

# Communication Process Between Parents And Children Of Rohingya Refugees To Solve Children's Traumatic Condition In Termination, Medan, Northern Sumatra

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**Abstract:** Staying in the termination environment for a long time as well as very limited facilities is certainly very influential on the physical and psychological development of children Rohingya refugees. Limitations of interaction with the surrounding environment, limited financial condition of the family, unmet need for continuing education and environmental conditions and shelter that has not been fully adequate. This condition certainly affects the rate of development of refugee children, some of whom are very anxious and feel they have no future. Based on the initial observations of refugees both parents and children are very open, the main problem is that there is no certainty in the future when they will be placed into a third country and the lack of educational facilities for their children. The average family of refugees has been living in a termination of more than 5 years. Parent-child communication can affect the overall functioning of the family and the psychosocial well-being of the child (Shek, 2000). Therefore, the role of parental communication is needed to overcome traumatic in the Rohingya refugee children. This study aims to find out how the parent communication to overcome the traumatic conditions of children by forming children's self-concept, giving recognition and support, and create models. The research method used is descriptive qualitative method by collecting data through interviews to some parents and children in termination both experiencing direct violent conflict and discrimination that happened in during their stay in their country. Interpersonal communication between parents and their children in a conflicting situation was interested to be analyzed by using Coordinated Management Meaning Theory because in a conflicting condition parents should set their psychological condition aside as the traumatic victims. The result of the research showed that the function of parents' communication with their children could help solve the children's traumatic condition by developing their self-concept, give recognition and complete support, and apply exemplar model to them so that they could reduce their trauma. It could be seen through the increase in their activity and their willingness to self-actualize by continuing their study and their transparency toward their surrounding.

**Index Terms:** Rohingya Refugees, Interpersonal Communication, Medan

## 1 INTRODUCTION

In this research, we attempt to discuss and describe communication process between parents and their children in the termination place in order to develop children's self-concept, to give recognition and support, and to create a model in solving children's traumatic condition. In the last few years, Rohingya refugees have become the target of violence and humiliating; they stay in the termination place with various limitations. The slowness of the process of reconciliation and reconstruction in the post-conflict makes them stay for a long time in the termination place. On the average, they have stayed there for more than three years. This condition has negative impact on the children.

They lose the opportunity to continue their study, lack of social interaction, and are isolated from their environment. The research was a descriptive study which was aimed to describe parents' communication process in reducing trauma in the post-conflict and during their stay in the termination place. Children are considered as the most vulnerable beings to an unfavorable condition which can have negative effect which disturbs their development. The sense of uncertainty can cause a problem which has to be faced by child refugees, leaving their families, and have to adjust to their new and strange environment. Various unfavorable conditions are usually faced by refugees who stay in the termination place. These conditions highly influence their psychological condition, let alone they occur incessantly. The psychological change undergone by the refugees can be seen from their behavior in the termination place; they look moody, like to be aloof from strangers and ponder their destiny, become apathetic about their future, and do not even have any spirit to face their future. These conditions are, of course, not seen in children in the place of refuge. Physically, they are playing, running, and playing hide and seek among them. In reality, the horrific event in the past which killed their family members and relatives has caused them to stay in the place of refuge or termination for years with deep wounds in their hearts. Actually, they are longing for going back to their country and continue their schooling, but they can only say it to their families and close relatives. Of the 60 refugees who are located in the termination place, 50% of them are children. Based on the data, we can imagine that more children will undergo mental pressure which will eventually have the effect on their future life as adults. Communication constitutes the central aspect in human life. Child development does not occur by itself; it is the result of a process of inter-human

