Students' Interaction Pattern

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Abstract. **Considering that Indonesia is a multicultural country, the diversity of students is a phenomenon that is always encountered. Diversity occurs from regional, origin, religion, language, social strata, and economic level. From this, small social groups are formed, which are always dynamic and change based on developments and interaction between members. This study reveals patterns of interactions that are formed as long as students are in school and the process of life development which for 3 years. After going through the process of collecting data on each level of class, a dynamic pattern of interaction was found from the small social groups. At the initial level, it appears that the formation occurs based on the similarity of the origin of the region. After processing for 3 months, there were changes in social groups. Social groups are formed based on similarities in hobbies, intelligence, and generalife needs. It can be concluded that interaction patterns are formed dynamically, always changing according to the needs of its member.**

Keywords: interaction, social interaction pattern, dynamic.

INTRODUCTION

An interaction taking place in the society is a reciprocal relationship among human being that influences each other. The interaction and relationship between individuals and groups together form a diverse community. Such a social interaction, in other words, occurs continuously, changes, and creates social groups based on their social contacts.

In this increasingly open world, associations among individuals are also easier and more open. This fact leads to the awareness of similarities and differences in various aspects of life in which unwell-managed differences can cause conflicts. This fact also makes people aware of the significance of dialogue and communication.

The similarities and differences of individuals related to cultural values, languages, religions, social status, economy, desires, and goals lead to an interaction that has potentials to develop on-the-move and dynamically-changing group.These values play a role in controlling the lives of certain groups giving characteristics to culture.

Similarities or differences form groups, or instead, cause conflicts to some issues due to the interaction among individuals or groups themselves. However, those who respect differences can bond together.

Social interaction occurs because people have differences and shortcomings, and it makes them need each other to meet their needs. The desire to complete and fulfill their needs cause them to interact. In conducting social interaction, a person will involve himself with other people, with a symbolic perspective, life experiences, thoughts and abilities of a person in performing his role [1].

As mentioned previously, interaction also takes place due to the similarities. Interests in other people based on feelings or empathy also act as a social attitude that encourages social interaction in humans' life. Because of these differences and similarities, the patterns of social interaction are formed and always move, changing according to the development and needs of its members.

Gillin and Gillin [2], proposed two conditions that must be fulfilled so that social interaction might occur, namely: 1) The existence of social contacts, and 2) The existence of communication. Thus contact is the first stage of social interaction. It can be said that for the occurrence of contact, it does not need to have to happen physically like the original meaning of the word contact itself which literally means "together touching". Humans as individuals can make contact without touching it but as sensory beings can do it by communicating.

In a small community, where life and life goals are similar, for example, in schools, groups are also created that always move dynamically as in line with their needs. Based on these dynamic movements, patterns of interaction that move, change and may also survive are formed. The patterns of interaction change according to life needs, which are relatively different or even similar. They are also established based on the applicable rules obeyed by the students.

Several forms and nature of students' intercommunication around the school show a multicultural direction. Interestingly, this school is able to manage and regulate this diversity without causing negative biases. In their first meeting, there were inter-ethnic and previous school groups and small conflicts due to differences in understanding. Nevertheless, as time passed and the management pattern application adjusted to the students' diversity, the process of socialization runs well, and those problems mentioned above are overcome; even the students live harmoniously and tolerate each other's ethnicity. The social process of learning is also running effectively as expected.

From the togetherness built among them, the interaction goes according to the expected interaction patterns in the school community. As a varied social community, students from the same and different classes

and hometowns still face conflicts and misunderstandings.

In addition, considering the variety of ethnicity, social status, parents' education background, and students' previous school, MAN ICG describes a composition or configuration of a plural society. This school, in its management, pays attention to diversity by applying norms and rules that control the school's members' life. Those norms and functions serve as a social control that regulates the life order in the school, thus affecting the school's members' social interaction. In developing daily life and interaction, a community is controlled by patterned rules to achieve common goals. Waller [3] asserts that school functions do affect students' awareness to consistently practice the criteria for interpreting norms and values emphasized by the school.

The objective of this study is to reveal students' interaction patterns formed at the micro-level, which is an interpersonal relation in school. This is revealed by looking at the dynamics of social life when students are at the school and the process of changes in interaction patterns that are created based on social movements in the school.

METHOD

Mix-approach; quantitative and qualitative method were employed to describe students' interaction patterns according to their behaviors. These approaches served as an attempt to collect data and understand the discovered concepts. Further, this study used sociometry [4]–[7] to explain students' interaction patterns and was then analyzed using the qualitative approach. The approach used in studying social interactions is an interactionist perspective, one of which is the approach of symbolic interactionism. The goal of this approach is social interaction; and symbolically refers to the use of symbols in a running interaction. The mapping of social network among the students obtained from their responses in the questionnaire was described in their interaction patterns.

