MANAGEMENT OF CHILDREN RELATIONSHIP THAT GROW AND DEVELOP IN EXTENDED FAMILIES

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Abstract. The family is function and is responsible for the process of child development. Parents are required to provide physical needs, guide, care for children to become an independent human being and are responsible for him. Even so, there are some families who are forced to care for their children in the extended family. The problem "how does the difference in meaning, care, can lead to conflict between parents and other extended family members? The purpose to examine the meaning and communication experience of parents and extended family members who are actively involved in child care. The method is a phenomenological approach. Primary data obtained from indepth interviews. The result that parenting is done by parents in terms of physical, psychological and social aspects in the form of love, attention, communication, learning, and control. Parenting is more appropriate for biological parents than for other figures who only pay attention and meet the needs of children when biological parents are not at home, for example, because they are working. Conflict resolution in large families tends to use collaboration style, extended family members discuss a problem to be solved together. The style of resolving individual conflicts is not always applied in the realm of extended families. They tend to adjust to other family members, especially in the interests of children.

Keywords: communication, childcare, extended family

INTRODUCTION

Not all children are 'lucky' because they are born and raised in the care of parents consisting of only their father and mother. Families with parents and children are commonly referred to as nuclear families. Some children experience growth and development by living with extended family, and are in care with a family that not only consists of fathers and mothers, but there are other family members who live under one roof. The family unit that lives together consisting of a nuclear family with the addition of other family members is known as a large family. Another term commonly known as the extended family. Children who grow up in the care of such a large family not only interact with their parents, but are in close contact with other family members. One problem that arises in the care of children in this kind of family is the involvement of 'other people' besides
their parents as the child grows and develops into an adult human being. Children who grow up in extended family care are not only in the dominance of the father and mother, but there are other parties who also provide color and often lead to intervention and even dominance of family members other than their parents. Caring for and caring for children becomes the role and responsibility of parents in the family. But when a nuclear family lives together with parents and siblings, the role of caring and caring does not only belong to parents. As a result there is an interference or intervention from a large family in childcare that can expose children to uncertainty.

The family is a basic social institution in society. In practice the community has various definitions about the family. But most family definitions are based on blood ties and marriage. This definition can be found in the nuclear family. Nuclear family (nuclear family) is a family based on marital relations or the life of a husband and wife with their children. In addition to the nuclear family, there is also a family of blood relations which today is better known as extended family, which is the nuclear family and other relatives with whom good relations are maintained and maintained. This family form is not based on marriage, but on blood ties from a number of close relatives (Horton, 2006: 268). The form of the family cannot be separated from the culture of the community around the residence. For western cultural societies families can form either with or without legal marriages, while in eastern cultures the so-called families are those who are bound in legal marriages. The number of family members in western society usually only consists of nuclear family members, namely father, mother, and child. Whereas in eastern societies the concept of family members not only consists of the nuclear family but includes other family members such as grandmothers, grandfathers, younger siblings, nephews, etc. who live in one house (Sumarwan, in Wardyaningrum, 2010: 289-298).

The composition of family forms with a combination of nuclear family plus other family members will cause problems in family communication and the role carried by everyone in it. The task of parenting when the child is in the process of experiencing growth and development should be with both parents. But when there are other family members who live together, there are other family members who often feel the need to take responsibility in caring for and accompanying children in their immediate environment. As a result the role of caring and caring does not only belong to the parents of a child. It is suspected that interference or intervention from a large family will arise in the care of the child. The role carried by fathers and mothers in the nuclear family actually has the same portion, especially in terms of educating their children. Non-formal education in a family environment consciously or not, will also help shape the character and personality of children. Supportive parenting and communication
patterns can encourage children to grow, learn, and mingle with their peers well. Even the warmth and attention experienced in the family can be a source of strength when family members go to the outside world to carry out their daily lives (Le Poire, 2006: 16-22).

Conflict within a large family suddenly arises when there is the involvement of other family members in the care of their children. Symptoms that a nuclear family living with extended family and experiencing intervention can be seen in the case of a young mother who after marriage lives with the following parents: "I have only been married for one year. During this time my husband and I lived in my parents' house, until now we are blessed with a child we still live in the home of parents. But there are often differences of opinion between my husband and parents, especially my father. Especially since our child was born, I realized that my husband and I were still learning how to take care of children, but my father always scolded him. In fact, not infrequently speak in a loud tone. And tell the husband's shortcomings to other families. Of course I, as a wife, are very sad and often cry when I see my husband like there is no price in front of my father. So I want to stay apart after our child is five months old."


