

## **Design of an Adaptive Family Communication Model for Parenting in the Digital Era: Integrating FCP and Baumrind's Theory in Indonesian Families**

**Shafira Angelita Setiya Putri**

Program Studi Ilmu Komunikasi, Fakultas Komunikasi dan Ilmu Sosial,  
Universitas Telkom, 40257, Kabupaten Bandung, Indonesia  
[shafira26angelita@gmail.com](mailto:shafira26angelita@gmail.com)

**Maulana Rezi Ramadhana\***

Program Studi Ilmu Komunikasi, Fakultas Komunikasi dan Ilmu Sosial,  
Universitas Telkom, 40257, Kabupaten Bandung, Indonesia  
[rezimaulana@telkomuniversity.ac.id](mailto:rezimaulana@telkomuniversity.ac.id)

### **Abstract**

The development of digital technology has changed communication patterns within families, particularly interactions between parents and adolescents. High internet access has encouraged a shift from face-to-face communication to digital-based communication, which is shorter and more informal, thus potentially affecting the depth of emotional relationships within families. This situation requires families to adjust so that communication and parenting patterns continue to function effectively in supporting adolescent development. Family communication patterns and parenting styles are two interrelated aspects that shape the quality of emotional relationships, psychosocial development, and the adaptability of adolescents in the digital age. This study aims to formulate a model of parenting communication patterns in families that are adaptive to the development of digital technology. The research uses a qualitative approach with a phenomenological method. Data collection was conducted through in-depth interviews with 15 parents and adolescents at SMAIT Bina Bangsa Sejahtera. The results of the study indicate that family communication patterns play an important role in determining parenting styles in facing the challenges of digital technology. Open and dialogical communication patterns encourage the application of authoritative parenting styles, while closed and permissive communication patterns tend to weaken the quality of relationships and supervision of technology use. This study formulates six main patterns in the adaptive family communication model in the digital era, namely dialogical, digital, affective, regulatory, accommodative, and value-based.

**Keywords:** *Parenting Patterns, Family Communication Patterns, Parents, Adolescents, Digital Technology*

## **1. Introduction**

The development of digital technology has triggered a fundamental transformation in the way individuals live, work, and communicate. The presence of the internet, mobile devices, smart devices, and social media has created an increasingly social, fast, open, and mutually connected ecosystem. In the context of a family, interaction between family members happens in a dynamic way through ongoing and mutual communication. As the most basic social unit, the family suits for adaptation with style communication that changes, develops understanding of new uses of digital technology, and maintains core functions of the family, such as control, love and affection, socialization, and protection of children. The communication process in a family not only plays a role in building an internal social structure but also functions as the main medium for creating harmony, openness, and emotional support between members. Thus, the practice of communication is applied in family functioning as an important foundation for forming and maintaining emotional, social, and psychological family function.

In the digital era, technology has become an integral part of everyday practice and communication in families. Social media, applications, instant messaging, and various digital platforms form dynamic interactions in family life (Livingstone & Blum-Ross, 2020). Although using digital technology can contribute positively to psychological welfare, it also has a negative impact on social isolation and changes the quality of interactions within families (Putra & Sari, 2023). Although technology offers easy communication and access to extensive information, its presence presents a unique challenge for parents in communicating with growing children of the digital generation. Differences in the level of adaptation to technology. This potential creates a gap in communication between generations, remembering that children in the digital era generally adapt to technological development faster than their parents.

Changes. This presents two mutually exclusive implications that are contradictory. On one hand, digital technology facilitates access to communication, reducing the distance obstacle, and allows direct and sustainable connections. Through digital technology, parents who are time-limited because of work can still monitor the activity of their children; meanwhile, members of separated families can still communicate in a geographical way. On the other hand, the use of digital technology also gives rise to challenges to quality interpersonal relationships in the family. Practice communication tends to be shorter, happens simultaneously with other activities, and potentially reduces the depth of emotional interaction between family members (Turkle, 2015).

Although digital technology has become an integral part of family life, not all families are adequately prepared to manage these changes in communication. Research shows that the use of digital technology in families does not always strengthen relationships but can create communication paradoxes that lead to a decline in the quality of emotional attachment between parents and children (Sisca & Najah, 2023). In many cases, technology use creates new tensions, such as increased unilateral control, rigid restrictions, minimal open dialogue, and a reduced safe space for children to express their digital experiences, especially during adolescence.

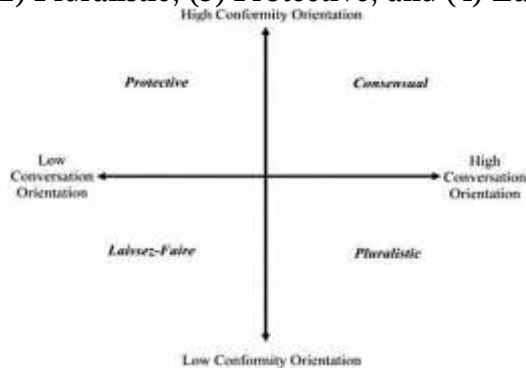
The problem becomes even more complex when parents still rely on conventional communication and parenting patterns that are not fully relevant to the characteristics of digital life. Differences in digital literacy levels between parents and children often create gaps in understanding that result in latent conflict, one-way communication, and a tendency for children to seek discussion spaces outside the family (Pratiwi dkk., 2023). If this situation is left unchecked, families risk losing their role as the primary social system in guiding, protecting, and shaping children's character amidst the increasingly intense digital landscape.

However, to date, there is limited research that comprehensively examines the relationship between family communication patterns and parenting styles in the context of the use of digital technology as a unified communication process. Most studies separate family communication and parenting styles or focus solely on technical aspects such as media monitoring and screen time restrictions, without delving into the negotiation of meaning, values, and agreements between parents and children in everyday digital communication practices (Agustina, 2024; Livingstone & Blum-Ross, 2020). Therefore, research is needed that can more fully explain the dynamics of family communication and formulate a family communication model that is adaptive and contextual to today's digital reality.

In the era of digital technology, efforts to build pattern communication in an effective family face increasing challenges and complexities. This situation creates a gap in communication between generations, especially when parents do not sufficiently understand or are not sufficiently responsive to the digital reality that has become a part of daily life for children. Koerner & Fitzpatrick (2002) define pattern communication family as a typical family trend used to interact and convey messages between family members alone. Communication patterns play an important role in determining the level of openness in communication and engagement of family members in discussions together. More continues, family communication patterns reflect the harmony of a family with values

and beliefs together, so that they form unique characteristics of communication within every family. Communication patterns not only influence internal family dynamics but also have implications for how families manage conflict and the ability of children to respond to the outside environment. Children growing up in an environment with an open and supportive family tend to show greater moral, social, and psychological development. Thus, the pattern communication family can be understood as an important foundation in developing resilient and adaptive individuals in the face of various life challenges.

In relation to Koerner & Fitzpatrick (2002), who also mentioned the Family Communication Pattern Theory, which states that the way of communication in the family is based on two main patterns, namely conversation orientation and conformity orientation. Conversation orientation describes how the family, in carrying out the communication process, can create freedom of expression. In this orientation, all family members open wide opportunities to freely express their opinions without seeing differences as obstacles to discussing many things in the future (Koerner & Fitzpatrick, 2002). Based on the two orientations above, it is divided into several typologies of family communication patterns, namely: (1) Consensual; (2) Pluralistic; (3) Protective; and (4) Laissez-Faire



**Figure 1.** Family Types in Family Communication Patterns Theory

Communication Pattern Theory Family own limitations in explain dynamics communication family in the digital age because draft orientation conversation and orientation conformity Still focus on interaction face face and structure internal family communication as a result, the theory This fail consider role digital technology as factor external that forms pattern parent -child communication. In the digital context, communication family not only happens in a way that advances but also through social media, instant messaging applications, and other digital platforms, which influence the frequency, content, and quality of

family interactions. This is not explicitly discussed in the Communication Pattern Framework Family (FCP).

More Continued, Communication Patterns Family (FCP) tends to look at pattern communication family as a relatively stable structure, whereas in the digital era, the pattern communication is more dynamic and situational, depending on developments in technology, the age of children, and the levels of parents' digital literacy. This makes the FCP theory lacking sensitivity in catching negotiation meaning, conflict, and adaptation in communication in emerging families using intensive digital technology.

Communication patterns and styles of parenting in the family are two aspects that are interconnected and play an important role in forming character and development, connecting social and psychological aspects of teenagers. Parenting styles can be defined as the approaches or methods used by parents to guide, educate, and direct children in life every day, including the development of emotional, social, and moral skills. How parents communicate with children they are very influential style that the care they provide applies. Verbal and nonverbal interactions in family functioning are the main means for conveying values, expectations, and boundaries in the House ladder.

Baumrind's Theory of Parenting Patterns can shared become four category main: authoritarian, which emphasizes compliance and discipline with minimal communication; authoritative, which balances control and warmth as well as involving two-way communication; permissive, which tends to give child freedom without clear boundaries; and parenting neglect, where parents are minimally involved, either in a way emotional and in matter supervision. Each style reflects different interactions between communication and parenting, which have a direct impact on the development of personality, independence, and organizational self in children.

Pattern theory parenting by Baumrind also has limitations when applied to the context of parenting in the digital age, because classification style parenting, authoritarian, permissive, and democratic (authoritative), especially developed in context interaction parenting conventional, which has not discuss forms parenting based technology, such as digital monitoring, surveillance use devices, and parental mediation to children's digital content.

Further, Baumrind's typology tends to be categorized and statistical, so that it is not capable of describing the range and hybridity of parenting styles in the face of digital challenges. In practice, parents can use a combination of various styles of parenting in a situational way, for example, communication is democratic, but arrangement is authoritarian,

to use technology, which cannot be fully explained by Baumrind's framework.

