships. That way, children will have better abilities in facing social challenges and interacting with other people, without sacrificing positive relationships with their parents.



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