Interpersonal Relationships Profile of X Graders in Vocational High School

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ABSTRACT

Interpersonal relationships are a crucial aspect of adolescents' social and emotional development, directly impacting their personal well-being and academic achievement. This study aims to analyze the interpersonal relationship profile of students in Vocational High School. Data were collected from 37 students in Vocational High School and analyzed using descriptive statistics and ANOVA to evaluate the quality of their interpersonal relationships and participation in social activities. Descriptive analysis results indicate that the average quality of students' interpersonal relationships falls in the medium category, with a mean score of 161.378 and a standard deviation of 14.326. Student participation in interpersonal activities is also in the medium category, with a mean score of 42.784 and a standard deviation of 4.510. When both aspects are combined, the overall score for interpersonal relationships is 204.162, with a standard deviation of 17.420. ANOVA analysis shows no significant differences in the quality of interpersonal relationships based on personality types (introvert, extrovert, and ambivert), with a p-value of 0.351. This suggests that personality type does not significantly influence the quality of interpersonal relationships among students at Vocational High School.

Introduction

In the journey toward maturity, adolescents face a phase filled with challenges and changes. Amidst the turbulence of identity and pressure, one stable foundation for adolescents is interpersonal relationships. Entering the 5.0 era, characterized by interconnectedness, the ability to interact effectively with others becomes increasingly crucial for personal, professional, and social success (Furqon, 2024). Good interpersonal skills are essential for adolescents, as they enable cooperation and friendship-building (Fatmah et al., 2014).

One developmental task of adolescence is achieving mature relationships with peers, marked by an increased desire to socialize, a drive for acceptance in peer environments, and a tendency to be liked and accepted by peers (Hurlock & others, 1980; Santrock, 2007). Altman & Taylor, (1973) define interpersonal relationships as a term used to describe various connections between two or more individuals. Emotional and social connections are vital for adolescents as these relationships play a central role in their developmental stage, particularly as a front line in preventing interpersonal stress (Atiyah Faridah Hanan et al., 2024)

Interpersonal relationships also involve interactions between individuals that include aspects such as trust, mutual understanding, cooperation, and interdependence. Furthermore, these relationships encompass emotional exchanges, information sharing, support, and communication between individuals (Jackson-Dwyer, 2013). Humans are inherently social beings who require others to fulfill their needs. Research indicates that 70% of 179 adolescents and adults engage in activities with others at least twice a day (Gray, 2018).

Peer relationships play a significant role in providing emotional support, acceptance, identity formation, and social skill development. Interactions with peers enrich social experiences and assist in building positive relationships with others (Orehek et al., 2018). Connections with peer groups, quality of friendships, and emotional closeness with the opposite sex serve as protective factors against social anxiety (La Greca & Harrison, 2005). When adolescents have reliable friends to offer support, they are better equipped to handle difficult situations and maintain their mental and emotional well-being (Lu et al., 2023). Adolescents who feel accepted by their peers are generally more comfortable and confident in social interactions, making them more likely to display prosocial behavior due to the sense of being supported and valued by their environment (Wentzel & McNamara, 1999).

Method

This study employed a quantitative approach with a survey research design. A survey design is a data collection procedure that involves distributing questionnaires to identify trends in behavior, opinions, or attitudes within a group of people (Creswell, 2015). The survey was distributed via Google Forms, considering time and cost efficiency as well as the broader reach of representative respondents, enabling a more accurate depiction of students' interpersonal relationships. The collected data were analyzed using JASP software, which provides a descriptive statistical overview of students' interpersonal relationships. This

research involved 37 male students at Vocational High School. Research has shown that females generally have higher interpersonal relationship scores, with 69% compared to males at 31% (Alzura & Febriani, 2023). This finding is consistent with Jasmi & Nurmina (2019), which indicates that adolescent girls tend to report higher friendship quality than boys. Although previous studies highlight higher friendship quality among adolescent girls, focusing on male respondents in profiling interpersonal relationships is essential to address existing research gaps. Understanding how males form and maintain friendships provides valuable insights into the dynamics of male interpersonal relationships, including their support systems and interactions in broader social contexts.

