

MEASURING THE QUALITY FAMILY COMMUNICATION INDEX (QFC-I) OF STUDENTS: A STRATEGY TO OVERCOME MISCONDUCT AMONG YOUTH IN NORTH SUMATRA-INDONESIA

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Abstract

This study measures the Quality Family Communication Index (QFC-i) of High and Secondary School's students at Hikmatul Fadhillah School in Medan, North Sumatra Province, Indonesia. It looks at the problem and no problem students overcome with the misconduct of aspect fulfilling their status during the last year of their studies at high secondary and secondary school in Medan, North Sumatra Province-Indonesia. A total of 213 students from high secondary and secondary were selected. Data was collected using self-administered questionnaire and later analyzed using PASW Statistics. This study also investigates the differences in each indicator that used in measuring the QFC-I. The results show that the QFC-I score from students' perspective is love 3.50 and from parents' perspective is honesty 3.45. The student's perception of the most quality types of communication practice is watching television together with the family members 2.68, and from parent's perception is trustworthy 3.29. Generally, there are not many differences in perspectives of children and parents regarding the main findings of the study. If there is any, it is only in the matter of sequencing. Both agree that love, joyous situation and appropriate language as characteristic of quality communication within family which should be instilled during watching television, saying pray together, eating together and celebrating anniversaries. Those are the activities listed by children and parents to be quality communication practices.

Keywords: Quality Family Communication Index, Youth, Overcome, Misconduct

1. Background

Many past researchers found that communication between parents and children is one of the important factors that could prevent children from being involved in social problems (Clark & Shields, 1997). Communication that occurs freely and openly whereby children can share their problems with parents and could also voice out their views and ideas would lead the children to develop their personality which indirectly makes a positive thinker, thus making them a hard target by those with bad intention. Hartos and Power (2000) stressed that communication between parent and childrens have connection with children positive behaviours such as academic excellence and also children's negative behaviours such as drug abuse, alcoholism and other misconducts.

Clark and Shields (1997) quoting research by Hirschi found that the increment in communication intimacy between parent and children can help reduce misconduct among the children. While Barberet (2004) found that a close relationship between parent and children could hindered youth misconduct. Other research by Klein et al. (1997) also showed that communication between parents and children is one of the variables that have connection with

the increasement or decreasement in youth misconduct.

Communication is the fundamental elements that occur in everyday lives. It is an interaction process between individual in order to develop relationship between them (Beebe, Beebe & Redmond, 2007). According to Pearson and Nelson (2000), communication is a process of understanding and sharing meanings between the communicators. In other words, communication is a process of exchanging thoughts and feelings. Communication is achievable when both parties are mutually understanding and respect between others. Communication can be expressed both verbally (words) and also non-verbally (body languages).

Based on background that was presented above, this paper aimed to develop the Quality Communication Family Index (QFC-I) of the students in High and Secondary School's students at Hikmatul Fadhillah School (HFHSM) in Medan, North Sumatra Province, It looks at problem and non-problem students dealing with the achievement of aspect fulfilling their status during the last year in High Secondary School and Secondary School Indonesia. This research also focused on measuring family quality communication as a strategy to overcome youth misconduct based on three objectives which are (i) to identify characteristics of quality communication within family, (ii) to identify quality communication practices within family, and (iii) to identify factors that contribute towards quality communication practice within family, and (iii) to identify factors that contribute towards quality communication practice within family.

Family Communication

According to Brock and Bernard (1992), the best way to communicate in a family is to arouse the feeling of sharing and listening. Message delivered must be clear and appropriate. If there is a difference in opinion, family will accept agreement to discuss. A healthy family looks onto problems in a positive ways, which is focusing on how to solve the problem not whose fault is it. According to Lubis and Rabiyanur (2011), communication in a family is a two way communicaitaion (giving and taking) verbally or non-verbal. Non-verbal communicaitaion includes movements, facial gestures, eye contacts and eye movement. A functional family will accept and try to comprehend the message delivered whether vague or clear between others. Meanwhile, a dsyfunctional family rarely accept the message properly, infact the message is being ignored.

In family, good communication served to bound family into one solid institution since all problems could be tackled when both parties have the opportunities to express their feelings and at the same time, could understand and overcome the problems that they faced. Nurianto et al. (2012) stated that verbal communication between parents and children that happens everyday encompass sharing of feelings, questionnings, answerings, discussing on ideas, quarell, negotiotings and others. Those activities is a socialization process whereby those young ones learn to identify values, attitudes and many other behaviours.