Compare pattern communication in various types of families. Of course, just contradictory. Sometimes families apply a system of open communication and giving children freedom, which, in turn, automatically fosters a sense of responsibility and trust. However, there are also families who are quite closed between their members, so that parents limit the activity of their children and become possessive, making children more curious and want to try things outside their comfort zone. This is affected by the lack of communication between parents (Arta & Prahesti, 2024) and diverse skills, varied thinking in accordance with individual capacity. Although parents have given a base for resilience, developing critical thinking remains very important. As a growing individual, they also develop cognitive functions, which affect the formation of positive communication behavior (Megawangi, 2009). The same thing is valid for the connection between teenagers and parents, where harmony is needed to build and maintain mutual trust. Trust this need. Keep going, cultivate to be a good teenager, and parents can develop a more positive way of thinking. Although interaction with the environment and social help form personality, the family still becomes the most dominant influence on the development of a child's character (Rahmat, 2018).

The phenomenon described above shows an important role of pattern communication, family, and parenting style in the development of teenagers. Teenagers are in a period of transition, important from childhood into adulthood, between ages 11 and 20 years, which is marked by physical, emotional, and social changes (Suryana dkk., 2022; Yusuf, 2001). Period. This is a time formation identity and systems that will influence the life of a mature person. During this phase, parents play a strategic role through pattern communication and the parenting that they apply. Especially in the digital era, when this dynamic communication in families has experienced significant change, often creating a gap between parents and children. Therefore, this research is very important for identifying challenges and formulating an adaptive communication strategy that can strengthen the role of parents as the main pillar in creating a healthy and relevant family communication pattern.

This Study was conducted at SMAIT Bina Bangsa Sejahtera, which is located on Jalan Raya Dramaga KM. 7, Margajaya, West Bogor Regency, because the school combines Islamic values with a modern education approach based on science and technology (IPTEK). Combination. This makes SMAIT Bina Bangsa Sejahtera a relevant location for research on patterns of communication, family, and parenting patterns, especially in the context of implementing religious values in

everyday life. In addition, schools also support progressive technology education by providing gadgets in the form of laptops to every student as a tool to help learning. The programs carried out at the school are related to digital development, namely the use of e-learning as a possible learning medium accessible to students, parents, and teachers. At school, this provides enough support for digital development, often holding related workshops or seminars, and good digital usage in the form of AI or others.

From the existing facts, a gap was found with findings beginning from pre-research conducted by researchers through interviews with two alumni of SMAIT Bina Bangsa Sejahtera, which discloses the dynamics of communication in a well-off family complex. One of the alumni, ASR, stated that even though his parents really care morally and religiously, the approach to communication used at home tends to be protective and closed. As a result, he feels more comfortable talking about personal and digital life issues with friends compared to with parents. Communication in the family is more filled with instructions and prohibitions, without an open and equal dialogue space. Other alumni who are ZFR convey that the presence of digital technology does not necessarily tighten the connection with parents. He said that digital interactions at home are often functional in nature, such as only requesting to send a report online for learning or being reminded for a limited time on the screen, without being accompanied by an in-depth dialogue about the digital experience that they have undergone. These two alumni agree that if pattern communication in families is more open and patterns foster parents are more responsive, then it will create a safe space to share problems, emotions, and life choices faced during adolescence. So from that, with a vision for print source Power Man Superior that integrates personal and modern values in education, and results of pre-research that has been carried out, SMAIT Bina Bangsa Sejahtera became an ideal location for study regarding communication models family adaptive in this digital era.

A few studies have previously shown that digital media have implications for quality communication in families and the process of character formation in children, but so far, there are no practical strategies that can be implemented by parents. Existing research often focuses on isolated aspects, like media monitoring or arrangement time screen, rather than research communication as a holistic process in which parents and adolescents together build rules, values, and associated meanings with the use of technology. As a result, understanding theoretical and empirical aspects of how families adapt communication and practice parenting in a way that is simultaneously a response to digital transformation is still limited. This Study tries to bridge the gap through a more comprehensive analysis of various challenges faced by parents in managing parenting and

communication in the digital environment. Further research . This follow-up recommendation study was previously conducted to identify communication strategies relevant and effective in parenting in the context of the digital era. Novelty study. This lies in integration theory, communication, family, and parenting, considering digital technology as a mediating factor in communication, family, such as openness, oversight, and protection in the digital space.

Although prior research has extensively addressed family communication patterns or parenting styles in the digital age, most studies have examined these dimensions separately. These studies tend to focus on technical aspects such as screen time management, parental supervision, or digital literacy skills, without adequately exploring family communication as a holistic and relational process in which parents and adolescents jointly negotiate meanings, values, and rules regarding the use of digital technologies. Furthermore, Family Communication Patterns (FCP) Theory and Baumrind's parenting typology are often applied as statistical and categorical frameworks, which limit their ability to explain the dynamic, situational, and hybrid communication practices that emerge in digitally mediated family life. Empirical studies rarely integrate these two theoretical perspectives to explain how communication patterns function as relational mechanisms through which parenting styles are constructed, negotiated, and adapted in digital contexts. There is a clear research gap in understanding how family communication patterns and parenting styles operate simultaneously as adaptive processes in responding to digital technologies. This study addresses this gap by integrating Family Communication Patterns Theory and Baumrind's parenting framework to construct an Adaptive Family Communication Model that reflects the lived experiences of Indonesian families navigating digital parenting practices.

Therefore , this research aims to (1) analyze the connection between pattern communication family and style parenting in the use of digital technology, and (2) formulate a communication model family adaptive that integrates Communication Pattern Theory Family and Baumrind's parenting style in a digital context. This study uses a qualitative method with a phenomenological approach. According to (Alsarve, 2024), phenomenology is an approach methodology that allows researchers to understand the subjective and interpersonal experiences of informants in a deep way. An internal data collection process study phenomenology was done through observation and interviews. In-depth interviews are used for a systematic exploration of the experience and perspective of informants based on objective research, whereas observation is done to strengthen data validity through direct observation during the interaction process. The

approach chosen is qualitative because it gives room for researchers to understand the perspective of informants in an interactive and flexible way in complex social research phenomena (Wekke & Suardi, 2019). Through this approach, this research is expected to give a greater understanding of the dynamics of parenting and communication in families in the digital era, which are influenced by social, cultural, and technological factors.

## 2. Method

This study uses a qualitative approach. A phenomenological strategy was used to understand families' subjective experiences in developing communication and parenting patterns amidst the use of digital technology. This approach was chosen because it allows for the exploration of meanings, emotions, and value negotiation processes that cannot be adequately explained through quantitative measurements. The focus of the research is on how parents and adolescents interpret family communication practices, technology regulations, and digital adaptation strategies in daily life.

Study paradigm Constructivist, which views social reality as the result of the construction of meaning formed through the interactions, experiences, and cultural contexts of participants. This paradigm influences the analysis process by positioning the researcher as the primary instrument who reflectively interprets informants' narratives, not to find a single truth, but rather to understand the diversity of meanings inherent in family experiences. To minimize interpretive bias, the researcher applied continuous self-reflection and bracketing throughout the data collection and analysis process.

Informants were chosen using purposive sampling with the following criteria: (1) parents (fathers and/or mothers) who have adolescent children in grades XI–XII at SMAIT Bina Bangsa Sejahtera; (2) directly involved in supervising and assisting children in their use of digital technology; and (3) willing to share in-depth experiences of family communication. The total number of primary informants consisted of 17 parents (13 mothers and four fathers), supported by 15 students as supporting informants. This number is considered adequate in phenomenological research because it has reached saturation of meaning, indicated by the absence of significant new themes in the final interview. The following is a list of informants:

**Table 1.** List of Informants

<b>No.</b>	<b>Name</b>	<b>Status</b>	<b>Type Of Informant</b>
1.	KYL's parents (EPI)	Mother	Key Informant
2.	MDN's Parents (ERL)	Mother	Key Informant
3.	WFA's Parents (ERN)	Mother	Key Informant

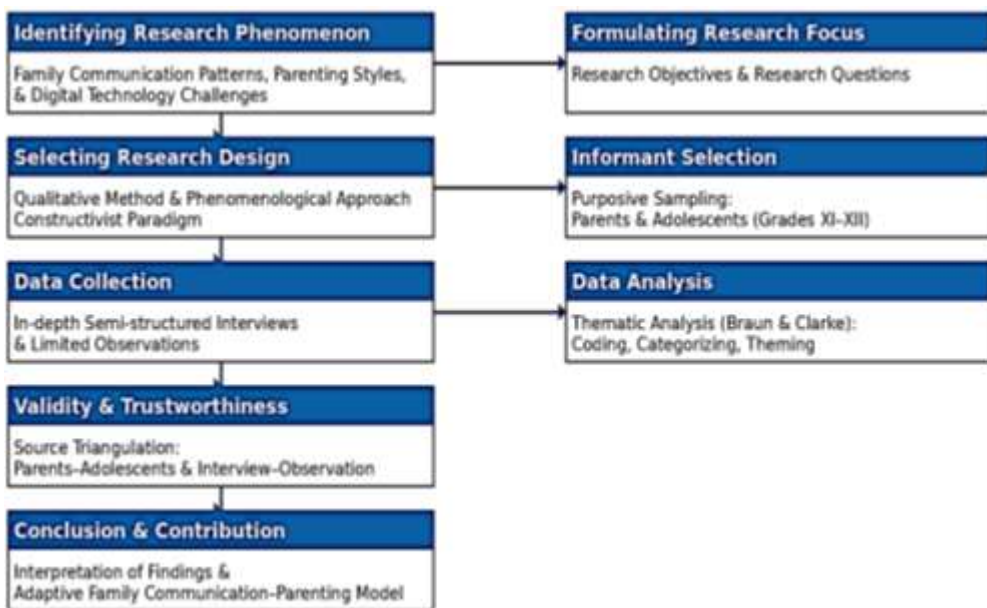
<b>No.</b>	<b>Name</b>	<b>Status</b>	<b>Type Of Informant</b>
4.	ABD's Parents (IGN)	Mother	Key Informant
5.	ADM's parents (JNA)	Father	Key Informant
6.	AVN's Parents (KTK)	Mother	Key Informant
7.	AHS's Parents (SKR)	Mother	Key Informant
8.	AFT's Parents (NNG)	Mother	Key Informant
9.	ARL's parents (HNN)	Father	Key Informant
10.	ARL's parents (NIG)	Mother	Key Informant
11.	ADJ's parents (INA)	Mother	Key Informant
12.	PJI's Parents (HDK)	Father	Key Informant
13.	YDY's parents (STN)	Mother	Key Informant
14.	SML's parents (PRM)	Father	Key Informant
15.	SML's parents (RTH)	Mother	Key Informant
16.	GLG's Parents (LEL)	Mother	Key Informant
17.	BTG's parents (SNT)	Mother	Key Informant
18.	KYL	Child	Supporting Informant
19.	MLD	Child	Supporting Informant
20.	WFA	Child	Supporting Informant
21.	ABD	Child	Supporting Informant
22.	ADM	Child	Supporting Informant
23.	AVN	Child	Supporting Informant
24.	AHS	Child	Supporting Informant
25.	AFT	Child	Supporting Informant
26.	ARL	Child	Supporting Informant
27.	ADJ	Child	Supporting Informant
28.	PJI	Child	Supporting Informant
29.	YDY	Child	Supporting Informant
30.	SML	Child	Supporting Informant
31.	GLG	Child	Supporting Informant
32.	BTG	Child	Supporting Informant