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relationship. Therefore, in the process of child development, the aspect of communication becomes very important. The position of parents as the closest persons to the children needs the capacity to communicate. It means that parents have to be able to express messages clearly to their children. A child growth and development, especially in his learning process, is through communication and interaction with other people. Parents who always talk positively will help grow self-esteem in their children, generate their enthusiasm, make them feel that they are worthy and happy, give them hope, and promote their souls. Communication between parents and their children is very important in controlling, monitoring, and supporting their children. Therefore, there are numerous intervention programs which are intended to increase the effectiveness of care which is focused on the increase in communication skill (Blake, Simkin, Ledsky, Perkin, Calabrese, 2001). Children undergo the process of growth and development in a circle and relationship (Thompson, 2006). Their experience by living together with their parents in the long run who know them well with various characteristics and inclination which they began to experience is the principal thing which influences their concept development and social personality. According to Thompson, relationship becomes catalyst for development and a channel for increasing knowledge and information, mastering skills and competence, support for emotion, and other influences since their early life. A good quality relation will have positive influence on development; for example, adaptation (Bynum & Kotchick, 2006; Magnus, Cowen, Wyman, Fagen & Work, 1999), prosperity (Levitt, Guacci & Weber, 1992; Merz, Consedine, Schulze, & Schuengel, 2009; Videon, 2005), pro-social behavior (Barry, Padilla-Walker, Medsen, & Nelson, 2008), and value transmission (Gru sec & Goodnow, 1994; Taris, Semin & Bok, 1998). On the other hand, bad quality relation will cause indolent (Gerard, Krishnakumar & Buehler, 2006), problem of behavior (Gerard, Krishnakumar & Buehler, 2006), or psychopathology in children (Doom, Branje & Meeus, 2008).

## MATERIALS AND METHODS

### Coordinated Management Meaning Theory

W. Barnett Pearce and Vernon Cronen are initiators of the theory of Meaning Management. The assumption of this theory is that conversation / communication is the basis of the formation of meaning to our personal life as well as our social life. This theory aims to create a life towards the better. In communicating, people try to build their social life through the giving of meaning and stimulate the formation of meaning that they create. They view the theory of Coordinated Management Meaning as a theory that can be utilized to simulate ways of communicating that can improve the quality of one's life through daily conversation. In its development, this theory of Meaning Management is widely used in the context of mediation, family therapy, cultural conflict and so forth. Furthermore, this theory develops several principles, namely:

1. A person's experience in a conversation/ communication is a major process in their life. Furthermore, Cronen stated that communication is not just a form of activity or activity but aims to know / shape who they are and how to create a good relationship.
2. The content of communication is no more important than how the human is to deliver it. People usually pay more

attention to how a person's style conveys a message, here non-verbal communication is important to note.

3. The actions of a person in communicating will create a continuing relationship in their interactions because the long-term impact is necessary to note.

### Interpersonal Communication

Griffin in Surip (2011: 28) explains that interpersonal communication is a continuous process and reciprocity both verbally and nonverbally to create and change the impression in both of our minds. Griffin also sees in interpersonal communication to be concerned about intimacy in communication. The more intimate a communication, the topic being discussed will also be more personal. Communication is a basic component of a relationship. There are three general approaches pointed out by De Vito in interpersonal communication:

- Interpersonal communication is defined as sending a message from someone and receiving a message from other people to a small group of people by direct effect;
- Interpersonal communication is a communication between two persons that have relationship between them.
- Interpersonal relationship is a kind of development/ increase in personal communication.

According to Devito in Surip (2011;31) suggests that interpersonal communication contains the following characteristics:

#### 1. Openness

Be open. Try new thing together. Part of openness is honesty. Be honest with the other person about your needs. Communicators and communicants express each other ideas or ideas that the problem freely (not covered) and open without fear or shame. Second-both understand each other and understand each other's personal.

#### 2. Empathy

Listen with empathy when he/she discloses personal information. Try to see things from your partners perspective. Understand your partners action from what he or she perceived to be the situation, not just from your point of view. A person's ability to project himself or herself in the environment

#### 3. Supportiveness.

Any opinions, ideas or ideas conveyed have the support of the parties who communicate. Thus the desire or desire that is motivated to achieve it. Support helps one to be more eager in carrying out activities and clean up the desired goals.

#### 4. Positiveness

Be positive. The degree to which you can keep positive, about things in general and specifically the relationship, has connection to the way your relationship will proceed. If you start thinking in negative term, differentiating between, your likes and your partners likes, your start to build the wall between you and your partners. Every conversation delivered can be a positive first idea, a positive sense preventing parties communicating to unsuspecting or prejudices that interfere with the course of their interaction

#### 5. Equality

A more intimate communication in the personal fabric is stronger, if it has certain similarities such as similarity views, attitudes, age, ideology and preferably (Liliwari, 1991: 13).

