

PROFILE OF ADOLESCENT INTERPERSONAL RELATIONS IN HIGH SCHOOL IN THE ERA OF THE INDUSTRIAL REVOLUTION 4.0

Fitra Marsela ^{1*}, Syaiful Bahri ¹

¹ Syiah Kuala University, Indonesia

*Corresponding Author: fitramarsela.fm@unsyiah.ac.id

ABSTRACT

Teenagers are the next generation of the nation whose development does not go unnoticed. One of the developments in the spotlight in the era of the industrial revolution 4.0 is the ability to relate socially or better known as interpersonal relationships. This study aims to provide a profile of students' interpersonal relationships in the industrial revolution 4.0 era which is synonymous with performance competition, ability to work in teams and have the ability to work together in teams. This research uses quantitative descriptive research. The subjects that are the focus of this study are 115 teenagers in class X SMA Negeri 5 Banda Aceh. Collecting data using interpersonal relationship scale. Analysis of research data using descriptive analysis, which consists of: (1) data examination; (2) data classification; (3) data tabulation; (4) calculate the frequency of data; (5) determine the category. This study can be used as a reference for teacher guidance and counseling in schools in developing adolescent interpersonal relationships. The results of the study indicate that the level of interpersonal relationships in general is in the high category. This can be seen from the number of teenagers' answers, which in general are 112 teenagers or 97% are in the high category. A total of 3 adolescents or 3% are in the moderate category and no adolescents are in the low category

Keywords: interpersonal relations, youth, revolutionary era 4.0

INTRODUCTION

The development of the world in the era of the industrial revolution 4.0 has entered a new phase in various fields of life. This development is reflected in the emergence of new skills from workers around the world. The *World Economic Forum* (WEF) says that the face of global employment will change a lot due to technological developments. This has an impact on changes in educational programs that occur in less than five years and are experienced by around 54% of workers worldwide. WEF compiled a list of important skills needed to face competition in the future including skills in analytical thinking and innovation, active learning, creativity and initiative, technology design and programming, leadership, emotional intelligence, and mathematical reasoning (Ahdiat, 2019).

One of the seven skills is emotional intelligence which has an important position. Emotional intelligence is a personal, emotional and social ability that affects a person's ability to succeed in coping with environmental demands and pressures. WEF also promises large-scale socio-economic benefits in the era of the industrial revolution 4.0 in various aspects of life such as health, manufacturing, energy, transportation and education. This achievement was achieved through creating capital markets, renewable business models and strengthening values from advances in manufacturing and digital technology. Empowered technology in the era of the industrial revolution 4.0 places great emphasis on physical, cognitive and emotional (Elizabeth Pollitzer, 2017). This opinion refers to the focus of technology in addition to facilitating human mobility but also never neglecting the development of aspects of life, namely emotional.

Emotional intelligence is important in the midst of the onslaught of the globalization era that requires people to foster the quality of interaction and communication between each other. The role of communication in society in the era of the industrial revolution 4.0 is something that cannot be separated

from achieving success. This is in accordance with the opinion expressed by Larasati (Gainau, 2008) which is about 73% of human communication is interpersonal communication. Communication is the initial stage carried out by individuals to foster interpersonal relationships (interpersonal relationships).

The factual conditions at this time reflect the development of interpersonal relationships among adolescents, this is influenced by the personality contained within the adolescents themselves such as lack of courage in expressing themselves, mutual trust, less able to work in teams, lack of understanding and sensitivity to other people around him. But in reality there are still many teenagers who have not been able to build interpersonal relationships starting with opening up. This is in line with the results of research by Jaggi, Drazdowski & Kliwer (2016) which shows that with increasing age, adolescents tend to hide information about themselves.

Lack of ability to build interpersonal relationships marked by the inability to express themselves should be an obstacle and threat in facing competition in the industrial revolution 4.0 era of the world of work. The interpersonal relationships fostered by adolescents with the people around them are an activity of creating intimacy between the two parties. Interpersonal relationships that are carried out are not just conveying the content of the message but also determines the degree of relationship such as intimacy. In the era of the industrial revolution 4.0. interpersonal relationships need to be improved because it relates to the skills of interacting in work teams and fostering partners with other people. Interpersonal relationships generally develop in individuals during adolescence and develop as individuals grow up. The skills of fostering interpersonal relationships begin to be experienced by adolescents through the educational process both in the family, school and community. School as a social system is a means of printing the nation's next generation that must be able to improve cognitive, affective and psychomotor abilities. Interpersonal relationships are part of affective abilities that emphasize the courage to express themselves, trust each other, understand and be sensitive to others around them.

