

Mindfulness as the Fundamental Element in Developing Effective Communication Between Late Adolescents and Parents

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Abstract

The purpose of this article is to explain the fundamental element that helps develop effective communication between parents and late adolescents. While undergoing academic activities in higher education, late adolescents often experience various academic stresses. To deal with these, late adolescents need to communicate with their parents as their closest relatives. This way, they can get positive support to be more motivated and responsible in academic activities. Late adolescents - parents good communication may also reduce learning burnout and depression. However, the types of communication that occurred are not as expected. It does not provide the right solutions, and it makes late adolescents feel judged, unrespected and even causes conflicts. Therefore, parents and adolescents need to know the fundamental element to develop effective communication between them. Through literature review as the preliminary research conducted to determine what elements can develop effective communication, findings showed that mindfulness is the fundamental element in developing effective communication between parents and their late adolescents who are experiencing academic stress in higher education.

Keywords: Academic stress; effective communication; late adolescents; mindfulness

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INTRODUCTION

Family interaction requires effective communication among its members. It allows each member to share ideas and feelings that can strengthen the relationship. According to De Vito (2016), the effectiveness of interpersonal communication and the ability to engage in satisfying conversations affect a person's sense of happiness. (De Vito, 2016). Communication is one of the important aspects in conducting interpersonal interactions, including within the family (Thakkar & Sheth, 2014), to convey information, educate and influence each other in order to obtain a change in attitude (Effendy, 2009), creating quality relationships between parents and adolescents (Kusuma, 2017). Through good communication, adolescents and parents can maintain relationships (Suryadinata, 2016), convey their opinions and difficulties to their parents openly (Christian & Jatmika, 2018).

While studying in higher education, late adolescents experience a transition period by facing various activities in a new community. With the existing situation, late adolescents are required to be independent, however, they are not able to be fully independent because in some ways they are still dependent on their parents (Alfakalia, 2017). When carrying out learning activities at the universities, various things can cause tension in students, such as stress due to demands for time for collecting assignments, exams, competition (Murphy & Archer, 1996), experiencing academic stress, decreased

motivation (Oetomo, Yuwanto & Rahaju, 2019). Parents need to accompany adolescents to make decisions independently regarding life plans, problems related to education, ideology, things that require greater responsibility (Bella & Ratna, 2018).

The application of the Distance Learning (PJJ) method in learning activities at universities during the pandemic, encourages students to be more independent in learning, wisely use ICT devices. The increasing frequency and duration of engagement with various applications that use the internet network causes social media fatigue in late adolescents. (Rahardjo, Qomariyah, Mulyani & Andriani, 2020). Students also experience academic stress when they cannot do their experiment in the laboratory (Winarti, 2021), academic stress, and various problems in learning (Jannah & Santoso, 2021; Lubis & Rasyid, 2021; Waode, 2020).

Gunawan as cited in Nugraha (2019) explained that out of 441 students studying at universities in Bandung, 80 people were found to be depressed and 24 people had attempted suicide, with various causes, problems in the family and with matters related to the social environment. Hidayat as cited in Susanti (2019) explained that the results of a survey of first-semester students at universities in Bandung, it was found that 30.5 percent of students experienced depression, 20 percent thought seriously about suicide, 6 percent had tried to commit suicide with various causes including academic stress, bad relationship with parents.

Effective communication between parents and their late adolescents who are experiencing academic stress in higher education is very important. It can give opportunities for the late adolescents to convey their feelings and discuss their problems without being afraid. Jasra from KPAI as cited in Halidi & Varwati (2020) explained that parents need to be a safe place for the child to pour their feelings and problems, including when they face academic stress in learning from home during the pandemic. Parents' attention to their late adolescents' learning activities affects their learning motivation and enthusiasm in doing assignments and thesis (Agustina & Kurniawan, 2020). The better the communication between parents and children, the lower the academic stress experienced by first-year students in higher education (Saraswati, Antari & Saputra, 2020).

