

Persuasive Communication in Building Trust with Strict Parents (A Case Study on Active Student Organization Members at FISIP UNTAD)

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ABSTRACT

This study aims to understand persuasive communication in building trust with strict parents (a case study on actively organized students at FISIP Untad). This research is qualitative descriptive in nature with data collection techniques through observation, interviews, and documentation. The study uses persuasive communication theory proposed by Joseph A. DeVito. Data sources are obtained from primary data through interview results and secondary data sourced from various literature. Informants in this study were determined using purposive sampling techniques. Data analysis consists of data collection, data reduction, data presentation, and drawing conclusions. The results show that the process of persuasive communication by FISIP Universitas Tadulako students in building parental trust in the context of strict parents occurs gradually through interpersonal communication. The process starts with students being open about sharing information regarding their organizational activities, then continues with presenting arguments about the organization's goals and benefits to ease parents' worries. Open communication gives parents the chance to understand the organization's activities that students are involved in. Next, parents' trust is built by showing students' responsibility through maintaining academic performance, managing time between classes and organization, and fulfilling family responsibilities. The trust that has been established is then maintained through open communication, consistent behavior, and adherence to agreements with parents. This process results in a change in parents' attitudes from worry to trust and encourages support for students' organizational activities

INTRODUCTION

In Indonesian society, the family is the main institution in shaping a student's character. Parents often apply strict parenting to protect students from negative environmental influences, maintain academic performance, and instill moral values. Parenting is a way for parents to shape behavior through rules, teaching, affection, examples, praise, and punishment. However, overly strict parenting can limit communication space and create emotional distance, especially when students start wanting to express their identity, aspirations, and activities more independently. The development of the times and globalization also expand the space for students to get involved in social, academic, and organizational activities, while parents with a strict or authoritarian parenting style tend to emphasize safety, obedience, discipline, and academic achievement. Strict parents are characterized by a high level of control, rules, and discipline demands, which can create differences in views between students and parents, including in students' involvement in organizational activities.

Based on the researcher's initial observations, some parents with a strict parenting style still see student organization activities in a negative light. Wearing organization attributes, participating in actions, staying late in meetings, and engaging in social and political activities can raise concerns because they are thought to interfere with studies, take up time, or expose students to less suitable environments. A similar situation is found among students of the Faculty of Social and Political Sciences at Tadulako University (FISIP Untad) who are active in organizations. Activities such as meetings, trainings, work programs, or other activities outside class hours often face limited support from parents because of worries about academics and student responsibilities.

The initial observations showed that some students have trouble getting their parents to trust their involvement in organizations. One student active in an organization said:

"My parents think organizations are just a waste of time and are afraid that I'll get so busy that I forget about college. Because of that, I try to show that I can still keep up my grades and take responsibility for my duties as a student." (Preliminary interview with N.N.S., an active student in the FISIP Untad organization, April 2026).

That statement shows there's a difference in perspective, where students see organizations as a way to develop communication, leadership, responsibility, and social skills, while parents prioritize academic achievements more. This difference means students need to build understanding and trust with their parents regarding the organizational activities they participate in.

In this situation, persuasive communication becomes an important way to bridge the difference in views between students and parents. Students not only explain the goals, benefits, and reasons for joining an organization, but also show responsibility, discipline, and commitment to education. According to Saputra (2025: 65), the persuasive communication process is one of the ways students build parents' trust and is a communication technique that uses verbal messages to influence the attitudes and behavior of the audience. In the context of strict

parents, persuasive communication is done by providing information about organizational activities and their benefits, while also being reinforced through real actions so that parents understand that the organization can support students' personal development and experience.

In the college environment, students can join various organizations such as the Student Executive Board (BEM), Student Representative Council (DPM), Study Program Student Association (HMPS), and Student Activity Units (UKM). These organizations are not just extra activities, but also platforms to put into practice the values of the Tri Dharma of Higher Education as well as to develop leadership, communication skills, social networks, and political or social awareness. In this study, active student organization involvement refers to FISIP Untad students who consistently participate as members or administrators and take part in organizational programs. This involvement requires time and commitment, which can lead to differences in opinion with parents regarding the priority between academics and organizational activities.

