

FAMILY BASED PEDAGOGICAL COMMUNICATION IN THE CONTEXT OF TRANSNATIONAL FAMILY: THE KOMPAS-PANTURA MODEL FOR ELEMENTARY SCHOOL CHILDREN

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Abstract:

Transnational families are a social phenomenon resulting from the global mobility of the workforce, which impacts the parenting and education patterns of elementary school-aged children. The physical absence of parents demands the presence of family pedagogical communication that is able to maintain learning support, internalization of values, and emotional attachment of children. This study aims to analyze the characteristics of family-based pedagogical communication in the context of transnational families and formulate a relevant conceptual model. The study used a qualitative approach with a critical literature study method based on current studies on transnational families, pedagogical communication, and elementary education. The results show that pedagogical communication in transnational families tends to be instructive, functional, and oriented towards academic control, while the dialogic and emotional dimensions are relatively weak. Dependence on digital media has not fully provided a meaningful pedagogical presence and has given rise to communication fragmentation and value inconsistencies. Therefore, a systematic and values-based pedagogical communication framework is needed. This study offers the KOMPAS-PANTURA Model as a conceptual alternative to strengthen transnational family pedagogical communication. The impact of this research is expected to enrich family pedagogical studies and child education practices in the era of global mobility.

Keywords: Pedagogical Communication; Transnational Family; Family Education; Elementary School Children; KOMPAS-PANTURA

1. Introduction

The phenomenon of transnational families is a social consequence of globalization, labor migration, and increasingly massive cross-border economic mobility over the past two decades. Transnational families are defined as families whose members live geographically separated across countries, yet maintain emotional, social, and familial ties (Bryceson & Vuorela, 2021). In the Indonesian context, this phenomenon is often found in international migrant worker families, where one or both parents work abroad while the children live with their extended family in their hometown. This situation directly changes parenting patterns, family interactions, and the child's educational mechanisms within the family environment. Elementary school-aged children are at a crucial developmental phase that demands the presence of parental figures as the primary source of emotional support, behavioral control, and learning guidance.

Research shows that the physical absence of parents in transnational families has the potential to impact children's socio-emotional development, learning motivation, and character formation if not balanced with effective and meaningful communication patterns (Parreñas, 2022; Mazzucato & Schans, 2023). Therefore, family communication in a transnational context cannot be understood solely as ordinary interpersonal communication, but rather as pedagogical communication with educational, affective, and normative functions. Family-based pedagogical communication refers to the interaction process between parents and children that is consciously directed to support the child's learning process, value formation, character development, and independence. In primary education, family pedagogical communication serves as a foundation that complements formal education in schools (Epstein, 2021). Recent research shows that parental involvement through reflective, supportive, and dialogic communication contributes significantly to children's academic achievement, emotional regulation, and learning resilience (Hill & Tyson, 2022; Jeynes, 2023).

In the context of transnational families, this role becomes increasingly complex because communication occurs in conditions of physical separation and relies heavily on technological media. Several pedagogical communication issues exist within transnational families. First, communication between parents and children tends to be instructional and functional, limited to learning supervision, brief advice, or behavioral control, thus providing little space for in-depth dialogue (Nobles & McKelvey, 2021). Second, the use of digital media such as instant messaging and video calls often results in fragmented, unsustainable, and emotionally context-poor communication, especially when parents' work schedules abroad are very busy (Madianou, 2022). Third, several studies have shown an imbalance in parenting roles between migrant parents and substitute caregivers (grandparents or guardians), leading to inconsistencies in the pedagogical messages received by children (Graham & Jordan, 2021). Furthermore, the reality in Indonesia demonstrates an imbalance in pedagogical roles between migrant parents and substitute caregivers.

Children raised by grandparents or guardians often receive educational messages that differ from, or even contradict, the values conveyed by their parents remotely. Research shows that this situation can lead to value confusion, inconsistent discipline, and a weak internalization of responsibility for learning in children (Pratiwi, 2024). In many cases, substitute caregivers emphasize meeting physical needs over structured pedagogical support. Furthermore, other research reveals that children in transnational families are at risk of emotional loneliness, decreased motivation to learn, and difficulty building psychological closeness with their parents, even when communication occurs regularly (Fresnoza-Flot, 2023). This situation suggests that the frequency of communication does not always equate to the quality of pedagogical communication. These challenges are further complicated when parents lack a systematic, values-based communication framework for supporting their children remotely. Therefore, a model of family pedagogical communication is needed that can bridge geographical separation, time differences, and limitations in direct interaction.