However, ineffective communication will cause problems for late adolescents. Rita Pranawati from KPAI as cited in Sasongko (2015) explained that when communicating with children, parents tend to ask questions related to knowledge in a closed-form so that they do not provide opportunities for children to tell more about their situation. Students often experience academic pressure while undergoing learning activities in higher education. Students who cannot be detected as having experienced stress since the beginning of college can experience depression, even suicide (Khasanah, Pramudibyanto & Widuroyeki, 2020). This shows that it is a must for parents and late adolescents who are under pressure while undergoing academic activities in higher education to have effective communication. There is a relationship between parental communication patterns and the level of academic stress experienced by first-year students in higher education (Saraswati et al., 2020)

According to previous research, there are not many studies that explain how communication between parents and late adolescents who study in higher education can be developed to be more effective, even though this is really important to late adolescents who need to communicate various problems and academic pressures they face to their parents. Through literature reviews from various references such as articles, books, news, and documents from other electronic media, it is hoped that the findings can show what is the fundamental element in developing effective communication between parents and late adolescents who experience academic stress in higher education.

METHOD

This research was conducted using the literature review method, as the preliminary stage in the research. The aim of this research is to determine the elements needed to develop effective communication between parents and late adolescents who experience academic stress in higher education. The data collected is secondary data obtained through Google Scholar search in order to obtain information on quality articles in online journals. Articles are mostly published in the last ten years with academic indexes, such as Google Scholar, PubMed, Directory

of Open Access Journals, SINTA (Science and Technology Index), textbooks from various academic publishers, online repositories. Data were also obtained from dictionaries, writings and official documents, and electronic news that are relevant to the research objectives.

FINDINGS

From the various literature reviews, the researcher collected more detailed information related to the characteristics of late adolescence and academic stress faced in higher education, the understanding of the importance of effective communication, the concept of mindfulness, and its implications in developing more effective communication. All the information which is relevant to this research objective will be analyzed to find what elements are needed in developing effective communication between parents and late teens who experience academic stress in higher education.

Late Adolescents in Higher Education

There are various views in determining the age range of adolescence. According to data from the Ministry of Education and Culture (2013, p.1), adolescents who study at the high school level are on average 16-18 years old, and those who study at the undergraduate level of higher education are in the 19-23 year age range (Kementerian Pendidikan dan Kebudayaan, 2013). Havighurst (1972) as cited in Nurihsan & Agustin (2016) argues adolescence is in the age range of 12-21 years. The adolescent transition period starts from around the age of 10 to 12 years and ends at the age of about 18-22 years (Santrock, 2012). The age range of adolescence can be divided into three stages, namely the age of 12-15 years referred to as early adolescence, 15-18 years as middle adolescence, 18-22 years of late adolescence (Varenhorst, 1988).

Students who are at the age of 18-22 years are said to be in a transition period from adolescence to adulthood and are generally separated from their families to start living their own lives for the first time. During the process of establishing independence, there is a potential crisis point, and this crisis is understood as something of a "threat" in the process experienced. (Erikson, 1968).

Late adolescents are more required to have independence in carrying out various things, including in carrying out learning activities in higher education. Students need to be more independent in exploring the learning materials they are undergoing in order to have better competencies (Yuliati & Saputra, 2020). In general, the phenomena experienced by late adolescents in higher education have similarities, where they are increasingly required to be more independent. Friendships in groups are still considered important. The development of cognitive thinking increasingly enables adolescents to be able to consider aspects of moral, rational, and reflective thinking, (Papalia & Feldman, 2012).

Adolescents at the period of late adolescence undergo a transition in physical, cognitive, and socio-emotional changes to the age range of young

adulthood. (Livesey & Rostain, 2017). Changes in a person's brain during adolescence undergo significant structural changes. From the results of a longitudinal study conducted by Giedd (2008) on subjects aged 3-30 years, functional and structural improvements in connectivity and integrative processing, and an altered balance between limbic and frontal lobe functions, are increasingly widespread in early adulthood. The front part of the brain (prefrontal cortex) which regulates the ability to reason, make decisions, self-control, will reach maturity at the age of 18-25 years, even more. In effect, adolescents are controlled by emotions rather than the ability to think, and reason. (Giedd, 2008; Santrock, 2012).

