

# **Patterns of Interpersonal Relation in School Context: Cross-Sectional Exploratory Study on Student-Teacher Relationship and Close Friendship Relationship Using Indigenous Psychology Perspective**

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## **ABSTRACT**

In these two decades, many psychologists began to examine the relationship between teacher-students and friendship relations. It's just that most research that examines teacher-student relations and friendship relations still focuses on the impact and role of relations on students' academic abilities, so the nature and dynamics of relations between teacher-students and friendship relations themselves are still not well understood. This study seeks to answer these problems by examining the dynamics of relations in the school context, especially the relationship between teachers and students, and friendship relations with the perspective of the Indigenous Psychology as an effort to integrate the context into research design. The study was cross-sectional involving 148 respondents from elementary, junior high, high school and university levels to capture the peculiarities and changes in the dynamics of teacher-student relations and friendship relations at each stage of human development. The data obtained will be analyzed by Weber's (1990) content analysis protocol with a three-stage scheme suggested by Strauss and Corbin (1990). The results of this study indicate that interpersonal relations in schools have diverse facets. In terms of teacher-student relations, students expect teachers to have personal characteristics that are approachable, relationships that are not rigid / hierarchical, and can provide emotional support to their students. These factors then make the relationship between teacher-students warm and indicate the ideal teacher in the eyes of students. Furthermore, friendship relations in the school context show that the dynamics of friendship are experienced differently by individuals at different levels of maturity. Individuals at the early maturity level of adolescents use a lot of visible and measurable information to measure the quality of their relationships with their friends. Along with the maturity of social cognition, and the ability to think abstractly of an individual, this criterion shifts towards a more emphasis on the quality of emotional involvement in the relationship. These findings confirm the theory and the results of previous studies that found similar things.

*Kata Kunci: Relationship, Teacher, Friendship, School*