Furthermore, there is a reliance on digital media as the primary means of pedagogical communication. Although communication technologies such as video calls and instant messaging offer easy access, several studies in Indonesia confirm that the use of these technologies does not necessarily guarantee the quality of pedagogical communication. Digital communication is often fragmented, reactive, and lacks emotional expression, preventing children from fully experiencing their parents' pedagogical presence (Utami & Fauzan, 2023). In some cases, children even experience communication burnout due to repetitive and meaningless interactions. Based on these issues, this article introduces the KOMPAS–PANTURA Model as a conceptual model for family-based pedagogical communication in the context of transnational families.

This model is designed to provide direction (KOMPAS) for family pedagogical values, such as educational goals, parental roles, and child development orientation, as well as operational communication channels (PANTURA) that are adaptive to transnational conditions, including the use of communication media, interaction patterns, message continuity, and children's emotional involvement. The KOMPAS–PANTURA model views pedagogical communication not only as the delivery of messages, but as a process of guiding learning and constructing educational meaning in families across national borders. Based on the description above, it can be concluded that the development of a family pedagogical communication model that is specifically contextualized for transnational families of elementary school children. Different from previous research that generally focuses on the impact of parental migration, the use of communication technology, or partial parental involvement, this article offers an integrative conceptual framework that connects pedagogical dimensions, family communication, and transnational realities. With a critical literature review approach, the KOMPAS–PANTURA model is expected to enrich academic discourse and become a conceptual reference for research and practice of family education in the era of global mobility.

2. Research methods

This research employed a qualitative method with a library research approach. This method was chosen because the research aimed to explore in-depth theories, concepts, findings, and arguments from various relevant scientific sources related to pedagogical communication for elementary school-aged children in transnational families. The library research approach allows researchers to critically examine existing literature, compare various perspectives, and formulate a conceptual understanding of the phenomenon being studied (Furlong & Lester, 2023). A library research study is a data collection technique that examines books, scientific journals, articles, reports, and other relevant documents to answer the stated research questions. This approach is particularly suitable for exploratory and conceptual research, as well as when primary data is difficult to obtain or when the research focus is more theoretical and reflective.

The steps of this research are carried out in 3 stages: 1) the initial stage, namely collecting the library sources to be studied. The contents of the library are divided into two types, namely primary sources and secondary sources. In this study, the library sources use secondary data sources, where the source of the material to be studied is data that has been processed by the researcher from various sources for additional information. Examples include books, journals, and other trusted websites. 2) reading the sources that have been collected. Reading the sources that have been collected aims to actively absorb information so that the results obtained can be maximized. In reading the sources, the author tries as much as possible to find research titles related to the ideas expressed, and 3) creating and processing research notes. At this stage, it can be said that the important stage and the peak of the research, because all the materials that have been read will be processed and analyzed to reach conclusions in the form of a report.

3. Results and Discussion

3.1. Research result

3.1.1 Characteristics of Transnational Families in the Context of Elementary School Children

The research findings indicate that transnational families in Indonesia are generally formed as a result of economic and employment decisions, with one or both parents working abroad for an extended period. In this situation, elementary school-aged children do not live with both parents, but are instead cared for by a parent who stays at home or by a substitute guardian, such as a grandparent, uncle, or other extended family member. This situation creates a pattern of family life that is geographically separated, yet still strives to maintain family relationships through long-distance communication. In the context of elementary school education, this transnational family structure has implications for significant changes in the division of pedagogical roles. Migrant parents are still seen as the primary figures responsible for the direction of their children's education, but their involvement in the daily learning process is limited and indirect.

In contrast, guardians play an operational role in supporting children's learning activities, although they do not always possess adequate pedagogical capacity. This shift in role structure causes the family's educational function to operate unbalanced and dependent on the dynamics of relationships between family members. Therefore, differences in the intensity of pedagogical involvement between fathers and mothers are evident. Mothers tend to be more active in communication related to children's learning activities, emotional states, and daily activities, whether the mother is abroad or living with the child. Meanwhile, fathers' role in children's education is more often manifested in the form of general supervision and normative direction, such as emphasizing discipline and responsibility. This difference creates patterns of pedagogical communication that are not always balanced and impact children's learning experiences within the family environment.

3.1.2 Pedagogical Communication Patterns of Parents in Transnational Families

Pedagogical communication between parents and children in transnational families tends to be practical and functional. Communication is dominated by instructive messages in the form of brief advice, commands, and reminders about study obligations. This pattern reflects parents' efforts to maintain control and supervision over their children's education, despite the distance. In addition to being instructive, pedagogical communication also focuses heavily on academic monitoring. Parents routinely inquire about their children's grades, test results, or assignments, but these interactions rarely develop into in-depth discussions about the learning process or the difficulties they face. This type of communication indicates that parents' attention is directed more toward learning outcomes than the children's learning experiences themselves. Based on the description above, reflective and emotional communication is relatively rare. Children have limited space to share their learning experiences, feelings, and challenges at school. Pedagogical interactions often end with brief directions or evaluations, so communication does not fully function as a meaningful learning support tool.