At the age of 18-21 years, adolescents are able to think objectively in considering matters related to work and professionalism (Jordaan, College, Universip & York, 1974). At this age, they have begun to make their own decisions even though they still need advice from others, plan for further studies and careers in the future, have a more valid view of their personality (Healey, 1982; Jordaan et al., 1974; Yusuf, 2019). The age period of 18-25 years is neither adolescence or young adulthood. This new developmental theory begins in the late adolescence to twenties, with a focus on 18-25 years of age. At this age range, individuals leave the dependence of childhood and adolescence and begin to carry out emerging adult roles such as exploring the possible direction of life in the future in various aspects of life. (Arnett, 2000). The characteristics of adolescents in this age range are self-instability, identity exploration, self-focused (focusing on themselves), feeling in between (feeling themselves in a transition period), having the opportunity to change their lives with various possibilities (Santrock, 2012).

Academic Stress in Higher Education

According to Misra and Castillo (2004), academic stress is the pressure experienced by students' subjective perception of the amount of knowledge that must be mastered along with the perception of not having enough time to do it. Academic stress is related to academic failure, feelings of failure, and even awareness of the possibility of failure. Academic stress is caused by academic stressors and a situation where students are unable to face academic demands and perceive them as distractions (Sayekti, 2017). Academic stress is a condition in which a mismatch between environmental demands and the actual resources of students occurs, which causes students to be increasingly burdened (Rahmawati, 2012), due to the emergence of subjective perceptions of an academic condition that elicit student responses, both in the form of negative physical reactions, behavior, thoughts, and emotions due to the pressure (Barseli & Ildil, 2017).

With the distance learning method (PJJ) in higher education during pandemics, students often experience academic pressure. Students cannot meet face to face with lecturers and their college friends, their motivation and enthusiasm have decreased. Frequent use of ICT tools can cause social media fatigue, where the cognitive load is large while the ability to process information is lacking

(Rahardjo et al., 2020). For students who need learning in the laboratory, they experience pressure because they cannot conduct experiments or practicum using the equipment needed according to the lecture material (Winarti, 2021). In the absence of practicum and face-to-face learning, students can experience a decrease in motivation and enthusiasm for learning which results in students experiencing tension in learning (Asmanullah, Hamdani & Indonesia, 2019; Annur, 2020).

Students experience academic stress and burnout which adversely affects the way students communicate (Agustin, Setiyadi & Puspita, 2020). For students who are not detected as experiencing stress from the start, they have the potential to experience depression (Khasanah et al., 2020).

Mindfulness Concept

Mindfulness (being aware or mindful) which is synonymous with 'awareness' is often described as an act of paying full attention, there is a purpose, at the moment, and non-judgmental. When parenting practices are accompanied by awareness, this leads parents to see themselves and their children further inward, see and understand them more wisely with a compassionate heart, through what they see. Mindful parenting is a parenting concept that refers to the principles of mindfulness (Kabat-Zinn & Kabat-Zinn, 1976), refers to parenting in which mindful practices and concepts integrate the thoughts, feelings, and behaviors of parents (Coatsworth, Duncan, Greenberg & Nix, 2010)

There are five dimensions based on the concept of psychological awareness where mindfulness is based on intervention and parenting studies in mindful parenting, namely: 1) listening with full attention in a focused manner; 2) emotional awareness in oneself and in children; 3) self-regulation related to the relationship in parenting; 4) accept oneself and the child, do not judge the behavior of the child and himself; 5) have a compassionate heart with sincere love. (Duncan, Coatsworth, & Greenberg, 2009; de Bruin, Zijlstra, Geurtzen, van Zundert, van de Weijer-Bergsma, Hartman, Bögels, 2014)

Mindfulness is very important for the process of communicating between individuals. Individuals who apply mindfulness in communicating need to consider the following: 1) learn to view someone in a certain category; 2) openness; 3) be aware of very strong feelings in first impressions; 4) be aware of the possibility of misinterpretation; 5) be aware of unproductive communication patterns; 6) remind yourself of the uniqueness of the current communication situation; 7) identification and evaluation. Interpersonal communication is influenced by the quality of the relationship between individuals. (Burgoon, Berger, & Waldron, 2000; De Vito, 2016).

The Importance of Effective Communication

Interpersonal communication is the verbal and nonverbal interaction between two (or sometimes more than two) interdependent people (De Vito, 2016). Communication is considered to occur as long

as there is a common meaning of what is being said and discussed. (Effendy, 2009).

