

Empathetic Communication Parents with Children-Final Students: Case Study in Yogyakarta

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Abstract: This study aims to describe the form of empathic communication between parents and children in final-year students. The psychological and social conditions of final-year students enter the adult development stage, but they still require parental involvement. They still need acceptance, empathy, support, and parental attachment. In the final years of college, students experience unique psychological and social development. Psychologically, they face various challenges and pressures, both academic and personal. However, on the other hand, they also experience significant emotional growth and maturity. This type of research uses qualitative descriptive methods with in-depth interviews as a data collection technique. There are three pairs of informants with purposive sampling techniques. Data were analyzed using interactive analysis involving the relationship between data collection, data presentation, and verification/conclusions. The research findings show that each parent informant shows a unique but effective empathic communication approach in providing emotional support, including NH with humor and practical support, DA with a motivational approach and value reconnection, and SA with a redefinition of success and unconditional acceptance. This proves that empathetic communication from parents is a very valuable resource and has a significant impact on student well-being and academic success. Efforts to improve empathetic communication skills in families can contribute to mental health and positive educational experiences for students facing the challenges of writing a final assignment.

Keywords: Final year students, empathetic communication, humor, mental health, success

I. Introduction

Shek (in Lestari, 2012) said that communication created between children and their parents affects the function and welfare of the family as a whole and the psychosocial aspects of the child's personality. There is evidence that good communication between parents and children is correlated with low involvement of children in negative behavior. The role of parents towards children is very much needed in the process of forming character and behavior that will be applied to the social environment. The role of parents is in the form of providing positive education/values so that the child does not commit delinquency and crime when outside the parental supervision zone. Parents with poor communication can cause alienation or a relationship conflict. On the other hand, parents who accept their children as they are make children tend to grow, develop, make constructive changes, and learn to solve problems they face, which has a positive impact on the child's personality. Communication between parents and children involves emotional closeness and inner closeness. The bond between parents and children makes their relationship intimate until the child is an adult.

The picture of the relationship between parents and final-semester students requires full parental involvement. This is very important to increase students' self-confidence and self-management in completing their studies. Parental concern will be able to provide emotional support, attention to values, and help complete final assignments. Parental social support can also increase students' self-efficacy so that they can complete assignments more effectively. Children definitely want to always communicate with their parents, even if it's just to talk about their studies (Duckworth, 2024). This phenomenon is an effort by families to create quality human resources. If children do not get their rights and social protection as one of the pillars of the nation, they will tend to experience problems (Khotimah et al., 2022).

Final-year students have special rights and needs that must be met to support their success in completing their studies. Parents are expected to be able to be someone who guides, supervises, protects, educates, advises, motivates, and understands the conditions of their children's talents and interests, especially in facing the complex challenges of the modern college world. In the final stages of college, students often face double pressure in the form of completing final assignments and preparing to enter the competitive world of work, so emotional and psychological support from parents becomes a determining factor in maintaining mental stability and academic focus.

In addition to parents, the supervisor plays a role in ensuring that children balance academic and non-academic activities, as well as monitoring the achievement of the minimum GPA required for ease in finding work after graduation. The supervisor is a facilitator who supports students to graduate on time with special strategies that must be followed, guiding them in determining topics, research titles, and writing formats, and providing direction when errors occur in compiling the thesis. In addition, they also play a role in providing special time for consultation, helping to explain the results of students' work to examiners during the examination if necessary, and providing assessments that support the success of the students they supervise. The role of the thesis supervisor also serves as a measure of the quality of student research, which includes the use of appropriate methods, as well as indirectly educating students about the values of discipline and responsibility that are essential in the academic and professional world (Sevima, 2021).

In Sitompul's research (2018), it was also emphasized that in addition to guiding, the role of the supervisor also controls the thesis written by students to avoid or at least minimize plagiarism. In terms of financial and administrative support, they have the right to get clear information about study costs and ease in the graduation administration process, mental and emotional support through counseling services, be involved in related decision-making such as curriculum development, and receive sufficient time and space to focus on completing the study.

The psychological and social development of children or final-year students is close to the adult development stage, but still requires parental involvement. Although final-year students are no longer considered children and adolescents, they still need acceptance, empathy, support, and affection from their parents (Papalia, Olds, & Feldman, 2009). Approaching the final years of college, final-year students experience unique psychological and social development. Psychologically, they are faced with various challenges and pressures, both academic and personal. Final assignments often cause anxiety when approaching exams, and uncertainty about the future is often a source of stress that they must manage well. However, on the other hand, they also experience emotional growth at a significant stage of maturity. They learn to be independent, make their own decisions, and take responsibility for their own lives. On the social side, final-year students usually expand their network of friends and professionals. They are increasingly involved in student activities, organizations, or communities that are in line with their interests and chosen careers. During this period, the problems they face are increasingly difficult and specific when compared to the problems faced by first-year students. Problems commonly experienced by final-year students are repeating courses, writing theses, demands from the environment, planning for the future, and friends who are more advanced than them (Roellyana and Listiyandini, 2016).

The characteristics of the final-semester students are also marked by disturbed sleep patterns and worsening mental health due to complex academic demands. They often experience stress due to the academic difficulties they face. The stress felt by final-year students often has an impact on poor sleep quality. Several studies have shown that poor sleep quality is more common in final-year students compared to students in previous years. As many as 81.8% of final-year students experience poor sleep quality. This condition is exacerbated by their habit of delaying bedtime in order to complete their final assignments or theses, so most students sleep late at night and experience ongoing physical fatigue (Sucika, 2022).