Research on persuasive communication in parent-student relationships has been conducted by several researchers. Lumbu & Nopryana (2022), through a quantitative study titled "The Relationship Between Parents' Persuasive Communication Techniques with Students and Emotional Intelligence," showed that persuasive communication in families plays a role in shaping students' emotional intelligence through a more open and non-pressuring communication style. Amalia & Rahmawati (2023), through a qualitative study titled "Mother-Child Persuasive Communication in Shaping Positive Behaviors in Children Aged 5-7 Years," found that persuasive communication can shape positive behavior through emotional approaches, invitations, and direct examples. Next, Dita (2024), through a qualitative case study titled 'The Role of Persuasive Communication of Parents in Shaping Teen Identity,' shows that persuasive communication plays a role in shaping identity through disciplined communication, family rules, and social and religious values.

Although there are similarities in examining persuasive communication within family relationships, previous studies have not specifically addressed students' persuasive communication in building parents' trust with strict parenting styles, especially among students who are active in organizations. Lumbu & Nopryana (2022) focused more on emotional intelligence, Amalia & Rahmawati (2023) on children aged 5-7, while Dita (2024) focused on adolescent identity formation. Therefore, this study positions students as agents of persuasive communication in dealing with parents who have strict rules and control, with a special focus on FISIP Untad students who are actively involved in organizations. This study highlights students' efforts to build and maintain their parents' trust in their organizational activities.

Based on the explanation, this study is important to understand the persuasive communication process carried out by FISIP Universitas Tadulako students who are active in organizations in building the trust of parents who apply a strict parenting style. Differences in views regarding organizational activities require students not only to explain the activities they participate in but also to show responsibility and commitment to gain their parents' trust.

Therefore, this study aims to understand the persuasive communication process of students in building their parents' trust in the organizational activities they are involved in.

LITERATURE REVIEW

Persuasive Communication

According to the Communication Science Dictionary in Zain (2017), persuasive communication is a communication process aimed at influencing someone's views, attitudes, or behaviors through the delivery of certain messages. This process is carried out using a psychological approach so that the individual receiving the message feels that the decisions or actions taken are the result of their own will. In persuasive communication, the success of influencing someone is greatly affected by the way the message is delivered, the characteristics of the communicator, and the condition or background of the message recipient.

The persuasive process of students towards parents with strict parenting styles is an effort by students to communicate in a way that influences their parents' perspective and gains their trust regarding the activities they are involved in. For students who are active in organizations, persuasion is important because participation often requires time, commitment, and activities outside of class hours, which can cause concern for parents. Therefore, students need to use the right communication approach, such as explaining the goals of organizational activities, the benefits gained, and how these activities can support personal development without neglecting academic responsibilities. (Ramadhani, 2024: 112).

Persuasive Communication Theory

According to Joseph A. DeVito (2016), Persuasive Communication Theory explains that persuasive communication is the process of delivering messages aimed at influencing the attitudes, opinions, beliefs, or behaviors of the audience by presenting information effectively. In this process, the communicator not only delivers the message but also tries to build understanding and create attitude changes in the audience through logical, open communication supported by the communicator's credibility.

The Persuasive Communication Theory according to Joseph A. DeVito (2016) is used in this study to understand the communication process carried out by students who are active in organizations in building parents' trust in the organizational activities they engage in. This theory is considered relevant because the research focuses on how students as communicators deliver persuasive messages to parents as communicants to create attitude changes and build trust in the students' involvement in organizations. In this study, persuasive communication becomes a means to explain the goals, benefits, and positive values of organizational activities so that parents gain a better understanding.

Strict Parents

The term 'Strict parents' refers to a parenting style that emphasizes strict rules and strong control over a student's behavior. In families with this kind of parenting, parents usually set standards of behavior that students must follow, whether in daily life, educational activities, or social interactions. The enforcement of these strict rules aims to build discipline and ensure that students develop according to the values and norms believed by their parents. (Hasibuan et al., 2024)

According to Santrock (2017: 308), the characteristics of strict parents can be seen from how they control and manage students' daily activities. Parents with this pattern usually have high standards and expectations for their children, both in education, behavior, and responsibility. In addition, they also tend to set firm rules and closely supervise students' activities, including how they spend their time, socialize, and what they do outside the home. Communication patterns in families with these characteristics are often more structured and focused on following the rules set by the parents.

