The Relationship between Family Communication and Student Self-Management

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Abstract. This research is research that aims to determine the relationship between family communication and student self-management in class IX of SMP Negeri 25 Medan. The sample in this study was 40 students in class IX of SMP Negeri 25 Medan. The instrument used by researchers was a questionnaire to collect family communication and self-management data which was previously tested to determine the validity and reliability of the questionnaire. Of the 30 questionnaire items distributed, there were 28 valid questionnaire items and 2 invalid items. The correlation test technique uses the product moment correlation formula. From the calculation results, the correlation coefficient between family management (x) and self-management (Y) is 0.498. According to the interpretation of the product moment correlation index, this figure shows a strong or high relationship. The hypothesis testing technique used is the t test formula. The results of the hypothesis test stated that there was a significant relationship between family communication and self-management in class IX students of SMP Negeri 25 Medan, at a significance level of 5% (t count > t table: 7.655 > 0.361). Researchers suggest that guidance and counseling teachers should be more varied and tailored to students' needs and the goals they want to achieve so that they can influence family communication on the success of students' self-management.

Keywords: Family Communication, Relationships, Self-management

INTRODUCTION

Communication in the family can take place reciprocally and alternately, either from parent to child, or from child to parent, or from child to child. The beginning of communication occurs because there is a message that you want to convey. Communication patterns can be understood as patterns of relationships between two or more people in sending and receiving messages in the correct way so that the message in question can be understood. The communication patterns that are built will influence parents' parenting patterns. With good communication patterns, it is hoped that good parenting patterns will be created. Childcare activities will be successful if the communication patterns created are filled with love and affection by positioning children as subjects who must be cared for, guided, educated, and not as mere subjects (Djamarah, 2004: 1) .

Family communication is very important in the process of forming a child's character. With communication, parents or families can find out everything about their child, whether it is their desires, likes, or things they don't like. With a child, by communicating within the family he can open up to his parents about his daily life or social environment. A child's character is closely related to the communication that occurs within the family. The purpose of communication in family interactions in terms of parents' interests is to provide information, advice, educate and please children. Children communicate with parents to get suggestions, advice, input or provide responses to parents' questions.

According to Walgito (2004: 205), apart from openness in communication, family communication should be two-way communication, namely giving and receiving between family members. With two-way communication, feedback will occur, thus creating live communication, dynamic communication. With two-

way communication, each party will be active and each party can provide their opinion regarding the problem being communicated.

The family has an important role in improving children's self-management, especially during adolescence. Family support is a form of strategy that can be used to overcome a lack of self-management in dealing with changes in body image. Parental support in the form of praise, communication and affection is important in developing children's self-esteem. The background to this problem is family communication and children's self-management. Self-management needs to be built from childhood for future life in adolescence and adulthood, because many family problems are caused by poor communication. The increasing level of living needs makes parents confused about the family economy, so that family communication is disrupted, because children who grow up in family disharmony are easily influenced by negative things.

Based on the results of the researcher's interview with the BK IX teacher at SMP Negeri 25 Medan, he said that there were several students who experienced problems at school, including who did not understand what self-management was, such as, lack of family attention to children's self-management, children did not talk about the activities they did at school because they were busy taking care of the house, the communication received in the family was not of good quality, the family did not have time to communicate with the child, the communication the child receives from family members is limited.

According to Sulastri & Sedanayasa (2014: 113) self-management is the ability to manage behavior patterns so that life activities can be completed effectively and productively. Someone who has good self-management is usually able to manage and complete work and work-related activities. There are three organizing abilities for self-management: (1) the ability to predict (2) the ability to categorize (3) the ability to determine priorities.

Family communication problems regarding self-management generally often occur among teenagers, especially during school. After conducting observations and interviews at SMP Negeri 25 Medan, through interviews with guidance and counseling teachers, it was found that several students did not understand what self-management was like, families paid less attention to children's self-management, children did not talk about activities carried out at school because the family was busy taking care of the house, communication. what the child receives is limited, the family does not have time to communicate with the child.

Family Communication

According to Mulyana (2014: 46) communication is an important medium in shaping individual behavior and for building social contacts. The term communication comes from Latin, namely communication which comes from the words communis which means "same" and comminico communicare or communicatio which means "to make the same" (to make common). The first term (communis) is most often cited as the origin of the word communication, which is the root of other similar Latin words. Communication suggests that a thought, meaning, or message is shared.

Meanwhile, in "language" communication is called a statement or called a message. The person who conveys the message is called the communicator, while the person who receives the statement is called the communicant. To be clearer, communication means the process of conveying messages carried out by the communicator to the communicant. If analyzed, communication messages consist of two aspects, first the content of the message, and second the symbols. Concretely, the content of the message is thoughts or feelings, the symbol is language.

