

Parental Interpersonal Communication Strategy of Elementary Students During COVID-19's Online Learning

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Abstract

Online Learning makes parents indirectly have a close relationship with teachers. However, to get good communication, both parties do not just communicate but also must have certain techniques to be able to produce positive and efficient communication. The focus of this research is centered on the interpersonal communication process carried out by parents to teachers using CMC theory. This research is a descriptive study using a qualitative approach. The sample taken in this study were 5 parents in SD Madrasah Ibtidaiyah Negeri Surakarta, where the researcher only interviewed one parent who accompanied their child when learning online. This research uses probability sampling with simple random sampling technique. The data collection technique is done through online interviews, non-participant observation, document studies and using triangulation techniques. The results showed that when in distance learning conditions, the strategies adopted by parents were adjusted to their character, because the characters were different, it would affect the way of openness/communication. Then it is also related to the communication media provided.

Keywords: Distance Learning; Interpersonal Communication; CMC; Parents.

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Abstrak

*Online learning membuat para orang tua secara tidak langsung memiliki hubungan yang erat dengan para guru. Namun, untuk mendapatkan komunikasi yang baik, kedua belah pihak tidak hanya sekedar berkomunikasi saja tetapi juga harus memiliki teknik tertentu agar mampu menghasilkan komunikasi yang positif dan efisien. Fokus penelitian ini terpusat pada proses komunikasi interpersonal yang dilakukan oleh orang tua kepada guru dengan menggunakan teori CMC. Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kualitatif. Sampel yang diambil dalam penelitian ini adalah 5 orangtua murid SD Madrasah Ibtidaiyah Negeri Surakarta, dimana peneliti hanya mewawancarai salah satu orang tua saja yang mendampingi anaknya ketika pembelajaran daring. Penelitian ini menggunakan *probability sampling* dengan teknik *simple random sampling*. Teknik pengumpulan datanya dilakukan melalui wawancara secara daring, observasi non partisipan, studi dokumen dan menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa ketika dalam kondisi Pembelajaran Jarak Jauh, maka strategi yang dilakukan*

oleh orang tua yaitu disesuaikan dengan karakter mereka, karena karakternya berbeda maka akan mempengaruhi cara keterbukaan/cara komunikasi. Kemudian juga berkaitan dengan media komunikasi yang diberikan.

Kata-kata Kunci: *Online Learning; Komunikasi Interpersonal; CMC; Orang Tua.*

INTRODUCTION

The massive spread of the Covid-19 outbreak in various countries affects all lifestyles in society. Based on data from the government (Indonesian Task Force) stated that there were an addition of 12,156 people who were confirmed positive for Covid-19 so that Indonesia became one of the countries with very high Covid-19 cases (Kominfo, 2020). In addition to the trade and industrial sectors, the education sector also has new problems and has been badly affected by this pandemic. In this situation, indirectly learning is the right choice for students by utilizing online learning (Handarini & Wulandari, 2020). Online learning method is carried out by all students from elementary school to lectures. The application of this online system will be easier to implement at the junior high, high school and college levels of education. On the other hand, for elementary students, this method is much more difficult for them to accept learning, understand the material and adapt to the situation. So, it is necessary to emphasize the role of parents in learning, especially for lower level classes (grades 1-3) so that it is important for the school to include parents of students to be directly involved in carrying out learning activities (Gustafsson et al., 2015).

The survey results from the Indonesian Student Protection Commission (KPAI) in Kumparan.com, it was found that 73.2% of students had difficulty with learning from home and 26.8% of students did not experience learning difficulties, so

a strategy was needed to find solutions (Kumparan, 2020).