Active Students in Organizations

College students are individuals at the early adult stage who are pursuing higher education and have the opportunity to develop their potential through various academic and non-academic activities, one of which is through student organizations. Student organizations serve as a platform for students to learn how to interact, cooperate, and develop leadership skills as well as social responsibility on campus. By getting involved in organizations, students can broaden their experiences and improve skills that are not always gained in formal classroom activities (Damsar, 2011: 124). According to Sarwono (2013: 201), students who are actively involved in organizations generally take part in various activities, such as planning work programs, carrying out activities, and even participating in the decision-making process within the organization. These activities require students to be able to manage their time between academic responsibilities and organizational activities, while also providing opportunities to develop communication skills, teamwork, and problem-solving skills that arise during organizational activities. These experiences become an important part of students' social learning process in the university environment.

Framework of Thought

The framework of thought in this study focuses on the process of persuasive communication carried out by active students involved in organizations at the Faculty of Social and Political Sciences, Tadulako University, in building parental trust in the organizational activities they participate in. This study is conducted on students who have parents with strict characteristics as the context underlying this communication process. In this context, persuasive communication is understood as the process of delivering messages used by students to explain, convince, and build parents' understanding regarding the objectives and benefits of their involvement in the organization.

METHODS

This study uses a qualitative method with a case study approach to deeply understand the phenomenon of persuasive communication among students in building trust with parents who have a strict parenting style. Qualitative research collects and analyzes descriptive data in the form of words, expressions, and behaviors to understand social reality from the participants' point of view without emphasizing numerical measurement (Creswell, John W. 2014: 4). According to Moleong, Lexy J. (2017: 6), qualitative research is used to explore subjects' experiences and perspectives on phenomena that occur in their lives. Meanwhile, case studies, according to Yin, Robert K. (2018: 15), are used to understand a phenomenon in depth within the real-life context through exploration of individuals, groups, or organizations by utilizing various data sources. This approach is used to examine the persuasive communication process of FISIP Tadulako University students who are active in organizations in building parents' trust with a strict parenting style.

This research was conducted at the Faculty of Social and Political Sciences at Tadulako University, located on Soekarno-Hatta Street. The research object is the persuasive communication process of students in building trust with parents who have a strict parenting style, while the research subject is Tadulako University FISIP students who are actively involved in organizations. Informants were selected using purposive sampling, which means choosing informants based on certain considerations because they are considered to know and understand the research problems best, and therefore can provide relevant data (Sugiyono, 2018). Informants were determined through initial identification and preliminary interviews regarding students' involvement in organizations, their experiences communicating with parents about organizational activities, and the characteristics of parents who apply strict rules and supervision.

The research data consists of primary and secondary data. Primary data is obtained directly through interviews and observations of FISIP Universitas Tadulako students who are active in organizations and have parents with strict parenting styles. Primary data can be collected through observation, interviews, and direct interaction with research subjects, making it suitable for the research needs (Hox & Boeijs, 2005: 593). Meanwhile, secondary data is obtained from already available sources, such as documents, scientific publications, books, research reports, and relevant archives (Johnston, 2014: 620). Data collection techniques are done through in-depth interviews, observation, and documentation. Interviews are used to gain direct experiences and information from informants (Esterberg, 2002; Sutopo, 2006: 72), observations are done to watch the activities and conditions of the subjects and their social environment (Matthew and Ross in Herdiansyah, 2013: 128; Sutrisno Hadi, 1986), while documentation is used as supporting data in the form of documents, pictures, and other relevant sources (Sugiyono, 2019).

Data analysis was done qualitatively because the research data consisted of sentences and narratives obtained from in-depth interviews and observations. Data analysis is the process of collecting, processing, and transforming data to obtain information that supports drawing conclusions (Widi, 2010: 195), while

Kriyantono (2014: 192) explains that qualitative data analysis is used for data in the form of narratives or sentences. This study refers to the data analysis model of Miles and Huberman in Emzir (2012: 129–135), which includes three stages: data reduction, data display, and drawing conclusions. Reduction is done by selecting, summarizing, and focusing on data that is relevant to students' persuasive communication in building trust with strict parents. The data that has been reduced is then presented systematically based on the results of interviews and observations, and then conclusions are drawn and verified by interpreting the information obtained from the informants.

