

FAMILY COMMUNICATION MANAGEMENT IN MENTORING ONLINE LEARNING FOR AUTISTIC CHILDREN

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Abstract

The Covid-19 pandemic, which has lasted for almost two years, has changed the education sector a lot, especially in terms of the teaching and learning process, which is transferred to the home through the online learning system. For general students, online education may not experience difficulties or obstacles in its implementation, both by parents as assistants and students as implementers, in contrast to students who have special needs, for example, children with mental disorders such as autism, online learning can be a challenge for parents to accompany them. So family communication management is crucial because it has a role in shaping the online learning process of children, especially children with autism. This study uses qualitative research methods and interviews with 6 (six) mothers at the Biruku Indonesia Foundation, Bandung City. Data analysis used thematic analysis assisted by ATLAS.ti version 9. The results showed that parental assistance in online learning for autistic children during the Covid-19 pandemic implemented aspects of planning by planning for uniformity of all online learning activities with schools to form new study habits, the organizing element by organizing active support given by all family members regularly, the actuating aspect by carrying out joint learning activities according to what has been planned and evaluating factors; is the result of online learning both from positive and negative aspects.

Keywords: autistic children; covid-19 pandemic; family communication management; interpersonal communication; online learning

Introduction

During the pandemic that has lasted for almost two years, many changes have occurred in the education sector, especially the online teaching and learning process; The Minister of Education and Culture confirmed this with the issuance of Circular Letter Number 4 of 2020 by the Minister of Education and Culture of the Republic of Indonesia on March 24, The implementation of official education was carried out online at home during the emergency period of handling the Covid-19 pandemic within a period that is not yet known.

For general students, online education may not experience difficulties or obstacles in its implementation, both by parents as companions and students as implementers of online learning.

In contrast to students who have special needs, for example, children with mental disorders such as autism; According to Yuwono (2012 & 2020), autism itself is a very complex neurobiological developmental disorder

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including disorders in behavior, social interaction, communication, and language, as well as emotional and sensory disorders. Individuals with autism also have behavioral deficits in social communication, hyperactivity, impaired focus, easy tantrums (tantrums), and aggression.

Generally, autistic children are accustomed to going to school and therapy services according to the scheduled time. In addition, some autistic children are also used to intervening with exceptional therapists or going to the hospital. Still, the Covid-19 pandemic has forced them to postpone all these activities for an uncertain period. This makes it more difficult for autistic children to receive the necessary therapy, apply distance learning, and adjust to disrupted daily routines.

From this statement, it can be concluded that if carried out by autistic children, online education can be a challenge for parents in accompanying them. Several studies explain the challenges faced by parents in assisting children with special needs (autism), including the research of Tawanda Majoko and Annah Dudu (2020) with the title "Parents' strategies for home educating their children with autism spectrum disorder during the Covid-19 period. in Zimbabwe" shows that there is a transitional period between changing daily routines that often lead to conflict at home. During the Covid-19 pandemic, children with autism depend on their families, which is the driving force of education (Majoko & Dudu, 2020). Similarly, research conducted in the Philippines with the title "How Filipino parents home educate their children with autism during COVID-19 period" produces themes where families encourage family members to support each other in difficult times, besides all forms of home education. Given by the family is very important for children with autism (Cahapay, 2020).

According to research conducted by Agnessya (2021) entitled "The Role of Family Communication in Online Learning Assistance for Autistic Children During the Covid-19 Pandemic", the role of parents in online learning assistance can be seen from two aspects, namely conversation and conformity, both of which are important issues. This is important to apply to children with autism; the family communication management approach strengthened this study.

This study indicates that aspects of conversation and conformity can be achieved when parents as companions apply family communication patterns that are managed efficiently and effectively based on communication management in parenting activities for assisting parents in online learning for autistic children during the Covid-19 pandemic.