With this, the school and teachers must be active in coordinating with parents because both parties are a unit that has an equally important role in growing children's intelligence. The formation of children's behavior is influenced by optimal interpersonal communication between teachers and parents (Chairani et al., 2014). Elementary students often have problems operating electronic devices when learning via online, they do not really understand how to apply technology. So, they need parental participation when they carry out virtual classes. The obstacles they experience are not always related to electronic problems, the majority of students also experience difficulties in receiving material absorption in remote conditions. Especially for elementary school students who find it difficult to concentrate fully ((Putri et al., 2020)).

The presence of online learning which is different from learning usually requires all parties, starting from students, teachers and parents to work together (Khadijah, 2020) because online learning is a new approach to teaching and learning with the help of electronics, especially the internet (Mujiono & Susilo, 2021). Internet is not only used as a search for information, but also as a medium that can be used as a tool of education or access that can facilitate users (Tjokrodinata et al., 2022).

With a lot of assignment that must be done immediately, unable to socialize with peers, even there is no interaction directly with the teacher, this condition can create and trigger stress for students so it cannot be denied that the online learning process is more exhausting and boring (Mujiono & Susilo, 2021). As a solution, teachers are required to be more creative in preparing materials during the online learning process so that every student can be enthusiastic in learning even if only at home (Hewi & Asnawati, 2020). According to the journal (Syahrani et al., 2021) which explains that it is not teachers who depend on technology, but teachers who work as technology controllers. As a teacher, they are required to have their own ability to use technology, so that they can engage with the students (Ompusunggu & Sari, 2019).

However, behind the important position of the teacher, there is also the role of parents which is no less important. In addition to their role in guiding the child's learning process, parents are also required to have the right strategy to be able to communicate and have a good relationship with the teacher because the online learning process will be successful if the communication elements between parents and teachers can be managed properly.

Not only that, but parents have their own challenges in carrying out various approaches and must be able to manage children's home learning strategies so that this learning can be carried out optimally. Many parents, especially mothers, have their own difficulties in accompanying their children while studying. Especially for working mothers who must be able to divide their time in a balanced way between working and supervising the

learning process of their children. Parents are required to be a substitute teacher at home for their children by asking for directions and materials that have been prepared by the teachers. As a teacher, they are also required to have the right strategy in improving the communication process with parents, such as sending messages to the targets that have been achieved by students so as to be able to build interaction and enable professional relationships between teachers and parents (Shepherd, 2010). When the teacher realizes that there is a serious academic problem in his students, the teacher as a teacher must immediately communicate early to parents (Dadds et al., 2008).

Communication between parents and teachers is becoming more intensive, giving rise to new views. Both teachers and parents must be able to respect their respective roles and contribute to each other by conducting two-way communication, supporting each other and encouraging learning. In this case, they must also show empathy, honesty and openness, especially through aspects of feelings, thoughts and desires by not forgetting the meaning of the message conveyed. Before the pandemic, it was rare to find WhatsApp groups between teachers and parents. However, now almost all schools already have a WhatsApp group, so through this platform teachers are able to build effective communication with parents. As a parent, it is obligatory to know the online learning process provided by the teacher and to know whether their child has carried out the learning well or not. Therefore, synergistic cooperation is needed between them by having a sense of trust and support because the development

of children's learning activities will be influenced by the collaboration built by both of them (Iftitah & Anawaty, 2020).

Focus of this research is on the interpersonal communication process carried out by parents in the context of CMC, which shows that CMC actors in a timely manner can develop relationship with human people who are mediated online. Fits in the journal (Cho & Lee, 2021), in addition to building long-distance interpersonal relationships with other people, media users in CMC can also have a community and increase a sense of kinship regardless of distance and time. Not only for parents, the CMC process also functions to make it easier for students to carry out academic tasks rather than face to face, where the communication is impulsive. So, researcher interested in doing research on "Parental Interpersonal Communication Strategy Of Elementary Students During Covid-19's Online Learning". Based on the background that has been conveyed by the researcher. This research aim is to know the interpersonal communication strategies used by parents in accompanying their children during distance learning