This study also conducted an in-depth interview to comprehend the phenomenon of students' interaction and to get information in the form of a social process. A qualitative phenomenological approach was utilized to describe the phenomenon.

RESULT

Interaction Patterns of Grade X Students

In the first three months at school, students were looking for their identity. They only got along and interacted with friends they knew before in their previous schools or hometowns. They did not concern about gender, social status, or economic status. In the next months, they start to recognize other students and find similarities; here, a pattern of interaction with mutual attraction is formed. As time passed, starting from the

pattern of attraction formed in the beginning, there is also a pattern repelled among them.

Below are students' interaction patterns developed according to the attraction and mutual attraction type.
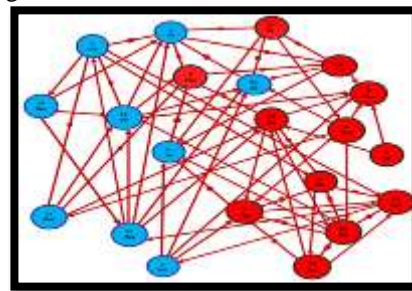
Description:

🔵 = male students

🔴 = female student/ts

→ = the direction of attraction

— = the direction of mutual attraction

Numbers in the circle are the students' code and followed by their hometown.

Sociogram 1. Attraction and mutual attraction-typed interaction pattern of grade X5 students in the criterion of "remain classmates".
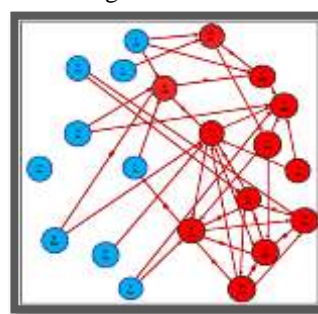
Attraction and mutual attraction-typed interaction pattern

The above sociometry shows a clear interaction pattern among individuals or ethnicity. The choice criterion is *remaining classmates*. Every semester, class distribution is changed as in compliance with students' achievement. The selection goes to all friends, indicating that their choices are not based on the same ethnicity.

Regarding the form/pattern of social relationship based on the selection criteria of the interest to work with other students, several configurations/patterns describe whether or not the social relationship is closely related. From those relationships, four triangles, 12 quadrangles, five triangles of mutual attractions, three quadrangles of mutual attractions, one pentagon, and 15 stars patterns are formed. The rest is a chain.
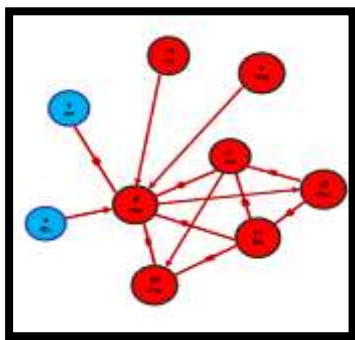
Attraction and mutual attraction-typed interaction pattern towards female students

The following is the sociogram of the attraction and mutual attraction-typed interaction pattern towards female students at grade X5.
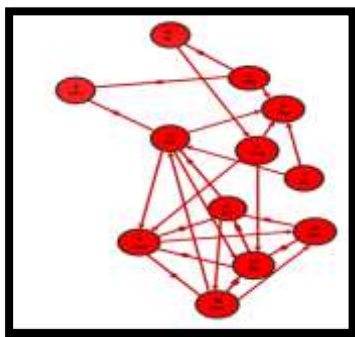

Sociogram 2. Attraction and mutual attraction-typed interaction pattern towards female students

The above sociogram shows that female students are chosen to remain classmates with different numbers of voters. GRA becomes a star since she is smart, sociable, understandable, and has the same hobby as her friends. Out of seven students choosing GRA, five of them also selected by her come from Jakarta, West Java, East Java, and Central Java, meaning that the pattern of mutual attraction takes place. Nevertheless, this pattern is unpowerful due to the disbandment of the group if GRA is not present.

Sociogram 3. Attraction and mutual attraction-typed interaction pattern of GRA's group (6) from Central Java.

Attraction and mutual attraction-typed interaction pattern among female students

Sociogram 4. Attraction and mutual attraction-typed interaction pattern among female students.

All of these interaction patterns present a formal and informal social interaction that is very strong because the students choose each other. Formal interaction occurs in a study group; informal interaction, on the other hand, includes sharing stories, playing, and hanging out together.