3.1.3 Media and Intensity of Pedagogical Communication

In transnational families, digital media is the primary means of bridging pedagogical communication between parents and children. Video calls and text messages are the most frequently used media because they are considered practical and easily accessible. Through these media, parents strive to maintain relationships with their children while monitoring their educational progress remotely. In other words, high communication intensity does not always reflect good pedagogical communication quality. Many interactions are short, rushed, and focused on practical information. Communication is often affected by parents' time constraints, time zone differences, and work conditions that demand physical and mental energy. Based on the above description, technical barriers such as unstable network quality, uncertain communication times, and migrant parents' work fatigue are factors that hinder the

sustainability of pedagogical communication. These conditions result in inconsistent communication and make it difficult to develop into in-depth and reflective pedagogical interactions.

3.1.4 Problems of Pedagogical Communication

The research identified several key issues in transnational family pedagogical communication. One prominent issue is fragmented communication, where interactions between parents and children occur separately without a clear link to long-term educational goals. Communication is often situational and reactive, dependent on specific events such as exam results or school reports. Another issue identified is the inconsistency of educational values between migrant parents and their caregivers. Children receive differing pedagogical messages regarding learning discipline, academic responsibility, and attitudes toward school. This disparity in approaches leads to confusion in understanding the educational expectations they must meet. Consequently, parental pedagogical presence is weak. Despite ongoing communication, children do not always perceive their parents' presence as active and ongoing learning partners. This situation results in a decline in children's enthusiasm for learning and a weakening of pedagogical ties within the family.

3.1.5 Impact of Pedagogical Communication on Elementary School Children

From an academic perspective, research results indicate that suboptimal pedagogical communication impacts low learning motivation and the underdevelopment of children's learning independence. Children tend to view learning as an obligation to be fulfilled, rather than a meaningful and enjoyable process. From a socio-emotional perspective, children show limitations in feeling emotional closeness with their parents. Brief, instructive interactions do not always meet children's emotional needs, resulting in more formal and distant parent-child relationships. Furthermore, children show a tendency to rely on teachers or others outside the family for learning and emotional support. This dependence indicates that the family's pedagogical function is not functioning optimally in supporting children's holistic development.

3.1.6 The Importance of Family-Based Pedagogical Communication Models

Pedagogical communication in transnational families lacks a systematic and directed framework. Communication practices are still spontaneous and situational, without clear guidance on educational values and goals. This situation makes it difficult for pedagogical communication to develop into a sustainable learning support process. Existing communication models tend to be partial and do not fully address the complexities of transnational families. Some practices emphasize the use of digital media, while others focus solely on the role of parents without considering the limitations of distance and time. Therefore, research findings demonstrate a strong need for a family-based pedagogical communication model that integrates an educational values framework with adaptive and contextual communication mechanisms.

3.2. Discussion

3.2.1 Transnational Families as a Challenge as a Pedagogical Challenge for Elementary School Children

Transnational families are a family form that emerges as a result of global labor mobility, where one or both parents live and work abroad while the children remain in their home country. In recent studies of family sociology, transnational families are no longer understood as a deviation from family structure, but rather as a new family configuration with complex implications for child-rearing and education patterns (Parreñas, 2021; Yeoh & Lam, 2023). From a pedagogical perspective, geographic distance significantly alters the educational function of families. The family, which should be the primary space for internalizing values, forming learning habits, and providing moral role models, has been reduced to a space for administrative coordination of education. The role of parents in assisting children in their learning process tends to shift from a dialogic relationship to a remote control relationship. However, in Indonesia, this complexity is exacerbated. As one of the largest migrant worker-sending countries in Southeast Asia, transnational family practices are often found in rural and peri-urban areas, where pedagogical literacy and technological literacy are limited and uneven. This condition makes transnational families not only a migration issue, but a structural pedagogical problem that demands a contextual and sustainable communication approach (Hugo, 2021).