LITERATURE REVIEW

Researchers use previous research as a basic reference with the aim of developing and comparing research to be carried out. In the journal (Mayangsari & Aprianti, 2017) by title "*Understanding Communication Among Parents and Teachers in WhatsApp Case Study in Bandung, Indonesia*" which focuses more on the communication style and topics of chat conducted by teachers and parents using Whatsapp media. In this

study, researchers compared two groups of Primary School Parents' WhatsApp Groups which aimed to find out the activities of teachers and parents in using Whatsapp media in greeting fellow members, the process of learning activities, informing things outside of learning, and others. There is an element of similarity between previous researchers and the research to be carried out, which lies in the theoretical approach used.

There are several journal articles that are relevant to this research, namely Graham-Clay's research which describes that effective communication is very important to increase parental involvement and in building partnerships between school and home. In the journal (Graham-Clay, 2005) entitled "*Communicating with Parents: Strategies for Teacher*", it is explained that as a teacher it is necessary to be active in combining the two strategies in the form of one-way communication and two-way communication which aims to maximize all information with parents. In addition, teachers should also strive to use various effective strategies to make communication with parents as informative and interactive as possible by incorporating new communication methods and maintaining a human touch.

Berger (2004) interprets that parent-teacher communication is a progressive action in the learning system where both communicate with each other with the aim of realizing educational success for the next generation. This interpersonal communication between teachers and parents are creating a reciprocal relationship that is transmitted through the encoding and decoding process by utilizing social

media. Parents and teachers in creating optimal interpersonal communication will greatly affect the formation of children's character (Chairani et al., 2014).

Interpersonal communication strategies can work effectively if they meet five general qualities or commonly referred to as interpersonal communication effectiveness (Devito, 1997), namely openness, empathy, supportiveness, positiveness, and equality. Openness here means that they have the willingness to be open to both parents and teachers so that they can find out ideas and provide feedback to each other to avoid misunderstandings. The second part is they must be able to position themselves or play their respective roles and be able to understand what each other feels. Next is the attitude of support, where they can create an open atmosphere by showing descriptive, spontaneous, and proportional behavior. The fourth part is to express a positive attitude, which is to encourage each other to reflect on positive feelings and respect each other's existence and position. While the last is equality, meaning that both parties are equally valuable and valuable so as to create a conducive communication situation. Communication activities that occur between communicators and can involve one or two directions in the exchange of information (Graham-Clay, 2005). One-way communication can occur when parents obtain information from teachers regarding announcements, activities or developments that have been achieved by children such as report cards, so it is important for teachers as communicators to provide clear information. In this case, sometimes the message conveyed is not clear to the recipient

of the message so that it is possible that parents do not understand the instructions given by the teacher. Meanwhile, two-way communication is considered more interactive than one way communication, because communicant actively give their feedback on the message that has been conveyed by the communicator. The opportunity to provide direct responses can minimize misunderstandings in interpreting a message. Such as telephone conversations, interactions via WhatsApp, parent and teacher conferences so that an effective dialogue can increase mutualism.

Integrating elements of technology can support schools in communicating quickly to parents (Ramirez, 2001). This online learning applies digital technology in learning by sending all information to students who are at home by utilizing learning platforms such as Whatsapp, Zoom Meeting, and others (Zulfikri et al., 2021). This study refers to interpersonal communication strategies using electronic communication media. On the other hand, the use of digital channels allows teachers to provide information quickly and relevantly.

Media that can optimize online learning is now also called *online learning* which can provide relief or connection facilities throughout the world and of the many social networking applications. Whatsapp media is one of the media that is often used during distance learning. Whatsapp is an instant messaging social media network application that can be downloaded by many people via smartphones, where users can easily send or receive messages via the internet network (Wiladatika et al., 2020). In its

use in Indonesia, this application is also ranked 2nd highest until January 2019. The selection of Whatsapp media makes it easy for many individuals to be able to tell each other and express their opinions because the messages sent will spread quickly to other members.