One of the external factors that greatly influences the success of final-year students in completing their thesis is family support. Support from parents has been shown to have a positive relationship with the learning motivation of students who are working on their thesis, where family support is an external factor with a percentage of 47.1% in influencing the completion of students' theses. This family support can be in the form of emotional, motivational, and financial support aspects that allow students to focus on completing their final assignments without being burdened by economic problems. Several studies have shown that moderate family support can make students have good learning achievements with a GPA of 3.00-3.49, while good family support results in 9% of cum laude students (Gunawan, & Anthasari, 2018).

In addition to family support, internal factors of students also play a crucial role in determining the success of completing a thesis, especially those related to motivation and academic ability. Weak and inconsistent or fluctuating motivation is often the main obstacle to completing the final assignment. On the other hand, coupled with confusion in choosing a research topic and prolonged laziness. Students' academic abilities in writing scientific papers, analyzing data, collecting data, and managing time effectively greatly determine the speed and quality of the completion of the thesis. Collaboration between external support from the family and students' internal strengths in the form of high motivation and adequate academic abilities is an important formula for achieving success in completing the thesis on time (Suryani & Rahman, 2023).

In general, students are often required to complete their studies on time with a target of completing education between 3.5 to 4 years. Meanwhile, to be able to graduate and hold a bachelor's degree, students who are studying are required to write a thesis or scientific work. The presence of several obstacles that arise during the preparation of the thesis means some students need more time than others. Obstacles that come from a lack of family support can be overcome by increasing openness between them. The various factors influence a person's ability to communicate with others, especially in intimate relationships. In the family, communication is an absolute activity, in the context of parents and children. Effective communication is characterized by pleasure and changes in attitudes and actions (Christian & Jatmika, 2018).

Regarding the high level of stress among students who are working on their thesis, it is the most common problem that affects students. Many factors influence stress levels, and there are also many factors that play a role in overcoming this level of stress. Stress can be overcome by increasing parental attention when building interpersonal communication between parents and their children. Parental attention to children can be in the form of support, empathy, positive attitudes, equality, and openness to help overcome children's stress in completing their thesis. The results of the study have also proven that parental support has an effect on the difficulty in deciding a career in students mediated by relational self-construal (Li, Hazler, & Trusty, 2017).

Parents need to understand the generation gap with their children so that the form of support can be adjusted. The difference between the generation of parents who completed their theses in the previous era with their children who are completing their theses today is very striking, especially in terms of access to technology and research methods (Anshori, 2022). When parents who worked on these in the 1980s to 1990s faced different or even greater challenges, such as accessing reference sources, where they had to visit physical libraries, look for manual books, and type with manual typewriters or computers that were still limited. Students in the past did their assignments at Internet cafes because, in the past, technological developments were not as sophisticated as they are today. On the other hand, the millennial generation and Gen Z have been facilitated by internet access that allows them to access

millions of online reference sources, use various sophisticated word processing applications, and even utilize artificial intelligence to assist in the research and writing process. Although the ease of technology provides great benefits. However, the current generation also faces new challenges in the form of digital distractions that can hinder focus and productivity in completing final assignments. This study will reveal how the form of communication between parents and children of final-year students, in a case study of three pairs of informants.

The results of this study are expected to contribute to the model of parents and wise supervisors in supporting children and final-year students in overcoming writing difficulties and encouraging them to graduate on time. Based on the background of the problem above, the research question can be formulated as follows: What is the form of empathetic communication between parents and children-final year students? What factors influence the process of empathetic communication in informant couples? These two research questions will be answered through data presented and criticized using an empathetic communication approach.

II. Theoretical Review

Interpersonal Communication

The situational perspective states that interpersonal communication specifically observes the interaction of two or more people who communicate verbally and nonverbally at the same time (Afrilia & Arifin, 2020). Interpersonal communication is communication between two people who experience certain stages of interaction and relationships, starting from the level of intimacy to the level of separation, and repeating continuously, which distinguishes interpersonal communication from other types of communication, namely that interpersonal communication always involves the process of intimacy.

In the interpersonal communication process, it always runs in two directions. One of the basic assumptions of linear communication itself is that the communicator is passive and receives the message as it is from the communicator. While the communicator is very active in sending message. This happens because of communication, which requires seriousness from the communicant to properly digest everything expressed by the communicator (Prihanti, 2014). In the process of interpersonal communication, which is two-way in nature, it always involves reciprocity from the communicant to the communicator so that the communicant knows that the message given has been well received by the communicator. The communicator and communicant listen to each other's messages and respond to those messages.

The essence of Communication Interpersonal

According to Aw (2011) essence of interpersonal communication is as follows.

Interpersonal communication is essentially a process. Where in the process this each other and each other influence? In the word "process," there is also the meaning of the activity of creating, sending, receiving, and interpreting messages.

Messages do not exist by themselves but are sent by a communicator.

Interpersonal communication can occur directly or indirectly. Communication in a way done directly with face to face-to-face to face while indirect communication can be done through media such as telephone, e-mail, SMS, WA, letter to write, etc. However, in terms of communication effectiveness, direct communication remains the most effective and is the main choice.

Delivery of the message can be done in a way oral and written forms

Face-to-face interpersonal communication allows feedback or responses to be known immediately.

The objectives of interpersonal communication, according to Liliweri (in Afrilia & Arifin, 2020), are as follows:

To be Understood

In order for other people to understand what we think and feel, thoughts and feelings must be communicated verbally and nonverbally. To person other. In interpersonal communication, Individuals want other people to be able to understand their feelings, thoughts, opinions, and actions. An individual tends to connect well with others if people can understand themselves well. On the other hand, relationships between individuals will end badly if one of the two individuals cannot understand the other or treat other people less well.

To Understand Others

In interpersonal communication, we do not only demand that others understand us. Us, but we also have to be able to understand others. With reciprocity, individuals involved in interpersonal communication will feel equally appreciated.

