

ABSTRACT

This study aims to analyze the communication patterns between mothers and children in the context of distance learning during the COVID-19 pandemic, focusing on conversation orientation and conformity within family communication. Utilizing a qualitative method and a case study approach involving in-depth interviews and observations of several families with school-aged children, the research findings reveal the occurrence of adaptive communication that differs before and after the implementation of distance learning between parents and children. Mothers with a high conversation orientation tend to be more successful in guiding and motivating their children, while a moderate level of conformity creates a conducive learning environment. These findings affirm that open communication and consistent parental support can overcome various challenges in distance learning, including technical difficulties and children's motivation. This research provides practical insights for parents, teachers, and education policymakers to create a comfortable distance learning environment by strengthening family communication, and it contributes to the development of more adaptive and responsive educational strategies in crisis situations like the COVID-19 pandemic.

Keywords: *Distance Learning, Family Communication, Conversation Orientation, Conformity, COVID-19 Pandemic.*