The use of media for distance learning is not only through Whatsapp, so there are several other online learning system platforms such as Zenius, Ruang Guru, Quipper, Zoom and others. However, the results of a survey conducted by the LPMP East Java Ministry of Education and Culture in 2020 stated that the Whatsapp group application was the most used platform by teachers, as many as 390 people out of 1,386 people divided into 7 online platforms as learning media (Anderson & Jiang, 2018). The medium of communication carried out by parents and teachers is to use the Whatsapp Group facility, where this has proven effective for some parents who are not so proficient with new applications. Whatsapp is indeed a communication application, but in this case this media is used and utilized for practical virtual classes so as to facilitate communication.

The existence of communication media in the form of Whatsapp Groups between teachers and parents is very important and needed, because in addition to conveying information, it can also be used as a forum for discussion and dissemination of material related to the learning development of students. In this case, parents can also notify teachers via the Whatsapp platform about the problems that they face while accompanying their children while learning. Interactive dialogue between them in social media groups starts from

communication between members in the group. Then, other members can continue or provide feedback on the information that has been received so that in the end the communication that exists within the group is interactive. Social interaction can occur if individuals are able to communicate continuously (Walgito, 2003). The use of Whatsapp as a communication activity can be categorized into CMC theory because the application is a smartphone application that can be used as a medium. CMC is the transfer of information through a computer network or the internet which can be presented through images, text, video or audio (Anne, 2006).

The characteristic that is highlighted from CMC itself is that the first message exchange process carried out by the sender/receiver is carried out virtually so that there is no direct interaction. Second, in the virtual space, non-verbal cues cannot be shown directly, but non-verbal messages can be expressed through emoticons and symbols. The function of this emoticon is to support the emotional situation desired by the sender of the message (Anne, 2006). Third, this message is hyperpersonal where the sender of the message can first arrange and select the message. Before sending a message, teachers and parents can easily edit or even manipulate the message to be sent without any time limit.

Each individual is required to be able to adapt so that between individuals are able to establish harmonious relationships with their social environment. Social adjustment needs to be developed, both with other individuals within the group or outside a group (Gainau, 2009). Success in socializing is influenced by the existence of

social skills possessed by humans, so self-disclosure is an important part in realizing social skills. In this study, self-disclosure is also necessary for parents of students, because since distance learning, parents are required to learn to adapt to changes in children's education so that parents must have the ability to communicate and establish close relationships with teachers. Self-disclosure is an important element in interpersonal communication because there is a process of disclosing personal information to others in order to achieve a closer relationship (Greene et al., 2006).

Self-disclosure can be done in two ways, namely offline and online. Offline self-disclosure is self-disclosure that is shown face-to-face, while online self-disclosure is someone showing their openness through the media (Prafena & Alfian, 2019). There are several aspects of similarity in offline and online self-disclosure, namely the emergence of reciprocal relationships, self-disclosure is carried out personally, intimately and sensitively. However, online self-disclosure makes individuals unable to know non-verbal cues such as voice intonation, facial expressions, and nuances of a person when doing self-disclosure so that when online, communicators focus more on the depth of the topic being discussed. Meanwhile, offline self-disclosure prioritizes verbal and non-verbal cues in conveying messages. Individuals show more self-disclosure online than in face-to-face conditions (Suler, 2004). In addition, self-disclosure is deeper and occurs faster online, this can happen because of environmental aspects that affect a person in expressing themselves (Reep & Dambrot, 1994).

The form of self-disclosure can be in the form of attitudes, feelings, topics of information, desires contained in a person.

Self-disclosure makes the relationship closer so that it is hoped that parents can easily express opinions, thoughts and feelings to the teacher in dealing with the problems they face (Dakayksini, 2006). In this study, the self-disclosure shown by parents to teachers depends on the message conveyed, namely messages that are private and public. Messages that are of a general nature are used by parents when they talk about topics related to children's learning. The type of the message is intended for the common so it can be received and read by many people. Meanwhile, messages that are private are usually delivered via private chat to teachers so that parents feel more comfortable and open. This can happen because the type of relationship that exists between teachers and parents is personally considered closer.