Source: Researcher's Process, 2025

Data collection was carried out through Semi-structured in-depth interviews and limited observations. Interviews lasted 10–60 minutes per informant, were conducted in the school environment, and were recorded with the participant's consent. The interview guide covered themes such as family communication patterns, technology use regulations, and experiences with digital conflict. Observations focused on verbal and nonverbal interactions within the context of family communication. Related use technology.

Data analysis was used. The thematic analysis followed Braun and Clarke's (2006) six stages: data familiarization, initial coding, theme discovery, theme review, theme definition, and report preparation. The coding process was conducted manually using a thematic matrix to ensure the analysis's traceability. Data validity was maintained through source triangulation between parents and adolescents, as well as through comparisons of interview and observation results. Differences in perspective were analyzed as part of the dynamics of meaning, rather than eliminated, to enrich the contextual understanding of family communication in the digital age.

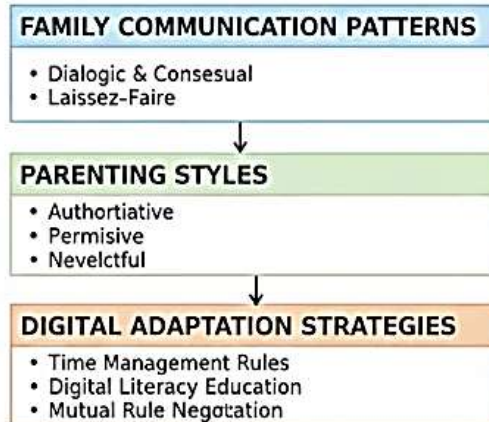
To clarify the stages of the research process, a detailed research flowchart is presented in Figure 2, which illustrates the steps from problem formulation to conclusions.



**Figure 2.** Research Flow Diagram

### 3. Results

Family communication patterns serve as a relational foundation that shapes parenting styles, which in turn influence digital adaptation strategies. Open dialogue and communication facilitate authoritative parenting, while closed or one-way communication tends to reinforce authoritarian or permissive parenting approaches.



**Figure 3.** Causal Flow Diagram Communication Patterns → Parenting Styles → Digital Adaptation

This diagram illustrates the fundamental causal relationship found in the study. The research demonstrates that family communication patterns form the foundational layer that directly influences which parenting style will be adopted. Once a parenting style is established, both the communication pattern and parenting style together shape how families implement digital adaptation strategies.

The diagram shows a linear progression:

- a. First Layer (Communication Patterns): These are established through repeated family interactions and cultural values. They can be categorized into four main types based on conversation orientation and conformity orientation (Koerner & Fitzpatrick, 2002).
- b. Second Layer (Parenting Styles): These emerge directly from communication patterns. For example, dialogic communication naturally leads to authoritative parenting, while protective communication tends toward authoritarian styles.
- c. Third Layer (Digital Adaptation): This is the practical outcome where families implement specific strategies to manage technology use. These strategies are most effective when aligned with both the underlying communication patterns and parenting styles.

The findings indicate this is not a linear cause-and-effect relationship in one direction only, but rather an integrated system where all three elements work together to determine family effectiveness in the digital era.

### ***3.1 Relationship Between Family Communication Patterns and Parenting Styles***

The results of the interview in this study, conducted on fifteen families, show that family communication patterns are closely related to the

parenting styles implemented by parents in the context of digital technology use. Families with open, dialogic communication patterns that are carried out regularly, especially through face-to-face interactions, tend to implement authoritative or democratic parenting styles. In these families, parents not only set rules but also provide space for discussion and explanations regarding the reasons behind limiting device use.

**Table 2.** Relationship Between Communication Patterns, Parenting Styles, and Impact on Children

<b>Communication Pattern</b>	<b>Communication Characteristics</b>	<b>Parenting Style</b>	<b>Parenting Characteristics</b>	<b>Impact on Child</b>
<b>Dialogic &amp; Open</b>	Two-way discussion, exchange of opinions, free expression space	Authoritative	Firm yet warm, providing reasons, involving the child in decisions	Child feels valued, accepts digital rules as an educational process, and has open communication about technology
<b>Consensual</b>	Negotiating rules together, listening to the child's perspective, and mutual agreement	Authoritative	Setting clear boundaries with discussion, flexible to the child's input	Child feels trusted, develops responsibility, better digital literacy, and strong trust
<b>One-Way &amp; Advice</b>	Instructions, prohibitions, minimal discussion, no negotiation	Authoritarian	Obedience as top priority, tight control, limited communication	Child feels restricted, afraid to share personal problems, and tends to seek discussion outside the family
<b>Protective Closed</b>	Information restriction, strict monitoring,	Authoritarian	Strict limitations, intensive	Child feels constrained, has low self-

<b>Communication Pattern</b>	<b>Communication Characteristics</b>	<b>Parenting Style</b>	<b>Parenting Characteristics</b>	<b>Impact on Child</b>
	minimal child involvement		monitoring, lack of warmth, paternalistic	confidence, lacks digital independence, and has a formal parent-child relationship
<b>Loose &amp; Minimal Supervision</b>	Freedom without clear boundaries, minimal routine interaction, and no consistent rules	Permissive / Neglectful	Minimally involved, few boundaries, poor supervision, apathetic	Child lacks guidance, excessive autonomy, uncontrolled digital use, and limited digital education
<b>Laissez-Faire Mixed</b>	High freedom with strict monitoring (contradictory and inconsistent)	Permissive-Protective	Paternalistic, strict digital monitoring without dialogue, inconsistent	Child confusion about boundaries, significant communication gap, and low digital literacy

This table systematically compares six primary communication pattern types found in the study, showing how each naturally aligns with specific parenting styles and producing distinct impacts on children's development. The table demonstrates three key relationships:

Row 1-2: Authoritative Effectiveness (Optimal)

- a. Both Dialogic and Consensual patterns lead to Authoritative parenting
- b. The difference: Dialogic is spontaneous openness, while Consensual involves structured negotiation produce positive outcomes because the child feels both respected and guided
- c. Example: Family KYL explicitly states they discuss rules and reasons, making the child feel trusted

Row 3-4: Authoritarian Outcomes (Moderate to Problematic)

- a. Both One-Way and Protective Closed patterns lead to Authoritarian parenting
- b. Key distinction: One-Way is through verbal instruction, Protective is through monitoring and restriction limit the child's voice, but Protective Closed adds emotional distance through information control
- c. Example: Children in these families report being told rules without explanation or room for discussion

Row 5-6: Permissive/Neglectful Outcomes (Problematic)

- a. Loose/Minimal patterns create either Permissive (too free) or Mixed-Permissive (contradictory) styles
- b. Row 6's "Mixed" category represents the paradox where parents try to control through monitoring but lack dialogue, resulting in child confusion and the least effectiveness
- c. Example: Family with device restrictions but no discussion about why, creating confusion

The rightmost column emphasizes that the impact on children is not just behavioral compliance, but involves emotional security, trust, and psychological development critical for healthy digital adaptation.

This is reflected in parents' statements emphasizing the importance of direct presence in family communication.

*"I believe blessings communication comes from presence, not just text messages... I am firm, but I still give my children space to think " (ERN informant).*

Meanwhile, in other families, communication patterns run harmoniously with an open atmosphere. Parenting patterns are natural. However flexible, digital works as a means of control as well as communication, even when the distance is far away. People often explain that:

*"Usually it's after Maghrib, because of course, we whole family gathering finished Maghrib. While waiting, Isha, sometimes We Like to chat and relax. Well, at that moment, usually appear chats light, sometimes Also Enough in." (Informant ERN).*

Besides that, people also disclose that:

*"If, according to me, everyone depends on How We as people respond to it. Yes, the digital world is like a knife; it can make good cuts, but it can also be dangerous. Be careful. On one side, digital can help communication — children can easily let me know, can quickly ask this and that. But on the other hand, otherwise, if there is no supervision And No proximity, emotional, yeah, precisely, so increasingly far away. Child Can is in the room, each one is busy with HP, people old are Also Busy*

*alone. That's why I personally still prioritize chat directly, face to face, because there you can see the child's feelings, his body language too. I believe blessed communication comes from presence, not from just message text. I'm a firm believer, but still love children 's room thinking. Because, as an old person, especially an Islamic Education teacher, I believe the child is a trust. We point, but don't press too hard. So, for example, I make HP rules only until 11 pm; that's not merely a prohibition, but part of educating them in discipline and guarding myself. But if they have an opinion or not, I agree, I also listen. The point is two-way communication ". (ERN informant).*

Then the child also states that:

*" Mama, they are actually open and flexible, but still guarding. So no one is free, but Also No restrictions. For example, if I want to play, I must ask the same person what time he came home. But if I am Honest, and obviously, he gave permission. So I feel given trust, too. " (WFA Informant)*

In addition, parents also reflect ambivalence about the role of digital technology in family life. Digital is seen as tools that have the potential to make things easier in communication, but it can also create distance emotionally if not balanced with closeness. Parents confirm that although technology can help coordination, communication, and face-to-face interaction, it still remains the main means for reading the feelings and psychological conditions of children. Attitude. This shows that pattern adaptive foster care is born from awareness communication, where parents do not reject technology, but set it up through two-way dialogue. This was also responded to by children who felt the existence of a balance between freedom and supervision, so trust became an important element in relation to parenting.