Schramm (1974) points out that among those who socialize

share information, ideas, and attitude. Interpersonal communication is actually a social process in which those who are involved in it will influence one to another. Some forms parents' interpersonal communication is as follows:

1. Creating an environment which is full of appreciation and opportunity to be independent;
2. Developing positive communication pattern;
3. Providing consistent regulation and clear limitation of each regulation;
4. Providing activities which support children's skills which have to be mastered by them;
5. Making children develop their self-confidence;
6. Emphasizing the importance of learning (Rio Ramamadani, 2013).

#### **A. Verbal Communication**

Symbol or verbal message is all kinds of symbols which use one word or more. Almost all speech designs which we are aware are included in the category of intentional verbal message; that is, any attempts which are done intentionally to get in touch with other people in verbal language. A language can also be called a verbal message code.

#### **B. Non-verbal Communication**

We perceive human beings not only through their verbal messages: how about their language (refined, rude, intellectual, capable of speak foreign language, and so on), but also through their non-verbal behavior. The importance of non-verbal message can be seen from the phrase, "it is not what he says but how he says it." Through a person's non-verbal behavior, we can find out his emotional circumstance, whether he is happy, bewildered, or sad. Plainly, non-verbal message is all gestures which are not words. Lerry, Samovar & Richard E. Porter (in Deddy Mulyana, 2005) point out that non-verbal communication is concerned with all stimuli (except verbal stimuli) in a communication setting produced by an individual who has potential message for the sender or the receiver. Thus, this behavior is intentionally or unintentionally as a part of communicative event. All in all, we often send non-verbal messages without being aware that the messages have meaning for other people. According to Ray I. Birdwhistle, 65% of the face-to-face communication is non-verbal, while Albert Mehrabian point out that 93% of social meanings in face-to-face communication are obtained from non-verbal gestures. According to Birdwhistle, all of us are actually be able to utter thousands of vowel sound, and our faces can create 250,000 different expressions.

The following are the types of non-verbal messages:

##### **1. Body Language**

Body language often speaks more than words. Expression in the face, tense in bodily posture, and even the way of a person's breathing have meaning. What is said by body language can strengthen what is said orally or contrary to it. A family uses all types of gestures, movement, smile, and body movement to express care and love (Sears, 2004). Each body organ like face (including smile and visibility), hands, head, legs, and even the body as a whole. can be used as symbolic gestures. Since we are alive, all our body organs always move. More than two centuries ago, Blaise Pascal wrote that human nature was movement; complete rest was death.

##### **2. Touch**

Science has showed that human touch is important for human development. Applauding and embracing will give more

message of care which is felt by those who are applauded and embraced. Tapping on shoulder, embracing, tight handshake, or other touches often give the feeling of love and care, strongly than words which uttered. Touch and embrace are some forms which are very enjoyable, compared with non-verbal communication (Sears, 2004).

##### **3. Proverb**

Proverb or vocalic is referred to sound aspects instead of uttering which can be understood; for example, the speed of speaking, tone (high or low), sound intensity (volume), intonation, dialect, intermittent sound, trembling sound, whistling, laughter, groan, weeping, grumbling, murmuring, rustling, and so on. Each characteristic of these sounds communicates our emotion and mind.

##### **4. Physical Appearance**

Every person has his perception on his own physical appearance, either his dresses (model, quality of materials, color) or other ornaments he wears like glasses, shoes, bags, wrist-watch, necklace, bracelet, ring, earrings, and so on. People often give certain meaning to their physical characteristics like bodily shape, skin color, hair style, and so on.