Findings

Based on interviews and observations of students active in organizations at FISIP Tadulako University who have parents with a strict parenting style, it was found that persuasive communication in building parental trust happens as a gradual and ongoing process. Parental trust isn't built just by expressing the student's desire to join organizations, but develops through consistent communication and is reinforced by the student's real actions.

Research findings show that there are four main stages in the persuasive communication process of students in building parents' trust, which are :

Initial Communication

Based on the interview results, students initially communicate with their parents when they start introducing their organizational activities and explaining their reasons for getting involved. At this stage, students don't always immediately get acceptance from their parents. Some informants even face rejection or concern because their parents see the organization as potentially interfering with studies, rest time, social life, or the students' responsibilities. This was evident in Diyah Ayuningsih's experience, who from the start was already used to her parents' fairly strict rules.

"When I started college and became interested in joining organizations, I actually didn't tell my parents right away. I chose to join quietly at first because I already knew what my parents' character was like. At that time, I was worried I would face rejection from the beginning if I immediately expressed my desire to participate in organizations. When my parents eventually found out that I was involved in an organization, there was some tension." (Diyah Ayuningsih)

This quote shows that strict parental character is a factor for students in deciding how and when to communicate their involvement in organizations. Therefore, initial communication is done gradually so that parents can understand the organizational activities before giving their acceptance.

Presenting Arguments

After the initial communication took place, the students began to present arguments to help their parents understand the benefits of joining organizations. The arguments they used tended to be logical and related to self-development, communication skills, leadership, responsibility, experience, and future benefits.

The students also tried to present their arguments calmly and without emotion to avoid conflicts with their parents.

This can be seen from the experience of Nugra Nurfaqi Syukur:

"In the persuasive communication process that I usually do, I tend to use a more logical approach. I explain to my parents that joining an organization can develop leadership, communication, and responsibility skills that are needed in the working world. I also express that I want to grow and learn to be more independent through the organization." (Nugra Nurfaqi Syukur)

This quote shows that the student's argument is not just focused on the desire to join an organization, but also on the concrete benefits that can be gained. In this way, the organization is positioned as an activity that supports personal growth and the future of students, rather than as something that hinders their studies.

Proving Responsibility

The next stage is proving responsibility. At this stage, students not only rely on verbal explanations but also show through actions that organizational activities do not interfere with academic obligations or other responsibilities. Examples of this proof include maintaining academic grades, managing time between classes and the organization, continuing to fulfill responsibilities at home, and keeping parents informed about organizational activities.

This was clearly stated by Nugra Nurfaqi Syukur:

"In my opinion, parents' trust can't be built just through words. That's why I try to show real evidence. I keep my grades good, even always trying to maintain a GPA above 3.6. Besides that, I also always give updates if there are any organizational activities, especially if there are schedule changes or sudden events." (Nugra Nurfaqi Syukur)

This statement shows that proving oneself through actions becomes an important part of the persuasive process. Parents' trust is built when students can demonstrate consistency between what they say and what they do. Therefore, the success of persuasive communication is not only determined by the student's ability to present arguments but also by consistency in carrying out responsibilities.

Maintaining Trust

The final stage is maintaining trust. The trust that has been gained is not considered permanent, but needs to be upheld through open communication and consistent behavior. Students continue to share information about their activities, locations, friends who are with them, and their return times, especially when organizational activities go on until late at night. This pattern of communication is a way for students to make their parents feel safe and stay informed about their condition.

This can also be seen from Lidya Restika's statement:

"Compared to before, my mom's attitude has changed noticeably. She has started allowing me to join activities outside the house and organizational activities. The important thing is that I clearly provide her with all the

information she asks for, like what activities I'm joining, who I'm going with, where it's taking place, and what time I'll be back." (Lidya Restika)

This quote shows that trust comes with rules and openness. Maintaining trust means ongoing communication, following agreements, and the student's ability to manage both academic and personal responsibilities. The persuasive process doesn't stop at getting permission; it continues with making sure parents' trust is upheld while the student participates in organizational activities.

Besides identifying the stages of the communication process, the research also shows a change in parents' attitudes after the persuasion process takes place. Initially, parents tend to have negative perceptions or show doubts about organizational activities. Their concerns are mainly about academic performance, time management, social environment, safety, and student responsibilities. However, after students consistently provide information, present arguments, maintain academic performance, follow rules, and demonstrate responsibility, parents' attitudes begin to change. Parents start to give students more freedom to join organizations, even though some rules and forms of supervision are still maintained.