The dimensions of interpersonal communication are (1) Openness in the form of self-expression from communicators to effective communicants, expressions of words when speaking, self-disclosure, listening with full awareness (mindfully), happy to listen; (2) showing empathy that fosters self-confidence from the communicant towards the communicator; (3) A supportive attitude that is seen through the support given by the communicator to the communicant, non-judgmental, an attitude of respect, being honest, not wanting to win alone; (4) a positive attitude (positiveness), giving good motivation; and (5) Equality where the communicating parties respect each other and are aware that each individual has something important to convey and contribute (De Vito, 2010; De Vito, 2016; Wardhani, Soedarsono & Esfandari, 2016). In communicating, a person's ability to be aware of who he or she is (self-awareness) and aware of the situation, will affect the quality of communication made to others (De Vito, 2016).

Communication will be effective if the stimulus desired by the sender of the message (source) effectively corresponds or matches the stimulus received by the recipient of the message (Tubbs, 2006). Effective communication occurs if someone succeeds in conveying what he means, or if the stimuli conveyed by the sender of the message are in accordance with the stimuli received. To build effective communication, Tubbs concludes that there are few things that can be used as parameters: careful understanding of the content created by the sender of the message, the influence on the relationship that can be done well to be improved, and encouragement for the message to perform an action as expected through the information communicated (Tubbs, 2012).

Effectiveness and communication are essential components in communication (Wang et al., 2019). During the transition period and undergoing activities in college, it is necessary for parents to support and approach their late adolescents (Adams, Ryan, & Keating, 2000). Adolescents and parents can maintain closeness between them through good communication (Suryadinata, 2016). During this pandemic, distance learning activities provide opportunities for parents to establish better communication with their late adolescents and increase their abilities (Puspitorini, 2020). The way parents communicate has an influence on the independence of their adolescents while studying in higher education (Nursaptini et al., 2020).

Ineffective communication between parents and late adolescents has a negative impact on their lives and the relationship between them. Lack of communication intensity can cause parents to be late in knowing the problems faced by their late adolescents in higher education (Iswirno & Ardiansyah, 2020), and have the potential to reduce the harmonious relationship between parents and adolescents (Setyawan, 2017). Bad communication between parents and late adolescents causes deviant behavior in late adolescents (Syifaunnufush & Diana, 2017). Communication that is not smooth

causes disharmony and conflict between parents and their late adolescents. (Viny, 2018).

Parental communication patterns have an influence on the lives of late adolescents in higher education. According to Saraswati et al., (2020) regarding the relationship between parental communication and academic stress for first-year students in college, the better the communication between parents and late adolescents, the lower the academic stress experienced by them. The pattern of communication carried out by parents with their late adolescents who study and live far apart in different cities, is able to produce effective communication for both of them (Permata, 2013; Yudha, 2019). There is a positive influence of communication between parents and adolescents in dimensions of feelings and moral actions, as well as the character of adolescents as a whole (Situmorang, Hastuti & Herawati, 2016). Good communication between parents and adolescents has an influence on the students' lives in adapting to the new environment in higher education (Gunandar & Utami, 2017; Rasika, 2015)

DISCUSSION

Based on effective communication according to De Vito (2016), underlying aspects such as 1) Openness, listening with full awareness and full attention; 2) Show empathy and try to understand the content of the message being communicated; 3) Communicate in a supportive way, non-judgmental, acceptance and respectful; 4) Being positive, motivate; 5) Realizing the existence of equity in the importance of the message conveyed by each person are very important. The following paragraphs explain how mindfulness can be applied in communication between parents and adolescents.

Mindfulness as the Fundamental Element in Developing Effective Communication

Previous research has shown that effective communication between parents and late adolescents is not easy to develop for various reasons. The difference in era or generation can be one of the causes. Rapid social and technological developments have caused this gap to widen. Parents often have difficulty keeping up with changing social and technology developments, making it difficult to understand the condition of their late adolescents. As of late adolescents, they find it difficult to understand the thinking patterns of their parents which are still considered traditional. Aspects of traditional parenting such as controlling adolescents' behavior, controlling psychological aspects of them, responsiveness, support for autonomy, are related to the emergence of internal problems in adolescents (Thakkar & Sheth, 2014). Communication is the tool that can bridge the gap between them. This helps parents and adolescents to respect each other's opinions more (Lippold, Duncan, Coatsworth, Nix & Greenberg, 2015; Thakkar & Sheth, 2014).