The implementation of family communication management is the interaction ability between parents and children to coordinate activities, take responsibility for each other, and support each other (Feinberg et al., 2007). Coordinate activities within the family can be in the form of implementing daily routines. For autistic children, school is a pattern that repeats every day; therefore, changing school routines to online is a change that is difficult for autistic children to accept. When schools are closed and teaching is moved online, children with mental health feel a loss of anchor in their lives, and their symptoms may relapse (Lee, 2020). The central dilemma for most parents today is how to provide learning assistance to autistic children optimally and ideally so that autistic children do not experience a decline in their skills (Pantan & Benjamin, 2020); it is in this process of change that family communication management is crucial to implement.

Based on the explanation above, this research relates to online learning assistance for autistic children during the Covid-19 pandemic, which is focused on aspects of family communication management.

Theoretical Framework

This study aims to determine the activities of parents in providing online learning assistance to autistic children during the Covid-19 pandemic, with the following approaches: Interpersonal communication is used to analyze the communication relationship between children and parents; according to Joseph Devito (1997), interpersonal communication or interpersonal communication is the sending and receiving messages from one person to another or a group of people with a direct feedback effect.

Then conceptualized on family communication; Family communication is a process carried out by each family member to communicate and enforce relationships (Koerner & Fitzpatrick, 2002). According to Baxter (2014), family communication is not just sending messages from one family member to another family member but focuses on ways together in creating and negotiating meaning, identity, interaction relationships, and about how an individual forms himself in a family (in Ramadhana, 2014). 2020). The essence of family relationships is the interaction ability of parents and children to coordinate activities, share responsibilities, and support each other (Feinberg et al., 2007). Thus, communication within the family can function as an interaction between parents in coordinating online learning activities at home.

Furthermore, to emphasize family communication activities, the Family Communication Pattern approach is used; According to Koerner & Maki (2004), family communication patterns mean how family members interact with each other, what they say to each other, what they do and how they feel communicating with other family members. Family Communication Pattern is a general theory of family communication that focuses on discussing communication between parents and children in building a shared social reality; this theory identifies the basic process for reaching a mutual agreement that has an impact on shared communication behavior, long-term information processing, psychosocial, and behavioral outcomes. (Koerner & Fitzpatrick, 2002a). The Family Communication Pattern explains that family members will coordinate perspectives among family members who try to reach an agreement through two different processes, creating two dimensions in family communication (Ramadhana, 2020). Family communication patterns contain two dimensions: conversation orientation and conformity orientation (Koerner & Fitzpatrick, 2002a).

Conversation orientation is defined as the extent to which the family can create a climate that encourages all family members to participate and interact without topic restrictions (Koerner & Fitzpatrick, 2002). In online learning assistance, parents will undoubtedly interact to create a learning climate suitable for autistic children so that learning can run effectively. This research wants to know the communication management that parents do in interacting when providing online learning assistance for autistic children during the Covid-19 pandemic.

Confirmation orientation is defined as the degree to which the family suppresses homogeneity of attitudes, values, and beliefs. Families believe in the uniformity and trust placed in their children to determine what they can and cannot do (Koerner & Fitzpatrick, 2002). For children with autism, uniformity and confidence in parents must be instilled to facilitate the application in taking actions and evaluating the results of emphasizing homogeneity so that autistic children can obey the orders and instructions given.

The family communication management approach is used to analyze the planning and evaluation of the results of family communication activities - understanding communication management can not only be implemented

for organizational activities but it can also be used to determine individual actions/stages before carrying out communication activities; in this case using the planning, organizing, actuating and evaluating/controlling models (Soedarsono, 2020);

At the planning stage, the research aims to select goals, set realistic goals, and formulate future desires that will be implemented.



Figure 1. Simple system model

Source: Winardi (1999)

The planning stages carried out by parents in online learning assistance for autistic children are an effective and efficient strategy to form an online learning process that can be achieved; The next stage is organizing where all forms of tasks that can connect goals, authorities, and responsibilities are designed in such a way as to enter the actuating location. All forms of preparation and organization previously carried out are applied at the actuating stage. At this stage, the directions and instructions for online learning assistance for autistic children are implemented to achieve the desired results. The last is the controlling/evaluating stage, which determines what has been completed and compares it with the planning stage. At this stage, all corrections are used to build a better activity in the future.