Factors Contributing to Quality Communication Practice

There are two types of environments that contributed to personal development, physical environment and social environment surrounding them. Physical environment include of the surrounding of the house where a family lives which is the infrastructure and amenities

provided by the parent. Besides that, materialistic aspect consume by the children's also serve as a physical factor that contribute to quality communication development. Social environment is a direct or indirect interpersonal relationship between humans whether parent, siblings, peers, teachers and people. Beside an interaction with human, electronic media such as television, radio, video, internet and also print media could also give an impact toward youth communication styles.

According to Fauziah Hanim Abdul Jalil (2005), one of the factors that contribute to quality communication practice is parent. Parents play important roles in children's upbringing. The role of peers is also equally important in the lives of children. Alias M, Fatmawati and Mochtaria (2013) stated that other factor that contributes to quality communication practice is a conducive environment. A stressful environment should be avoided when communicating with the youth since this will affect their development process.

Social Control Theory and Parent and Child Attachment

Many scholars agree that an attachment factor between parent and child is the more consistent predictor towards youth misconduct (Kim 2003; Carswell, 2005). Parent and child attachment is defined as the level of relation intimacy, respects and loving between parent and children (Hirschi, 1969; Akers, 1997; Smith & Stern, 1997) (in Carswell, 2005).

Social Control Theory introduced by Hirschi in 1969 explain how socialization process that happen in children could prevent them from involved with misconduct (Kim, 2003). According to Kim (2003), society's values and norms could indirectly be inculcate through sozialization process that occurs between children with institution such as family, peers, schools and society. Social control exists through attachment or relations between individual with parent, school, social institution and so on.

Accordingly, Hirschi (1969 in Kim, 2003) has categorized social connection into four elements; attachment, involvement, commitment and belief. For attachment element, the relationship that exist with others in the society (such as parent, school) will hinder them from involve in misconduct in order to maintain the relationship. Meanwhile for involvement element, individuals that spend most of their time with conventional activities, such as homework or spending time with family will not have the time and opportunities to involve in unhealthy issues. For someone who has the commitment element, they will never sacrifice their hopes by doing things that opposite of the norms. Hircshi later stressed out that people who believe and adhere to the norms and values will not easily be influence with unbeneficial matters.

2. Methodology

Data was gathered using self-administered questionnaires. The questionnaires have been pre-tested in order to check its reliability and validity in measuring the variables and also to make sure that the questions are easily understand by the respondents. A total of 30 respondents involved in the pre-testing. Reliability test conducted using *Croncbach Alpha* value. The overall variables value is in between .614 - .85 which is over that .7, exceeding the value that fixed by Nunnally's (1978). Therefore, the instrument is reliable for actual data collection.

A total of 213 respondents from High and Secondary Hikmatul Fadhillah (HSHF) school in

Medan city at North Sumatra were chosen. Sample selection is based on stratified clustered sampling. The criteria is based on the students at final year in High and Secondary School in HSHF. Total of students exceeding 700 and encompassed of boys and girls. Later, the respondents are selected based on students ratio according to majority ethnic, they are (5 Malay: 4 Minangkabau, Java: 1). Before the actual data collection conducted, researchers first seek permission from The Principal of HSHF school and set up an appointment with the headmaster. Data gathered was analyzed using PASW Statistic. Descriptive statistics are used to describe the demographic profile and also to answer the objectives of the study.

3. Findings

This section will explain the finding of the study. This first section will be describing about the demographic profile of the respondents and followed by the findings of the objective; characteristics of quality communication within family, quality communication practices within family and factors that contribute towards quality communication practice within family.

Demographic Profile

Total of 213 respondents have taken part in this study (refer to Table 1). From the total, 47.8% are students from High School of Hikmatul Fadhillah and 52.2% from Secondary School of Hikmatul Fadhillah. Out of the 213 respondents, 50.7% are female students, while the rest (49.3%) are boys.

Half of the respondents (56.9%) are Minangkabau students, followed by Malay (32.8%) and Java with total of 10.3%. A total of 40.2% of the respondents aged 16 years old, followed by 14 years old (35.4%), 15 years old (13.7%), 19 years old (5.0%) and 18 years old (2.3%). Meanwhile, the least percentage of amount are those of 13 years old (1.7%) and 17 years old (1.6%).