3.2.2 Dominance of Instructive Communication and Pedagogical Reduction

Pedagogical communication is essentially a dialogical relationship that positions children as the subjects of education. However, in transnational family practice, communication between parents and children tends to take an instructive and functional form. Communication focuses on brief advice, learning instructions, and monitoring academic achievement, without space for reflection and emotional dialogue. In other words, this type of one-way communication is considered less effective in constructing meaningful learning. Biesta (2022) asserts that education reduced to the transmission of instructions loses its relational and ethical dimensions. Children receive messages, but they do not always understand the

meaning and purpose of education itself. Paulo Freire, through his reform of thought, emphasized that non-dialogical educational communication risks perpetuating dominating relations and alienating students from reflective awareness (Freire, 2021). In the context of transnational families, instructive communication often arises from the constraints of time and distance, but pedagogically, it actually weakens children's emotional connection to the learning process.

3.2.3 Digital Media as a Misunderstood Pedagogical Medium

Digital technology is often seen as the primary solution for bridging distances in transnational families. Video calls, instant messaging, and social media allow parents to stay connected with their children regularly. However, the presence of technology does not automatically guarantee the quality of pedagogical communication. Livingstone and Blum-Ross (2022) explain that digital-based family communication tends to be rapid, fragmented, and lacks emotional depth. Interactions often focus on the exchange of information, rather than building reflective pedagogical relationships. Selwyn (2023) and Williamson (2024) also caution that educational technology is often treated as a technical solution, when the underlying issues are pedagogical and value-based. Technology-mediated communication has the potential to reduce the complexity of education to mere connectivity, without attention to meaning, attachment, and continuity of values. Thus, pedagogical communication in transnational families cannot simply rely on technology; it requires a value framework that guides how technology is used in parent-child relationships.

3.2.4 Pedagogical Implications for the Development of Elementary School Children

Family education demands consistency in values and authority figures. In transnational families, the pedagogical role is often split between biological parents and guardians. This situation creates a fragmented value socialization process, where the educational messages children receive are not always aligned. Grusec and Hastings (2021) explain that inconsistencies in parenting practices risk hindering the internalization of values and the development of children's self-regulation. Children receive moral guidance from distant parents but experience different parenting practices in their daily lives with guardians. In character education, consistency is a key prerequisite for value internalization. Lickona (2022) emphasizes that character is not formed through sporadic advice, but through role models and stable relationships. Inequality in pedagogical roles in transnational families has the potential to undermine this process and have long-term impacts on children's identity formation. Elementary school-aged children are at a developmental stage heavily influenced by the quality of relationships with significant figures. In developmental theory, children's motivation to learn and self-regulation develop through interactions that support autonomy, a sense of competence, and emotional connectedness (Eccles & Wigfield, 2021; Santrock, 2023). When pedagogical communication loses its dialogic and emotional dimension, children are at risk of decreased intrinsic motivation, over-dependence on teachers, or seeking substitutes outside the family. Noddings (2021) emphasizes that pedagogical presence is not merely a physical presence, but a presence full of attention, empathy, and care. In this context, meaningful pedagogical communication is a key support for children's development amidst the physical separation of the family.

3.2.5 The Kompas-Pantura Model as a Theoretical and Contextual Answer

The limitations of pedagogical communication approaches in transnational families demonstrate the need for a model that is not only technological but also based on values and relationships. The KOMPAS-PANTURA model is positioned as a conceptual framework that integrates value direction (KOMPAS) with adaptive communication channels (PANTURA). In contrast to parent involvement models that tend to be normative and school-oriented (OECD, 2022; UNICEF, 2023), KOMPAS-PANTURA emphasizes the sustainability of pedagogical values in the context of family separation. This model does not view communication as a momentary activity, but rather as a conscious, directed, and reflective pedagogical process. Thus, KOMPAS-PANTURA offers novelty as a family-based pedagogical communication model that is contextualized to the realities of transnational families in Indonesia and relevant to the challenges of educating elementary school-aged children in an era of global mobility.

4. Conclusion

Transnational families present significant pedagogical challenges for the education of elementary school-aged children, primarily due to the physical separation between parents and children. This means that pedagogical communication in transnational families tends to be instructive, functional, and oriented toward academic control, while the dialogical, reflective, and emotional aspects remain relatively weak. Reliance on digital media has not fully enabled the meaningful pedagogical presence of parents, and often leads to fragmented communication and value inconsistencies between migrant parents and caregivers. These conditions impact the quality of learning support, learning motivation, and children's

emotional attachment to their families. Therefore, a systematic and contextual family-based pedagogical communication model is needed. The KOMPAS–PANTURA model is offered as a conceptual framework that integrates the direction of family pedagogical values with communication patterns adaptive to transnational realities. This model positions pedagogical communication as a continuous and meaningful learning guidance process, making it relevant to supporting the development of elementary school children in the context of transnational families.

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