

## ABSTRACT

*Since the Covid-19 pandemic in early 2020, all learning activities have been transferred to homes through an online learning system. In this situation, the role of parental communication becomes more important in helping children's online learning process, but it will become more challenging when the children they are assisting have autistic disorders. This study aims to describe the role of parental communication in online learning assistance for autistic children during the Covid-19 pandemic. This study uses qualitative research methods, data from interviews with 6 (six) mothers at Yayasan Biruku Indonesia, Bandung. Data analysis used thematic analysis assisted by ATLAS.ti version 8. The results showed that the role of parental conversation in online learning assistance during the Covid-19 pandemic emerged through the provision of repetition of messages, delivery of nonverbal communication, and appreciation for autistic children. The role of conformity is seen through the provision of parental participation, inculcating attitudes, parenting styles, and harmony in the family. The reactions of autistic children in the form of increasing and decreasing affective and cognitive abilities during learning assistance are findings that complement the concept. The application of high conformity in children's learning aids forms affective and cognitive reactions that increase during the online learning period. The implications are discussed.*

**Keyword:** *family communication, online learning assistance, autistic children, conversation, conformity*