The four stages are then implemented into a simple system model as follows (Figure 1). Through the system model, three elements can be obtained, namely input, process, and output. This model can simplify decision-making and problem-solving in online learning assistance for autistic children during the Covid-19 pandemic.

Through the theoretical approaches above, the researcher examines how parents manage family communication implemented in online learning assistance for autistic children during the Covid-19 pandemic and makes a model of the online learning assistance system for autistic children during the Covid-19 pandemic simplify problem-solving.

Material and Methodology

The research design uses a phenomenological approach, where this study seeks to interpret the meaning and related events in the lives of individuals under certain conditions. Phenomenology aims to explain the purpose of the life experiences of several people about a concept or symptom. The data were analyzed qualitatively descriptively, namely the process of investigating understanding social problems or human problems, by building a complex holistic picture formed with words to report detailed views of the informant and carried out in a natural atmosphere (Creswell, 1994).

The field data used a sample of six mothers in the city of Bandung, based on consideration of the main criteria: having children who were officially diagnosed with autism spectrum disorder or autism, living with autistic children since school closures due to the Covid-19 pandemic, and implementing online learning for autistic children during the time of the Covid-19 pandemic. Research informants are described in Table 1. To

get informants according to the criteria, the researcher asked for help from the Biruku Indonesia Foundation teacher to find out the parents of students included in the above criteria. The number of informants is determined based on the data saturation limit. Suppose the data obtained from several informants show a high level of similarity. In that case, the researcher decides that the data is saturated and does not need to increase the number of informants. There are six critical informants according to the criteria of the researcher as follows Table 1.

Through in-depth interviews, researchers obtained information about the role of parents in online learning assistance for autistic children during the Covid-19 pandemic. The researcher conducted face-to-face interviews with four informants, and two other informants conducted online interviews due to the current limitations of the current Covid-19 situation.

Table 1 . Research Informants

Number	Parents			Children	
	Name	Age	Work	Age	Gender
1.	A	35	Housewife	11	Male
2.	B	39	Housewife	7	Male
3.	C	47	Housewife	12	Male
4.	D	35	Housewife	13	Male
5.	E	46	Housewife	14	Male
6.	F	42	Housewife	7	Male

Source: Prepared by the Author, 2021

Interviews were born after the informant agreed to participate in this study; the informant chose the time and place for direct face-to-face interviews and online interviews. Interviews were conducted for six days, starting from February 23, 2021, to February 29. All discussions were audio-recorded and transcribed verbatim. The transcripts were read many times to familiarize themselves with the data obtained (Creswell, 1994).

Data obtained from interviews with informants were then analyzed by thematic analysis assisted by ATLAS.ti version 9; Thematic analysis is a systematic process of coding, checking meaning with phrases, providing an overview of social reality through creating themes (Berg & Latin, 2008). All texts related to family (parent) communication management in online learning assistance are coded; each piece of data is compared with all other data and is notated using phrases (Silverman, 2009).

Furthermore, to ensure the proper coding of all data, the data is constantly rechecked, then grouped into codes, categories, and similar categories into themes that are reconfirmed with the theory used. The themes were compiled into answers to this research; the themes found by the researchers became the main product of this data analysis (Green et al., 2007).

As for determining the validity of the data in this study, the researcher used the triangulation method, namely credibility testing, which was defined as data collection including information sheets, field notes, transcripts, and external evaluations.

Result and Discussion

The management of family communication that occurs in online learning assistance for autistic children with their parents is described as follows (Figure 2).

The figure above is the tabulation result of the interview coding that has been made previously. Based on these results, this study found four themes that emerged from key informant interviews that could explain the concept of family communication in online learning assistance for autistic children, namely conversations that led to two themes of family communication management, namely planning and organizing. Conformity raises two themes of family communication management, namely actuating and evaluating.

The above themes will be explained based on the categories of interview results to answer research questions, namely family communication management in online learning assistance for autistic children during the Covid-19 Pandemic.