This study aims to provide an overview of students' interpersonal relationships in the era of the industrial revolution 4.0 which is synonymous with performance competition, the ability to work in teams and have the ability to work together in teams. Based on the description above, it can be described that the industrial revolution era has a significant influence on the lives of teenagers today. The industrial revolution 4.0 focuses on developing creativity and productivity of youth as the next generation of the nation. Interpersonal relationship profiles are needed by teachers and parents in helping teenagers face the challenges of globalization in the era of the industrial revolution 4.0.

METHOD

This study uses a quantitative descriptive type of research that aims to describe the research problem through a description of trends or a need for an explanation of the relationship between variables (Creswell, 2012). According to Sugiyono (2015) descriptive research is research conducted to determine the existence of independent variables, either only on one or more variables without making comparisons or connecting with other variables. The reason for using quantitative descriptive research is to find out the profile and status of adolescents related to adolescent interpersonal skills in the era of the industrial revolution 4.0.

The subjects that became the focus of this study were 115 teenagers in class X SMAN 5 Banda Aceh City. Collecting data using interpersonal relationship scale. Analysis of research data using descriptive analysis, which consists of: (1) data examination; (2) data classification; (3) data tabulation; (4) calculate the frequency of data; (5) determine the category. The formula for category norms according to Azwar (2014) and category benchmarks based on percentages from Benchmarks are as follows.

Table 1. Categorization Norms of Research Subjects

Category Norm Formula	Category
$(\text{Mean} + 1.0 \text{ SD}) < X$	Tall
$(\text{Mean} - 1.0 \text{ SD}) < X < (\text{Mean} + 10 \text{ SD})$	Currently
$X < (\text{Mean} - 1.0 \text{ SD})$	Low

Table 2. Benchmark Category Based on Percentage from Benchmark

Value Range Percentage	Benchmark Category
100%	Called Entirely
80-90%	Commonly Mentioned
60-79%	Called Most
50-59%	Called More Than Half
40-49%	Called Less Than Half
20-39%	Called a Little
0-19%	Called A Few

RESULTS AND DISCUSSION

General Profile of Teen Interpersonal Relations

General profile of adolescent interpersonal relationships through filling out the interpersonal relationship instrument on 115 adolescents. Based on the data processing, the profile of adolescent interpersonal relationships includes the profile of adolescent interpersonal relationships in general and the profile of adolescent interpersonal relationships based on aspects. The results of the study indicate that the level of interpersonal relationships is in the high category. This can be seen from the number of teenagers' answers, which in general are 112 teenagers or 97% are in the high category. A total of 3 adolescents or 3% were in the moderate category and no adolescents in the low category.

Table 3. Categories of Adolescent Interpersonal Relationship Levels

Category	Frequency	Percentage
Tall	112	97%
Currently	3	3%
Low	0	0
Total	115	100%

Profile Based on Aspects of Adolescent Interpersonal Relationships

Profile of interpersonal relationships based on aspects, namely: (1) Depth (*Depth*), the number of frequency of adolescent answers which in general are 102 teenagers or 89% are in the high category.); (2) Breadth of Relationships (*Breadth*) This means that the number of teenagers' answers, which in general are 112 teenagers or 97%, are in the high category; (3) the breadth of time (*breadth time*) This is the frequency of teenagers' answers, which in general are 109 teenagers or 94% are in the high category. In more detail the characteristics of interpersonal relationships that are in the high, medium and low categories can be seen from the following table:

Table.4. Results of Analysis of Interpersonal Relationship Characteristics

Aspects of Interpersonal Relations	Characteristics High Score	Medium Score Characteristics	Low Score Characteristics
1. Relationship Depth (Depth)	Able to build intimacy and share information with others, often help friends who are having difficulties, selective in sharing and sorting information carefully, able to work well in teams of different genders .	Difficult to create intimacy and difficult to share information. Less concerned about friends who need help, less consistent in choosing appropriate information to share with others. Difficult to work together in teams of different gender	Unable to create a friendly atmosphere with other people, feel indifferent and let friends who need help. Cannot distinguish factual information from <i>hoax information</i> (easily provoked)
2. Breadth of Relationship (Depth)	Have satisfaction with self-achievement to date, Have a positive attitude towards support from family and friends, appreciate the kindness of family and friends that have an impact on success	Not feeling enough with what you already have, not being positive about the support from family and friends, not appreciating the kindness of family and friends for success	Feeling dissatisfied with self-achievement, not responding to attention from family and friends, neglecting the kindness of family and friends too much .
3. Breadth Time	Enthusiastic to participate in activities that are beneficial to the community, Continue to build and maintain relationships with friends who have not seen each other for a long time, maintain trust properly if given the opportunity to become a leader	Lack of enthusiasm in participating in activities that benefit the community, less able to build and maintain relationships with friends who have not seen each other for a long time, less able to maintain trust properly if given the opportunity to become a leader	Not enthusiastic in participating in activities that are beneficial to the community, failing to build and maintaining relationships with friends who have not seen each other for a long time, unable to maintain trust properly if given the opportunity to become a leader,