Concerning verbal behavior, non-verbal behavior has some functions as follows:

- 1) Non-verbal behavior can reduce verbal behavior; for example, you nod (your head) when you say, 'yes'.
- 2) Verbal behavior is strengthened, emphasized, and completed; for example, waving hand while saying, 'See you later'
- 3) Non-verbal behavior can replace verbal behavior so that it is independent; for example, shaking hands by palms can mean 'no'.
- 4) Non-verbal behavior can regulate verbal behavior; for example, looking at watch before or when class will be over so that the instructor will stop the class.
- 5) Non-verbal behavior can deny or contradict verbal behavior; for example, an instructor looks at his watch two or three times although he says that he still has time to talk with you as his student.

#### **Family Communication**

Family is the smallest social unit in a community that plays much of his role in the social development, especially at the beginning of its development which becomes the basis for the next personal development (Gunarsa, 2000). When children are still small and influenced by his family, they need understanding about their basic capacity. Children learn how to behave well, how to communicate, how to get friends, how to know what topic which will be discussed, and how to express anger or affection through verbal and non-verbal communication. Family is the most fundamental group of people. It is a context in which the first step of communication occurs. It is a teacher who teaches symbols and their meaning which becomes the foundation in the social life. Therefore, family has become the main source in learning vocabulary and symbols, meaning, and references so that new members of society can take the first measure in communication (DeFleur, 2005). Family environment plays an important role since they are directly and incessantly related to their children, give stimulus through various kinds of communication between parents and their children. Eye look, saying something affectionately, and soft touch are all the source of stimuli to

establish their personality. Family is as place where human for the first time get affection and love in their process of growth and development. Rae Sedwig (1985) points out that family communication is an organizing which uses words, body attitude (gesture), sound intonation, and action in order to create hope for image, expressing feelings, and mutual understanding. Furthermore Verderber in Budyatna & Ganiem (2011: 175-179 ) the points out that communication is very important and effective in a family which can be done by

### 1. Opening communication channels;

In young children of the school years, along with their language development, they will ask their parents many questions. Parents' limitation should not make them defensive (trying to cover their weakness). They are expected to be able to open communication channel by:

1. Being ready to answer all questions
2. Listening to their children's questions;
3. Not diverting their attention to others.

### 2. Facing the influence of imbalance in power

Communication between families are often influenced by dependency and distribution of power that comes from them. In many families children are often treated differently.

### 3. Recognizing and adapting to changes;

Recognizing the change also has another dimension. Parents need to have sensitivity to various changes in the child both in terms of psychic. Moreover, children who experience traumatic. Parents need to use supportive communication skills to help their children in the face of change

### 4. Respecting individual interests

Healthy family communication respects the interests of the individual. The importance of listening, understanding and pleasing others is a workable ability in family relationships.

### 5. Managing conflicts righteously

Because family members are interdependent have unique needs. In some families conflict is avoided by all means. So some families try to avoid communication on topic issues where there is disagreement. Children usually withdraw or submit to the position held by their parents.

## Parents

Viewed from the existence of family members, a family can be divided into two: nuclear family and extended family. Nuclear family is a family in which there are only three social positions: husband-father, wife-mother, and children-sibling (Lee, 1982). This type of family structure makes a family as the orientation for children, a family where there were born. The parents make family as the facility for procreation because nuclear family is established after a man and a woman get married and have children (Berns, 2004). In a nuclear family, the reaction between husband and wife has the type of mutual need and support like friendship, while children are dependent on their parents in fulfilling the need for affection and socialization. In creating effective communication, parents not only need knowledge but also the way to convey the knowledge to their children so that the children will

1. feel satisfied with the answer of their curiosity;
2. feel that their parents are the source which can be trusted;
3. obtain knowledge they have needed in preparing them to live in the community;
4. learn to do communicative interaction with their parents as the representative of the community.

As the skill in interpersonal communication, the capacity to communicate is established for the first time by the relation between children and their parents. Therefore, parents should be able to be good communicators by

1. listening attentively;
2. listening with empathy;
3. thinking before speaking;
4. communicating with body language;
5. Speaking accurately and diplomatically (Sears, 2004)

## Children

According to the KHA (Child Rights Convention), a child is a human whose age has not achieved 18. This is in accordance with Law on Child Protection No. 23/2002 which states that a child is he who has not reached 18 years old, including the fetus in the womb. A child still needs a special care and protection for the sake of his complete development and harmony from his personality. He has to grow in his family environment, in the joyful climate, affection, and full attention. He is completely prepared to live as an individual in his community. Therefore, a family as a basic group of the community and natural environment has the responsibility for its development and prosperity.