Changes in parents' attitudes don't happen instantly. They develop through repeated communication and are reinforced by the consistency of the student's actions. Research findings also show that the success of persuasion is influenced by the quality of the message, the credibility of the student as a communicator, and how well the message matches the actions taken. Students don't just try to change their parents' views through words, but also through real proof. The process starts with understanding the parents' concerns, delivering messages and arguments appropriately, proving responsibility through actions, and then maintaining trust through openness and consistent communication.

These findings ultimately led to a persuasive-relational communication model, which is communication that not only focuses on changing attitudes but also on building and maintaining a trusting relationship between students and their parents.

RESULTS AND DISCUSSION

Research findings show that persuasive communication by FISIP Tadulako University students in building trust with strict parents happens gradually through open interpersonal communication, presenting arguments, proving responsibility, and maintaining trust. At first, organizational activities are seen as potentially disruptive to studying due to concerns about academic performance, time management, social environment, and off-campus or late-night activities. High levels of supervision and expectations from strict parents regarding education, responsibility, and their children's safety set the context that influences students' communication with their parents. So, persuasive communication isn't just about getting permission, but also about changing parents' understanding and perception of organizational activities.

In facing these concerns, students use persuasive communication by first providing information about the type of organization, the purpose of joining the organization, the activities carried out, and the benefits gained. Openness of

information is the first step to reduce uncertainty and build parents' understanding. Next, students present arguments about the benefits of the organization, such as developing leadership skills, communication, teamwork, expanding networks, and experiences that can be valuable in the future. In this way, the persuasive message delivered is not just informative, but also aimed at shaping the understanding that organizations are not merely time-consuming activities, but part of the self-development process for students. This process also shows that students need to adjust how they convey messages according to the characteristics and concerns of their parents so that communication can be better received.

However, verbal communication alone isn't enough to build trust. Trust grows stronger when students show consistency between their messages and actions by maintaining academic performance, managing their time, fulfilling family responsibilities, and sharing information about organizational activities. This consistency proves that involvement in organizations doesn't neglect academic duties or responsibilities as a child, while also building the student's credibility as a communicator. This aligns with the Persuasive Communication Theory, which emphasizes the quality of the message, the communicator's credibility, and the communication relationship in creating attitude change.

From the perspective of Joseph A. DeVito's Persuasive Communication Theory, the process shows a gradual change in parents' attitudes. At the beginning, parents have perceptions and concerns about organizational activities. Students then convey messages through transparency and arguments about the organization's goals and benefits, which are then received and evaluated by the parents. These messages are reinforced through real actions like academic responsibility, time management skills, and compliance with agreed-upon rules. The change doesn't stop at granting permission, but continues with maintaining trust through ongoing communication, such as updating them about activities, informing them of schedule changes, maintaining academic performance, and fulfilling family responsibilities. Thus, persuasion in the context of strict parents is interpersonal and contextual because students' communication strategies are adjusted to the parents' characteristics and the issues being faced.

Based on all the findings, students' persuasive communication in building trust with strict parents is a gradual process that starts with understanding the parents' concerns, sharing information and arguments, and proving them through responsibility and consistent behavior. The trust that develops doesn't remove parental supervision, but rather leads to more positive guidance and giving students space to responsibly carry out organizational activities. Thus, the success of persuasive communication doesn't just rely on the ability to convey messages, but also on the match between words and real actions, which forms a persuasive-relational communication model in building and maintaining parents' trust.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that the persuasive communication process used by FISIP Tadulako University students to build

parental trust in the context of strict parents happens gradually through interpersonal communication. The process starts with sharing information about their participation in organizations as a way of being open with their parents, followed by presenting arguments about the goals and benefits of the organization to ease their parents' worries. Next, students build trust by proving their responsibility, such as maintaining academic performance, managing time between classes and organizations, and still fulfilling their responsibilities at home. Once trust is established, students maintain it through open communication, consistent behavior, and sticking to agreements made with their parents. This process ultimately changes parents.

FURTHER STUDY

This study still has limitations, so further research on Persuasive Communication in Building Trust with Strict Parents is needed to refine this study and enhance the insights of readers and the authors.

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