Table 1: Youth Demographic Profile (n=213)

Demographic Profile (n = 213)	Frequency	Percentage (%)
School Hikmatul Fadhillah		
High School	102	47.8
Secondary School	111	52.2
Sex		
Male	105	49.3
Female	108	50.7
Ethnic		
Malay	121	56.9
Minangkabau	70	32.8
Java	22	10.3
Age		
13 – 15 years	108	50.8
>16 years	104	49.1

Table 2 describes the profile of respondents based on child number and number of siblings. Majority of the respondents (83.5%), are either being the first born, second or third born and only 1.4% being the seventh to ninth child. Half of the respondents (57.5%) have a small number of siblings which are between one to three and one third (38.8%) of the respondents have a bigger number of siblings that is between four to six.

Table 2: Youth Profile based on Child Number and Number of Sibling

Demographic Profile (n = 213)	Frequency	Percentage (%)
Child Number		
1 – 3	178	83.5
4 – 6	32	15.1
7 – 9	3	1.4
Number of Sibling		
1 – 3	122	57.5
4 – 6	83	38.9
7 – 10	8	3.6

Parent and Youth Interaction Time

Table 3 describes the respondents distribution based on interaction time. Based on the table, it was found out that majority of the respondents (87.6%) spend between zero hour to 5 hours for interacting with their father during school day. Unsurprisingly, half of it (44.8%) spend less than one hour to interact during school day. This is probably due to the schooling time and also the long working hours of the father. However, the percentage that spends between one to five hours during school day is also quite high (42.8%).

There are possibility the interaction occurs when the children seeks help for doing homework. Only 12.4% of the respondents spend more than five hours a day during school day for interaction with their father.

Table 3: Youth Distribution based on Interaction Time

Demographic Profile (n =213)	Frequency	Percentage (%)
Interaction during school day (Father)		
< 1 hour	95	44.8
1.1hours – 3hours	59	27.8
3.1hours – 5hours	32	15.0
5.1hours – 7hours	11	5.1
7.1hours – 9hours	5	2.5
9.1hours – 11hours	5	2.3
> 11.1hours	6	2.5
Interaction during weekend (Father)		
< 1 hour	67	32.3
1.1hours – 3hours	47	21.8
3.1hours – 5hours	27	12.6
5.1hours – 7hours	23	10.9
7.1hours – 9hours	20	8.7
9.1hours – 11hours	5	2.2
> 11.1hours	24	11.4
Interaction during school day (Mother)		
< 1 hour	69	32.6
1.1hours – 3hours	50	23.7
3.1hours – 5hours	40	18.6
5.1hours – 7hours	22	10.1
7.1hours – 9hours	11	5.0
9.1hours – 11hours	9	4.4
> 11.1hours	12	5.6
Interaction during weekend (Mother)		
< 1 hour	52	24.6
1.1hours – 3hours	40	18.7
3.1hours – 5hours	29	13.6
5.1hours – 7hours	27	12.9
7.1hours – 9hours	16	7.5
9.1hours – 11hours	13	6.1
> 11.1hours	36	16.5

It was observed that the percentage spends between zero to five hours for interaction with father during weekends show some reduction (66.7%) as compared to the time spent during a school day. This finding signals a healthy sign since the the percentage for spending more than five hours a day increases to 33.3% a day. It was a good sign to see more than four time increment (11.4%) in the percentage that spends more than 11 for interaction during weekend (father) as compared to during school days. It must be noted that although the percentage that spends more that five hour for interaction during weekend has increase, the increase, however, does not surpass the total percentage that spends less that five hours.

About 74.9% percent of the total respondents spend between zero to five hours interacting with their mother's during school days. The figure is less than the time spend with father during the same time. However, the percentage for spending more than five hours for interaction with mother during school day is higher (25.1%) compared to father. This could indicate that the children are more comfortable in sharing about their school problems with the mother.

More than half (56.9%) of the respondents spends between zero to five hours a day on a weekend interacting with their mother which is less than on a school day. The figure shows consistency with interaction during the weekend (father). This could easily be explained as there is ample time to interact during weekend as compared on school days. The remaining 43.1% spends more than five hours a day on weekend for interacting with mother. Based on the percentage for spending more than 11 hours a day interacting with mother, either on school days or weekends as compared to father, we could safely assume that mother is the one whose children feels at ease to talk and to share.