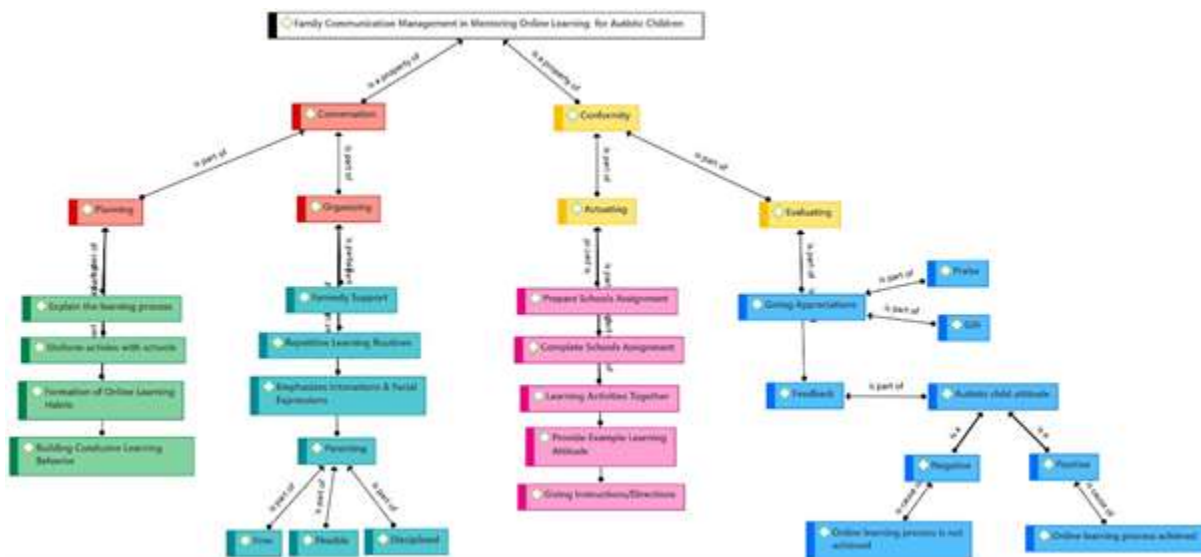


Figure 2. Family Communication Management in Mentoring Online Learning for Autistic Children During Covid-19 Pandemic

Source: Processed by the author using Atlas.ti v.9

Conversation

In conversation, family communication management in online learning assistance for autistic children during the Covid-19 pandemic raised two themes, planning and organizing. The following themes are described as follows (Figure 3).

Theme 1: Planning Stage

Family communication management in online learning assistance for autistic children during the Covid-19 pandemic at the planning stage gave rise to four categories (Figure 3)

The first category is that parents plan to learn explanations for autistic children; in family communication, explanations are a form of communication carried out by each family member to enforce relationships (Koerner & Fitzpatrick, 2002). Communication planning carried out by parents in terms of mentoring learning for

autistic children can be introducing fruits, animals, identifying objects, or providing explanations about the Covid-19 pandemic situation that has caused the school to take place at home. Giving explanations to autistic children has been planned so that autistic children can accept the adaptation of changes that occur and are expected to improve affective and cognitive abilities in autistic children.

The second category is that all online learning activities are uniform with schools; this planning is carried out to continue learning according to school standards. Parents make adjustments so that autistic children do not feel the patterns they usually do change direction, which is feared will cause changes in their emotions. To avoid differences in children's emotions, parents plan by implementing online school rules and following the schedule imposed by the school.

The third category is the formation of online learning habits in children with autism. The formation of learning habits is intended to instill online learning attitudes and adapt to changes in the learning system of children with autism. The formation of learning habits in each family has a different way. Some parents form the same schedule continuously so that autistic children can get used to new patterns; other parents give punishments to develop new online learning habits for autistic children so that autistic children are able and follow their contemporary practices;