To be Accepted

In the pyramid of needs put forward by Maslow, humans have a social need Which must fulfilled, that is feeling accepted and loved by other groups or individuals. In order for social needs to be met, individuals must establish relationships with others and manage these relationships through interpersonal communication.

To Get Something Done

This goal explains how an individual and another individual get something that needs to be done together. Who does what and how

to do it is determined through agreement between individuals in the interpersonal communication process.

Empathetic Communication

According to Fakhruddin (2019), so that communication can be more effective in empathizing with others, when listening to what they say by a person other some matters can be put into practice:

- Adopting an attitude of caring for others by viewing them as human beings, not as objects.
- Center attention for understanding messages, verbal and nonverbal.
- Use a person's behavioral cues to determine his or her emotional state.
- Try to feel what the other person.
- Try to remember or imagine how you feel if you were in the same situation.
- Let self we experience feeling sad, concerned, or regretful, like what other people experience.

Empathetic communication tends to be realized when the communicator and the recipient have a close relationship, bound by interests, experience, and background. Which is the same. According to Winda (2022), to create empathetic communication, the communicator must demonstrate several things:

Interest in the communicator's point of view. This attitude will encourage the communicator to be more open.

Patience is not interrupting the conversation. Much information can be obtained if the communicator is patient in obtaining a detailed explanation from the communicator's point of view. If the information obtained is sufficient and the communicant repeats returns in the explanation, which is the same, then the communicator needs to convey the understanding he has gained and draw the attention of the communicant to the next problem.

Attitude calm, although catching the expression of emotion, which is strong. Several viewpoints are very personal, so at that moment, expressing emotional involvement is unavoidable. For example, the communicator expresses his anger momentarily by describing his disagreement with a meeting decision, so that the communicator can accept the expression calmly

Be free from prejudice or non-evaluative, unless necessary. In order to understand other people's points of view, we avoid evaluative attitudes. An evaluative attitude can make the communicator select things that need to be conveyed and those that do not, by considering whether his/her point of view will be accepted or not, approved or not, by the communicator.

Empathetic communication is a form of interpersonal communication that emphasizes the ability to put oneself in another person's shoes, feel their emotions, and respond appropriately with attention. It involves two main aspects: First, cognitive empathy, the ability to understand another person's point of view, and thinking. Second, emotional empathy, the ability to feel the emotions that another person is experiencing.

In empathetic communication, individuals not only understand the literal meaning of the message delivered but also capture the emotional and contextual meaning. Thus, empathetic communication deepens interpersonal relationships and helps create a sense of security for communication participants.

Carl Rogers, a humanistic psychologist and pioneer of the client-centered therapy approach, was a key figure in the development of empathic communication theory. In his work entitled "The Necessary and Sufficient Conditions of Therapeutic Personality Change" (1957), Rogers believed that empathy is one of three important conditions in realizing effective interpersonal relationships, along with congruence and unconditional acceptance. Rogers defined empathy as the ability to "feel the internal world of another person as if you were that person, but without losing your perspective." This definition emphasizes that empathy is not about being carried away by the emotions of others, but rather understanding and acknowledging those emotions sincerely while maintaining your own identity and perspective. Rogers' formulation of important aspects of empathy in interpersonal communication, including:

Listening with Full Attention. The ability to listen actively without interruption or judgment is the foundation of empathic communication. Rogers emphasized the importance of giving full attention to the person you are talking to, allowing them to express their feelings and thoughts freely.

Reflection of Feelings. The process of reflecting the feelings of others to show understanding is a vital element in empathic communication. Through accurate reflection, communicators can demonstrate that they truly understand the emotional experience of the other person.

Building Relationships Based on Trust and Honesty

Rogers believed that true empathy can only be realized in the context of relationships built on trust and honesty. This condition allows for the creation of a safe environment for self-exploration and personal growth. At the implementation level, Rogers' concept is widely applied in the world of counseling, education, and interpersonal relationships, where trust and openness are important foundations.

Joseph A. DeVito, in his work *The Interpersonal Communication Book* (2015), reveals empathic communication as the core of effective interpersonal communication. DeVito's approach provides a more structured and applicable framework compared to Rogers' approach, focusing on the practical dimensions of empathic communication. DeVito formulated three main dimensions of empathic communication that are interrelated:

Cognitive Empathy. This dimension involves the ability to understand the thoughts and intentions of the communication partner. Cognitive empathy allows one to capture the perspective, point of view, and frame of mind of another person without having to agree with them. This ability requires analytical skills to process the verbal and nonverbal information received.

Emotional Empathy. This dimension is related to the ability to feel what another person feels. Emotional empathy involves emotional resonance that allows one to share emotional experiences with others. However, as Rogers emphasized, it is important to maintain healthy emotional boundaries.

Behavioral Empathy. This dimension is an external manifestation of the understanding and feelings that have been obtained through cognitive and emotional empathy. Behavioral empathy is demonstrated through appropriate behavior, such as through nonverbal cues including facial expressions, tone of voice, and body language. This dimension connects internal understanding with observable external actions.

De Vito believes that empathy is not an innate ability, but can be developed through a variety of strategies:

Self-Awareness Training: Developing an understanding of one's own emotions and reactions to better understand others

Active Listening Skills: Increasing the ability to fully focus on the message being conveyed by the other person

Developing Openness to Others: Developing an attitude of acceptance and curiosity toward others' experiences and perspectives
intimate relationships such as couples, friendships, relatives, or coworkers, empathetic communication strengthens mutual respect and reduces the possibility of miscommunication and conflict. A person can be said to have empathy if they meet the characteristics of empathy.