METHODOLOGY

This research is a descriptive study using a qualitative approach. Descriptive research method aims to reveal phenomena, facts, circumstances that actually occur to solve and answer problems that occur in the present (Moleong, 2017). This research was conducted to understand what was experienced by the research subject, for example perception, behavior, action, motivation or a situation in a certain place in detail and in depth in the form of a narrative. Based on the problems studied, this research is a qualitative research using constructivism paradigm, namely trying to interpret the various meanings and has the aim of understanding social events or events.

The data collection technique is done

through interviews. By using interviews, researchers will find out more in-depth things about the participants in interpreting the phenomena that occur. During a pandemic like now, schools are closed and cannot conduct interviews directly. Therefore, this research was conducted online interviews. This study uses semi-structured interviews, where researchers can develop questions according to information needs so that in practice the researchers are freer and more open, by asking the interviewee to explain their opinions and ideas.

This method describes the actual research results and as natural objects. The data collection technique in this study also requires non-participant observation, where researchers are not directly involved and only as observers due to the Covid-19 pandemic conditions. This research also uses document studies, where the documentation method used can be in the form of photo archives, screenshots, cellphones to record voices when conducting interviews, books, journals and other documents.

The sample taken in this study were 5 parents of SD Madrasah Ibtidaiyah Negeri Surakarta, where the researcher only interviewed one parent who accompanied their child when learning online. In this study, the researcher chose the 2nd grade of elementary school at the school because they need to need parental guidance in the learning process and also in understanding a material so the researchers wanted to see how the interpersonal communication strategies and interactions that exist between teachers and parents of students. This study uses probability sampling with a

simple random sampling technique, which provides equal opportunities for each element of the population to be selected as members of the sample by taking several parents of students at Madrasah Ibtidaiyah Negeri Surakarta. This sampling technique was carried out by means of the researcher getting the contact of one of the teachers of the Surakarta State Islamic School, namely the homeroom teacher of class 2B. Respondents were obtained randomly from the class teacher so that the Surakarta State Islamic School teacher played a role in making this random sampling. To facilitate the naming of these respondents, a code is given, namely male A and female B.

The data analysis of this research uses qualitative content analysis, which includes techniques for systematically analyzing texts. The qualitative study of content analysis begins by identifying the words in the text which aims to understand the contextual use of words (Kurniasih, 2016). This research was conducted by categorizing the same data using an open coding process, where researcher identify, name, categorize and describe the symptoms found in the text of the results of interviews, observations, and the researcher's own diary. Furthermore, using the axial coding process that connects various categories of research in the form of composition/properties which is carried out by connecting codes and is a combination of inductive and deductive ways of thinking. The next stage is selective coding, which is choosing the core categorization and connecting other categories to the core category (Ayu & Budiasih, 2013).

The triangulation method was also used in this study. The triangulation

method used is triangulation of data sources, namely by checking the validity of the data by asking the same thing to different sources. Here the researcher compares the information obtained from one source to another with the aim of getting a guarantee of trust and avoiding subjectivity. The data obtained, then described, categorized which are the same, different and specific. Furthermore, the researchers drew conclusions to understand the meaning of the research results obtained.

RESULT AND DISCUSSION

Table 1. Profile of Respondents

No	Respondent	Gender	Age
1.	A	Man	36 years old
2.	B1	Woman	31 years old
3.	B2	Woman	31 years old
4.	B3	Woman	40 years old
5.	B4	Woman	38 years old

Source: researcher data

The first categorization in this research is characters of whatsapp users in the interaction process. Whatsapp has a Chat Group feature that is very popular with users because it is able to help spread information in a practical way. Likewise with this research, where teachers implement the convenience of the Whatsapp Group Chat feature as a means to disseminate information and parents who are able to receive all information about children's learning. Making Whatsapp Groups is used as place to bridge and facilitate communication that occurs between teachers and parents regarding the learning system, child development, school assignments and other needs.