*"Actually, I chat more seldom directly because I am teaching. But I believe the importance of markreligion and polite, so usually I convey past moments briefly, for example, dinner time. I have more love examples from my experience itself. Digital media plays a role as a tool for reminding a person of their age. I open just as long as he can love the reasons entered . Maybe formerly I was more rigid, yes, but now I study more here. Sometimes I think, child era. Now their method is different." (JNA Informant)*

Besides that, people also reveal that :

*" The key communication. wife, and I try not to be angry in front of the child. If there are differences in our views, discuss them fine. I also used to teach children that differences are normal, as long as you still respect each other. Yours faithfully , and my wife agreed, the task is a new play. We have no total ban, but we monitor. If playing HP for too long, we remind you. Also, take his phone if he passes the limit. During positive, I support. But I also remind you not to forget the time, or not have enough time to answer.*

*I believe technology, those tools, stay. How do we use them?" (JNA Informant)*

Then the child also explains how parenting is at home. Here's his statement:

*"Not the strict one, very yeah. Usually, I would say that if there is homework to do, I would work on it before playing on my cell phone. Limit HP usage, maybe 8 or 9. Enough free, but I know just a limitation, besides that, if about anything, usually the ones that are often invited chat with their mother, because they are more open and more responsive " (ADM Informant).*

This pattern makes children feel valued and more accepting of digital rules as part of the educational process, rather than mere prohibitions. However, open communication within families doesn't always run smoothly with emotional barriers. Several children revealed that they still filter what they share with their parents, especially regarding personal matters or feelings they consider sensitive. This is evident in statements by children who stated,

*"I usually talk to my homeroom teacher or to a friend close to me. Sometimes, if not, I also cry, let it be, and I can be relieved and think more clearly. Anyway (story to mom ), only I was confused where to start. Afraid Later mama rather increasingly think, so I just hold on for now " ( MDN informant ).*

These findings suggest that structurally open communication patterns do not necessarily translate to psychological openness. Emotional closeness, parental responsiveness, and the child's sense of security are important factors influencing a child's courage to communicate honestly and deeply, particularly in the context of academic pressures, social interactions, and digital media use.

### ***3.2 Typological Combination of Communication Patterns, Parenting Styles, and Digital Adaptation Strategies***

**Table 3.** Combinations of Communication Patterns-Parenting Styles and Digital Adaptation Strategies

<b>Communicati on-Parenting Combination</b>	<b>Digital Adaptation Strategy</b>	<b>Effecti veness Level</b>	<b>Potential Challenges</b>	<b>Relations hip Outcome</b>
Authoritative + Dialogic / Consensual	Device usage rules through negotiation, continuous	Highly Effecti ve	Requires high parental consistency, time	Strong trust, warm relationsh

<b>Communication-Parenting Combination</b>	<b>Digital Adaptation Strategy</b>	<b>Effectiveness Level</b>	<b>Potential Challenges</b>	<b>Relationship Outcome</b>
Authoritarian + Protective Closed	content education, time limitation with clear reasons, and mutual agreement. Strict prohibition, content blocking, access limitation, intensive monitoring without dialogue	Moderate	investment, and patience  The child may seek alternative access, limited digital literacy, and potential hidden conflict.	ip, cooperative, and communicative child Communication gap, formal relationship, emotionally closed child
Permissive + Laissez-Faire	Freedom to use technology, minimal monitoring, little or no guidance	Less Effective	High risk of addiction, exposure to harmful content, privacy, and security threats	Minimal supervision, apathetic relationship, weak guidance
Mixed Authoritarian-Permissive	Inconsistency between rules and monitoring, or freedom without clear boundaries	Not Effective	Child confusion about boundaries, contradictory parental messages	Significant communication gap, confused, and insecure child
Authoritative + Accommodative	Adaptive strategies based on the child's developmental stage, collaborative	Highly Effective	Requires continuous parental flexibility and	Strong trust, mutual growth, a healthy relationship

<b>Communication-Parenting Combination</b>	<b>Digital Adaptation Strategy</b>	<b>Effectiveness Level</b>	<b>Potential Challenges</b>	<b>Relationship Outcome</b>
	technology learning, and joint reflection on digital experiences		willingness to learn	ip, and high digital literacy

Source: Researcher's Process, 2025

This table presents the five primary combinations found in the study and their practical effectiveness in managing digital adaptation. Understanding these combinations is crucial because they reveal that parenting effectiveness is not determined by either communication pattern or parenting style alone, but by their specific combination.

These findings identified five dominant combinations of parenting styles and family communication patterns that shape adolescents' digital adaptation. The most effective combination is authoritative parenting combined with dialogue or consensual communication, which represents both theoretical and empirical ideals. In this pattern, parents provide a clear structure while maintaining an open dialogue that fosters psychological safety, enabling children to perceive digital rules as protective rather than arbitrary. KYL and ADJ families demonstrated the highest effectiveness in this category. A more advanced variant emerged in the authoritative-accommodating combination, in which parents remain firm while continually adapting their communication strategies to the child's developmental stage, as exemplified by the ADJ family. This approach offers a stable foundation while supporting healthy autonomy and maturity, although it requires substantial investment of time and emotional engagement from parents.

In contrast, authoritarian parenting combined with closed and protective communication tends to produce short-term compliance at the expense of emotional openness, as observed in MDN and AFT families, where children follow rules but refrain from sharing personal digital experiences. The permissive parenting style with laissez-faire communication is the most problematic, characterized by minimal guidance and increased vulnerability to digital risks, as evidenced by the AVN and BTG families with the lowest effectiveness ratings. Furthermore, the mixed authoritarian-permissive style, exemplified by the GLG family, creates contradictory expectations through inconsistent control and dialogue, leading to confusion without effective supervision. Overall, this analysis confirms that high effectiveness is achieved only when

authoritative parenting is combined with open communication, as this configuration simultaneously meets adolescents' needs for security through clear rules and autonomy through voice and participation.

**Table 4.** Communication Patterns, Parenting Styles, and Digital Adaptation Strategies in 15 Families

<b>No.</b>	<b>Family</b>	<b>Family Communication Pattern</b>	<b>Parenting Style</b>	<b>Digital Adaptation Strategy</b>
1	Family KYL	Consensual	Authoritative	Device time rules, direct content education
2	Family MDN	Protective	Authoritarian	Strict limitations, except for studying
3	Family WFA	Laissez-Faire	Authoritative	Freedom with minimal explicit control
4	Family ABD	Pluralistic	Permissive	Discussion about device usage boundaries
5	Family ADM	Protective	Authoritative	Strict rules with reasons and discussion
6	Family AVN	Laissez-Faire	Authoritarian	No active content restrictions, passive monitoring
7	Family AHS	Consensual	Permissive	No content boundaries, high freedom
8	Family AFT	Protective	Authoritative	Strict internet access control with monitoring
9	Family ARL	Laissez-Faire	Authoritarian	Freedom to choose applications without supervision
10	Family ADJ	Pluralistic	Authoritative	Online hours negotiation, digital literacy education
11	Family PJI	Protective	Permissive	Strict device monitoring without dialogue

12	Family YDY	Laissez-Faire	Authoritative	Free to watch/play with limited guidance
13	Family SML	Consensual	Authoritarian	Joint application with parental final decision
14	Family GLG	Protective	Permissive	Strict time restrictions without education
15	Family BTG	Laissez-Faire	Authoritative	No clear rules, freedom with minimal guidance

---

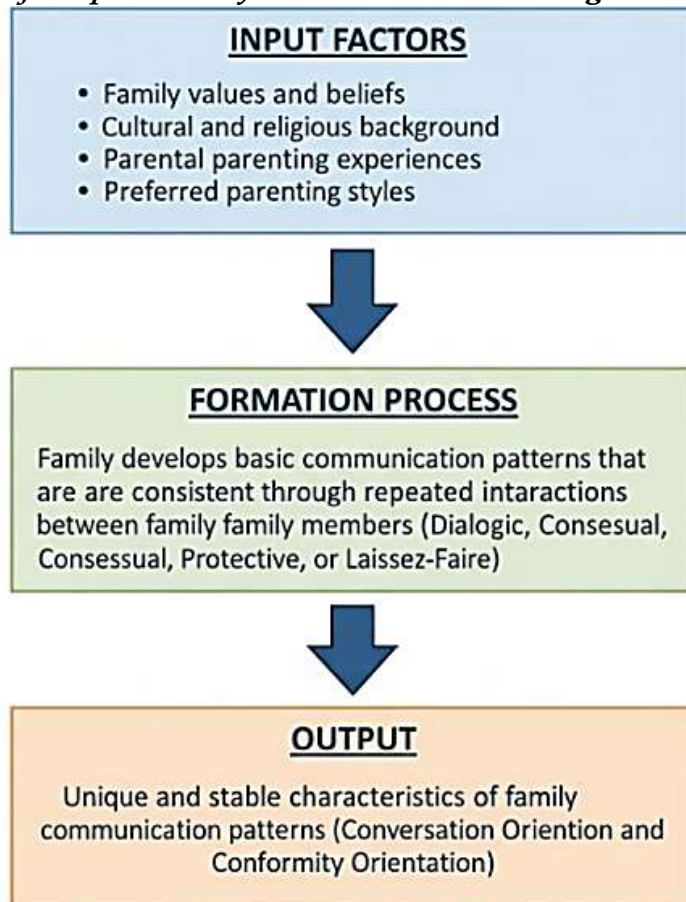
Source: Researcher's Process, 2025

This table provides empirical data from all 15 families in the study, allowing readers to see how theoretical patterns manifest in real family contexts. The data reveals important patterns:

The effectiveness of family communication and parenting patterns showed graded variations based on the consistency and combination of patterns applied. The highest effectiveness was demonstrated by KYL and ADJ families who combined authoritative parenting patterns with open communication, where KYL implemented a consensual pattern through explicit negotiation, and ADJ used a pluralistic pattern based on discussion, thereby creating strong trust, transparent communication, and optimal digital literacy development through rules that were explained, negotiated, and consistently applied. High effectiveness was also seen in ABD, ADM, and AFT families with various pattern combinations, such as permissive-pluralistic or protective-authoritative, indicating that warm involvement in authoritative parenting can compensate for communication limitations and maintain the quality of family relationships. At a moderate level of effectiveness, MDN, SML, and GLG families achieved child compliance through a combination of authoritarian and protective or permissive parenting, but at the expense of the quality of emotional closeness due to distance, communication paradoxes, or unclear boundaries. Low effectiveness was observed in WFA, AHS, ARL, PJI, and YDY families, which exhibited inconsistent combinations of laissez-faire, permissive, authoritarian, and consensual parenting styles, resulting in confusion, weak structure, and suboptimal parenting outcomes. The lowest effectiveness was demonstrated by AVN and BTG families, with the most contradictory or poorly structured combination of patterns, which poses a high risk of uncontrolled digital use and poor family relationship

quality, requiring significant strategy adjustments. Overall, these findings confirm that the effectiveness of family parenting and communication is not determined by a single variable, but rather by the consistency and alignment between parenting styles and communication patterns, where assertiveness can have a positive impact when accompanied by warm engagement, attention, and sincere explanations.

### *3.3 Process of Adaptive Family Communication in the Digital Era*



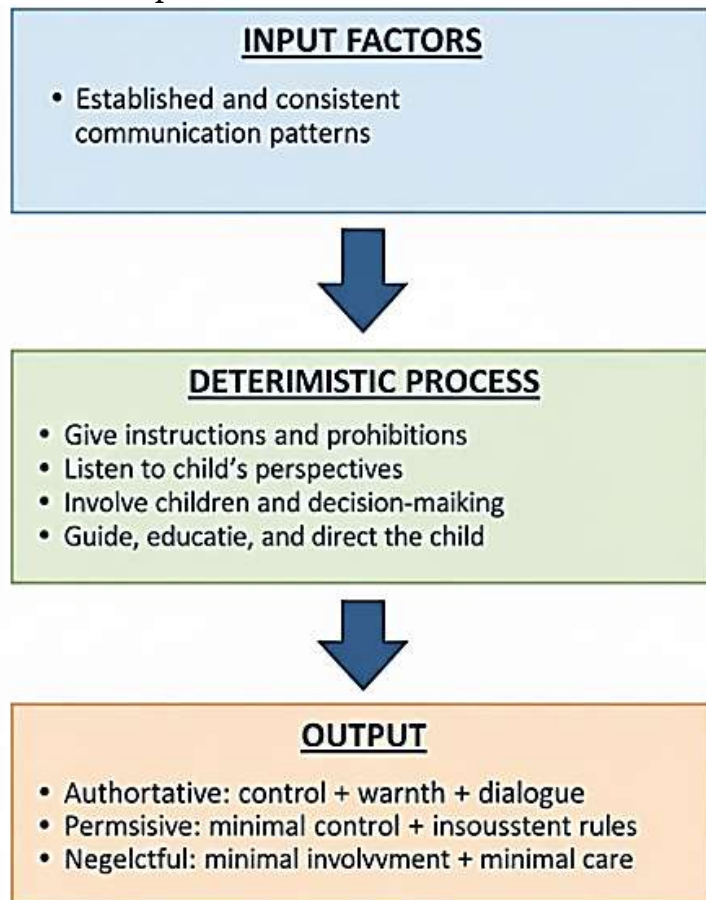
**Figure 4.** Stage 1: Initialization of Family Communication Patterns

This initial stage represents the foundational layer where family communication patterns emerge. Unlike parenting styles that can shift with circumstances, communication patterns are relatively stable because they are built through thousands of daily interactions and reflect deep cultural values.

The input factors create the conditions: A family with strong religious values will emphasize moral instruction (influencing conversation content). A family with education-focused values will emphasize critical

thinking (affecting conversation orientation). Previous parenting experiences how parents themselves were raised heavily influence their preferred communication style.

The output of this stage is not dramatic but fundamental: families establish characteristic ways of talking, deciding, and resolving conflict that become almost automatic. These patterns then set the stage for how parenting styles will be implemented.

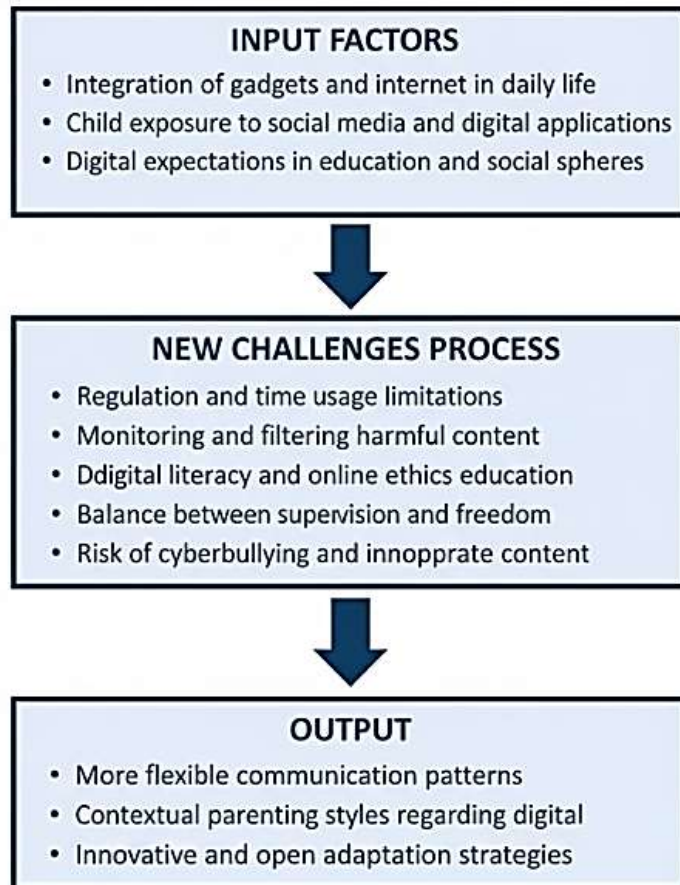


**Figure 5.** Stage 2 Influence on Parenting Styles

This critical stage shows how communication patterns directly determine parenting style outcomes. A family with dialogic communication patterns has already established that multiple perspectives are valued and discussed. When this family makes parenting decisions, they naturally apply the same pattern: they discuss rules with children, explain reasons, and listen to concerns. This combination of structure with dialogue is precisely the definition of Authoritative parenting.

Conversely, a family with Protective communication patterns has already established information control and monitoring focus. When this family addresses parenting decisions, they naturally emphasize rules, restrictions, and oversight, leading to Authoritarian parenting, even if the parents' intentions are loving.

This is not a conscious choice at this stage; it is the natural expression of established communication patterns applied to the parenting context.



**Figure 6.** Stage 3 Presence of Digital Technology in Family Life

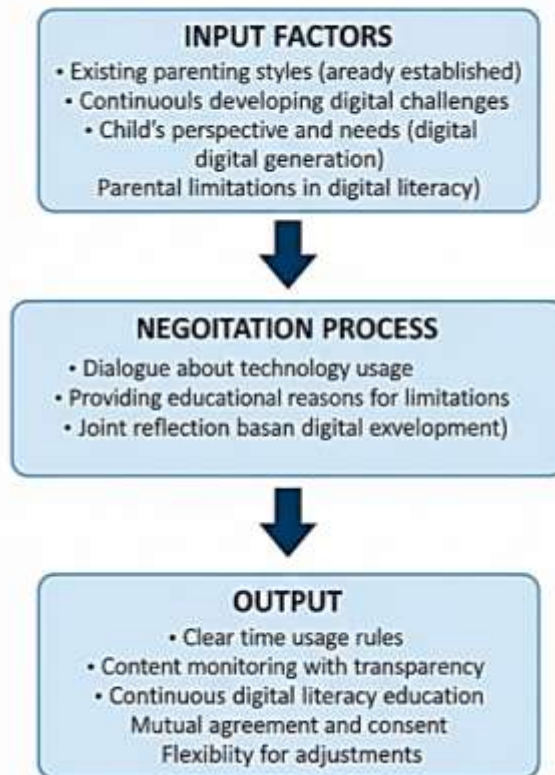
This stage represents a critical disruption to the established family system. The communication patterns and parenting styles that worked well for pre-digital challenges suddenly face unprecedented complexity. Parents trained in traditional supervision methods (watching homework, knowing where children are) now face a realm where children have private access to global information and relationships.

The "New Challenges" list shows why simple application of existing patterns fails: children grow up with digital technology so naturally that

"just say no" approaches have limited effectiveness. The "Generational gap in digital literacy" is particularly problematic because parents' expertise advantage, which underpinned authoritarian approaches, dissolves when children understand technology better than parents.

This stage creates psychological and practical pressure to innovate, setting the stage for active family negotiation.