The sampling method employed in this study was purposive random sampling, ensuring that participants represented the study's objectives and the geographic region under investigation. As a result, the generated data are representative and relevant (Gay et al., 2012). Participation in the study was voluntary. Before filling out the Google Forms survey, researchers explained the survey's purpose and emphasized that all respondent data would only be used for coding during the analysis stage and would not be publicly disseminated.

The interpersonal relationship instrument was developed from the grand theory by Davis and Yoder. This grand theory was synthesized with expert opinions into an operational definition, concluding that interpersonal relationships refer to students' ability to form positive relationships characterized by quality communication and participation in life activities. The instrument comprises two aspects: relationship quality and participation. Relationship quality is divided into five sub-aspects: openness, empathy, supportiveness, positivity, and equality. Participation consists of two sub-aspects: mental or cognitive involvement and emotional engagement. The response format of the interpersonal relationship instrument used a four-point Likert scale, as follows: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) (Croasmun & Ostrom, 2011).

Findings and Discussion

Findings

To facilitate the analysis and interpretation of the measurement results of vocational high school students' interpersonal relationship profiles, the researcher conducted a general categorization based on descriptive statistical results. This categorization helps identify groups of students with different interpersonal relationship characteristics and provides

more detailed insights into the data distribution. The three categories determined based on the calculations are as follows:

Table 1. Categorization of Overall Interpersonal Relationships

No.	Interval	Category
1.	X < (M-1SD) =>X < 148	Low
2.	M-ISD ≤ X < M + 1SD => 148 ≤ X < 222	Moderate
3.	M + 1SD ≤ X => X ≥ 222	High

Table 2. Categorization of Communication Quality Aspect

No.	Interval	Category
1.	X < (M-1SD) =>X < 116	Low
2.	M-ISD ≤ X < M + 1SD => 116 ≤ X < 174	Moderate
3.	M + 1SD ≤ X => X ≥ 174	High

Table 3. Categorization of Participation Aspect

No.	Interval	Category
1.	X < (M-1SD) =>X < 32	Low
2.	M-ISD ≤ X < M + 1SD => 32 ≤ X < 48	Moderate
3.	M + 1SD ≤ X => X ≥ 48	High

After processing the data using the JASP application, the results of the descriptive statistical analysis of vocational high school (SMK) students' interpersonal relationships were obtained as follows:

Table 4. Descriptive Statistical Analysis Results

	Valid	Missing	Mean	Std. Dev	Min	Max
Total Communication Quality	37	0	161.378	14.326	130.000	187.000
Total Participation	37	0	42.784	4.510	35.000	54.000
Overall Total	37	0	204.162	17.420	173.000	238.000

When examining students' total participation in interpersonal activities, the analysis results show that the average student participation score is 42.784, with a standard deviation of 4.510. Most students fall into the moderate category, demonstrating a fairly good level of participation. The participation score ranges from 35 to 54, indicating variations in the level of participation among students, although the standard deviation is smaller compared to the quality of relationships.

When both aspects are combined into an overall total, most students still fall into the moderate category, with an overall mean score of 204.162. The standard deviation for the total score is 17.420, reflecting variations in the combination of students' communication quality and participation levels. The total score ranges between 173 and 238.

Furthermore, the researcher conducted an advanced analysis using ANOVA to examine the interpersonal relationships of vocational high school students based on their personality types: introvert, ambivert, and extrovert. The ANOVA test results are presented as follows:

Table 5. ANOVA Test Results

ANOVA - Total Keseluruhan

Cases	Sum of Squares	df	Mean Square	F	p
V1	653.298	2	326.649	1.081	0.351
Residuals	10271.729	34	302.110		

Descriptives - Overall Total

V1	N	Mean	SD	SE	Coefficient of variation
1	20	200.300	18.979	4.244	0.095
2	10	208.300	12.275	3.882	0.059
3	7	209.286	18.581	7.023	0.089

Based on the ANOVA (Analysis of Variance) results for the total interpersonal relationships, there is no significant difference in the quality of interpersonal relationships among personality types (introvert, ambivert, and extrovert) ($p = 0.351 > 0.05$). This indicates that personality type does not have a significant influence on the quality of interpersonal relationships among students at Vocational High School.