According to Safari (2018), some of the characteristics of empathy include: being able to feel what others are feeling, being built on self-awareness and trying to be sensitive to other people's feelings, being sensitive to non-verbal language, being able to take part in a problem being faced and being able to control one's emotions.

The stages and components of empathetic communication in the sequence include:

- **Active Listening:** This activity includes hearing the message, as well as capturing the emotional meaning of the message.
- **Emotion Recognition:** The attempt to identify the feelings that the person you are talking to is experiencing.
- **Perspective Taking:** An attempt to see a situation from another person's perspective.
- **Empathetic Response:** Providing feedback that reflects understanding, so that we can understand why you feel the way you do.

The effectiveness of empathetic communication is strongly supported by verbal and nonverbal components. Both are equally important in the effectiveness of empathetic communication. A soft tone of voice, eye contact, a small nod, a sincere smile, or a caring silence can strengthen the impression of empathy in communication.

Research has shown that individuals with high levels of empathy are seen as more likable, trustworthy, and supportive in their interpersonal relationships. The concept of empathic communication provides in-depth guidance on how humans can interact more humanely in the context of interpersonal communication. Empathy will be a bridge that connects two individuals in an intimate relationship with mutual understanding. In an increasingly developing world, the practice of empathic communication is increasingly needed as a solution to the problems of social isolation, conflict, and miscommunication. Thus, building empathy is not only important for self-development but also as a contribution to the quality of healthier and more civilized social interactions.

III. Research Methods

This study uses a qualitative descriptive research design. According to Bogdan and Taylor (in Moleong, 2018), qualitative research involves research procedures that produce descriptive data in the form of written and spoken words from informants and observable behavior. In-depth interviews were conducted as a data collection technique. Dexter (in Ahmadi, 2016) interviews are conversations that have a purpose. The purpose in question is to obtain information in the form of people, events, activities, organizations, feelings, motivations, concerns, and so on. Data analysis uses interactive analysis that involves interrelationships between data collection, data reduction, and verification/drawing conclusions. This model emphasizes that qualitative data analysis is cyclical and interactive, with interrelated and iterative stages. Here are the processes in interactive analysis:

- **Data Reduction:**

Selecting, focusing, simplifying, abstracting, and transforming raw data.

- **Data Presentation:**

Organizing reduced information into a display that allows for conclusions and action.

- Conclusion Drawing/Verification: Determining the meaning of the presented data, drawing tentative conclusions, and verifying or revising findings.

Interactive analysis allows researchers to continually interact with the data, asking new questions and adjusting interpretations as new data emerge. Informants were obtained using purposive sampling techniques, with characteristics as parents and children as final-year undergraduate students. Three pairs of informants were recorded, including the NH-NR, DA-DR, and SA-SR couples. The criteria for the informants selected include:

- A parent-child pair of final-year students working on their thesis
- Parents periodically monitor the creation of final assignments

Informant Profile

NH- NR

NH is a mother, 40 years old. She is the mother of NR and currently lives in Kebumen, Central Java. NH is a mother, a housewife ladder and owns 2 children. Previously, she spent a lot of time as a housewife with a husband who works as a civil servant. I care a lot about the social development of her children so that they grow into obedient children and are close to each other.

NR is a girl born in Kebumen, 22 years old. He is currently studying and completing his final assignment at the Yogyakarta Development Polytechnic with a study program in Animal Husbandry Extension and Animal Welfare. NR is the child's 1st of 2 brothers. At the moment, He spent a lot of time in Magelang to complete his studies. Harmonious family parenting makes him a responsible parent towards both of his children. Person his parents. Without feeling embarrassed, he complained to his mother to reduce the burden of his thesis.

DA- DR

DA is a father of 3 children, now 50 years old. He is a very gentle parent figure, full of affection, and maintains harmonious family relationships. He works in a private company with a salary that is enough to support his wife and 3 children. DA is also a tough father figure and also mentally strong, and loves his family.

DR, DA's second child, was born in Yogyakarta, is now 21 years old. They are located in Karangkajen, Yogyakarta. DR has completed a Bachelor's degree in Informatics Engineering at the Muhammadiyah University of Yogyakarta and is currently working on his final assignment. His father always controls the progress of his final assignment with great tenderness and affection. DA always reminds his son to achieve his dreams with patience and tenacity.

SA-SR

SH is a 43-year-old career widow who has two daughters. SH works as a teacher at a high school. She manages a sufficient household and now lives in Tangerang, West Java. She is a graduate of the Bachelor's Degree in Teacher Education at Yogyakarta State University. She works hard with full Spirit To fulfill the college needs of his son moment. This is currently going through a task end. SA even succeeds in becoming someone old who is capable of giving love to Darling and attention for the sake of the success of her child. SR, SA's first child, is 22 years old. She completed her undergraduate education 3.5 years ago at Sarjanawiyata Taman Siswa University, majoring in Psychology. In carrying out her thesis assignment, she often felt burdened and stressed. On the other hand, SR convinced herself to be able to get the best academic grades for her graduation.

Data Display

INFORMANT	EMPATHY COMMUNICATION
NH- NR	NH is a parent who is very concerned about his child's condition, when his child tells him about his complaints about his thesis: data is hard to find, and the lecturer is also very strict. NH responds with a smile, occasionally interspersed with jokes. NR is a child who is very open with his parents; he always talks about his complaints, such as the difficulty of meeting lecturers and writing his thesis, and NR listens to them well. NH could feel how heavy the burden NR was carrying. It was natural for him to feel overwhelmed. Writing a thesis was not an easy thing, and NH was proud that his son had fought this far. NH's patience in facing her child's thesis period is very well demonstrated, such as advising that everyone has their challenges. NR is expected to remain consistent and not compare herself to others. NH has also felt such pressure. According to her, good results require a process that is not easy. NH offers ways to make the process easier by taking a break from writing or helping you find references.