### **DIGITAL NEGOTIATION AND ADAPTATION PROCESS**



**Figure 7.** Stage 4: Meaning Negotiation and Mutual Adaptation

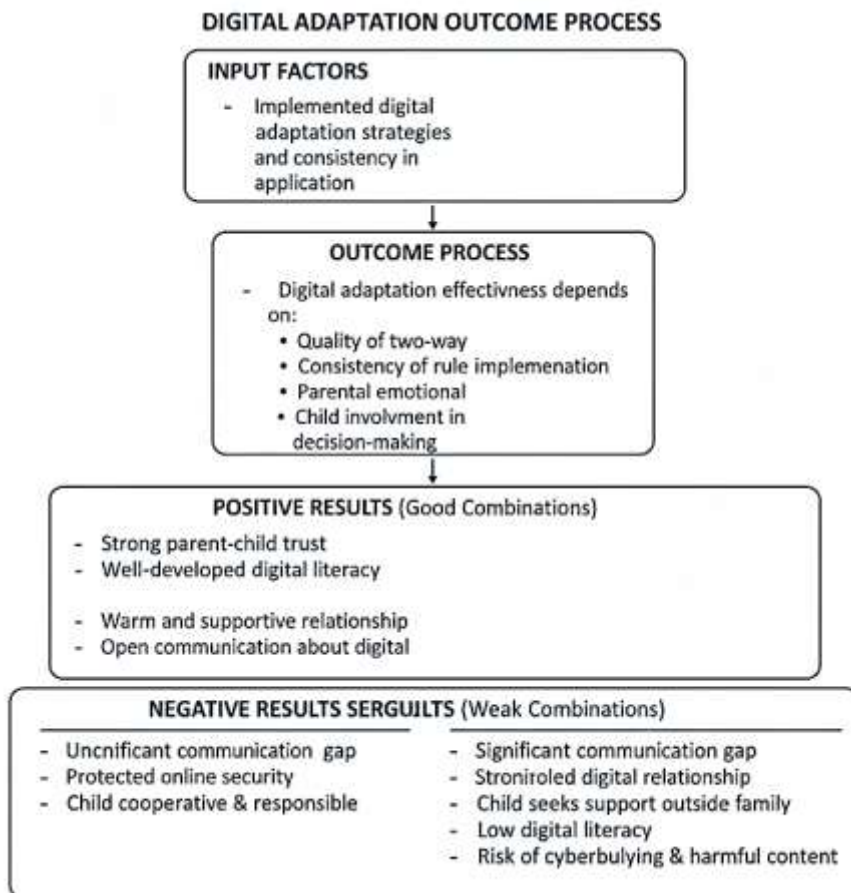
This is the transformation stage where static parenting patterns become dynamic processes. Rather than simply enforcing old rules in new contexts, effective families enter explicit negotiation. This is not about losing parental authority but about recognizing that digital adaptation requires collaboration.

The "Negotiation Process" box lists the practical activities that characterize this stage:

- a. Dialogue about technology usage: Not just rules, but "Why do we need these rules? What are we protecting against?"

- b. Rule and boundary negotiation: Children have legitimate input ("I need my phone for project work"), and parents listen
- c. Educational reasons: Moving from "Because I said so" to "Because your brain at your age is still developing impulse control."
- d. Joint reflection: "How did using that app make you feel? What did you learn?"
- e. Strategy adjustment: Recognizing that rules need to evolve as children mature

The output is not a fixed contract but a dynamic agreement that can be revisited as circumstances change. This is why families ADJ and KYL show such high effectiveness; they explicitly engage in this negotiation process.



**Figure 8.** Stage 5 Relationship Quality and Digital Safety as Results

This final stage shows how all previous stages culminate in two divergent outcomes. The pathway to positive results requires that all

elements align: good communication creates space for dialogue (Stage 1), which enables authoritative but warm parenting (Stage 2), which becomes flexible when facing digital challenges (Stage 3), which leads to genuine negotiation (Stage 4), which produces trust and responsibility (Stage 5).

The negative pathway shows that failure at any earlier stage cascades downward. For example, if Stage 1 establishes closed communication, then Stage 2 becomes controlling parenting, Stage 3 becomes reactive enforcement, Stage 4 shows no negotiation but a power struggle, and Stage 5 results in secrecy and risk-taking.

The "Outcome Process" factors explain why results vary: Two families might have similar rules, but if one family implements them with emotional warmth and responsiveness while the other applies them coldly, the results will dramatically differ. Trust is the product of consistency + warmth + genuine listening, not of rules alone.

This stage also explains the research finding that children in open communication families sometimes still don't share everything because results depend on whether parents have built genuine emotional safety, not just structural openness.

In utilizing digital technology, most families use platforms like WhatsApp for coordination, supervision, and practical daily communication. However, both parents and children agree that digital media has limitations in building emotional closeness. Children feel more comfortable discussing important matters face-to-face, while parents believe that physical presence allows them to better understand their children's body language and emotions. Therefore, Families who can balance digital communication with face-to-face interactions demonstrate stronger relationship quality and more effective digital supervision. Children tend to feel more comfortable discussing important matters face-to-face, as revealed by

*"We often chat, yeah, what else? Again, relaxing at home. He is her son. Like the story, so I usually stay with a fishing rod a little bit, he already starts the story alone. Sometimes about lessons, sometimes also discuss questions of religion, social life, and even sometimes politics too. Once in a while, it's all over the news. But of course, no frequently very heavy ones, more Lots of chat light that ends with the important things too. Almost every Evening we chat, sometimes while eating or watching together. If it's digital, most often we send memes, funny, or important info to school. He is quite open, even sometimes stories of things that make me startled, also. Usually, he is more comfortable with direct talk, not past chat. So I try to always be present if he wants to chat "* (NNG informant).

Therefore, families that balance digital communication with face-to-face interactions tend to have better relationship quality and more effective

digital supervision. Conversely, when device use is not balanced with direct communication, there is a risk of emotional distance between parents and children. Meanwhile, families that implement a one-way communication pattern or are predominantly based on advice tend to exhibit a more authoritarian parenting style, particularly when establishing rules for digital technology use. In these situations, children feel limited involvement and are more often asked to comply with parental decisions without room for negotiation. This is illustrated by the child's statement,

*" Ever (made rules). But more to direct those who decide, continue, I requested that I agree. Like given know, " The rules like this, yes," continued I stay obedient. No, once there asked Formerly I comfortable No with that rule " (AHS Informant).*

As for the informant, other states that,

*" Often, yeah, I like chatting. Also about the future, like college, ideals. People are old, I also give directions, like that. Usually scolded (when found out using a cell phone), but yes, only like that, just grumbling , just a moment. Keep going, " Enough." (YDY Informant).*

On the other hand, families with loose communication and minimal supervision tend to adopt a permissive parenting style, which can potentially lead to suboptimal digital control. Thus, the findings of this study confirm that family communication patterns are the primary foundation for shaping parenting styles, and both simultaneously play a crucial role in fostering family adaptation to the challenges of interaction and parenting in the digital age. Theoretically, these findings align with the framework Family Communication Patterns (FCP), which differentiates family communication based on conversation orientation (*conversation orientation*) and compliance orientation (*conformity orientation*). Families with a high level of conversational orientation, characterized by open discussion, exchange of opinions, and children's involvement in daily conversations, show a tendency to apply authoritative or democratic parenting styles as proposed by Baumrind. In this context, communication not only functions as a means of conveying rules but also as a space for negotiating meaning between parents and children, especially regarding the use of digital technology. This finding strengthens the FCP assumption that dialogic communication contributes to the formation of adaptive and supportive family relationships in the face of social and technological change.

In contrast, families with a dominant compliance orientation, characterized by one-way communication, an emphasis on advice, and minimal discussion, tend to exhibit characteristics of an authoritarian parenting style. In these families, device usage rules are unilaterally established and serve more as a control mechanism than as a collaborative

learning process. This condition aligns with Baumrind's concept of authoritarian parenting, where child compliance is the top priority and communication is more oriented toward controlling behavior. From an FCP perspective, this pattern reflects a low conversational orientation and a high compliance orientation, potentially limiting children's openness in sharing experiences and feelings related to their digital activities.

Apart from that, research findings also show that there are families who apply loose communication with minimal supervision, which in Baumrind's framework can be categorized as a permissive parenting style or as *Neglectful*. In these families, conversational orientation appears to be present to a limited extent but is not balanced by a clear rule structure. In the context of FCP, this condition indicates a weak balance between conversational orientation and compliance orientation, resulting in suboptimal function of family communication as a means of digital regulation and guidance. This results in increased autonomy for children in using technology without adequate parental supervision.

Thus, the integration between Family Communication theory, Baumrind's parenting patterns, and typology provides a comprehensive conceptual framework for understanding the dynamics of family communication and parenting in the digital age. The findings of this study confirm that parenting effectiveness is inextricably linked to the quality of communication patterns established within the family. A balanced communication pattern between open dialogue and clear rules enables parents to carry out parenting functions adaptively, while also helping children develop responsibility and digital literacy in a healthier manner. The results of this study demonstrate that communication patterns and Parenting styles are two interrelated and mutually reinforcing aspects, not stand-alone variables. The quality of family communication determines how digital rules are formulated, communicated, and accepted by children. Conversely, parenting styles influence the communication styles parents use to support their children. Integrating the two is key to building healthy family adaptation to the challenges of interaction and parenting in the digital age.

The findings of this study also show that the practice of parenting and family communication in dealing with digital technology is not always based on one pure theoretical type but rather tends to form a cross-typological combination between Baumrind's parenting patterns and communication patterns within the Family Communication framework. Patterns (FCP). Empirical data show that parents often adopt situational and adaptive strategies, so that a single family can exhibit characteristics of more than one communication or parenting pattern in daily practice. This indicates that Baumrind's typology and the FCP are better understood

as a spectrum of practices, rather than rigid and exclusive categories. Authoritative parenting is most often combined with consensual and pluralistic communication patterns, as seen in some families who establish clear rules for device use while still opening space for discussion and negotiation with their children. This combination allows parents to exercise control while building emotional closeness, allowing digital adaptation to occur through mutual agreement, such as setting phone usage hours or selecting agreed-upon content. However, field findings also indicate variations, with authoritative parenting in some families being combined with protective or laissez-faire communication patterns. This situation suggests that although parents intend to support their children democratically in principle, in their digital communication practices, they still use a strict control approach or, conversely, provide freedom without a consistent structure.