Characteristics of Adolescent Interpersonal Relations in the Industrial Revolution Era 4.0

The characteristics of adolescent interpersonal relationships can be viewed from the aspects that make up the variables of interpersonal relationships. According to Altman and Taylor (Morissan, 2013) there are several aspects that underlie interpersonal relationships, namely: *First*, Depth, depth in interpersonal relationships is vertical or commonly referred to as the degree of intimacy. In language, the degree of intimacy can be equated with the intimacy that takes place in a conversation. Depth has several constituent indicators, namely; (a) intensity with people; (b) Catharsis; (c) the interlocutor; (d) *gender*. The characteristics of adolescents who have high interpersonal relationships in terms of the depth of relationships in the 4.0 revolution era have characteristics such as being able to properly foster intimacy and share information with others, often help friends who have difficulty, selectively share and sort out information carefully, able to effectively good at working in teams of different *genders*.

second aspect of making up interpersonal relationships is the breadth of the relationship (*breadth*), the breadth of the relationship is horizontal and relates to the number of topics discussed in the relationship that is growing and continuously growing. The extent of the relationship has several indicators, namely (a) family; (b) friends; (c) yourself. The characteristics of adolescents who have high interpersonal relationships in terms of the breadth of relationships are having satisfaction with self-achievement to date, having a positive attitude towards support from family and friends, appreciating the kindness of family and friends that have an impact on success. The *third* aspect of making interpersonal relationships is breadth time, the breadth of time relates to the amount of time spent by partners communicating with each other on various topics. The breadth of time has several indicators, namely: (a) environmental conditions; (b) past and present times; (c) the number of listeners. The characteristics of adolescents who have interpersonal relationships in terms of the breadth of time are Enthusiasm to participate in activities that are beneficial to the community, Continue to build and maintain relationships with friends who have not seen each other for a long time, maintain trust properly if given the opportunity to become a leader.

According to Miller & Steinberg (Budyatna, 2007), interpersonal relationships are a communication process that occurs reciprocally based on psychological data. In line with that, interpersonal relationships also consist of two or more people who are dependent on each other by using a consistent pattern of interaction (Sarwono, 2012).

Based on the opinions of the two experts above, it can be understood that interpersonal relationships are characterized by a process of fostering interaction in the form of closeness and intimacy of two or more people. Individuals who foster interactions are required to build psychic data that is in harmony with other people. Psychic data regarding intellectual, emotional and behavior. Because basically The relationship between individuals is not only seen from how often the two parties interact, but also because of the similarities and harmony. The characteristics of interpersonal relationships according to Prisbel & Anderson (Budyatna, 2011) include: (1) Hospitality and Compassion, the intimacy that exists is definitely preceded by hospitality and affection. The purpose of hospitality here is not just small talk in interacting or done because of compulsion to get a certain benefit. Friendly behavior that is displayed purely from the heart and is based on affection between both parties; (2) Trust in strong relationships can be categorized as a higher level. Because *trust* is an individual feeling to rely on stories, secrets, or problems to partners; (3) Responsibility, is a commitment held by both parties in fostering interpersonal relationships. The existence of a sense of meaning in carrying the same burden is the main key in responsibility.

The factors that influence interpersonal relationships according to Baron and Byrne (Sarwono, 2012) include internal factors and external factors. The description of these factors are: (a) Internal factors, namely factors that exist within the individual, which consists of the tendency to interact and the influence of feelings. Students who have good interactions at school tend to adapt easily and form good relationships with peers, teachers and parents. The quality of interpersonal relationships is also influenced by feelings of

like and friendship. (b) External factors, which affect the start of interpersonal relationships are closeness and physical attractiveness. The closer students are to their partners, the easier it is to form a pattern of close relationships. Physical attractiveness also affects interpersonal relationships because the tendency of people who look attractive is not only physical appearance but also how to behave always displays a positive aura; (c) Interaction factors, regarding similarities and differences. Students tend to be interested in interacting with people who have something in common. However, on the other hand, interacting with people with different opinions will increase knowledge.