## Trauma

Trauma is an event which involves an individual that is indicated through an occurrence which can cause him to be wounded or die so that there is the feeling of scared/terrorized and hopeless (Alien, 1995; Maxman & Ward, 1995; Rosenbloom, Williams, & Watkins, 1999). According to American Psychiatric (APA) (2003), trauma in a person can occur as the result of various events like death, seriously wounded, sexual harassment, witnessing violent action, unexpected death of a close friend or relatives which can cause the symptom of trauma. Trauma in childhood can also lead to the development of the symptom of chronic trauma when he was an adult like vulnerable to depression and indicating the symptom of traumatic. This incapable coping makes them have high risk for doing violence when they face problem in their households when they are adults (Robinson, 2007). The impact of trauma is not only physical but also psychologically. According to Rosenbloom and Williams 1999, in Liliweri (2015: 153-154) a person who has traumais can damage some aspect of life needs such as:

- 1) Security: trauma can change a person's perspective on how secure the world is
- 2) Trust: the loss of trust in humans that resulted in the trauma occurred.
- 3) Control: traumatic events can cause individuals to lose their ideals and hope to continue life
- 4) Values and self-esteem: trauma can interfere with individual values and self-esteem
- 5) Intimacy: trauma can cause a person to close and become unfamiliar with others

## RESEARCH METHOD

This research used descriptive qualitative method. The data were gathered by conducting

1. Library Research which consisted of theoretical study, references, and other scientific literatures which were related to culture, values, and norms that were developing in the social situation (Sugiyono, 2012).

2. Field Work Research which consisted of observation (initial observation), field interviews and documentation with a number of parents and children who underwent violent conflicts and discrimination occurred in Rohingya ethnicity in Myanmar.

Informants were chosen based on the subjects that had a lot of qualified information concerning the research problems. Family communication between parents and their children in a conflict situation was interesting to be analyzed by using Coordinated Management Meaning (Coordinated Management Meaning). In Coordinated Management Meaning considers that the involvement of a person in a conversation is a major process in human life. Communication is not just a means to achieve a goal but how they shape their self-concept and create relationships. Through this theory we can see how to communicate both verbal and non verbal parenting to children Rohingya Refugees in overcoming traumatic experience. Dialectical communication between parents and children is basically an interactive communication between parents and children by creating a situation in an effort to obtain information needed to solve a problem appropriately.

## RESULTS AND DISCUSSIONS

In the midst of prolonged conflict, the families of Rohingya refugees have to be able to solve their traumatic problem. Prolonged violence and conflict not only cause death and the threat against national disintegration, but the families of refugees and their children also lose their prospect in the future (Suyanto, 2010). The condition of trauma was also undergone by their children. Muhammad Rusman (15) "At that time we were little children; were playing at school with our friends. We heard that our house was burned down at dusk, but before dusk we were moved by our parents to our grandmother's house. We were rather surprised since we did not know and see the house burned down; we only heard about it from our parents. We could not sleep soundly and we could not learn so that we could not get money from our parents who did not have any money left, and we also did not have house then. We wanted to buy passports to flee (to other countries) by ship, but we did not have any money. We boarded a big ship from Myanmar; there were many people with us on the ship which had only one machine. We stayed on the ship for 24 days, and then we landed in Aceh. From Aceh we moved to Medan by the help of IOM (International Organization for Migration). We fled with our family without friends since they were still there (Myanmar). We arrived in Medan. IOM supported us for months. Sometimes we got school, we got teachers, only two days in a week." The same was true to Yasmine (13). The conflict and discrimination which occurred in her country had brought about the feeling of insecure. There had been the change in behavior in the first year in the termination place. The remembrance of the beloved people who died brought about trauma. "The violence there (Myanmar) caused us not to be free. We also did not know about the conflict, but the Burmese did not like Muslims. The conflict was between the Buddhist and Muslims. They did not want Muslims in our country; they wanted to govern by themselves. We only went to school until Grade 4. There were many houses and mosques burned down and many people were killed, Our temporary houses had only roof. We slept on the sand. Many people got sick at that time and many people