Meanwhile, authoritarian parenting tends to coexist with protective communication patterns, characterized by firm rules, strict restrictions, and minimal discussion. However, research also found combinations that do not fully align with theoretical assumptions, such as authoritarian parenting combined with laissez-faire communication. In this context, parents establish a normatively firm stance, but this is not accompanied by content monitoring or intensive communication support. This combination indicates an inconsistency between parenting values and communication practices, potentially leading to confusion for children in understanding the boundaries of digital technology use.

On the other hand, families with permissive parenting styles generally exhibit a tendency toward laissez-faire or protective communication patterns. In the permissive-laissez-faire combination, children are given broad freedom in technology use with minimal control, thus placing greater responsibility for digital management on the child. Conversely, the permissive-protective combination exhibits a parenting paradox, where parents tend to be less involved in children's decision-making but still apply strict digital supervision. These findings confirm that family adaptation to the challenges of digital technology is the result of a dynamic interaction between parenting styles and communication patterns, not simply the application of a single theoretical model. Thus, the results of this study support the view that the combination of authoritative parenting with open and dialogical communication is the most adaptive strategy, while an incongruent combination has the potential to create communication gaps and unclear boundaries for children in digital technology use.

*Theory of Family Communication Pattern and theory pattern foster care show existence characteristics from the second theory, those who are still stiff and not yet*

*capable of adapting to changes in society, as well as the development of technology in modern families.* FCP theory explains pattern communication family based on orientation, conversation, and orientation conformity, with assumptions that communication happens in space, House ladder, traditional, and deep connection, stable power between parents and children. However, in the digital era, the pattern of communication family No Again only happens directly, but also through digital media that opens a cross-dialogue space for generating and expanding access for children to information from outside. This is making family interaction become more dynamic and difficult to map only in four Fitzpatrick categories (consensual, pluralistic, protective, laissez-faire). A few families even show a pattern of “mixed” communications, where digital surveillance is carried out in a strict but still accompanied by discussion and reflection together. A form of communication that has not been explained by classic theory.

The same thing also happens in the theory pattern fostered by Baumrind, who divides parenting styles into authoritative, authoritarian, permissive, and neglectful. This theory is not fully capable of describing patterns in today's involved parenting, digital surveillance, media literacy, and ethical agreements in the online world. Based on research results, many parents blend a style of authoritative supervision with technology without losing warmth and open communication with their child. Phenomenon: This shows a change in existence from pattern power-centered parenting to a more care-adaptive, collaborative, and encouraging pattern for the child. For the Study, the child arranges himself alone in using technology. In other words, Baumrind's theory does not sufficiently explain the complexity of parent-child relationships in the digital era, which are interactive and reflective.

Limitations from the second theory become the basis of the Parenting Communication Model Design, *Family Adaptive in the Digital Technology Era*. This model presents a bridge gap between the second theory and reality in today's digital family. Six patterns of communication: new dialogic, digital, affective, regulatory, accommodative, and based mark become form for further refinement, contextual to the dynamics of the family moment. Based on findings on Communication Model Design Family Adaptive in the Digital Technology Era, built with emphasis on the way communication, clear rules agreed upon, and flexible and contextual parental guidance. This model looks at communication and patterns in foster care as a dynamic process that is mutually related, which allows families to adapt in a more effective way to challenging interactions and care for children in the digital era.

#### 4. Discussion

The Adaptive Family Communication Model in the Digital Technology Era is a framework that explains the interaction process between parents and children in developing and implementing communication and parenting patterns that are responsive to the dynamics of digital technology use. This model emphasizes the family's ability to adapt through flexible but targeted communication, including information exchange, rule-setting, and decision-making that considers digital safety, media literacy, and psychosocial well-being. Thus, family communication plays a key role in maintaining trust, managing digital risks, and creating a safe and supportive family environment in the digital era.

**Table 5.** Design of an Adaptive Family Communication Model in the Digital Technology Era

<b>Family Communication Patterns</b>	<b>Family Communication Functions</b>	<b>The main purpose</b>
<b>Dialogic Communication Patterns</b>	Openness, Openness, strengthening of values	<ul style="list-style-type: none"> <li>- Building trust and empathy in online interactions.</li> <li>- Improving the ability to critically discuss digital information.</li> </ul>
<b>Digital Communication Patterns</b>	Coordinative, adaptive control, educational	<ul style="list-style-type: none"> <li>- Maintaining family connections through digital media</li> <li>- Improving the quality of digital supervision</li> </ul>
<b>Affective Communication Patterns</b>	Empathy, motivation, and emotional stabilization	<ul style="list-style-type: none"> <li>- Cultivating emotional attachment amidst intense technology use.</li> <li>- Managing emotions arising from digital exposure.</li> </ul>

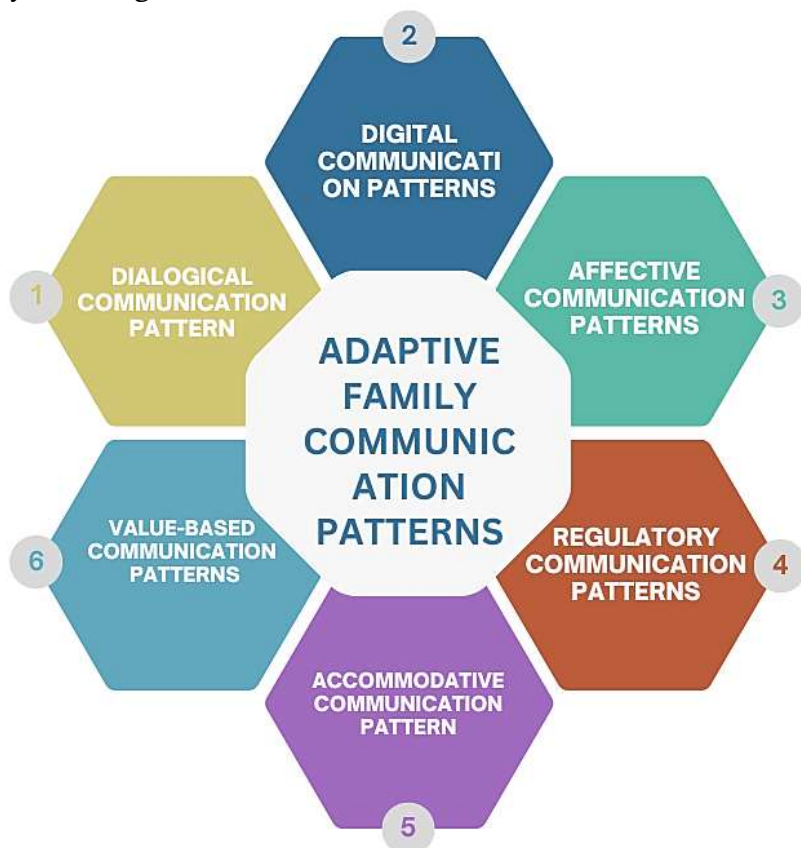
<b>Family Communication Patterns</b>	<b>Family Communication Functions</b>	<b>The main purpose</b>
<b>Regulatory Communication Patterns</b>	Protection, social ethics, consistency	- Upholding rules and moral values in the use of digital technology.
<b>Accommodative Communication Pattern</b>	Adaptation, collaborative learning, digital reflection	- Adapting communication strategies to technology developments and generational differences.
<b>Value-Based Communication Patterns</b>	Morals, character, role models	- Instilling spiritual values and responsibility in the use of technology.

Source: Researcher's Process, 2025

The table above illustrates six patterns that form the core of the Model Communication Family Adaptive in the Digital Technology Era. Each has its own function and mutually beneficial goals to complete in building a harmonious family. Every form of communication plays a role in guarding the balance between supervision, freedom, and family values in the midst of the dynamics of technology use.

Adaptive family communication patterns in this study consist of six main dimensions: dialogic, digital, affective, regulatory, accommodative, and value-based, which are integrated in shaping family responses to the challenges of digital technology. Dialogic communication patterns are at the heart of openness because they foster trust, empathy, and a safe space for children to express their digital experiences reflectively, in line with the views of Turkle (2015) regarding the importance of meaningful conversations in building emotional attachment. Digital communication patterns function as a means of coordination, supervision, and education through online media, but their effectiveness still depends on face-to-face communication as a source of emotional closeness (Luthfiah et al., 2025). Affective communication patterns strengthen children's emotional support and psychological stability in facing the pressures of the digital world and

act as an "emotional shield" in helping children manage emotions and conflict healthily (Veronica dkk., 2021). Regulative communication patterns emphasize the family's role as a moral institution through the establishment of rules and empathy-based supervision, enabling children to understand digital boundaries as a form of responsibility, not simply prohibition (Wardana & Setiawan, 2024). Furthermore, accommodative communication patterns reflect the flexibility of intergenerational communication, where parents and children learn together to adapt to technological developments without losing family values (Ramadhana et al., 2022). All of these patterns are rooted in values-based communication that serves as an ethical filter in the use of digital technology, ensuring that family adaptation is not only functional but also morally, socially, and spiritually meaningful.



**Figure 9.** Design of an Adaptive Family Communication Model in the Digital Technology Era

The findings of this study serve as a conceptual basis for the formulation of the Adaptive Family Communication Model in the Digital Technology Era, which consists of six main dimensions: dialogic, digital,

affective, regulatory, accommodative, and value-based communication. These six dimensions do not stand alone but rather form a reciprocal relationship that allows families to adapt communicatively to the dynamics of their children's use of digital technology. These findings emphasize that family adaptation in the digital era is a holistic communication process, not solely oriented towards technological supervision, but also towards strengthening relationships, emotions, and internalizing values.