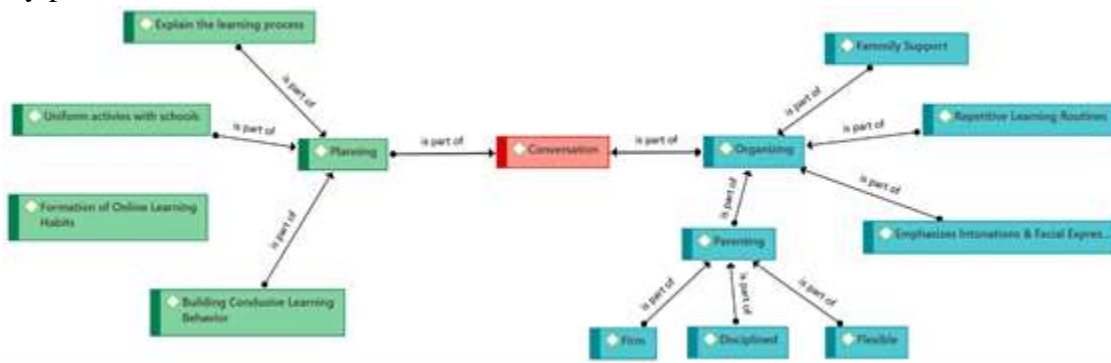


Figure 3. Conversation; Family Communication Management in Mentoring Online Learning for Autistic Children During Covid-19 Pandemic

Source: Processed by the author using Atlas.ti v.9

this step is taken as the last step so that children autistic people can participate in online learning optimally (Pantan & Benjamin, 2020). This is reinforced by research conducted by Dwiyanti (2019), where punishment for autistic children by applying healthy behavior has a good impact on the ability of autistic children.

In its implementation, the formation of this study habit is a challenge that is quite difficult to do because autistic children experience many emotional changes, which often cause difficulty losing focus (Amorim et al., 2020); therefore, planning informing online learning habits is essential. Who are very dependent on their parents, in line with Salman's research (2014) which states that autistic children are very dependent on the role of parents. The fourth category is building conducive learning behavior; this is a crucial aspect in planning where parents do various ways so that the online teaching and learning process can be conducive to improving children's abilities. Parents plan to make the task in a way that is fun and enjoyable for autistic children. Some parents ask the teacher to give assignments according to their children's interests, such as a child who likes to cook, so most of the tasks assigned are related to food or cooking exercises, unlike children who want to sing, the assignments given are mostly memorizing songs and performing them in front of the family.

This difference in tasks is carried out so that online learning for autistic children is more conducive and directed. This usually happens because children with autism have different interests and abilities (Yuwono, 2012).

Based on the four categories above, what parents do in the planning stage is to plan how to explain the learning process to autistic children, design learning activities that are uniform with all school activities and rules, plan the formation of online learning habits in autistic children so that they can adapt to learning new patterns; and building conducive and fun learning behavior.

Theme 2: Organizing Stage

Family communication management in online learning assistance for autistic children during the Covid-19 pandemic at the organizing stage gave rise to four categories (Figure 3). The first category is that parents organize with all other family members to support children with autism in online learning. Family support is one of the crucial things to create enthusiasm for autistic children. Family support is one of the essential things to create harmony in the family, wherein this role is given not only by parents but also by all family members. Based on the interview results, the support of siblings in learning activities will make teaching and learning activities more fun, and parents can form closeness with each other. Family support has the most crucial role that must be managed

to encourage difficult facing times during the Covid-19 pandemic (Cahapay, 2020).

The second category is repetitive learning routines; autistic children continuously live with the same pattern (Yuwono, 2020). According to Primasari & Superna (2020), routine is an important activity for autistic children. Therefore, to implement new routine patterns, parents must repeatedly apply the same study routine. Starting from managing the same study hours, habits before studying to habits formed after doing online learning. The transition struggle that parents and children with autism go through during the Covid-19 pandemic must be managed as well as possible to be able to prepare a new reality for autistic children (Majoko & Dudu, 2020).

The third category emphasizes intonation and facial expressions as positive behaviors that support online learning for autistic children. When giving action, nonverbal responses usually precede verbal responses because physiological signals are activated (Ramadhana, 2020). The use of high tones and facial expressions is one form of nonverbal communication carried out by parents in online learning activities; facial expressions here are the emphasis parents give, such as intimidation by staring with bulging eyes. Management in emphasizing intonation and facial expressions is intended so that autistic children better understand and obey the words of their parents (Agnessya, 2021).