His phenomenon shows that there is a desire to be involved by others in the family. As a result of a lack of trust in children and son-in-law, the grandfather felt obliged to take care of the various needs of his grandchildren. This triggers a conflict between parents and grandfather because they feel that grandfather should not interfere too much in domestic matters, especially in parenting. Even though they are young parents and are still in the learning phase, the intervention carried out by the grandfather causes discomfort. This inconvenience has the potential to damage family communication, which may previously have been poor to bad.

Interventions in the parenting process sometimes create dominance of extended family members in the parenting process. The dominance of care can be seen from the following cases: "I am the mother of a child who is now 14 months old. My husband and I still live with my mother-in-law. Incidentally my husband is a mere puppet child, and the mother lives alone. I'm jealous of my in-laws. He did not give me space to be close to my child. I just as a place for breastfeeding, after he was full again he was taken. I understand that he is very fond of my child, but with my child rarely playing with me, he becomes closer to his grandmother, and makes me jealous. I can only be silent, cranky in my heart. My son is his first grandchild. I actually can also understand why my mother-in-law behaves like that to my child. But I am also sad because I cannot be close to my child."

Her grandmother’s love made her spend more time with her grandchild. Mothers only play a role in breastfeeding and are not given the opportunity to play more with their children. This dominance of care causes children to be closer to grandma, rather than to their own mother. The dominance of caregiving triggers the potential for even conflict within the family. A child begins to learn to know his world through the family. A family has several functions, one of which is the function of socialization. The family is the spearhead for the community to disseminate to children about adult nature so that later they can function properly in that society. The family is the first primary group of children and from there personality development begins (Horton, 2006: 275-276).

The function of socialization in the family is applied slowly in the process of childcare. Child care is not only covered in terms of providing basic needs (food, clothing, and shelter), but also other needs such as affection, education, and so forth. What is meant by parenting children in the family, is the effort of parents in fostering children and guiding children both mentally and physically from birth to adulthood (18 years). In addition, parenting is a complex activity that includes many specific behaviors that work alone or together that have an impact on children. The main purpose of normal parenting is to create control in children (Puspa, 2013).

Affection and responsibility spread widely among a rather large group of people, especially in large families. Children are a shared responsibility of the whole family, and children are surrounded by several adults who act as parents (Horton, 2006: 270). The existence of several adults today triggers interventions or intervenes and even the dominance of people around in educating children. Interference in childcare by other family members can be seen as beneficial on the one hand because parents can have free time to perform other obligations, while the obligation to care for children can be shared with other family members who are living together. But in the same situation the existence of a third party in parenting will cause differences that can be confusing for the child's understanding during his growth and development.

As the smallest unit in society, the family (especially both parents) has several functions and responsibilities related to the child's growth and development process in the family. Parents are not only required to provide physical needs for their children, but the most important role of both parents is to guide and care for children to become independent human beings and can be responsible for themselves. Child care in the family will be more flexible without the presence of other people in the family. Because children only need to submit to the guidance of their parents. But the problem will be different when the child has to grow up in a family where he lives with other family members. It must be admitted that some families are forced to care for their children in the extended
family environment. Large families can be composed of several nuclear families that have the same descendants (parents). In a collectiveistic society, living together in a large family is not new. For some reason there are still families who live with their extended family, both in one house and one residential neighborhood. Living together in a large family can create a sense of interdependence and attention. Similarly, in terms of parenting. Each adult in the extended family feels he has a responsibility in looking after children. The result can lead to problems related to differences in roles, forms, and patterns of childcare that are actualized in the form of communication relationships between family members.

Communication relations related to the presence of several people in a family who take part in childcare are interesting to be studied more deeply. Parenting is a responsibility that must be carried by parents. But the existence of a third party in a large family has the potential to cause conflict because there is no understanding of the limits of the roles and responsibilities of each person in relation to the care of children who are in the process of growth and development. One situation that can lead to a situation where the child is raised in uncertainty to whom and in what way he must submit to understanding the norms in his family environment. This research attempts to examine how children understand the dialectics of relationships between parents, other adults who are members of their families while they are in care in their extended family. How is the child's ability to meet the intentions (understanding) of both parents and relatives. Does the child have the ability to compromise, reject, or find ideas that are different from all adults who live in extended family, and communicate them in equal dialogue?

