

ABSTRACT

The process towards maturity for adolescents is often marked by changes in the psychological process, including highlighting their ego and emotional functions, so that they are often more sensitive and difficult to undergo the learning process. For adolescents who are in senior high schools with these psychological conditions, these conditions appear to be affecting the academic situation, one of which is experienced by adolescents who are currently attending Public Senior High School 20 in Bandung. In this study, using a descriptive correlational method using a quantitative approach, because it wants to describe the influence of the social status of parents on the perceived patterns of family communication by adolescents. This study uses a simple linear regression method because there is one independent variable and one dependent variable. The independent variable X in this study is the pattern of communication, the dependent variable in this study is the children's learning achievement (Y). The number of samples obtained amounted to 100 people, with the sample criteria, namely 12 grade students of SMAN 20 Bandung. Based on the results of the T test, the equation deviance <Chi Square (117.186 <120.989) concludes that this model is feasible for regression and has a significance level of $p < .05$. The resulting Nagelkerke R² value is 0.102, which means that the conversation and conformity variables are able to explain the variance of the accuracy of strong resistance by 10.2%, and with a significant value of $p < .05$ it shows an effect. Then H1 is accepted, meaning that the variable family communication patterns have a significant effect on learning achievement. The negative relationship of family communication patterns on student achievement of SMAN 20 Bandung students is shown by multiple linear regression analysis, because the regression coefficient value is minus or negative (-), thus it can be said that the Family Communication Pattern (X) has a negative effect on learning achievement. (Y). So the higher the value generated by the family communication pattern, the lower the student achievement. This study shows that the magnitude of the influence of family communication patterns on learning achievement is 15%. While the remaining 85% is influenced by other factors not examined in this study.

Keywords: *Family Communication Patterns, Learning Achievement, Youth*