The following groups have a very close relationship with triangle, square, and pentagon patterns.
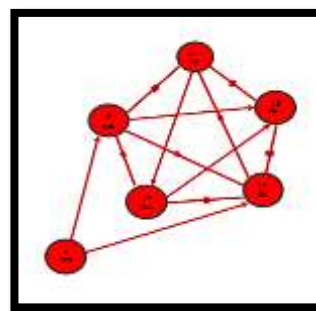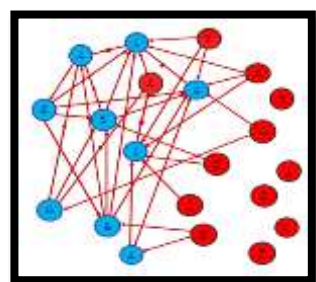

Sociogram 5. The interaction pattern of female students' groups with a close relationship

Further, they reshape two interaction patterns that are also very powerful in the form of a pentagon, including number 6, 14, 17, and 16; and 6, 14, 18, and 17. If one of them is not present, the group will still be solid and can function in the form of triangles interaction pattern.

To sum up, from the above interaction patterns, all students in this class have a multicultural nature. They come from different ethnicity and social classes, which create a variety of interaction patterns without even concerning their hometown. Interaction patterns formulated among these female students are close and very strong.
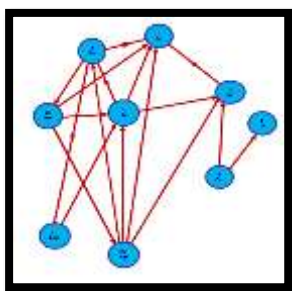
Attraction and mutual attraction-typed interaction pattern towards male students

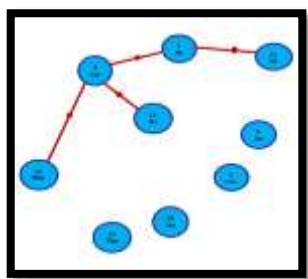Sociogram 6. Attraction and mutual attraction-typed interaction pattern towards male students

According to the sociogram, EBS from Jakarta and IFR from Gorontalo are dominantly chosen to work together in a group by eight voters respectively. Given this situation, the pattern is quite bad because if both of them as the center are not present, the group will not be disbanded due to the one-way selection. It brings up the fact that the pattern is fragile. The choice towards both stars only runs in the *attracted* pattern, i.e., chosen, not a mutual choice.

Attraction and mutual attraction-typed interaction pattern among male students. There are only four mutual-attraction relationships of the male students, as follows:

Sociogram 7. Attraction and mutual attraction-typed interaction pattern among male students

The group collaboration of male students only occurs in the chain pattern. This interaction pattern is close, strong enough, and open, signifying that mutual-attraction relationship takes place only between two individuals who choose each other, and is bound by one of them to make other bonds with other individuals. This is called an open-chain interaction pattern, as shown below.

Sociogram 8. Mutual attraction-typed chain interaction pattern of male students

Other four male students including number 5 from Jakarta, 9 and 19 from Gorontalo, and 20 from Central Java were isolated. They chose friends to work together with, yet they were not chosen; it indicates that the criteria of cooperation among them are difficult to run well.

CONCLUSION

Silvermen [3] states that the process of socialization in schools is not compelling moral imperatives; instead, a school becomes a "helper" for students in documenting and strengthening the meaning of life they get themselves. Students interpret normative meanings and expected actions based on their awareness. As in line with this statement, how symbolic elements tend to manifest to the students are explained below.

First, schools serve as the means of students' social interaction that is a social design affecting students' awareness to always be consistent with practicing the interpretation criteria of the emphasized values. Second, students interpret the emphasized values into symbolic elements of students who interact in it. In absorbing the symbolic meaning of the Islamic school environment,

students are internalized by the objective meaning of their interactions by the school managers and their environment through the applied order, in social interactions that assess, evaluate, and supervise other individuals' actions and behaviors.

As previously stated, students who have gone through orientation and socialization in the Islamic school for more than three months have had an understanding and interpretation of the social environment. The formation of interaction patterns that spreads to all students with very strong bonds indicates that they have been able to interpret the symbols received from their interaction environment, but are bound very strongly, so that the acceptance of other individuals outside the group is quite difficult.

As time progressed and the increasingly internalized symbolic meaning of multiculturalism towards students, the selection of friends shows a more diffuse and bound way that is not too powerful and limits the interaction with the opposite sex as in accordance with the understanding and internalization of the religious teachings they embrace. Social contact can be positive if it leads to cooperation, and it can be negative if it leads to conflict (conflict), or even for a long time does not produce a social interaction.

The interpretation that can be proposed is that individuals or groups who can internalize particular symbolic meanings tend to dominate the process of objectivation and internalization of the symbolic meanings themselves. Individuals or groups that can absorb the meaning of the multiculturalism ideologies application tend to dominate the process of meaning objectivation around the Islamic school.

The interaction pattern formed is a pattern that shows the running of the ideology of multiculturalism. The tendency of students to choose friends based on personal traits, intelligence, and the similarity of interests and hobbies is not based on the similarity of the origin of their region/ethnicity. Likewise, the rejection of friends is only based on the impossibility of working together between them. The tendency of rejection among students decreases over time.

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