DA-DR	NR is A child who doesn't want his parents to be disappointed; he is afraid of not graduating on time. His friends have already finished. DA is a father who is quite concerned about his son's condition and is having difficulty working on his thesis. He feels that DR has been lacking enthusiasm and stress lately. DA also offers any help he can. DR complained that he was tired. He felt really stuck. He thought and almost gave up, why bother studying until he got a bachelor's degree if, in the end, he would just be unemployed? He felt it was a waste of time writing his thesis, he just wanted to drop out and get a job. DA encouraged him by asking his son to remember, try to remember again, what made DR choose engineering, and what his ambition was to become an engineer who could create technology to help many people. DA advised: Thesis is one step to achieving that dream. It may feel hard now, but this is an investment for the future. He believes his son can do it. There is no need to rush, the important thing is to be consistent and not give up.
SA-SR	SR is a career woman who always pays attention to her child's complaints while studying. SR complained that she felt very stressed in college because it was impossible to achieve a GPA of 3.7 and above and cum laude considering that her thesis had not been completed for a year, so she was afraid of disappointing her parents. SR feels that his family expects him to be the best, to achieve, and to be successful in the future. SA gave support: He is more proud to see his child trying hard than to see high grades, but stressed and unhappy. Success is when you can live your life happily, meaningfully, and usefully for others. SA hopes that in the thesis process, SR is healthy, happy, continues to learn, and graduates with useful knowledge and valuable experience. As a parent, SA is still proud of whatever the results.

IV. Results and Discussion

The final project writing period is a crucial transition phase in students' academic life, where they face complex challenges that are not only academic but also emotional and psychological. In this context, the role of parental empathic communication becomes a determinant factor that influences students' psychological well-being and academic success. Based on empirical data from three cases of communication between parents and students (NH-NR, DA-DR, and SA-SR), this study analyzes the patterns of empathic communication manifested in parent-child interactions of final-year students during the final project writing process.

Empathetic communication is understood as a communication process that involves the ability to understand, feel, and respond to the emotions of others in a way that demonstrates deep understanding and authentic concern (Rogers, 2017). In the context of the relationship between parents and children-final-year students, empathic communication becomes significant for building effective psychological support, especially when children face academic pressures that are considered heavy, such as writing a thesis or dissertation. Data from three pairs of informants showed variations in communication styles and empathic responses. Each has unique characteristics in providing empathy to their children. This analysis contributes to identifying elements of effective empathic communication and its impact on student well-being in the context of writing a final project.

The three pairs of informants: NH with NR, DA with DR, and SA with SR provide a comprehensive picture of how empathic communication is implemented in situations involving significant academic and emotional stress. This analysis also explores how theories of empathic communication are manifested in real interactions between parents and young adult children.

Active Listening Behavior

In the three pairs of informants analyzed, the active listening component in empathic communication was manifested through the behavior of parents who paid full attention to their children's complaints. NH implemented active listening by providing positive nonverbal responses in the form of smiles and timely jokes. He emphasized that he not only heard the words spoken by NR but also felt the emotional burden borne by his child. This response is by the concept of active listening put forward by Rogers (1957), that empathic communicators do not only focus on verbal content but also the emotional meaning underlying their communication.

Informant DA demonstrated active listening in a different but equally effective way. When DM complained about his despair and

desire to give up, DA did not immediately provide a solution to reject the feeling, but listened patiently and then gave a response that showed that he understood his child's difficulties. This reflects the use of the reflection of feeling technique in active listening. In this technique, the empathetic communicator acknowledges and validates the emotions felt by the interlocutor before providing perspective or advice.

As a parent, SA not only hears complaints about academic pressure but also understands the systemic pressures felt by SR related to family expectations. SA's response that focuses on the child's well-being and happiness shows a deep understanding of the root causes of SR's stress, not just cognitive knowledge.

Perspective-Taking Behavior

The ability of the informant pair in perspective-taking in empathetic communication is very visible in the way the three parents understand the situation from their children's perspective. NH's perspective-taking is quite effective by admitting that "writing a thesis is indeed not an easy thing" and feeling proud of NR's struggles so far. This statement shows that NH does not view NR's difficulties as her child's weakness that should be judged, but rather as a natural challenge and even worthy of appreciation by parents.

Davis (1994), in his theory of multidimensional empathy, explains that perspective-taking involves the ability to understand a situation from another person's frame of reference. DA demonstrated this ability in a precise way, namely when he helped DR to remember the initial motivation for choosing engineering and his dream of becoming an engineer. This approach not only showed an understanding of the DR's frustration but also an ability to see the situation from a long-term perspective that might not be visible when the DR was under stress.

SA's perspective-taking is most complex by understanding that the pressure felt by SR comes not only from academic demands but also from family and community expectations of one's success. SA's ability to redefine the concept of success from academic achievement to happiness and usefulness to others shows a deep understanding of the internal dilemma faced by her child, SR.

Field data showed that all three parents used cognitive restructuring strategies to help their children see situations from a different perspective with adjustment. DA did this by reminding DR of long-term goals, SA by redefining the meaning of success, and NH by normalizing experiences ("everyone has their challenges"). Cognitive restructuring in the context of family communication differs from formal cognitive therapy because it occurs in the context of an established relationship with a high level of trust and intimacy. This makes the restructuring process more natural and less threatening for students (Beck & Beck, 2020).

The data shows that DA used a more structured and goal-oriented approach in his communication with DR. When DR expressed feelings of hopelessness and questioned the value of education: "Why bother going to college until you get a bachelor's degree if you're just going to end up unemployed," DA did not immediately give advice or reassure him, but used a technique similar to motivational interviewing. Motivational interviewing is a communication approach that aims to generate intrinsic motivation through the exploration of personal values and goals (Miller & Rollnick, 2021). DA applied this principle by inviting DM to "remember again, what made you choose engineering and what your dreams are of becoming an engineer who can create technology to help many people."