were afraid of losing their property. We were mournful for nearly one year, but now we feel relieved. We were still very little at that time. There is only one way to forget the trauma; we want to go to school but we cannot do it here. It seems that day stays long when we do not go to school. IOM only gives us five hundred a month, but it is not enough, so we cannot go to school because it is expensive. We save the rest for the two of them (her little brothers) so that both of them go to school, Four of us want to go to school, but only two can go to school. We have been here for four years without schooling. It is almost five years. We do not stay long here, we are moved again." According to Herman (1997), the bad effect of traumatic is that the victims become vulnerable. They have no feeling of self-existence anymore. This feeling can be developed by getting in touch with other people (Nasution, 2011). Social support is a support which comes from other people like friends, families, neighbors, co-workers, and the others. In the termination place, Yasmin did not have any female peers. Since there no fund for schooling, she spent most of her time communicated with her family, especially her mother who helped her development by giving knowledge and practice of sewing. Fitzpatrick and Badzinski point out that one of the focuses in research on family communication concerning parents and children is enabling communication which includes agreement, encouraging, affective expression, giving help, and cooperation (Lestari, 2016). The result of the observation found that there was the difference in the communication method between Yasmin and her brother, Rusman. She had difficulty in speaking Indonesian although they had lived in the termination place for 8 years. Through her gesture, she looked as if she rarely smiled and spoke without expression when she was interviewed. She lived secluded in her house. It was different with Rusman who were often outside of the house with his friends. During the interview, he seemed very close to his male friends so that his Indonesian was better and his gesture showed transparency. Parents play an important role in establishing children's perception on the world through the communication with their children. Communication influences mental condition and can develop understanding among human beings and its relation to others. Through communication, human beings can disclose their ideas, value, and identity which discloses who they are and how they carry out relationship with the other people (Wood, 1995)

### 1. Opening Communication Channels

If communication channel in family becomes transparent, each of the family members should be free to ask for information about behavior which has become the problem for the other family members. Transparency in the Rohingya family communication was evident when the parents told about the accident which was undergone by the family until they arrived and stayed in Indonesia to get asylum. Their children honestly and transparently conveyed messages to their parents so that their parents positively responded to the information needed by their children. It was an effective process of reciprocal communication between parents and their children. The desire of Yasmin and Rusman to go back to school was often told to the family. Here, the parents gave their support by getting the facility of home schooling from IOM. The transparency of the Rohingya family was also very helpful for the researchers in conducting interviews during the research. The close relationship among the family members

was seen from the observation. The relationship between father and his children was very close. It could be seen from the non-verbal communication like touching, carrying the child on the back, and tapping the children's shoulders while speaking. The father often carried his children on his lap and touched their hair smoothly.

## 2. Facing The Influence Of Imbalance In Power

The main responsibility of family members toward the others was "speaking" which included the elements of verbal and non-verbal communication which would contribute to the development of strong self-concept for the family members, especially for the children. In a Rohingya family of parents of children who are older are expected to succumb to another child. Rohingya's parents decided that smaller children should have more right to education. So Rusman and Yasmine were asked to give in and not continue their education. Because of the limited economic conditions, only one child is Dilara who can receive education beyond termination. Here Rusman and Yasmine can only submit to their parents' decisions