In the descriptive analysis, it was found that the average overall interpersonal relationship score for introverted students was 200.300, for ambivert students was 208.300, and for extroverted students was 209.286. The standard deviation indicates variations in data around the mean, but the differences are not substantial.

Discussion

This study indicates that most students have interpersonal relationships in the moderate category. However, variations in communication quality and participation levels suggest that some students require additional support to develop stronger interpersonal relationships and increase their social interactions (Jackson-Dwyer, 2013).

Interpersonal relationships play an essential role in students' emotional well-being. Individual happiness often stems from the relationships they build with others. Research indicates that the quality of interpersonal relationships directly affects mental health and serves as a mediator in managing stress and life pressures (Neff & Germer, 2018; Putri, 2024). Additionally, active involvement in relationships, both emotionally and physically, is a crucial aspect of fostering closeness and intimacy between individuals (Berscheid, 1994)

In an educational context, school counselors play a crucial role in helping students develop their social skills. These skills include communication abilities, forming relationships with others, self-respect and respect for others, and giving or receiving feedback in a healthy manner (Duckworth & Seligman, 2005; Khalilah, 2017). One effective approach is group counseling services, which have been proven to enhance peer relationships in schools (Risal & Alam, 2021).

The ANOVA test results indicate that personality type is not the primary factor determining students' interpersonal relationship quality. While personality influences interaction styles, environmental and social experiences have a more substantial impact (Costa & McCrae, 2008; Wentzel & McNamara, 1999). Research suggests that communication skills and social engagement are more critical in establishing successful relationships than inherent personality traits.

Moreover, interpersonal relationships are shaped through continuous social interaction. Even introverted individuals can develop strong social skills through experience and exposure to supportive environments (Argyle, 2013; Cantó-Cerdán et al., 2021). In this regard, an individual's mindset also plays a crucial role. Those with a growth mindset tend to improve their social skills, regardless of their personality (Dweck, 2017)

From a social psychology perspective, interactions with others influence interpersonal development more than individual personality traits. Factors such as perseverance and self-regulation in social interactions contribute more to building healthy relationships than inherent personality characteristics (Bernard, 2013; Duckworth & Seligman, 2005). Therefore, social environments, personal experiences, and communication skills are more dominant factors in shaping interpersonal relationships than personality type itself.

In addition to environmental and social experiences, self-acceptance also plays a crucial role in the quality of interpersonal relationships. Individuals with a strong sense of self-acceptance tend to develop healthier relationships with others (Bernard, 2013; Cantó-Cerdán et al., 2021) . This aligns with theories stating that interpersonal relationships are closely linked to self-acceptance (Bernard, 2013; Nock et al., 2024). Self-acceptance enables individuals to embrace different life circumstances, understand that not everything will go as planned, and still adapt well in their social relationships (Neff & Germer, 2018)

Overall, this study shows that while most students have fairly good interpersonal relationships, there is still room for improvement. Environmental factors, social experiences, and communication skills have a more significant influence on interpersonal relationships

than personality type. Therefore, social intervention programs and group counseling approaches can be effective solutions in helping students build more positive and healthy interpersonal relationships (Furqon, 2024)

Conclusion

Overall, the interpersonal relationship profile of vocational high school (SMK) students is at a fairly good level, but there is still room for improvement, especially for students with lower communication quality. Although there are minor differences in the overall average across personality types, these differences are not statistically significant. This suggests that factors other than personality type may play a more substantial role in determining the quality of students' interpersonal relationships.

Appropriate support and interventions can help improve students' social skills and participation, thereby creating a more inclusive and supportive learning environment. Further research is recommended to explore other factors influencing students' interpersonal relationships, including social environment, personal experiences, and communication skills.

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