Openness, willingness to listen openly, and full attention

The openness of communicators happens when communicating in the form of self-expression from communicators to communicants shown through spontaneous reactions, expressions of words when speaking, self-disclosure accompanied by full awareness, willingness to listen openly with full attention. De Vito (2016) explains that openness is one of the dimensions of mindfulness that is needed in the process of communicating between individuals.

The communicator needs to be open to new information and one's points of view, trying to see from their perspective even though it is contrary to the thoughts of each person. (De Vito, 2016: 33). This can avoid misinterpretation of the message conveyed between them. According to mindfulness in communication, the communicator must be open to new information and others points of view and do not have strong feelings in first impressions. (Burgoon, Berger, & Waldron, 2000; De Vito, 2016). The attitude of openness can affect the ability of individuals to express their respective opinions and accept each other's points of view (De Bruin et al., 2014). Openness is a way to resolve existing differences. Sharing feelings, thoughts maturely, accepting and understanding, building relationships be more closely.

When parents have the willingness to listen to their adolescents openly in communication, it can also motivate them to be open. Through open communication, late adolescents can convey the difficulties they face and deliver their opinions to their parents calmly without feeling worried (Christian & Jatmika, 2018). The family will function optimally if there is open communication and attitude, and mutual acceptance (Zuhri, 2009). Effective communication can be seen from good relationships among family members and the existence of mutual understanding (Tubbs, 2012)

Parents must pay close attention and listen very carefully to what their adolescents say in every interaction. Mindful parents will be sensitive to the content, tone of voice, facial expressions, and body language effectively, so that through those signs parents can detect the child's needs and the meaning of what they say. When the children become adolescents, listening with full attention is very necessary because physically parents cannot monitor most of the behavior of their adolescents, even the information that parents get about their adolescents most likely come from verbal conversations, not through direct observation (Smetana, Metzger, Gettman & Campione-Barr, 2006). In communicating with late adolescents, parents must listen mindfully, try to understand every message conveyed in order to get the right message. De Bruin et al., (2014), explain that parents need to listen mindfully, will not be easily distracted, stay focused and will not be busy thinking about things. Parents who have high levels of mindful parenting adopt a positive parenting style and also apply it in interacting and communicating with them, will give a good influence on their child (Lippold et al., 2015).

Parents are not always able to know what adolescents do in their activities. Attentive parenting

and the meaning of presence does not mean that parents should always keep an eye on what their adolescents are doing, intervening, and help them facing challenges (Smetana et al., 2006). According to Riesch and Chanchong (2003), there is parental awareness of the importance of appropriate communication techniques in listening, sharing feelings, empathizing, controlling emotions, and speaking assertively when communicating. When communicating, young adults are willing to accept blame for conflicts or misunderstandings that occur in certain situations, but if there is a lack of respect and hostility from the other party, they will change the topic and not bring it up. The mindful parenting program provided was able to improve the aspect of listening with full attention from parents to adolescents and to support interaction between them (Mubarok, 2016).

Sometimes, students who study and live in a different city from their parents do not want to bother their parents with the academic stress they experience. They reduce the intensity of communicating with parents in the hope of not wanting to bother parents. Parents need to understand the developmental conditions of their late adolescents studying in higher education who are increasingly choosing to be independent so that they are able to understand how much the intensity of communication is right for their late adolescents. There was a significant influence between the intensity of parental communication on reducing the stress level of students who study in different cities from their parents (Nuzuli, 2020).

In the current era of ICT, conveying messages through posts on social media has become a habit for late adolescents. This causes them to often use social media to show parents the activities they are doing in higher education. However, research shows that late adolescents prefer to communicate face-to-face rather than through a smartphone if it is possible. Both parents and their adolescents who study in different cities prefer face-to-face communication. This method provides an opportunity for them to develop ways of communicating between them (Singh, Nur Fatin & Singh 2018).

Communicate with Empathy

According to De Vito (2016), showing empathy from the communicator will build a sense of trust from the communicant towards the communicator, both verbally and nonverbally. With empathy, parents try to see things from their child's point of view and to understand what their child may be feeling or experiencing. This includes an awareness of parents' own feelings, as well. (Kabat-Zinn & Kabat-Zinn, 1967).