This research aims to understand the child's communication experience in order to understand the stresses and uncertainties in the relationship between opposing forces when a child is raised in the care of his extended family through harmonious dialogue.

LITERATURE REVIEW OR RESEARCH BACKGROUND

Research paradigm

Given the usefulness and purpose of the research that was formulated in the previous section, the researcher chose to use the interpretive paradigm as a guideline to answer the research questions and objectives that had been formulated previously. Thinking framework or paradigm is a pattern or model of how something is structured (parts and relationships) or how parts function (behavior in which there is a specific context or time dimension) (Moleong, 2007: 49). Communication research in looking at the phenomenon of childcare in extended families, refers to the interpretive genre as a framework of thought, that is thoughts that try to find meaning in actions and texts. Interpretive genre has the
main assumption that everyone actively interprets their experience by interpreting what they see. Interpretation is an active process of interpreting something experienced by participants such as actions, and situations that have a variety of meanings that cannot be found easily. (Littlejohn, 2002: 153).

**Relational Dialectics Theory**

This study of Dialectic Management of Relationships in Children who Grow and Develop in Large Families (Extended Family) departs from the idea of relational dialectics theory developed by Leslie S. Baxter. The idea of dialectical theory of relations seeks to understand the communicative process in a relationship, including relations between participants in a family. People who are in situations of interaction within the family (for example) use communication as a way to overcome the naturally conflicting forces that occur in their daily relationships at all times. This theory departs from Mikhail Bakhtin's dialogic theory which reveals that there is no "common language" voiced by a public voice, separated from what the voice says. There is always someone who talks to other people, even when we talk to ourselves (Littlejohn and Foss, 2009: 298-300). Dialectical refers to a pressure between opposing forces in a system. Whereas dialogue is different sounds that come together in a conversation. When Baxter mentions relationships as dialogical and dialectical, he means that relationship stress is handled through harmonious talk. Communication in a family can be seen as a dialectic that is different, sometimes contradictory, voice interpenetrate (some are more dominant and others are more common). These united but contradictory voices are called dialectical contradictions (Baxter in Braithwaite, 2006: 132).

**Family Communication Pattern Theory**

The family relationship scheme revealed by Fitzpatrick and Koerner states that family communication does not occur randomly but is highly patterned based on certain schemes that determine how family members communicate with each other (Littlejohn and Foss, 2009: 288). Family members run the same pattern of interaction continuously. This pattern can be negative or positive, depending on the point of view and the consequences received by family members. The family makes agreements as to what may and may not be communicated and how the contents of the communication are interpreted. An explanation of family communication needs to pay attention to intersubjectivity and interactivity. Intersubjectivity refers to the similarity of meaning that family members have towards communication behavior and their understanding of family relationships. Whereas interactivity refers to the level of creation, use, and interpretation of interrelated symbols by family members (Koerner and Fitzpatrick in Braithwaite 2006: 50-
One of the functions of the family is socialization. The FCPT developed by McLeod and Chaffee focuses on how families shape and share social reality. This theory is based on cognitive theory of coorientation. The concept of coorientation (Heider in Braithwaite 2006: 52) refers to two or more people who focus and evaluate the same objects in the material and social environment.

The Concept of Childcare

Childcare is the experience, skills, qualities and responsibilities of parents in educating and caring for children. There are two important elements in childcare, namely the responsive level of parents in the form of support and warmth to the child, and the guidance of parents in the form of rules and consequences for the actions of children (Hastuti, 2008: 67). Childcare style is a way of parent interaction with children. In general, the two most populous types of childcare are emotional training styles and disciplinary styles.

1. Emotion training style:
   a. Emotion coach style: parents are able to help children to deal with emotions, especially negative emotions. This form of parenting is related to parents' trust in children to regulate emotions and solve a problem. Parents are willing to spend time when children are sad, angry and afraid and teach how to express emotions that can be accepted by others.
   b. Emotional style: parents do not have the awareness and ability to deal with children's emotions. Parents do not help solve the child's problems and assume that the child's emotions will disappear by themselves.

2. Discipline style:
   a. Authoritarian: parents have the authority to give strict, rigid, and unexplained rules. Parents apply high supervision to the child and dictate all actions that must be done by the child, and do not expect the child to deny the decisions that have been set.
   b. Democratic: parents set high limits accompanied by explanations that fit the child's mindset and tolerance.
   c. Leaving: parents set loose boundaries and give less direction to children in understanding life problems. Sometimes parents are more concerned with the needs of children but do not provide appropriate limits for children's behavior.
   d. Differences in meaning for childcare that may occur between parents and other extended family members can cause different ways or styles of care.