The fourth category is parenting, which is very important to be organized during the online learning process. Parenting is a principle used to determine how parents communicate with their children. Parents must apply the parenting style they choose, whether it is firm, disciplined, or flexible. Two out of six parents are more liberating and do not force autistic children to learn; this consideration is seen from the autistic child's mood, which is terrible and cannot be invited to cooperate. The other four have strict parenting styles, wherein teaching and learning activities prefer to be disciplined & hard so that children can still participate in

appropriate learning activities; some parents also provide intimidation so that their children can continue participating in online learning activities.

The explanation above shows that the four categories carried out by parents in the organizing stage are by organizing the support provided by each family member for the continuity of online learning for autistic children, containing learning routines repeatedly and continuously so that autistic children get used to it, having an emphasis on intonation and facial expressions, as well as having parenting principles that parents will communicate in online learning assistance.

Conformity

The management of family communication in online learning assistance for autistic children during the Covid-19 pandemic in the aspect of conformity raises two themes namely actuating and evaluating. The following themes are described as follows (Figure 4).

Theme 3: Actuating Stage

At the actuating stage, family communication management in online learning assistance for autistic children during the Covid-19 pandemic gave five categories (Figure 4). The first category is that parents prepare autistic children's school assignments, from providing places, materials, and tools used during the online learning process to ensuring an internet connection for video conferencing purposes via zoom or google meet for autistic children. The preparation of this task is carried out because the independence that exists in autistic children has not yet emerged; therefore, parents have a role as the main driving wheel of education in online learning during the Covid-19 pandemic (Majoko & Dudu, 2020), the part of parents is very important to ensure that learning activities can take place.

The second category is the action of parents in helping autistic children complete school assignments. In this online learning process, all activities carried out by autistic children depend a lot on their parents;

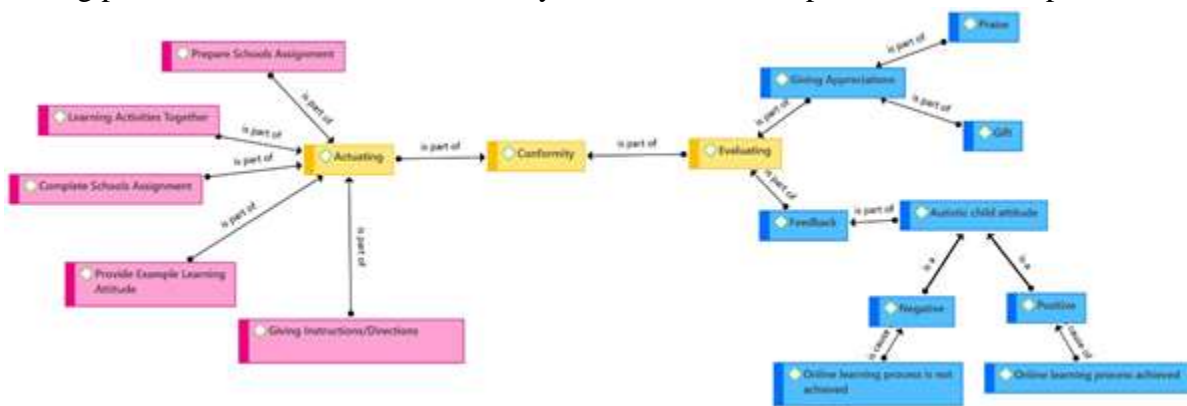


Figure 4. Conformity; Family Communication Management in Mentoring Online Learning for Autistic Children During Covid-19 Pandemic

Source: Processed by the author using Atlas.ti v.9

starting from preparing lessons to completing tasks will not escape the participation or participation of parents in it. According to Koerner & Fitzpatrick (2002b), in family conformity, there is an attitude of interdependence between one another. In terms of working on assignments to collecting assignments and reporting on activities

for autistic children, it is done by attaching photo evidence of lessons and videos of online learning activities to teachers at school. Parents play a role in submitting all tasks completed by autistic children.

The third category is the participation of each family member in doing learning activities together; the family will also participate in doing learning activities together to form fun learning activities. The role of parents in online learning activities also allows autistic children to carry out online learning activities with their siblings. Group learning activities can be carried out because the online learning time for brothers and sisters is the same. Some parents carry out learning activities simultaneously at the same time and place to create the impression of learning in class.