The social support from parents who respect their late adolescents according to the stage of development they are experiencing, accept the adolescents' situation as they are, and make them feel appreciated. This is very influential for late adolescents who face academic stress. The most influential social support from parents for their late adolescents who experience academic stress is the support to understand and appreciate them (Ernawati & Rusmawati, 2015). Parents need to understand the

position of their late adolescents who are starting to be independent and in making decisions (Arnett, 2000).

Parents who are empathetic and have compassion for late adolescents, are understanding of the needs and pressures experienced by the adolescents, and are motivated to comfort them according to their needs. A heart full of compassion both for himself as a parent and for his or her adolescent can be seen from the sincere concern of parents for adolescents and for the struggles that they are being experienced (Duncan et al., 2009). The form and the way parents communicate with their adolescents, will affect their sense of security and make it easier for them to recover from various stresses (Bowlby, 1982). With the establishment of a good and consistent way of communicating between parents and adolescents, the conversations that occur, whether related to discipline or instructions, will not cause problems between them (Setyawan, 2017). Parents can learn a great deal about themselves by bringing mindfulness to the thoughts and feelings that come up when their child is sharing something difficult with them.

When showing empathy, it is important for parents to have effective listening and full awareness in recognizing the emotional feelings of themselves and their late adolescents. The dimension of self-awareness as a parent is seen in the ability of parents to prioritize what they feel before taking action when the child is sad or disappointed, there is an attempt to maintain emotional balance, not reactive even in difficult situations. Parents need to have the ability to correctly identify the emotional state of themselves and their late adolescents so that communication that is accompanied by attentiveness can be carried out without judgment.

The ability of parents to identify the emotional state of themselves and their children in a mindful manner enables them to make conscious choices about how to respond appropriately rather than reactively (Duncan et al., 2009). In mindful parenting, the background of parenting experienced by parents in the past affects parenting. This explains why emotional awareness in parents and emotional awareness in children emerge as separate factors in the mindful parenting approach (de Bruin et al., 2014). Parents need to understand how to communicate with teenage boys or teenage girls. The approach taken in communicating something to someone is influenced by their gender. A mindful parent becomes more aware of the differences in communication patterns between boys and girls related to moral, social, career, and spiritual issues (Thakkar & Sheth, 2014).

Communicate in a Supportive, Non-Judgmental, Acceptance and Respectful Way

Late adolescents need support from their parents regarding the academic stress they experience in higher education. When they communicate their problems with their parents, they need to be understood from their perspective. As parents, they need to understand the messages their adolescents convey from the adolescent's perspective. Through this, the adolescents can feel more respected and

accepted. Mindful parents have compassion, accept children's emotions without judgment even when they are struggling in life (De Bruin et al., 2014; Kabat-Zinn & Kabat-Zinn, 1967).

Parents' acceptance of late adolescents needs to be understood by late adolescents as an acknowledgment that the challenges they face and the mistakes they have made are part of the life process. However, acceptance from parents here does not mean agreeing to every child's or adolescents' behavior if it is not in accordance with parents' expectations. Parents need to communicate and explain their standards and expectations for their child's behavior, according to the cultural context and developmental level of the child. (Duncan et al., 2009).

Parents who understand the stage development of adolescence know how to communicate with late adolescents in an appropriate way. When parents deliver messages in the form of advice and even commands or instructions, their late adolescents will appreciate and respect them. Parents also play a role in helping late adolescents studying in higher education who face difficulties in doing assignments and who experience decreased motivation and self-confidence (Alfikalia, 2017). Parental communication patterns affect the level of academic stress experienced by first-year students in higher education. The better the parent-late adolescents' communication pattern, the lower the level of academic stress experienced by the late adolescents (Saraswati et al., 2020).