Youth and Misconduct

The distribution of youth misconduct is as listed in Table 4 below. Youths were given 26 list of misconducts where they needed to stated the frequency each items. The measurement is based on four point Likert scale that start from 1= never, 2 = sometime, 3 = few times and four = always.

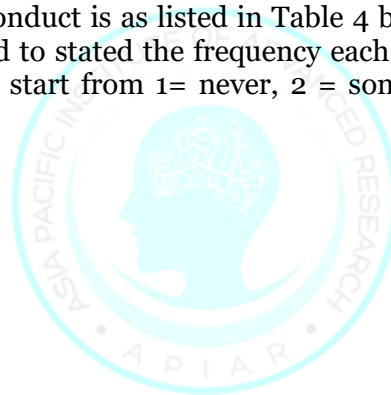


Table 4: Distribution of Youth Misconduct

Items (n = 213)	Percentage (%)				Mean	S.D
	1	2	3	4		
Truancy	64.7	26.4	6.4	2.5	1.46	.726
Loafing	70.4	19.3	5.6	4.7	1.45	.801
Swearing	69.7	21.8	5.9	2.5	1.41	.715
Cheating in exam	67.9	25.1	6.7	.3	1.40	.626
Playing computers in cyber cafe's	75.0	15.8	5.5	3.7	1.38	.755
Physical attack	73.2	19.0	5.6	2.2	1.37	.690
Involve with gambling	74.4	18.6	5.3	1.7	1.34	.660
Watch, surf, read obscene material	76.8	16.1	5.0	2.2	1.33	.672
Drinking alcohol	78.2	16.1	4.1	1.7	1.30	.626
Smoking	84.7	6.7	5.5	3.1	1.27	.703
Vandalisme	80.5	13.6	4.5	1.4	1.27	.610
Hugging/kissing with girlfriend/boyfriend	82.5	11.7	3.7	2.0	1.25	.621
Disobey the teacher	85.6	9.4	3.9	1.1	1.20	.554
Hit animal	88.0	8.3	2.3	1.4	1.17	.523
Illegal racing	90.5	4.7	3.0	1.9	1.16	.555
Stealing	88.8	8.1	2.3	.8	1.15	.471
Hit someone	88.9	8.3	2.2	.6	1.14	.453
Bullying	89.9	7.0	2.2	.9	1.14	.471
Deflate other people of tire car, scratch car	92.0	4.2	1.4	2.3	1.14	.538
Throw object to other people car	91.3	5.6	1.4	1.7	1.13	.499
Trespassing	93.3	3.7	1.4	1.6	1.11	.471
Member of illegal organization	94.4	2.5	1.4	1.7	1.10	.474
Bring the dangerous stuff out side	93.6	3.7	1.4	1.2	1.10	.442
Running out from home	92.7	4.8	2.0	.5	1.10	.401
Sexual intercourse	94.4	2.8	1.6	1.2	1.09	.440
Drug abuse	94.4	2.5	2.7	.5	1.09	.406

Based from the mean in the above table, the top five misconduct identified as truancy with mean of 1.46, this was followed by loafing (mean = 1.45), swearing (mean = 1.41), cheating in exam (mean = 1.40) and playing computer in cyber cafe's (mean = 1.38). It was a relief to know that drug abuse (mean = 1.09), sexual intercourse (mean = 1.09) and running from home (mean = 1.10) are the least type of misconduct done by youth. Looking at the mean range between 1.46 to 1.09 shows that the youth misconduct is in a minimal stage and also majority of the respondents answered never to the 26 items of misconduct.

Characteristics of Quality Communication within Family

Table 5 below describes the characteristics of quality communication within family. Characteristic of quality communication is measured by four point Likert scale starting with 1 = Disagree, 2 = Slightly Agree, 3 = Agree and 4 = Strongly Agree. Respondents were given 17

statements that portray characteristics of quality communication and respondents were asked to rated them based on the given scale.