Conflict Management

Conflict can be defined as a feud between at least two interconnected people who have different goals, rare wages, and interference from other parties in
achieving their goals. Intimacy and closeness in the family can be the basis for the creation of a conflict that can form or even damage communication patterns. Likewise in a large family. Conflicts that can be resolved properly bring the opposing parties closer, and even give them an opportunity to increasingly understand one another. Closeness and understanding in a family can lead to positive results. However, if conflicts are resolved poorly it can damage communication, for example offensive, emotional, and irrational actions (Vangelisti, in Le Poire, 2006: 189).

One of the causes of conflicts that occur within a large family is the interference or intervention of extended family members in childcare. Fathers and mothers as parents have a role in caring for and caring for their children with mutually agreed goals. However, when a large family participates in parenting, parents can feel the goals that have been formed previously can experience interference due to differences in understanding and ways of parenting between parents and other extended family members.

The conflict itself is part of an interpersonal relationship between parents, children, siblings, lovers, friends or colleagues (DeVito, 2001: 313). According to Gerald Miller and Mark Steinberg (in Beebe, 2005: 223), conflicts can be divided into 3 categories:

1. Pseudocloud, namely conflicts caused by lack of understanding and misunderstanding in communication.
2. Simple conflict, namely conflict caused by differences in ideas, opinions, definitions, perceptions, and goals.
3. Ego conflict, a conflict that appears to be more personal.

**Operating Concepts**

This study uses interpretive genres and phenomenological approaches as a foundation for thinking to understand the direct conscious experience of social actors in the phenomenon of childcare in a large family. To be able to explain how the communication of each family member in childcare activities, this study uses the relational dialectical theory (RDT) or Leslie A. Baxter's dialectical theory. This theory aims to understand the communicative process in a relationship, including in the family. RDT explains how in each relationship experiences dialectical contradictions, namely unified but contradictory voices. In this theory mentioned 3 views about dialogue, namely dialogue as a constitutive process, dialogue as conversation, and dialogue as aesthetics.

Child care in a large family involves several parties other than the child's biological parents. Relationships between participants (parents, grandparents, uncles, aunts, children) develop through contradictory communication processes, especially in the context of childcare. The meaning of each individual towards
childcare may be different and even contradictory. In this difference precisely meaning can be formed. It is also possible that each individual can understand each other and close family relations. In a large family consisting of several individuals using dialogue as a communication process that is inseparable from dialectical contradictions. Although there are contradictions, in this dialogue an aesthetic understanding emerges about the extended family relationships owned by participants (Littlejohn and Foss, 2009: 306).

Therefore, to obtain data on participants' experiences in childcare activities, a thematic portrayal or thematic description is needed that is used as a guide to answer questions in the interview guide. The thematic picture is:

1. The communication experience of children who grow and develop in the care of extended families
   a. The meaning of the child about nurturing as he grows and develops in his extended family.
   b. The closeness of the child with participants (parents and other family members who live together) while he is in the care of his extended family.
   c. Acquisition of information / learning for children
   d. How to care for parents and other family members to their children everyday.
   e. Special childcare methods
   f. Resolving obstacles in childcare
   g. Differences in handling problems in childcare between participants
   h. Conflicts between participants that commonly arise in parenting

2. Children's understanding of efforts to deal with conflicts between family members as he grows and develops in the care of his extended family.
   a. Individual conflict resolution
   b. Settlement of conflicts in large families
   c. Settlement of conflicts about childcare in extended families

**METHODOLOGY**

Researchers Type

This research on parenting communication experiences in large families uses a descriptive qualitative research that refers to the interpretive paradigm. Qualitative type of research is research that uses a natural approach to search for and find understanding or understanding of phenomena in a context that is specifically contextualized and does not carry out calculations (Moleong, 2007: 3-5). The phenomenon that will be examined in this study is the communication experience of children while there is in the care of parents in their extended family. The approach used in studying this phenomenon is the tradition of phenomenology. Phenomenology tries to understand the meaning of an event and
its relation to ordinary people in certain situations, where the emphasis is the subjective aspect of the person's behavior. Phenomenology assumes that humans actively represent their experiences and understand the world based on their experiences (Littlejohn, 2002: 38).