The use of public communication

patterns through Whatsapp Group is considered effective because the function of public communication itself is to increase high solidarity, be involved in influencing others and provide information wisely. However, the use of Whatsapp media is able to cause a phenomenon, namely silent reader and active reader. In this study, each parent has a different character in responding to any information provided by the teacher. There are two characters of WhatsApp users, silent reader and active reader.

Silent readers are the type of Whatsapp users who simply read messages in a group without replying or responding to messages received. The results of an online survey of Whatsapp users (age range 19-38 years) conducted by the jeda.id team proves that 50% of respondents choose to be silent readers for various reasons, such as the topic of conversation is not interesting, the information conveyed is not important and is rarely considered in the group (JEDA. ID, 2020).

In this case, the silent reader becomes a new phenomenon in the midst of the communication process carried out through the WhatsApp messaging service media application. One of the basic components needed in the communication process is missing, namely feedback. The communication pattern from the silent reader makes the communication process often ineffective because there is no maximum feedback (Nilamsari, 2018). In the process of interaction, silent readers are groups of people who only receive information and choose to be passive by not providing feedback (Kartono, 2008) so that the communication that exists is only

through one direction, namely the sender to the passive receiver.

Respondent B2 chooses to be a passive recipient where the interaction tends to be low both in terms of responding, asking the teacher and expressing his opinion so that the communication that exists only leads to the teacher in delivering the message. There is also respondent A who reveals that he is one of the parents who is a silent reader, where he only reads and understands the information provided by the teacher without providing active feedback.

The low participation of silent readers in conveying feedback also does not appear by itself. In this study, there are several aspects that cause someone to become a silent reader, namely there are aspects in the form of age, gender and personality factors. In accordance with the view of social category theory, where people who have certain characteristics / characteristics in common, will build and create the same attitude in the face of certain stimuli (Arni, 2005). In this case, age is one of the social categories. As people get older, humans will be considered capable of sorting and selecting each incoming message and have the ability to respond to messages that they consider important or urgent so that there is a change in communication patterns, especially in responding to a message. However, in this study, respondents who are included in the silent reader category have a fairly young age, namely 31 and 36 years, so it can be stated that older people will not always tend to be silent (Awi et al., 2016).

Not only from the age factor, but the cause of the silent reader behavior is also influenced by a person's gender. Here, the

researcher found one respondent with male gender, where he tends to maintain his attitude and has his own limitations on which ones should be conveyed and which ones are not necessary. Men tend to act on their rational considerations (Sucipto, 2008).

Apart from biographical characteristics, the emergence of silent readers is also caused by their personality. A person's character can be formed through various factors such as environmental factors, heredity, physical structure, personality traits, and cultural results (A. Yunus, 2013). In general, introverts are able to trigger silent readers, because the characteristic of introverts is to spend time with themselves and can create a sense of satisfaction with their thoughts and feelings. Like the statement from respondent A that although he looks quiet and may seem individualistic, he always pays attention and listens to all information from the teacher so he is a tolerant introvert. As in the theory of individual differences which explains that every human behavior will be influenced by their respective personalities in responding to something (Suprpto, 2006). There are some people who tend to prefer to hold their opinion until it is really needed so that this type of human prefers to observe, understand and see the behavior of other group members from the way they express their opinion / dialogue.

In contrast to the silent reader, the active reader type is a member who is active in expressing opinions and has the opportunity to provide feedback on the message he has received. The communication that exists is two-way,

where the recipient can directly express his response so that the flow of information becomes smooth. In this case, the personality characteristics of active readers tend to be extroverts who really like challenges, are expressive, assertive, compulsive, no-nonsense and independent (Mufida, 2012). In this study, there were respondents B3 who had an active nature in communicating by asking the teacher directly about things that had not been understood in the class group.