The fourth category is to provide examples of good and correct attitudes for autistic children during online learning. Giving examples of attitudes in online learning assistance offers examples of good sitting posture, listening to the teacher during class, participating in doing the same task, and providing examples of appropriate assignments for autistic children. The attitude taken by parents will play a significant role in the mindset that autistic children will carry out because autistic children tend to be imitators (Yuwono, 2012).

The fifth category is giving action in the form of instructions or directions to autistic children. Giving parents instructions or explanations to autistic children generally only goes one way, and there is no discussion or reciprocal communication (Laurance & Loisa,

2019). Autistic children tend to follow directions or instructions and listen to their parents' explanations, but this will not last long. Usually, autistic children will lose focus again and must be given direction or re-instruction. Therefore, parents have a role in online learning assistance in accompanying autistic children to complete their tasks by providing rules and instructions and repeated explanations until school assignments and activities carried out in learning can be achieved.

Furthermore, based on the five categories above, what parents do in the actuating stage is to carry out all preparations for children's tasks in the online learning process, carry out the completion of children's school assignments, carry out learning activities together, carry out examples of learning attitudes in children to shape children's perspectives, and carry out giving instructions/directions to autistic children repeatedly.

Theme 4: Evaluating Stage

The management of family communication in online learning assistance for autistic children during the Covid-19 pandemic at the evaluating stage gave rise to 2 categories (Figure 4). The first category is giving appreciation to autistic children; appreciation in the form of praise or gifts psychologically will affect a person's behavior (Nababan & Taruli,

2021). Like normal children, autistic children like to be given honor and presents as a form of appreciation in completing assignments or participating in learning well (Boham, 2013). Giving appreciation in praise such as "Wow that's great" is a must to make the autistic child's heart happy and maintain the autistic child's mood while studying. Families with autistic children appreciate every achievement that their children have made. Apart from giving appreciation in the form of praise, giving gifts such as buying favorite items, eating favorite foods, and being allowed to play with gadgets is one way for parents to appreciate completed tasks.

The second category is an evaluation of the feedback given by autistic children; this feedback can be seen from the attitudes of autistic children that appear, both from positive reactions/attitudes and adverse reactions/attitudes. During online learning, autistic children tend to provide direct emotional reaction feedback

such as tantrums, crying, to scream, angry, while this is related to the way parents apply parenting patterns to autistic children. Some parents overcome this emotional reaction by holding firm and consistent parenting principles so that the stages of family communication management can be achieved; the result is that autistic children experience an increase in cognitive and affective attitudes. According to Dwiyanti (2019), a more authoritarian and coercive parenting style will have a reasonably good impact on the abilities of autistic children. The improvement and development of cognitive and affective attitudes can be seen in autistic children who are more independent and more focused on participating in learning activities.

As for parents who are more obedient to their children's emotional reactions by applying flexible and inconsistent parenting, the online learning process is not achieved; this results in a decline in the affective and cognitive abilities of autistic children. This decline can be seen in autistic children who are challenging to manage and find it difficult to focus on online learning.

Based on the two categories above, what parents do in the evaluating stage is to evaluate the results of online learning for autistic children by giving appreciation in the form of praise or gifts and assess the feedback given by autistic children through positive and negative attitudes.

Conclusion

Implementation of family communication management is crucial during the Covid-19 pandemic (Kuswati et al. 2020). This very rapid change in the learning process has shaped a new social reality built by parents in the online learning system for autistic children. Parents with autistic children have formed family communication based on the same two aspects conceptualized by Koerner & Fitzpatrick (2004) to achieve a shared social existence. Conversation means using the influence of parents to carry out conformity in online learning assistance for autistic children. In implementing conversation and conformity in the family, the stages of communication management are carried out to achieve an effective and efficient online learning process for autistic children.