This strategy is very effective for several psychological reasons. *First*, it activates positive autobiographical memories related to DR's aspirations and values. *Second*, it helps DR reconnect with sources of intrinsic motivation that may have been buried by frustration and exhaustion. *Third*, it creates constructive cognitive dissonance between the current state (despair) and the ideal identity (being an engineer who helps people), which can motivate changes in attitudes and behaviors (Festinger, 2017).

DA also demonstrated deep empathy by acknowledging that the current process "may feel overwhelming" while providing a long-term perspective that "this is an investment in the future." This approach reflects what the literature calls "empathic challenge," which is the ability to demonstrate an understanding of current difficulties while encouraging growth and development (Egan, 2019).

Emotion Regulation and Empathic Response

All three cases demonstrate effective emotion regulation. Parents function as external emotion regulators for their children. When a senior college student experiences emotional dysregulation due to academic stress, parents, through empathic communication, help build co-regulation that facilitates a return to emotional homeostasis. In the case of NH-NR, the use of humor and emotional validation helped NR to downregulate negative emotions such as frustration and anxiety. Humor, when used appropriately, can activate the parasympathetic nervous system which is responsible for the "rest and digest" response, as opposed to the "fight or flight" response activated by stress (Berk & Tan, 2019). The use of humor in empathic communication has complex psychological functions. According to Martin and Ford (2018), adaptive humor in the context of family support can reduce cortisol levels (stress hormones) and increase endorphin production, thereby creating a more relaxed atmosphere for in-depth communication. However, the effectiveness of humor is highly dependent on timing, context, and the ability to read emotional situations accurately.

Emotional regulation in empathic communication is also seen in the ability of the three parent informants to manage their emotional responses while providing constructive support to their children. NH's emotional regulation is quite good, by not provoked to immediately provide instant solutions or belittle the problems faced by NR. Instead, he provides a balanced response between emotional validation and practical support.

Hatfield, Cacioppo, and Rapson (1994) in the theory of emotional contagion also emphasize that in interpersonal interactions, emotions can be "contagious" from one individual to another. In the context of these three cases, parents demonstrated the ability to feel their

children's emotions without becoming overwhelmed or losing the ability to provide effective support. DA, for example, was able to feel DR's despair without getting carried away by those feelings, thus providing the perspective and motivation needed.

SA's emotional regulation is also quite mature, as she avoids defensiveness when SR expresses her concerns regarding family expectations. SA's ability to respond with empathy and understanding, even when she may feel that the expectations come from good intentions, shows a high level of emotional maturity and regulation ability. She chooses the emotion of pride when she sees her child trying hard, rather than seeing emotions of depression and unhappiness. Success for her is when her child can live a happy and meaningful life.

Empathetic communication analysis based on Rogers and DeVito's approach.

Analysis Based on Carl Rogers' approach

NH-NR (Parent-Child) Case

1. Empathy: NH demonstrates empathy by "feeling how heavy the burden is that NR is carrying" and understanding that "writing a thesis is not an easy thing." NH can feel her child's internal world without losing perspective as a parent.
2. Unconditional Acceptance: NH responds to her child's complaints with a smile and occasional jokes, showing acceptance of the child's emotional condition without judgment.
3. Congruence: NH shows authenticity by sharing personal experiences that she "has also felt such pressure," showing transparency and honesty.

Rogers' Empathetic Communication Aspects:

DA-DR Case (Father-Son)

1. Empathy: DA shows empathy by recognizing that "DR has been low-spirited and stressed lately" and offers any help he can provide.
2. Unconditional Acceptance: Although DR expresses a desire to give up and drop out, DA does not judge but provides support by reminding DR of her initial goals.
3. Congruence: DA shows authenticity by giving realistic advice: "no need to rush, the important thing is to be consistent and not give up."

SA-SR Case (Mother-Son)

1. Empathy: SA understands the pressure SR feels related to family expectations and high academic standards.
2. Unconditional Acceptance: SA provides support by stating that "it is more satisfying to see your child trying hard than to see him/her get high grades but be stressed and unhappy."
3. Congruence: SA demonstrates authenticity by redefining the concept of success as a life that is happy, meaningful, and useful to others.

Analysis Based on DeVito's Approach

Cognitive Empathy

NH-NR case:

- NH understands NR's thoughts and intentions, who are worried about not graduating on time and are afraid of disappointing their parents
- NH understands that the academic pressure experienced by NR is normal

DA-DR case:

- DA understands DR's thoughts, who feel hopeless and question the value of higher education.
- DA captures DR's true intention, which still wants to succeed, but is burdened by the difficult process

SA-SR case:

- SA understands SR's internal pressure related to family expectations and academic standards
- SA captures SR's concerns about parental disappointment

2. Emotional Empathy

NH-NR case:

- NH "can feel how heavy the burden NR is carrying"

• NH shows pride in her child's struggles so far

DA-DR case:

- DA feels concerned about DR's emotional condition, which is stressed
- DA showing empathy by offering help and support

SA-SR case:

- SA felt the pressure that SR was experiencing regarding academic expectations
- SA showed understanding of SR's fear of parental disappointment

3. Behavioral Empathy

NH-NR case:

- Nonverbal expressions: Responded with smiles and jokes to create a light atmosphere
- Supportive behaviors: Offered ways to ease the process, such as taking a break or helping to find references
- Verbal communication: Provided realistic advice and shared personal experiences

DA-DR case:

- Active support: Offered concrete help that could be given
- Motivational communication: Reminded DR of her initial goals and ambitions
- Patient approach: Provided advice without being pushy with a specific timeline

SA-SR case:

- Redefining expectations: Changing the definition of success from academic achievement to happiness and meaningfulness
- Validating efforts: Emphasizing pride in efforts rather than results
- Emotional support: Affirming pride as a parent, regardless of the outcome

All three cases demonstrated the implementation of the core conditions of Rogers' well. Parents are able to provide empathy, unconditional acceptance, and congruence that create a communication environment that supports their children's personal growth in facing academic challenges. The data also show that empathic communication implemented by parents is successful: providing the emotional support that children need, helping children see a broader perspective on the challenges they face, strengthening the parent-child relationship in facing difficult times, and providing motivation and constructive coping strategies. Data analysis shows that Rogers and DeVito's empathic communication theory can be applied effectively in the family context. The integration of Rogers' core conditions with DeVito's three dimensions of empathy creates a communication pattern that provides not only emotional support but also practical solutions to overcome academic challenges. Empathic communication is key in this approach is in line with the Self-Determination Theory proposed by Deci and Ryan (2020), which emphasizes the importance of intrinsic motivation and well-being rather than external rewards. By redefining success as "living a life that is happy, meaningful, and useful to others," SA helps SR to shift from an external locus of control to an internal locus of control. Furthermore, SA showed unconditional positive regard by stating that "as a parent, SA is still proud whatever the result." This is a manifestation of the fundamental principle of empathetic communication in providing support that is not dependent on certain performance or achievement. Research by Thompson et al. (2021) shows that students who feel unconditional support from their parents have higher levels of well-being and, paradoxically, often achieve better academic performance due to reduced performance anxiety.

Empathetic communication from parents creates what attachment theory calls a "secure base" that allows children to explore academic challenges with a sense of security. When SRs are afraid of disappointing their parents, SAs provide reassurance that creates attachment security, which then allows SRs to focus on the learning process rather than performance anxiety. Ainsworth and Bell (2018) in their study showed that young adults who have secure attachments with their parents show higher levels of academic engagement and lower anxiety in facing academic challenges.

Wood (2020) emphasized that interpersonal communication in the family context has unique characteristics that are different from other communication contexts. In the three cases analyzed, the parent-child relationships of college students showed a distinctive complexity, where children were in transition to full independence but still needed emotional support and guidance from their parents.

The openness of NR, DR, and SR to share their complaints and vulnerabilities with their parents shows the quality of effective relationships that have been successfully built through empathetic communication. This reflects trust and psychological safety, which are the results of long-term empathetic communication practices in the family. Family parenting, a democratic communication style, is able to realize openness in facing problems.

The responses of the parents varied but remained consistent in empathy. This shows that empathetic communication can be adapted

according to the needs and characteristics of the individual, in this context between parents and final-year students with their respective characteristics and problems. This humorous approach by NH reflects what in the communication psychology literature is called "positive reframing", namely, the ability to change a negative perspective to a more positive one without ignoring the reality of the challenges faced (Lazarus & Folkman, 2019).

The interesting thing about NH's communication pattern is her ability to show deep cognitive empathy, so that NH can feel how heavy the burden NR is carrying. This shows that NH not only listens to her child's complaints superficially but also really tries to understand the emotional experience experienced by NR. Research by Davis and Johnson (2020) shows that cognitive empathy from parents is positively correlated with the level of resilience and coping abilities of students in dealing with academic stress.

Furthermore, NH demonstrated explicit emotional validation by stating that "it's okay to feel overwhelmed" and acknowledging that "writing a thesis is not easy." Emotional validation is a fundamental component of empathetic communication that has therapeutic effects because it helps individuals feel understood and accepted without judgment (Linehan, 2015). When NR heard that her feelings were validated, it reduced her psychological burden and created space for constructive exploration of solutions.

Analysis of the three cases shows that empathic communication in parent-child relationships has significant positive implications for contributing to the theory of empathic communication and children's well-being. In the NH-NR case, empathic communication facilitates maintained openness and continued sharing, which are essential for ongoing support during challenging processes, thus realizing effective interpersonal communication. The DA-DR case shows how empathic communication can function as an intervention to prevent academic burnout and dropout. DA's ability to understand DR's perspective and provide targeted motivation has the potential to change DR's academic and personal trajectory. The SR-SA case shows the transformative potential of empathic communication in changing the framework of thinking and value systems. SA's response that prioritizes happiness and usefulness has the potential to reduce SR's psychological distress and help develop a healthier and more sustainable self-concept.

Analysis of the three pairs of parent-child informants in the context of thesis assistance shows the real implementation of empathic communication theories in the interpersonal context of the family. The main components of empathic communication, namely active listening, perspective-taking, and emotional regulation, can be manifested in various forms that are adjusted to the needs and characteristics of the individual. The implementation of the person-centered communication approach creates an environment that supports personal growth and resilience in facing academic and personal challenges. These findings reinforce the importance of empathic communication in family relationships and show how the theory can be applied in real-life contexts to achieve positive outcomes.

Factors Affecting the Effectiveness of Empathetic Communication

Several factors were found in this study and were considered to influence the ongoing empathetic communication in the three pairs of informants, including:

1. Right timing

The data showed that all three parents had sensitivity to the right timing for empathic communication. NH responded when NR "told me about her worries," DA offered help when she saw DR "not feeling enthusiastic," and SA provided support when SR expressed her difficulties. This shows the importance of emotional attunement, which is the ability to read emotional cues and respond at the right time.

2. Appropriate communication style

Each parent showed a different yet empathetic communication style. NH used humor and jokes, DA used a more serious and goal-oriented approach, while SA focused on values and meaning-making. This shows that there is no "one-size-fits-all" approach to empathetic communication, but that effectiveness depends on the fit with each child's personality and needs.