The Importance of Fostering Interpersonal Relationships for Teenagers in the Era of the Industrial Revolution 4.0

There are several things that need to be emphasized in the development of interpersonal relationships. The first is the use of time in fostering relationships, time determines the success of interpersonal relationships undertaken by adolescents, this is because the process of intimacy will develop in a long time and cannot develop with just one meeting. Second, the development of interpersonal relationships carried out by adolescents is always dynamic but predictable, meaning that interpersonal relationships are able to move from negative to positive or vice versa and the development of good or bad interpersonal relationships is only determined by both parties, namely adolescents and people outside themselves. Third, anyone can build good interpersonal relationships regardless of the things that affect the interpersonal relationship itself such as feelings, physical attractiveness, age, economy, and culture. Differences in different aspects of life will not be a barrier for anyone to build interpersonal relationships.

Adolescents who are skilled in developing interpersonal relationships will be more accepted in their environment, not individualistic and happy to share stories with others. Interpersonal relationships among adolescents who are students will also have a good impact on the implementation of the teaching and learning process between teachers and students, the acquisition of academic achievement, and will improve social skills in the environment. Adolescent interpersonal relationships in the midst of the industrial revolution are able to lead teenagers to be productive at work and able to build relationships anywhere. Interpersonal relationships will continue to develop as long as the interaction process goes well, as stated by Devito (2010), the nature of interpersonal relationships is always dynamic or developing. The form of interpersonal relationships possessed by adolescents is manifested through intimacy and intimacy. Familiarity here means more than just physical intimacy, but also intellectual and emotional intimacy. Teenagers as the subjects of this study also showed a high category overall in three aspects of interpersonal relationships, namely depth, breadth and breadth of time. Based on these results, it can be understood that the interpersonal relationships that adolescents do with people outside themselves are able to encourage pleasure and appreciation. If explored further, pleasure is a meaningful feeling because it has been accepted to build intimacy with the people around him. While the award is a *feedback* given by the parties around the teenager.

The position of *gender* in interpersonal relationships and in the era of the Industrial revolution

The industrial revolution promotes gender equality between women and men and the elimination of poverty as "*blind-gender*" and "*poor-blind*". researchers and computing (Elizabeth Pollitzer, 2017). In the era of the industrial revolution 4.0, the role of women in the world of work will be equal to men in the opportunity to get job opportunities. Based on these conditions, women need to be skilled in fostering interpersonal relationships in order to work with people of different *genders*.

CONCLUSION

The results of the study indicate that the level of interpersonal relationships in general is in the high category. This can be seen from the number of teenagers' answers, which in general are 112 teenagers or 97% are in the high category. A total of 3 adolescents or 3% were in the moderate category and no adolescents in the low category. The position of adolescents who have high interpersonal relationships will facilitate the selection and development of careers in the future. The development of interpersonal relationships can be developed through guidance and counseling services either through basic service components, individual planning and system support. The results of this study will be used as a guide in making guidance and counseling programs, especially at SMAN 5 Banda Aceh.

REFERENCES

- Ahdiat Adi. 2019. 7 Important Skills to Compete in the Industrial Age 4.0. (Online) (https://kbr.id/nasional/012019/7_keahlian_penting_untuk_bersaing_di_era_industri_4_0/98735.html accessed May 25, 2022)
- Buddha, Muhammad. (2010). *Interpersonal Communication Theory*. Jakarta: Kencana.
- Creswell, J. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education.
- Devito, JA 2010. *Communication Between Humans* . Jakarta: Professional Books.
- Elizabeth Pollitzer. 2017. Will the "4th Industrial Revolution" be gender-blind" (Online). (<https://www.elsevier.com/connect/will-the-4th-industrial-revolution-be-gender-blind> accessed May 25, 2022)
- Gainau, Maryam B. 2008. Development of a Self Disclosure Inventory for High School Age Students. *Journal of Education* . Vol 15. No 3: 169-174.
- Jaggi, L., Drazdowski, TK, & Kliwer, W. 2016. What parents don't know: Disclosure and secrecy in a sample of urban teenagers. *Journal of Adolescence* , 53 (2016), 64–74.
- Morissan, MA 2010. *Psychology of Communication* . Bogor: Ghalia Indonesia.
- Natih, D. & S. 2014. Application of Emotive Rational Counseling Using Role Playing Techniques to Increase Self-Disclosure in Class X MIA 3 SMA Negeri 2 Singaraja. *E-journal Undiksa Counseling Guidance Department* g 2 (1).
- Sarwono, Sarlito W. 2012. *Social Psychology* . Jakarta: Salemba Humanika.
- Sugiyono. 2015. *Quantitative, Qualitative, and R&D research methodology*. Bandung: Alfabeta.