Table 5: Characteristics of Quality Communication within Family

Items (n = 213)	Percentage (%)				Mean	S.D
	1	2	3	4		
Love	2.0	8.9	26.4	62.7	3.50	.742
Joyous situation	1.4	8.9	32.0	57.7	3.46	.715
Respectful	1.9	9.0	38.2	50.9	3.38	.728
Listening ability	2.3	12.2	37.0	48.5	3.32	.775
Appropriate language	2.2	13.6	36.0	48.2	3.30	.784
Mutual trust	3.7	12.5	38.8	44.9	3.25	.814
Honesty	4.5	14.7	32.6	48.2	3.24	.866
Understanding of child emotion	4.5	12.8	39.2	43.5	3.22	.835
Element of humour	4.7	19.2	38.2	37.9	3.09	.866
Suitable time	3.4	18.4	47.0	31.2	3.06	.794
Valid information	3.9	20.6	46.3	29.2	3.01	.809
Prejudice	8.7	17.2	42.9	31.2	2.97	.913
Open discussion	8.7	19.5	38.4	33.4	2.96	.937
Two-way communication	4.5	25.0	40.4	30.1	2.96	.855
Physical touch	9.5	22.8	38.8	28.9	2.87	.939
Transparency in communication	5.1	29.8	43.4	21.7	2.81	.829
Non-verbal communication	18.6	30.6	37.1	13.7	2.46	.946

The top five characteristics that most of the respondents perceive to be quality communication are love (mean = 3.50), joyous situation (mean = 3.46), respectful (mean = 3.38), listening ability (mean = 3.32) and appropriate language (mean = 3.30) while the the three least favorable characteristics of quality communication within family are non-verbal communication (mean = 2.46), followed by transparency in communication (mean = 2.81) and physical touch (mean = 2.87). It was surprising to see that how respondents perceive non-verbal communication and transparency in communication is less preferred as a characteristic of quality communication within family.

Quality Communication Practice within Family

Table 6 explains the items in measuring quality communication practice within family. Respondents were given 24 statements that describe quality communication practice. Characteristic of quality communication measured by four point Likert scale starting with 1 = Disagree, 2 = Slightly Agree, 3 = Agree and 4 = Strongly Agree. Respondents were given 17 statement that portray characteristic of quality communication and respondents were asked to rated them based on the given scale.

0 = Sometime, 1 = Not often, 2 = Often simple, 3 = Often,

Quality communication in family measured base on 24 questions. The respondents have given 5 options answers that start from “sometimes”, until to “very often”. Base on the mean mark that state in Table 6 is between .74 to 2.68, show that generally communication practice the youth are simple. Three statements showed that the highest practices were watching television (mean= 2.68), “Pray together” (mean = 2.6) and “Inquisitive” (mean=2.64). The other side, the lowest statement that record was “Problems –Seek teacher” (mean = .74).

Table 6: Quality Communication Practice within Family from Youth Perspective

Items (n = 213)	Percentage (%)					Mean	S.D
	0	1	2	3	4		
Watching television	7.2	12.5	20.3	25.3	34.8	2.68	1.263
Say prayer together	8.1	10.9	18.9	30.1	32.0	2.67	1.252
Inquisitive	8.4	11.9	20.0	27.0	32.8	2.64	1.277
Eating together	9.4	12.3	20.0	25.6	32.8	2.60	1.306
Celebrating anniversaries	10.3	13.3	24.6	18.7	33.1	2.51	1.340
Encouraging	8.3	15.4	24.5	26.2	25.6	2.45	1.252
Shopping	11.1	16.5	26.4	24.8	21.2	2.29	1.275
Connecting through ICT	17.6	15.8	20.1	21.1	25.4	2.21	1.432
Feast	14.8	18.1	23.1	21.1	22.9	2.19	1.367
Spend time together	13.4	17.3	26.8	22.0	20.4	2.19	1.309
Chance to speak	18.9	19.5	27.8	16.8	17.0	1.94	1.341
Mutual discussion	18.7	23.1	25.6	19.3	13.3	1.85	1.298
Leisure activities	22.2	24.2	26.7	17.8	9.2	1.68	1.254
Picnic	27.3	23.7	22.0	12.8	14.2	1.63	1.375
Recreational activities	22.9	22.0	32.1	15.3	7.6	1.63	1.208
Praying together	27.8	23.4	23.6	14.8	10.5	1.57	1.314
Watching movies	31.4	24.3	19.2	12.9	12.2	1.50	1.367
Work together	32.3	25.0	22.5	10.6	9.7	1.40	1.297
Listening to radio	33.1	28.2	19.7	13.1	5.9	1.30	1.222
Discussing on books read	34.2	30.3	19.8	11.4	4.4	1.21	1.159
Problems-see relatives	36.8	27.9	18.9	10.3	6.1	1.21	1.214
Do hobbies	36.0	32.4	20.0	7.8	3.7	1.20	1.282
Problems-see friends	42.4	27.6	16.7	7.6	5.6	1.10	1.183
Problems-see teacher	52.0	31.4	10.0	3.7	3.0	.74	.986