If the child does not understand something, as a parent will actively and boldly ask the teacher, because extroverts tend to have an open, honest and aggressive attitude to others (Shurur, 2015). A person will tend to be active in a group communication group if they have the ability and competence in learning a conversation and responding. Ability here means the human capacity to create and carry out several activities in a job. By having physical and intellectual abilities, a person will be selected and considered, whether he is competent enough to occupy a certain position.

The formation of the organizational structure serves as a forum to coordinate or facilitate other parents in communicating with teachers. When an individual is considered capable and tries to occupy a position such as being chairman, secretary or treasurer, it will increase the opportunity for that individual to be active in the group he has. In this study, the main administrator tends to be an active reader where he will play an active role in monitoring the group so as not to miss information. Likewise secretaries and treasurers, they are unlikely to show a passive attitude so

they will provide feedback on the ongoing conversation.

The second categorization is model of parental openness to teachers. Online Learning makes parents indirectly have a close relationship with teachers. However, to get good communication, both parties do not just communicate but also must have certain techniques to be able to produce positive and efficient communication. One of the strategies is to create openness, because this aspect is a characteristic of effective communication (Devito, 1997). Parents will show their openness if a teacher also has the ability to find strategies by providing an approach for parents to talk and express their opinions. However, openness can also be encouraged by communicators who do have an open nature when communicating.

The model of openness shown by parents depends on the type of message itself, namely the type of message that is private and public. Messages that are private are usually delivered via personal chat with the teacher. In this study, parental openness was shown through personal chat with the teacher. Openness through Whatsapp personal chat allows parents to express their intentions and messages freely without being burdened with discomfort when they are in a large forum. One respondent said that when parents were consulted via WhatsApp personal chat, this homeroom teacher also had the will and was willing to respond to messages with pleasure and was considered more responsive.

A teacher is required to have competence and skills on how he communicates so that parents are able to

convey their complaints honestly, openly and as they are (Midiando et al., 2019). One of the parents said that the teacher showed more empathy if through personal chat, namely with the willingness of a teacher who wanted to understand other people's points of view and positioned himself as a parent so as to make communication more comfortable for the interlocutor and get a positive perception.

In contrast to chat through Whatsapp Groups, the openness shown through personal chat makes messages private so that in this case parents will only discuss personal problems with the teacher. In this study, the types of messages that are private are usually related to the condition of parents in particular. From the results of an interview from one of the respondents, privacy is a sensitive thing to talk about, so there is a sense of fear and shame to reveal their privacy through WhatsApp group chats (Hidayattullah et al., 2020).

Meanwhile openness through Whatsapp Groups is done because the message to be conveyed is general, meaning that it is not only related to students but also related to learning in general. The obstacle that is often discussed by parents in the group is the way the teacher conveys which is still not clear so that many parents do not understand the tasks that have been submitted. The success of distance learning does not only depend on the material provided by the educator, but on how the process of delivering the material is.

Respondent B4 explained that messages of a general nature, which were often conveyed through the group, tended to be formal. Not only that, parents choose Whatsapp groups to show their

openness so that the problems they face can be solved together. If there are parents who feel confused and don't understand the material, they can ask through the Whatsapp group so as to allow other parents to understand the problem and be able to help and answer similar questions.

In accordance with the CMC theoretical model, each individual can send and receive messages that are personal or mass (Bugiardo, 2015). The information provided by the teacher can be accessed by many parents/just saved to be opened and selected individually. In addition to teachers who can give messages, parents can also provide information. This is indicated by the presence of fellow parents who can help answer questions from other parents so that in the Whatsapp group effective interpersonal communication is established because parents and teachers can change roles from message recipients to message (Hardjana, 2003). The use of Whatsapp groups also functions as a medium for connecting information, where the application is not only used for student learning media but also acts as a link for information, both information to parents and teachers (Mayangsari & Aprianti, 2017).