This study aims to understand the way of thinking and get to know the subjects of this study more closely, children raised by parents (father and mother) who live with other family members in one house, by understanding and explaining how children perceive and interpret the care provided by his extended family as long as he is in his growth and development. Communication in parenting is a phenomenon experienced consciously selected to be the experience of each individual. The purpose of this research is in line with the goal of phenomenology, which is to study how phenomena are experienced in consciousness, thoughts, and actions, such as how phenomena are valued or accepted aesthetically (Kuswarno, 2009: 2).

Research subject

The subjects of this study were children (not children) who experienced growth and development in the care of extended families.

Data Analysis Unit

To obtain data about the phenomenon of communication of children who are cared for in their extended family, the unit of analysis of this study is a child who is experiencing growth and development in the care of his parents plus other family members who live in the same household. The informants chosen fulfill the criteria of the specified research subjects, namely: (1) male or female with status as a child (not children), (2) experiencing growth and development and still living in one family in which one family lives core plus other family members. For example, parents of mother and father, or other people who have a relative relationship between the two and are more mature than the child.

Data source

Data used by researchers are:

1. Primary data and primary data sources:
   a. Primary data is data obtained directly from the source through in-depth interviews.
   b. Primary data sources in the form of results from in-depth interviews with interview guides about the communication experiences of children during the care of their extended families.

2. Secondary data and secondary data sources:
a. Secondary data is data obtained from outside the subject of research, both oral and written.

b. Secondary data sources are additional sources in the form of written sources or literature studies, such as data obtained from books, articles in the media and other references from the internet that support and relate to research conducted.

Data collection technique

The data collection technique that will be used by researchers is the in-depth interview method to selected informants according to established criteria using unstructured interview guidelines.

RESULT AND DISCUSSION

Domination and intervention in childcare often occur within the scope of extended families. Differences in meaning, outlook, and care can lead to conflict between parents and other extended family members. Therefore this research is a study that examines the meaning and communication experience between parents and extended family members who are actively involved in the care of children in the extended family.

This research is a study with a qualitative method with a phenomenological approach. In the research process a total of 4 (four) informants were involved to become resource persons. The selection of individuals as resource persons refers to qualifications: living with extended family members in one house and actively taking care of the children who live in the house, and can share their parenting experiences with children. Furthermore, by using in-depth interview instruments (primary interview), primary data obtained in the form of experience from individual resource persons needed to compile the textural and structural descriptions of the informants.

In connection with the purpose of research that wants to explain how the meaning of participants to care for children in a large family, this study found that child care is interpreted as a process carried out by parents not only in physical terms such as providing basic needs (clothing, food, and board), but also deals with the psychological and social aspects that are manifested in the form of affection, attention, communication, learning, and control. Parenting activities are also considered more appropriate if carried out by biological parents of children than by other parent figures, because they are the ones who understand better what the child's basic needs are. Large family members are only supportive in the process of caring activities in the form of giving attention and meeting the needs
of children when their biological parents are not at home for various reasons, such as having to work.

Childcare processes that occur in large families still involve responsive dimensions and demands to direct the child's behavior. Authoritative style where a high level of responsiveness and control becomes the choice of family members with the consideration that children will be more reluctant to the figure of parents holding full power over themselves, but at other times still giving attention, warmth, and affection.

The differences in the way of parenting and the intensity of face-to-face communication with children between parents and extended family members have a greater impact on the closeness and openness of children with third parties than with their own parents. However, the high intensity of communication between extended family members and children cannot be interpreted as a dominance, because in the experience of the informants, all parents figures both biological parents and extended family members do not try to master child care, but complement each other's needs in terms of attention and their care.

As a consequence of living in a large family, conflict is inevitable. Conflict resolution in large families tends to use a collaboration style in which extended family members discuss a problem to be solved together. The style of resolving individual conflicts is not always applied in the realm of extended families. They tend to adjust to other family members, especially in the interests of children.

CONCLUSION

Parenting activities are considered more appropriate if carried out by biological parents of other parents. The authoritative style, which is the level of responsiveness and strong control is the choice of family members for childcare, as well as attention and affection, because children will become more reluctant to biological parents. The different ways of parenting and the intensity of face-to-face communication with children between parents and extended family members, have an impact on children's closeness and openness. Conflict resolution in extended families tends to use the style of collaboration, where extended family members discuss a problem to be solved together.

BIODATA

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