Factors Contributing towards Quality Communication Practice

Table 7: Factors Contributing towards Quality Communication Practice from Parents Perspective

Statement (n = 213)	Percentage (%)				Mean	S.D
	1	2	3	4		
Trustworthy	3.6	13.1	34.0	49.3	3.29	.821
Harmonious family	4.5	14.0	43.1	38.4	3.15	.826
Positive thinking	5.9	18.6	38.8	36.7	3.06	.887
Good neighbourhood	2.8	23.4	41.0	32.8	3.04	.821
Vast knowledge of parents	8.1	19.3	39.5	33.1	2.98	.922
Parenting knowledge	5.5	23.7	48.8	22.0	2.87	.813
Parents firmness	9.2	25.7	34.0	31.0	2.87	.959
Comfortable house	9.0	22.9	40.9	27.1	2.86	.919
Economy	7.5	26.1	40.1	26.4	2.85	.896
Parent's education	10.3	26.7	35.1	27.9	2.81	.960
Conducive environment	5.6	29.5	44.5	20.4	2.80	.827
Peer influence	12.0	27.8	35.3	25.0	2.73	.968
Influential teachers	12.2	31.4	34.2	22.2	2.67	.956
ICT consumption	15.1	32.0	32.1	20.7	2.59	.981
Many childrens-diversity of communication	11.9	36.5	36.8	14.8	2.55	.885
Many childrens-divided love	30.3	31.7	22.8	15.3	2.23	1.044
Presence of others-relatives	54.0	23.2	14.0	8.7	1.77	.990
Presence of others-grandparents	64.1	17.0	11.9	7.0	1.618	.946

1 = Disagree, 2 = Slightly agree 3 = Agree, 4 = Strongly agree

It is good to see that the children do not perceive the availability of many siblings (mean=2.23) which might cause divided love as a factor that contribute to quality communication practice. This means that numbers of siblings does not affect the communication practice.

Table 7 is the parent's perspective of the factors that contribute towards quality communication practice. It is found that parents also have the similar top five factors that contribute towards quality communication as the children. Parents also perceive that being trustworthy, harmonies family, positive thinking, vast knowledge of parents and good neighborhood as factors that contribute towards quality communication practice within family.

4. Discussion

Past research have proven that family factor is the biggest contributors towards youth misconduct (Paschall, Ennett & Flewelling, 1996; Paschall, Ringwalt & Flewelling, 2003; Alias M, Fatmawati & Mochtaria, 2013) which is in line with what this study have achieved to answer. Both children/youth and parents agree that quality communication practice within the family rely on factors of trustworthiness, harmonies family, positive thinking and vast knowledge of parents. Besides that, this study also proved that living surrounding (Lubis & Rabiyanur, 2011) also plays an important role towards quality communication practice.

As coined by psychologists whereby adolescent is a period of "storm and stress", every parent should be made aware of this and be equipped with knowledge and skills on how to handle their children. Trust, it is important for parents to constantly upgrade their knowledge, especially on

parenting knowledge and skill, as well as knowledge on adulthood in order to understand their children

Generally, there is not so much difference in perspectives of children and parents regarding the main findings of the study. If there is any, it is only in the matter of sequencing. Both agree that love, joyous situation, and appropriate language is a characteristic of quality communication within family which should be instilled during watching television, saying praying together, eating together and celebrating anniversaries. Those are the activities listed by children or youth and parents to be quality communication practices.

Attempts should be made to engage the youth for a conversation during watching the television and also during eating together. Try as much to perform shalah or prayer with all family members and not to forget each important date in the family and celebrate family member's anniversaries. If all the points raised by this study are taken up by the children and parents, we could have a youth that is satisfied with their communication processes and would not wandering around out there doing some meaningless activities that in the end would jeopardize their lives.



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