According to Chaplin (2011: 188), "A family is a group of individuals who live together in one household". A family is a group formed from a relationship between men and women, namely a relationship that lasts more or less for a long time to raise children.

Harmonious Family Communication

According to Djamarah (2004: 6) to build harmonious family communication in order to educate children, an approach is needed. The approach taken here is not from a western perspective, but from an Islamic normative perspective. An approach that originates from Islamic teachings. With harmonious communication between parents and children, education can take place well. Harmonious communication between parents and children can be built if a number of ethical principles of communication in Islam such as qawlan Karima, Qawlan sadida , qawlan ma'rufa , qawlan baligha , qawlan layyina , and qawlan maisura when parents communicate with children becomes the main reference . . Based on these principles, communication ethics in Islam were built, giving rise to several rules, namely polite and courteous speech, smooth language, noble personality, honesty and openness in every attitude and behavior in communication. Good communication can also make children obedient and obedient to their parents. The following is an effective way to communicate with children (Djamarah , 2004: 87-89).

1. Make time for the kids
How can you be close to your children if the time you have is taken up by all your routine and busyness? Of course, it will not be possible to establish effective communication later. No matter how busy you are, at least make time for your children, give them the attention they really need from you.

2. Try to understand the child's feelings
Try to be a place for children to vent so that we can understand what our children are feeling at the moment. Encourage children to express their feelings while we are ready to listen to what is in their hearts and feelings. Don't forget our body language, such as hugging him, patting him on the shoulder, and stroking him.

3. Listen to what our children say
The biggest mistake parents often make is always being dominant in the conversation, not wanting to listen to what their child has to say. If this continues, over time your child will start to be reluctant to talk to you. They need to be heard, they need to be respected, just as they respect you.

4. Provide input and advice according to age
When you feel your child has finished speaking, this is the time for you to provide feedback and input. Give responses or input that are appropriate and easy for children to understand. Adjust it to our child's age so that the input is effective. Don't speak too hastily or too casually to your child.

5. Avoid arrogance
Of course, parents have different characteristics, but in this case try not to show our arrogance to children, such as dominating conversations, comparing, ordering, belittling, criticizing, offending, and so on. And of course, use the correct body posture (non-verbal) so that children don't think negatively about their parents.

6. Appreciate everything your child does
Appreciating everything your child does will grow your self-confidence and your child will feel happy because you really appreciate it. Whatever your child does, try to give a positive response even if he fails, give him enthusiasm and motivation to come back again. That doesn't mean justifying the mistakes they made.

7. Play with children
An easy way to build communication with children is to play with them. By playing together, parents can communicate with their children, and don't forget to also include words of motivation. By playing together often, the relationship will become stronger.

8. Don't create distance between us and our children
Sometimes parents unconsciously do things that make their children offended and sad. As much as possible, never create distance between parents and children. If a parent accidentally hurts their child, apologize to them immediately.

Self-management

According to Ghufron and Risnawita S, (2016:59) Self-management is an important aspect in determining a person's behavior. Self-management is an individual's effort to organize themselves in an activity by involving themselves with metacognitive abilities, motivation and active behavior. Self-management is not mental ability or academic ability, but rather how individuals process and change a form of activity.

Self-management is the ability to manage various elements within an individual such as thoughts, feelings, individual behavior and also the surrounding environment to better understand what is a priority, not differentiating oneself from others. Determine the goals you want to achieve by arranging various ways or steps to achieve your hopes and learning to control yourself to change your thoughts and behavior to be better and more effective.

Conceptual framework

In accordance with the literature review and the variables studied, the author can explain the reasons for this research, namely that a harmonious atmosphere in the family is an absolute requirement for the development of a child's character and personality to be positive. This atmosphere will be seen in the establishment of interpersonal communication between family members. A good communication pattern or atmosphere in the family is characterized by a communication attitude that controls the child's behavior, communication that supports monitoring efforts, encouragement, providing assistance, support and cooperation.

Good communication within the family will provide a sense of security and improve and develop students' self-management. This self-management will grow within the individual as reflected in self-motivation, self-organization, self-control, self-development.

Based on the description above, the relationship between family communication and self-management in students will be explained within the framework of the thinking scheme as follows:

Family Communication (X)	→	Student Self-Management (Y)
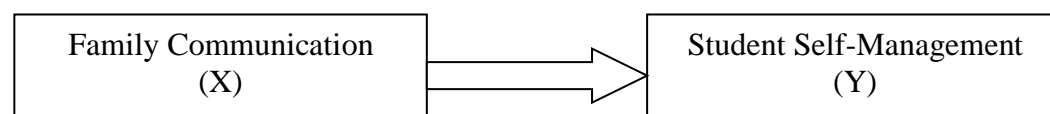
Figure 1. Framework of Thought

Information:
X   = Family communication relationships
Y   = Student self-management

RESEARCH METHODS

Based on the sources above, the problem that will be discussed in this research is to find out how much relationship family communication has with the self-management of class IX students at SMP Negeri 25 Medan. To find out this problem, quantitative research methods are considered the most effective to use because this method is called a positivistic method which is based on the philosophy of positivism, the research data is in the form of numbers and the analysis uses statistics (Sugiyono, 2015: 13).