The results of this study found the application of planning aspects; is to uniform all online learning activities with schools to form online learning habits and develop conducive learning behavior, organizing elements; is to provide active support provided by all family members which is carried out regularly with positive behavior in the online learning process of autistic children,

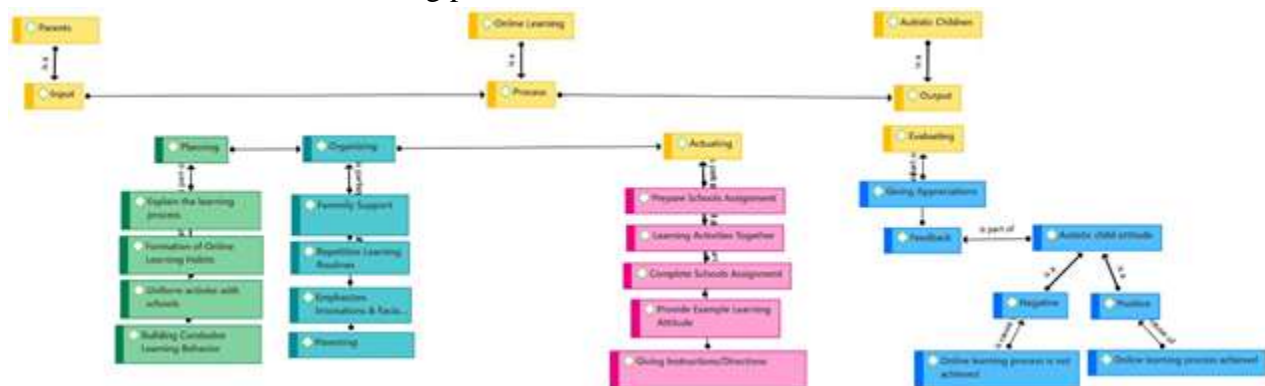


Figure 5. Family Communication Management Model in Mentoring Online Learning for Autistic Children During Covid-19 Pandemic
Source: Processed by the author using Atlas.ti v.9

the actuating aspect; namely carrying out joint learning activities according to what has been planned and evaluating factors; is the result of online learning, both positive and negative elements are considered according to the planning stage.

During online learning, feedback for autistic children evaluates the success of the parental assistance process in carrying out online education. This feedback appears in emotional forms such as tantrums, crying, and screaming. Families who apply firm and disciplined communication management form positive attitudes in autistic children in the form of achieving online learning processes that lead to an increase in children's affective and cognitive abilities, on the other hand, the application of flexible communication management forms a decrease in the affective and cognitive skills of autistic children. In fact, according to the research of Shojaee et al. (2018), parents of individuals with disabilities control and manage their children with disabilities, imposing additional barriers and restrictions and without any explanation, forcing children to obey their rules and instructions. Based on the conclusions above, a family communication management model is obtained in online learning assistance for autistic children during the Covid-19 pandemic, which is described as follows (Figure 5).

The model shows parents as inputs where the things that are inputted in online learning assistance for autistic children during the Covid-19 pandemic are planning, including explaining the learning process, uniform school activities, forming online learning habits, and building conducive learning behavior. In a conducive environment, parents also provide input at the organizing stage, namely providing family support, organizing repetitive learning routines, emphasizing intonation and facial expressions, and applying parenting patterns that will be implemented in online learning mentoring activities for autistic children. The input results are finally processed in online education, wherein the actuating stages are carried out to carry out all the things that have been planned and organized beforehand. The actuating stages in online learning assistance for autistic children during the Covid-19 pandemic are carried out by preparing autistic children's schools assignment, helping autistic children complete school assignments, doing learning activities together with other family members, providing examples of learning attitudes, and giving instructions or directions to autistic children. The output in the form of implementing planning, organizing, and actuating received by autistic children shows that feedback can be done to measure the suitability and discrepancy between input and output.

In the online learning assistance for autistic children during the Covid-19 pandemic carried out by parents, the feedback that can measure success is the online learning process that is achieved and the online learning process that is not achieved.

Therefore, the model shows that families, especially parents, as drivers of home education for autistic children can apply organized communication management to achieve an effective and efficient online learning process to improve children's affective and cognitive abilities. Considering that this study is limited to children with autism, further research will develop an online learning communication management model for children with other disabilities.

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