3. Two-way communication

The data show that empathic communication is reciprocal or "mutual." NR is "very open with her parents," which creates conditions conducive to empathic communication from NH. This shows that the effectiveness of empathic communication depends not only on the ability of the parents but also on the openness and trust of the child. Likewise, DR and SR consciously responded to their parents' advice with positive thinking without resisting.

The consequences of implementing empathetic communication from the three pairs of informants, with all their variations, have a positive impact on children. The impacts of empathetic communication carried out by the three informants include:

1. Increased Academic Self-Efficacy

Empathetic communication from parents contributes to increasing students' academic self-efficacy. When DA states "she believes her child can do it," this not only encourages but also models confidence that can be internalized by Bandura (2018), explaining that verbal persuasion from significant others is one of the important sources of self-efficacy.

2. Stress Buffering Effect

Empathetic communication serves as a protective factor that reduces the negative impact of academic stress. When NH offers "a break

from writing, or help finding references," this not only provides a practical solution but also shows that NR is not alone in facing challenges. Social support theory explains that perceived support can reduce the appraisal of threats and increase coping resources (Cohen & Wills, 2020).

3. Identity Development and Values Clarification

Empathetic communication also facilitates the process of identity development, which is an important developmental task in emerging adulthood. SA helps SR to clarify values and redefine personal success, which contributes to the formation of a more authentic and self-determined identity. However, empathetic communication from the three informants still experiences challenges seen from the perspective of parents and children. Some of the challenges found in this study include:

Overprotection Empowerment Dilemma

One of the challenges in empathetic communication is finding a balance between providing support and encouraging independence. Data show that NH offers practical assistance in finding references, which can be helpful but also has the potential to create dependency if not balanced with encouragement for self-reliance.

2. Generational Differences in Expression and Understanding

Although all three parents showed good empathy skills, the potential generational gap in understanding contemporary academic pressures could be a limiting factor. The modern academic environment with digitalization, a competitive job market, and changing social expectations may differ from the parents' experiences, which could affect the accuracy of empathic understanding.

3. Emotional Labor and Caregiver Stress

Empathetic communication requires significant emotional investment from parents. The process of constant emotional attunement, validation, and support provision can be emotionally taxing, especially if prolonged. Research shows that caregivers also need self-care and support to maintain empathic communication skills (Maslach & Leiter, 2019).

Based on data analysis, interventions involving families can be effective in supporting students in writing their final assignments. Such programs can include training for parents in empathic communication skills, emotion regulation strategies, and awareness of contemporary academic challenges. Data also show the importance of psychoeducation for parents about the psychological challenges faced by students in writing their final assignments. Understanding academic stress, perfectionism, and developmental tasks of emerging adulthood can enhance parents' ability to provide appropriate support. In the digital era, the development of platforms or applications that facilitate empathic communication between parents and students can be beneficial. Such tools can include features for emotion tracking, communication prompts, and resources for empathic responding. The following chart illustrates the process of empathic communication from three informants, each representing uniqueness.

Research Findings Matrix Parent-Child Dynamics in the Thesis Writing Process Comparative Analysis of Informant Pairs

Informant Pair	Child's Stress Level	Dominant Support Type	Communication Pattern	Primary Stressors	Outcome/Result
NH - NR Mother - Child	MODERATE	Emotional + Practical	Very Open	- Data collection difficulties - Strict supervisor - Fear of disappointing parents	Acceptance & Solution-focused
DA - DM Father - Child	HIGH	Motivational	Responsive	- Feeling stuck & exhausted - Questioning education value - Considering dropping out	Motivation Reconstruction
SA - SR Mother - Child	HIGH	Success Redefinition	Open	- GPA pressure (3.7+ expectation) - One-year thesis delay - Family achievement expectations	Pressure Reduction

Picture 1: Research Findings Matrix Parent-Child Dynamics in the Thesis Writing Process

Based on Figure 1 above, it can be seen that empathetic communication can run according to the conditions of the difficulties experienced by the child and how parents can provide support in different styles.

V. Conclusion

Analysis of the forms of empathetic communication from three parent-student pairs revealed the complexity and richness of empathetic communication in the context of writing a final assignment. Each parent informant showed a unique approach that was equally effective in providing emotional support, including NH with humor and practical support, DA with a motivational approach and value reconnection, and SA with successful redefinition and unconditional acceptance. Several important things that emerged from this analysis include: (1) the importance of emotional validation and normalization of struggle, (2) the effectiveness of cognitive restructuring through sharing perspectives, (3) the important role of time management and emotional adjustment, (4) the need for an individual approach that respects personality differences, and (5) the importance of unconditional positive regard in building resilience.

Rogers and DeVito's empathetic communication approach can be effectively applied in the family context. The integration of Rogers' core conditions with DeVito's three dimensions of empathy creates a communication pattern that provides not only emotional support but also practical solutions to overcome academic challenges. Empathetic communication is key in maintaining a healthy and supportive relationship between parents and children in the face of academic stress.

From another theoretical perspective, these findings have urgent implications for the development of family-based theory, psychoeducational programs for parents, and the integration of family support into academic support systems. Future research could explore cultural variations in empathetic communication patterns, the long-term outcomes of different empathetic approaches, and the development of measurement tools to assess the quality of empathetic communication in the family context. Ultimately, these data suggest that parental empathetic communication is a valuable resource that can have a significant impact on student well-being and academic success. Investments in improving empathetic communication skills within families may contribute to better mental health outcomes and more positive educational experiences for students who face challenges in writing final assignments. On the other hand, the limitations of this research are the relatively small number of informants with the distribution of culture only on the island of Java.

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