Research Population and Sample

The population in this study was all class IX of SMP Negeri 25 Medan for the 2022-2023 academic year, totaling 224 students. In this research, researchers used a random sampling method, namely samples taken in such a way that each research unit or element of the population has an equal chance of being selected as a sample. So the sample used in this research was 40 students or 18% of the total population.

Research Instrument

According to Arikunto (2013: 203), research instruments are tools or facilities used by researchers to collect data so that their work is easier and the results are better, in the sense that they are more thorough, complete and systematic so that they are easier to process.

In this case the research instrument used is a questionnaire to obtain data. A questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about their personality or things they know (Arikunto, 2013: 128). So researchers use questionnaires because they can save time and can collect the necessary data or information in a relatively short time. The use of questionnaires is intended to obtain data. The questionnaire in this study uses a Likert scale, the questionnaire is a statement in the form of a checklist, where each statement has four alternative answers.

Data analysis technique

Data analysis techniques mean the methods carried out on data, whether in the form of presentation, processing manipulation with formulas, testing, or interpretation.

Data collected regarding the relationship between family communication and self-management in class IX students at SMP Negeri 25 Medan. So the techniques used in research are:

Validity test

According to Arikunto (2013: 211) Validity is a measure that shows the level of validity or authenticity of an instrument. To measure the success that has been achieved in students' understanding of family communication regarding self-management, the level of validity can be analyzed using the product moment correlation formula, as follows:

$$r_{xy} \quad \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

(Arikunto, 2013: 213)

Information:
    r   : Correlation index
    N   : Number of respondents
    y   : Vari a bell y (student self -management)
    y^2 : yy
    x   : Variable x (communication to family)
    y^2 : xx
    $\sum x$: x amount
    $\sum y$: amount of y
    $\sum xy$: the sum of the results of x and y

R $_{xy\ calculation}$ results concentrated with an r $_{table}$ with a significance level of 5% or a confidence level of 95%. If the price r $_{xy}$ > r $_{table\ is\ obtained}$, then the instrument item can be said to be valid, but vice versa if the price r $_{xy}$ < r $_{table}$, then it is said that the instrument is invalid.

Reliability Test

Reliability means that an instrument measures something that is measured consistently over time, so the keyword for the qualification requirements for a measurement instrument is consistency or not changing (Sugiono, 2004). Here the measurement is only carried out once and then the results are compared with other questions or the correlation between answers and questions.

According to Arikunto (2013) "that to determine reliability as a trusted tool in data collection, the *Cronbach Alpha formula is used as a measuring instrument* ", namely:

$$r_{11} = \left[\frac{k}{k-1}\right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Information :

r_{11} = Instrument reliability
K = Number of questions or number of questions
$\sum \sigma_b^2$ = Total Item Variance
σ_t^2 = Total variance

t test

According to Ghozali (2006), the t test is used to show how much influence an individual independent variable has in explaining variations in the dependent variable (in Saragih, 2013: 50).

Next, to look for a significant relationship between family communication and self-management in class IX students of SMP Negeri 25 Medan using the " *t* " test.
To test the hypothesis, the t test formula is used, namely:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Information:
t = Calculated price and shows the standard deviation value from the t table
r = correlation coefficient
n = number of respondents, (n -2 = dk, degrees of freedom).

If t count > t table then the hypothesis can be accepted, but conversely if t count < t table then the hypothesis is rejected.

RESULTS AND DISCUSSION

The data in this study was obtained by measuring family communication variables (X) and self-management (Y).

Validity test
a.   Testing of the Family Communication questionnaire

Testing of the family communication questionnaire was given to 40 samples in class IX of SMP Negeri 25 Medan which functioned to determine whether the instrument was suitable to be used to obtain student family communication data, using the *Product Moment formula* . After the data was collected, the correlation coefficient was calculated, then there were 28 valid question items out of the 30 question items, while there were 2 invalid question items.

b.   Self-Management Trial

Testing the self-management questionnaire on 40 samples of students in class IX of SMP Negeri 25 Medan serves to determine whether the instrument is suitable for obtaining student self-management data, using the *Product Moment formula* . After the data was collected, the correlation coefficient was calculated, 30 valid question items were obtained from 28 question items, while there were 2 invalid question items, for example the calculation of the validity correlation coefficient for question item number 2, based on the calculation of the validity of the question items. number one obtained a calculated r of 0.498, because r calculated (0.498) > r table at a significance level of 5% (0.312), thus it can be said that item number two is valid and can be used in data collection.