Furthermore, the findings of this study demonstrate similarities with several previous studies, which confirm that family communication patterns are directly related to parenting styles in managing children's digital technology use. Research by Wardana & Setiawan (2024) and Sisca & Najah, (2023) Both emphasize that open, dialogic, and participatory family communication enables parents to build a shared understanding with their children regarding the rules and values of digital technology use. The main similarity lies in the view that family communication serves as a relational foundation that shapes how parents supervise, guide, and set limits for children's digital activities, rather than simply as a means of behavioral control.

However, this study also differs from several previous studies in terms of analytical focus, research methods, and informant characteristics. The differences with Agustina (2024) The study lies in the methodological approach and scope of the study. Agustina (2024) This study used a descriptive approach to examine changes in family communication patterns in general in the digital era, whereas this study employed a qualitative approach with an emphasis on subjective experiences and the meanings of communication constructed in everyday digital parenting practices. Furthermore, differences in informants are also evident. This study involves parents and children as interconnected subjects, allowing for a more in-depth analysis of communication interactions, not solely based on the perceptions of one party. Another difference lies in the research focus, which positions communication patterns and parenting styles as integrated and dynamic communication processes, including the emergence of negotiation, resistance, and adaptation within family relationships.

More broadly, these findings reinforce and expand the concept of family communication in the digital age, as proposed by Livingstone & Helsper (2008) and Ramadhana et al. (2019). Similarities with these studies are evident in the recognition that family communication plays a crucial role as a mediator between parents and children in building trust, emotional closeness, and monitoring digital activity. However, previous research tends to use a survey approach or emphasize categorical parental mediation practices, whereas this study examines the dynamics of family

communication through contextual narratives of parent and child experiences. Thus, this study confirms that family communication in the digital age is no longer linear, but rather negotiative and adaptive, and is strongly influenced by the relational context and life experiences of each family member.

Compared with previous research, which tends to position digital adaptation as a matter of media literacy or parental control (Koerner & Fitzpatrick, 2012) This study shows that the effectiveness of digital parenting is largely determined by the quality of dialogic communication and affective attachment within the family. In line with Turkle (2015) The results of this study confirm that face-to-face interaction still serves as a foundation for building empathy and openness, even in the context of increasingly digitalized communication. Furthermore, unlike studies that separate the regulatory and affective dimensions of digital parenting, the findings of this study indicate that regulation of technology use is more effective when implemented through empathetic and reflective communication. Furthermore, the presence of the accommodative dimension expands on Ramadhana dkk. (2022) Findings emphasize that the flexibility of cross-generational communication is not only adaptive but also productive in strengthening parent-child relationships through the process of learning with technology.

Thus, the main contribution of this research lies in the integration of the dimensions of dialogue, affection, regulation, adaptation, and values in a contextual and applicable family communication framework, thereby enriching the study of family communication with an adaptive perspective that is relevant to the challenges of parenting in the digital technology era.

## **5. Conclusion**

Based on studies, phenomenological research on fifteen families at SMAIT Bina Bangsa Sejahtera shows that the pattern of communication in families is closely related to parenting practices in response to the challenges of digital technology. Instead, put style parenting as a determining factor for me; findings show that communication functions as a mechanism for relational main things, where parenting values, rules, and emotional support are negotiated in a digital context. Open and dialogic communication tend in harmony with parenting authoritative, enabling children for understand not only rule use technology but also the underlying moral reasoning rule on the other hand, the pattern closed communication or arranged minimally linked with distance emotional or guidance that is not adequate in children's digital practices.

Studies contribute to the study of communication in families, proposing a Communication Model Family Adaptive consisting of six

interrelated dimensions : communication dialogic, digital, affective, regulatory, accommodative, and based on value. Unlike studies that previously emphasized parental controls or digital literacy as an isolated strategy, this model conceptualizes adaptation to digital technology as a communicative process that integrates emotional adjustment, moral internalization, and flexible regulation. This model expands Communication Pattern Theory Family and framework Baumrind's parenting by placing it in an environment-mediated family digitally, highlighting how face-to-face and digital operations are simultaneously in contemporary parenting.

However, the findings must be interpreted in the limitations of empirical research. This study is based on a relatively small and homogeneous sample taken from one private Islamic medium school, with a dominant perspective of mothers, which limits the generalization . As an investigation, a phenomenologically based paradigm constructivist, findings reflect the constructed meaning between researchers and participants rather than universal patterns of behavior. In addition, the proposed model has not yet been tested or validated in an empirical way, and its application brings potential risks, including excessive parental supervision or performative compliance by children in digital spaces. Therefore , research furthermore pushed for operationalizing six dimensions of communication to make it measurable and check the relationship with results like adolescent digital literacy, emotional well-being, autonomy, and moral reasoning using a mixed-method or quantitative design. Comparative studies in various cultural contexts, social economy, and education are also needed to evaluate the transfer capabilities and limitations of the model. In general, practically, this model offers a guide conceptual rather than prescriptive formulas, emphasizing that effective digital parenting does not rely on more control , strict, but on reflective, empathetic, and user-oriented communication, growing values along with changing technology.

### **Acknowledgement**

The researchers would like to express their gratitude to the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek) through the Directorate General of Research and Development (Ditjen Risbang) for the 2025 research funding under the master's Thesis scheme with numbers125/C3/DT.05.00/PL/2025;7925/LL4/PG/2025 & 087/LIT07/PPM-LIT/2025. The researchers would also like to thank the Directorate of Research and Community Service at Telkom University for all the support provided. The researchers also express the highest appreciation to the informants at SMAIT Bina Bangsa Sejahtera, who have

been willing to share their experiences regarding communication patterns and parenting in the digital technology era, thus providing valuable insights for the development of the family's role in facing communication challenges in the digital era. Last but not least, the researchers would also like to thank the Master of Communication Science Program, Faculty of Communication and Social Sciences, for all the support that enabled this research to be carried out successfully and its results to be disseminated for wider benefits.

## Reference

- Agustina, R. (2024). Perubahan pola komunikasi keluarga di era digital. *Global Komunika*, 6(2), 89–102. <https://ejournal.upnvj.ac.id/GlobalKomunika/article/view/6498>
- Alsarve, J. (2024). Managing families, managing time: Parents' work-family difficulties and work-family strategies over time. *Community, Work & Family*. <https://www.tandfonline.com/doi/abs/10.1080/13668803.2024.2425377>
- Arta, D. Y., & Prahesti, S. I. (2024). Parenting patterns on the social-emotional development of children aged 5–6 years in the digital era. *Obsession Journal: Journal of Early Childhood Education*.
- Koerner, A. F., & Fitzpatrick, M. A. (t.t.). The Revised Family Communication Pattern Instrument (Parent & Child versions), including scoring instructions. <https://doi.org/10.13140/RG.2.2.15136.64000>
- Koerner, A. F., & Fitzpatrick, M. A. (2012). Communication in intact families. Dalam *The Routledge Handbook of Family Communication*.
- Livingstone, S., & Blum-Ross, A. (2020). Parenting for a digital future: How hopes and fears about technology shape children's lives. *Journal of Children and Media*, 14(1), 1–16.
- Livingstone, S., & Helsper, E. J. (2008). Parental mediation of children's internet use. *Journal of Broadcasting & Electronic Media*, 52(4), 581–599. <https://www.tandfonline.com/doi/abs/10.1080/08838150802437396>
- Luthfiah, N., Jamilah, A., Wibawa, A. A., & Supriyono. (2025). Changes in communication patterns within families in the digital technology era. *Tambusai Education Journal*.
- Megawangi, R. (2009). Membangun sumber daya manusia berkualitas tinggi sejak usia dini. *Jurnal Pendidikan*, 2, 110–120.
- Pratiwi, I., Ramadhani, M. R., & Sutrisno. (2023). Generational digital divide: Perceptions and communication patterns between parents

- and adolescents in the Digital Era. *Jurnal Komunikasi Indonesia*, 4(2), 156–172.
- Putra, I. M., & Sari, N. (2023). Digital technology use and family emotional closeness: A study of Indonesian families. *Journal of Family Communication Studies*, 11(1), 45–62.
- Rahmat, S. T. (2018). Effective parenting patterns for educating children in the digital era. *Missio Journal of Education and Culture*, 10(2), 143–161. <https://jurnal.unikastpaulus.ac.id/index.php/jpkm/article/view/735>
- Ramadhana, M. R., Karsidi, R., Utari, P., & Kartono, D. T. (2019). Roles of family communications in adolescent personal and social identity. *Journal of Family Sciences*, 4(1), 1–11.
- Ramadhana, M. R., Soedarsono, D. K., & Setyorini, R. (2022). The role of family communication: Family health and welfare during COVID pandemic. *Journal of Communication Studies*, 10(1).
- Sisca, N., & Najah, S. (2023). Pola komunikasi keluarga di era digital dan implikasinya terhadap bonding orang tua–anak. *Jurnal Pendidikan, Teknologi, dan Masyarakat*, 9(2), 1123–1134. <https://jptam.org/index.php/jptam/article/view/29978>
- Suryana, B., Saripah, I., & Ari, N. (2022). Karakteristik perkembangan remaja di era digital. *Jurnal Pendidikan dan Pengembangan Anak*, 5(3), 234–250.
- Turkle, S. (2015). *Reclaiming conversation: The power of talk in a digital age*. Penguin Press.
- Veronica, R., Ubaidah, A., & Lelyana, M. (2021). The relationship between parenting styles and interpersonal communication with premarital sexual behavior of adolescents at Prestasi Agung Vocational School. *Journal of Risenology*.
- Wardana, J. Y. R., & Setiawan, R. (2024). Family communication management in the digital era. *Tambusai Education Journal*.
- Wekke, I. S., & Suardi, M. (2019). Phenomenology methodology: Approach to phenomenological inquiry. *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, 14(1), 1–14.
- Yusuf, S. (2001). *Psikologi perkembangan anak dan remaja*. Remaja Rosdakarya.