## 3. Recognizing And Adapting To Changes

Parents are model or example of good communication for younger family members. Parents are responsible for socializing to their children in facing problems in their life. On the other hand, parents can collaborate in giving examples through discussion, giving consideration, reminding, expressing their feeling, and supporting their children's disagreement. By doing this, they not only maintain their relationship but also giving examples to their children how affective people settle a conflict (Verderber, et. al, 2007) Parents in the families of Rohingya refugees are also the subject of the violence of the Military junta in Myanmar. As the subject, they also undergo anxiety, fear, and uncertainty which cause pressure in them. As the persons who have to be responsible for their development. Parents should be able to become a model for their children who undergo trauma. They are demanded to be able to communicate well verbally and non-verbally by ignoring suppressed condition undergone by them. "Mother said, the Government has burned down her house. That Government burned down houses and her village. She always thinks of her children, how to send them to school and how about their future. She said that that country is not the right place to live for us. We don't have hope there. The important thing is that the children can go to school and their future. She came to Indonesia by crossing the sea by ship. The ship was on the sea for more than a month because the destination country refused us. Thus, they did eat or drink while they were on the sea. Many passengers died and were thrown out into the sea. Four children of this mother almost died. She will be sad when she remembers it. We have been here for eight years. The children cannot go to school, but here we are safe. She can sew," said Nurkhalimah (34 years old) which is in accordance with the translation by Abdul Wahid

## 3. Respecting Individual Interests

Anxiety and uncertainty about the future become one of the causes of Rohingya children experiencing traumatic. Not much activity they can do during termination stay. Interaction with surrounding communities is very limited. The future of Rohingya's children becomes the focus of their parents' thinking. Efforts to get the opportunity to learn are done by

their parents, so that some time Yasmine and Rusman got the opportunity to learn through home schooling. But it's only for a while. Now this teacher who is provided to teach them in termination never comes again.

## 4. Managing Conflicts Righteously

The frequent conflicts in the Rohingyas are more an expression of discomfort, discontent, fear of the conditions they face during termination. The demands of Rusman and Yasmine to be able to go back to school became a family conflict. And the boredom that Yasmine experienced because it can not mingle or interact with people around. In this case the parent is trying to deal with conflict by explaining to Yasmine regarding the level of security in the termination can not be guaranteed moreover she is a girl. Yasmine ultimately under the supervision of his mother, he could not freely interact with local people.

# CONCLUSIONS AND SUGGESTIONS

## Conclusions

Communication becomes an important part in human life because, in general, a person spends 50% to 70% of his time to communicate, either in a written form, face-to-face meeting, or through telephone. It is worthwhile to note that 80% of communication is done by talking about anything and how to talk which are very determining the success and the quality of a person's life (Cole, 1997). In the social phenomena which occurred to the Rohingya refugees in Medan, the children's parents should do the double role: as the victims of discrimination and genocide done by the Military Junta and as a model for their children in communicating. They also underwent psychological trauma although in this case their interpersonal communication should always be effective guiding their children so that the children can be cured from their trauma. It could be concluded as follows:

1. Parents should be transparent in guiding their children, Good family communication, verbal and non-verbal communication, is highly needed in order to support the development and recovery of their mental condition in the post-communicative trauma;
2. Open communication between parents and their children in solving the Rohingya children's trauma has been applied in their family's life. Parents' response and reaction to the incidence in the past has given positive information of the cause and effect why they seek asylum in Indonesia. The children's anxiety toward their future is also expressed by them to their parents to find a solution. This effective family communication can reduce the feeling of anxiety as the result of trauma;
3. The parents continuously attempt to build positive self-concept in their children. In the Rohingya family, self-concept which influenced by the Islamic values is very strong. Boys are taught to be responsible; therefore, Rusman had great desire to continue his study to a higher level, while Yasmin is developed her self-confidence by being taught how to sew well by her parents.
4. Parents' support toward their children will have the effect on their children's aspirated development, while parents who give less response will decrease the achievement of their children's aspiration (Crandall, Katkovsky & Crandall, 1965). The parents Rohingya refugees attempted to support their children's development. By their limitation,

- they were responsible for their children's problems by communicating the best solution. Financial limitation had caused the Rafiq's family to make only 2 children to go to formal school while the other 4 children only got
5. Financially, the aid they received was not adequate while there was the rule which prohibited refugees to work outside the termination place.
  6. Parents are able to be a model for their children in solving their children's trauma. But in general the sense of trauma and loss of hope for their future still exists within them

### Suggestions

The communication process between parents and children in termination needs to be supported by adequate residence facilities. The interaction with the surrounding communities should be fostered to reduce anxiety. The feeling of isolation and a lack of jobs makes the communication process parents and children can not completely relieve their traumatic

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