Reliability Test

a.   Test the reliability of family communication questionnaire data

Reliability testing is carried out to find out whether the instrument has the same results or can be used repeatedly, using the Alpha formula. So it is known that r11 is 0.841 with N = 40 and consultation = 5%, so the calculated r value = 0.841, because r11 = (0.841) > r table (0.312) then this calculation is reliable or can be trusted as a data collection tool.

b.   Test the reliability of self-management questionnaire data

Reliability testing is carried out to find out whether the instrument has the same results or can be used repeatedly, using the Alpha formula. So it is known that r11 is 0.63 with N = 40 and consultation = 5%, then the calculated r value = 0.63, because r11 = (0.63) > r table (0.361) then this calculation is reliable or can be trusted as a data collection tool .

Hypothesis test

Hypothesis testing is carried out by calculating the correlation coefficient with the *Product Moment formula* for the family communication variable (X) and Self Management (Y).

From the calculation results, the correlation coefficient between Family Communication (X) and Self Management (Y) is 0.498

From the results of calculating the results of hypothesis testing using the t test, it is obtained that the t count is 7.655, while the t table price with dk = 28 is 1.701, it can be seen that t count > t table, namely (7.655> 1.701) in accordance with the criteria for acceptance and rejection of the hypothesis, so the hypothesis The work (Ha) submitted is accepted at an adversity quotient level of 95%. Thus, it is stated that there is a significant relationship between family communication and self-management of class IX students at SMP Negeri 25 Medan for the 2022-2023 academic year.

Discussion of Research Results

Factors influencing family communication comes from within the individual and from outside the individual. From within the individual, these factors include many things, including competitiveness, productivity, creativity, motivation, risk taking, improvement, persistence, learning, accepting change. Outside the individual are social factors originating from parents, peers and the environment.

Communication is a process of conveying messages by someone to another person to inform or change attitudes, opinions or behavior, either verbally or indirectly through the media. Communication occurs between 2 or more people with a specific purpose, some of which is done verbally, face to face, or through the media. By communicating you can help others solve or provide information. It is hoped that the communication that exists between parents and children can help resolve the problems faced by children regarding student self-management.

Through family communication a person can meet emotional needs and improve mental health. Humans learn the meaning of love, affection, familiarity, sympathy, respect, pride and even self-confidence,

hatred and envy. Through communication, families can understand the quality of these feelings and compare one feeling with another. Through other people's responses, we get information that we are physically and mentally healthy people and we feel very valuable in the family, especially our parents. Between families, in this case parents and children have a very close relationship compared to other parties. Parents are the party who has the most rights to the child's existence in all aspects, so parents must be able to foster self-management in children through family communication which can be done at any time.

Self-management is an individual's effort to organize himself in an activity by including metacognitive abilities, motivation and active behavior. Self-management is not mental ability or academic ability, but rather how individuals process and change a form of activity. High self-management actually refers to the existence of several aspects of an individual's life where he feels competent, confident, capable, confident, because it is supported by experience, actual potential, achievements, and realistic expectations for himself. With sufficient self-management, individuals will be able to actualize their potential confidently and steadily. The formation of self-management is also inseparable from a person's understanding of their strengths and giving birth to a strong belief in doing everything according to their abilities. Apart from that, self-management also appears if someone does not feel inferior about their weaknesses. If this is left unchecked, it can add to problems in the teenager's self-management. Other characteristics of individuals who have self-management are those who believe in their own abilities, think positively, are independent, optimistic, brave, calm, and able to socialize.

The space where children grow and develop in the family has a very big influence on the child's growth and development. A home filled with love, good communication between family members and mutual understanding based on trust, respect, appreciation and maintaining a wise balance between freedom and limitations is a home that successfully displays the figure of a mature child.

With the existence of a communication relationship between parents and children, namely teenagers, which is based on openness, empathy, support, positive feelings, equality, it is hoped that it can help children, namely teenagers, in facing problems related to self-management. and it can be assumed how important family communication is in relation to self-management so that students adapt more easily and communicate well with their social environment. That is, family communication has a high relationship to student self-management. In this case, the higher the family communication, the lower the self-management. So the hypothesis in this study states "there is a significant relationship between family communication and student self-management".

CONCLUSION

Based on the research results that have been presented, it can be concluded that family communication is related to student self-management. The results of the product moment correlation calculation show a correlation coefficient (r xy) of 0.498. Looking at the calculation results above, it can be concluded (correlation) between variable X (family communication) has a high relationship. And judging from the calculated t = 7.655 with dk = 28 at a significance level of 5%, the critical value or 0.361 is obtained, it can be concluded that there is a significant relationship seen from the calculated t (7.655) > t table (0.361).

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