Late adolescents do not want to be spoken to in a way like with children. They want to be appreciated as more independent individuals, do not want to be criticized, and want to be respected. If they feel unaccepted by their parents, they tend to hold back, change the topic, manipulate, avoid, choose not to continue the communication (Riesch et al., 2003). It is important for parents to understand their late adolescents' emotions according to the stage of development. Parents who are involved in every process of development and emotional condition of their late adolescents, are able to provide empathetic support, and better relationships. Parents must be able to show respect, tolerance for independence, personal uniqueness, and freedom of expression for their late adolescents who are facing problems. (Islamadina & Yulianti, 2005). There are different considerations when late adolescents convey their condition in carrying out academic activities. Students in higher education sometimes convey their condition to their parents by communicating it through posts on social media. The content of the post can be in the form of academic success, sports activities, problems in learning activities. Students often post things that look good in order to build a positive self-image. (Fang & Gong, 2020)

Positive Thinking, Motivate, Be Aware of the Situation

Having positive thoughts in communicating involves several aspects, such as reflective listening, empathy, providing supportive comments, enabling family members to share preferences and needs with one another. Conversely, negative communication

such as conveying disproportionate messages speaking without empathy will reduce the ability of family members to convey their feelings to one another (Olson & Russell, 1983). By giving full attention when communicating with late adolescents, it can motivate them to express more what they think and feel (Smetana et al., 2006), and parents can better understand what their adolescents are thinking and feeling more accurately so as to reduce conflicts and disagreements that may occur (Hastings & Grusec, 1998). Some basic mindfulness techniques can reduce automatic responses to stress and reduce emotional reactivity by listening attentively, non-reactively, and non-judgmentally; acknowledging another's emotions without taking them personally so as not to get carried away in negative emotions (Bogels & Restifo, 2010).

Parents need to learn to accept their children according to the stage of development, both physically, cognitively, socially, and emotionally. Late adolescents begin to be independent when facing various pressures and problems faced in higher education. Sometimes adolescents ask for parental attention, hoping for parental love, but at the same time they want to have distance from them and want parents to be away from them. Parents need to have the right way to convince their children that they are on their side and that children are valuable. Adolescents want their words and criticisms not to be taken as personal by their parents, but rather a sign of their internal struggle against the pressure they are experiencing. (Kabat-Zinn & Kabat-Zinn, 1967)

Regarding parenting on adolescents, parents need to know the situation when communication happens. To embrace adolescent behavior, parents need to understand the concept of self-regulation related to goals, be able to consider the standards used, the capacities and strengths of parents and adolescents to achieve goals with changes that may occur. Self-regulation is based on certain standards, related to norms, culture, applicable laws, and so on. The lack of clarity in determining the intended standard will cause confusion, ambiguity, vulnerability to failure, and even stress on adolescents and parents. (Ostafin et al., 2015).

Parents who are mindful of their own emotional state, have emotional non-reactivity responding to children's behavior which refers to self-regulation abilities in parenting. They are aware not to react too quickly to the child's response, accepting the child's emotion (De Bruin et al., 2014). Based on research conducted by El-dl & Alkharusi (2020), it is known that there is a statistically positive relationship between a person's self-regulated learning strategy with intrinsic and extrinsic motivation, task values, self-efficacy, and academic achievement. A person has a huge influence on his ability to deal with and to solve problems in higher education (Winarti, 2021; Asmanullah et al., 2019)

During the pandemic, parents have the opportunity to communicate intensely when children experience academic stress according to learning from home and deliver their insight on how to control using gadgets. Intense communication develops a closer relationship between parents and late adolescents. (Puspitorini, 2020). Not only face-to-

face, good communication from parents to teenagers via the telephone can also have a positive impact if the message is conveyed properly and in the form of advice that can motivate late adolescents to be more enthusiastic about completing their studies on time in higher education (Gems, 2013).

Equality

Parents have to have an awareness that the message conveyed by the communicator and the communicant is equally important. Both communicator and communicant need to realize that each individual involved in communication has something important to tell and contribute. In this case, full awareness of individuals who communicate with each other is very important because the possibility of misinterpreting messages and communications that lead to unproductiveness may arise. A person needs to identify and evaluate the communication process that is happening at that time with full awareness, so that they can immediately decide what response needs to be taken when communicating, whether it is necessary to stop talking for a moment or continue the conversation, especially for complicated situations. A few suggestions for communicating equality in all interactions are 1) avoid "should" and "ought" statements, do not put the listener in a one-down position; 2) make requests and avoid making demands; 3) avoid interrupting; 4) acknowledge the other person's contributions; 5) recognize that different cultures treat equality very differently (De Vito, 2016).