The third categorization is making alternative communication media between the parents. There were teachers who indirectly blamed parents for being considered incapable of teaching and educating children. Not only that, respondent B4 mentioned that there was one teacher who made a Whatsapp status, where the teacher said that none of his students were smart since the pandemic. Things in the form of conflict are actually

normal things caused by differences in perceptions of values in a group of individuals and naturally occurs in every society's life.

Therefore, one of the efforts to deal with the conflict is to create a Whatsapp Group without a teacher as an alternative to overcome the obstacles/obstacles they experience regarding children's online learning. Prior to online learning, parents at Madrasah Ibtidaiyah Surakarta had never had their own group to discuss children's school matters, but now they take advantage of technology in the form of Whatsapp to create a joint group between parents which is used as a forum for discussion, solve problems, discuss the material / children's learning, talk about things that cannot be discussed with the teacher. In this case, technology plays a role in creating a new closeness where parents are now accustomed to finding closeness to communicate via the internet. Whatsapp plays a role in bringing the relationship between fellow guardians closer and making parents not feel awkward to ask/express their opinions (Mayangsari & Aprianti, 2017).

The topics discussed are not always about children's school learning, but the creation of Whatsapp Groups between parents also serves to improve relationships such as holding parent meetings, sharing stories about their children, support from each other, discussing to visit someone sick so that each member is emotionally close. This intimacy is formed because of a sense of comfort and mutual trust. In this group, fellow parents do not just read and respond, but also evaluate each other. This research is in line with previous research

(Padmanaba & Supratman, 2019) where in addition to the creation of a whatsapp group between parents and teachers, there is also a WhatsApp group among guardians of students so that they are not stuck with formal groups. The function of this group is to build and strengthen the relationship between parents because their children are in the same school.

The conversations that occur in this WhatsApp group also use relaxed language with a mixture of Javanese and Indonesian. In addition, there is quite an intense interaction because the discussions are held every day even though the parents are just asking about the schedule. Some parents also have a high response rate where then the other parents who already understand the material will help in explaining the task being taught. With the creation of a Whatsapp Group between parents, their interaction becomes closer so that the role of interpersonal communication is important in establishing a relationship (Permanasari, 2014).

In this study, there were some parents who felt awkward or embarrassed when communicating with the teacher. Through the interview process, respondent B2 said that she felt more open and dared to express her opinion when communicating with fellow guardians of students. The sense of openness is driven by an intensive communication process that can create a sense of comfort and trust with one another (West & Turner, 2018).

This happens because of the equality of positions as humans who have the same feelings even though there are differences in terms of certain abilities, family background/other people's attitudes

towards them. The aspect of equality is one of the successes of interpersonal communication because every member has the awareness to be able to put themselves on a par with the other person (Aldilla Firdausi, Maria Theresia Sri Hartati et al., 2019). When we are in the same position or situation, interpersonal communication will run much more effectively because both the communicator and the communicant will respect each other (Devito, 1997). Therefore, the creation of this Whatsapp group has a great influence on parents and is able to be a solution or effort in dealing with a conflict.

CONCLUSION

Based on the formulation of the problem and several categorizations that have been made, the researcher concludes that the way parents communicate with teachers depends on the character of the type of communicant, because different characters will affect the way of communication. The researcher also found that the type of message and the problems faced would affect the way they communicated with the teacher, because different messages were given through different media. Therefore, making alternative communication media, namely the presence of Whatsapp Groups without a teacher, can be mediate so that they can communicate things that cannot be discussed with the teacher / are contrary to character. There are also some suggestions that can be useful for further research, namely by multiplying sources of informants with more diverse member characteristics so that it is not only from

the perspective of parents of students. In addition, it can be developed for the use of the media so that it is not only communication via Whatsapp and can increase the use of other groups in line with the development of social media.

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