Mindfulness enables parents to see their child more clearly, listen attentively and trust their hearts. This supports parents in facing daily parenting challenges and finding ways to act wisely and be a source of unconditional love for their child (Kabat-Zinn & Kabat-Zinn, 1997). Parents who are warm, are responsive to the needs of their adolescents, and very supportive of the independence of late adolescents. (Islamadina & Yulianti, 2005). Parents who have a high level of acceptance are non-judgmental, have a good understanding of their children's emotions, and decrease the depression and anxiety they experienced. With this approach, parents increasingly recognize internal problems in adolescents, accept and understand (Geurtze & Scholte, 2014; Gouveia, 2016; Parent, Mckee & Rough, 2015).

Mindful parenting shows parenting practices that teach children how to express and convey their feelings which will increase the self-regulation of adolescents themselves (Gottman, Katz & Hooven, 1997). The higher the intensity of communication that occurs between late adolescents and parents, the late adolescent self-regulation will increase, and lower the intensity of communication will decrease the adolescents' self-regulation (Azizah, 2013). Parents who understand the importance of mindful parenting are associated with children's cognition will build a sense of parental competence in parenting practices, and will not blame themselves when facing various problems in parenting interactions. Parents who feel competent and have fewer negative parent-centered attributions may

become more aware of the parenting role. (Lippold et al., 2019)

When late adolescents complain about academic stress they experience, parents need to communicate their opinions by considering internal factors within the late adolescents as well as external factors outside the child. This can reduce the judgmental attitude of parents towards their late adolescents (Winarti, 2021). For communication between adolescents and their parents to be carried out freely and openly, parents need to develop an understanding of the stages of adolescent development (Putri, Hasyim, Yanzi, 2016). Parents who often have the initiative to contact their late adolescents to find out how their condition is an effort for parents to build effective communication with them. (Permata, 2013).

Parents who apply mindfulness in their parenting will appreciate the message conveyed by their late adolescents, not seeing it as an unimportant message compared to what parents convey. At the age range of late adolescence, teenagers and young adults begin to carry out emerging adult roles, such as exploring possible directions for life in the future in various aspects of life (Arnett, 2000). Parents must realize that in this age range, late adolescents experience self-instability, identity exploration, self-focused, feeling in between, feeling the opportunity to change the direction of their lives (Sanrock, 2012). Parents need to appreciate the messages conveyed by their late adolescents are as important as what they are conveying. Communication with parents is important for late adolescents in the process towards adulthood. Different ways of communicating should not be considered a barrier. The process of adolescents in forming ideas and beliefs about themselves, affects the way parents communicate with them. When parents are able to communicate effectively, their adolescents will show respect and appreciation for their parents. (McGrath, 2012).

Mindful parenting is a continual process of deepening and refining parents' awareness and ability to be present and act wisely. An important part of the process is how parents seeing themselves with some degree of kindness and compassion, accepting their limitations, their blindness, their attachments, and work with adolescents mindfully as best they can. Parents can use all the occasions and communication that arise with their adolescents to break down the barriers in their own minds and hearts, to see more clearly into parents, and to be more effectively present for their adolescents.

CONCLUSION

Late adolescents often have problems dealing with academic stress in higher education. When they face various academic pressures, they need to communicate their problems and academic pressures they face to parents to find the right solutions, increase learning motivation, reduce tension and boredom, and even avoid the possibility of depression. Parents and late adolescents need to understand that it is important to know the fundamental element in developing effective communication.

Through the literature review approach, results showed that the implementation of mindfulness in communicating between parents and late adolescents can develop effective communication. The mindful parents will consider the characteristics of the stage development of the late adolescents, communicate more openly, focus, full attention, listening mindfully, empathy, be supportive, think positive, non-judgmental, respectful, have awareness that each individual involved in communication has something important to tell and contribute while communicating with them.

Parents who have a good understanding of the mindfulness approach and applied this approach in communication, make the late adolescents feel appreciated and accepted, feel cared for, do not feel judged, are more motivated, and are better able to cope with the pressure in higher education. It also builds a good relationship between parents and late adolescents.

During the study, researchers found a lack of information about how to develop effective communication between parents and late adolescents. Researchers also have not found what effective communication means in terms of the perception of late adolescents. Understanding the meaning of effective communication from the perspective of late adolescents will enrich parents to choose the right and appropriate approach when communicating with late adolescents studying in higher education so that communication can be more effective and strengthen the relationship between parents and late adolescents.

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