

Peer Interaction Patterns Among Eighth Grade Students at Sinar Husni Helvetia Junior High School

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ABSTRACT

This study aims to describe the forms, patterns, and dynamics of peer interactions among eighth-grade students at Sinar Husni Helvetia Private Junior High School, and to analyze their impact on students' social and emotional development. The background of this study stems from the importance of peer relationships as a key factor in the formation of adolescents' social personality, especially in a school environment that is socially and culturally heterogeneous. This study employs a descriptive qualitative approach, utilizing data collection techniques that include participatory observation, in-depth interviews, and documentation. Research informants include eighth-grade students, homeroom teachers, subject teachers, and guidance counselors, who were selected through purposive sampling techniques. Data analysis was conducted using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing with validation through source, technique, and time triangulation. The results of the study show that students' forms of social interaction include both associative interactions (cooperation, accommodation, and assimilation) and dissociative interactions (competition and contravention) at low intensity. Students' strategies in establishing and maintaining friendships are demonstrated through empathy, open communication, tolerance, and the ability to adapt to differences in friends' personalities. Positive interaction patterns are proven to influence increased self-confidence, adaptability, and emotional balance in students, while negative interactions, such as group exclusivity or teasing, can lead to social awkwardness and low self-esteem.

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1. INTRODUCTION

Education is not only aimed at developing students' cognitive abilities, but also plays a crucial role in shaping their personality, character, and social skills [1]. School, as a formal educational institution, becomes a second social environment after the family, where students

learn to interact, adapt, and develop social skills [2]. In this context, peer interactions play a crucial role in the social and emotional development of students, particularly during the early adolescent years.

Adolescence is a transitional phase marked by an increased need for social recognition and self-acceptance within peer groups. According to Aqillah et al., during adolescence, individuals begin to shift their focus from family to peer groups, which become the primary source of emotional support, social identity, and learning life values [3]. Relationships with peers offer teenagers opportunities to develop empathy, communicate effectively, resolve conflicts, and understand diverse perspectives. Thus, peer interaction patterns become a significant factor in shaping students' behavior and social attitudes in the school environment.

Sinar Husni Helvetia Junior High School (SMP) is one of the educational institutions in Medan City that has a diverse student body, comprising students from varying social, economic, and cultural backgrounds. This diversity creates an interesting social dynamic within the school environment, especially among eighth-grade students who are in a stage of intense social development. Based on initial observations, there is a tendency for students to form small groups based on shared interests, personalities, and social activities, both inside and outside of school. This pattern of grouping indicates a natural process of socialization among students, but it also has the potential to lead to group exclusivity and social conflict if not properly guided.

According to Swid et al., the quality of peer interactions has a significant impact on the formation of self-concept and social adjustment in adolescents [4]. Students who can build positive social relationships tend to exhibit higher self-confidence, improved communication skills, and a more tolerant attitude. Conversely, students who have difficulty interacting often exhibit withdrawn behavior, low self-esteem, and even get involved in interpersonal conflicts. Therefore, a deep understanding of peer interaction patterns at school is crucial for educators and counselors to comprehend the social dynamics that occur among students.

Studies on peer interaction patterns among adolescents have been widely conducted by various researchers in the past, both in the context of social, psychological, and educational development. Previous studies, such as those conducted by Ramadhini et al. (2025), have emphasized that peer interaction plays a crucial role in shaping students' social personality and communication skills [5]. Another study by Haryani et al. shows that social support from peers can improve students' learning motivation and psychological well-being [6]. Meanwhile, Damayanti et al. found that the dynamics of student interaction are often influenced by factors such as gender, social media, and family environment [7].

Nonetheless, most of these studies focus more on the influence of peer interactions on learning outcomes or students' emotional development, rather than on the patterns and forms of social interactions that are formed in the school environment deeply and contextually. Previous research also tends to employ a quantitative approach with survey instruments, which has not fully captured the processes, dynamics, and social values that emerge in students' daily relationships.

In addition, there is still limited research examining peer interaction patterns in religious-based private school environments, such as SMP Sinar Husni Helvetia, which have social and cultural characteristics distinct from those of public schools. This school

environment has a heterogeneous student background, both in terms of socioeconomic aspects and family culture, which can influence how students build social relationships and resolve conflicts. This condition indicates a research gap, as there have been few studies specifically examining how social interaction patterns are formed, maintained, and impact students' social life in schools with such characteristics.

Based on the identification of these gaps, this study presents a novel approach by qualitatively examining the forms, patterns, and dynamics of peer interactions among eighth-grade students at SMP Sinar Husni Helvetia. This research not only describes the intensity of social relationships among students but also explores internal factors (personality, values, and emotions) and external factors (school environment, social media, and school culture) that influence the formation of these interaction patterns.

The novelty of this research also lies in its contextual approach, which combines sociological and psychopedagogical aspects, thereby providing a more comprehensive understanding of how adolescents adapt and interact in diverse school environments. Thus, the results of this study are expected to enrich the literature on adolescent social interactions and serve as a basis for teachers and school counselors in developing more effective social guidance strategies that meet the needs of students in today's modern era.

2. METHOD

This study uses a qualitative approach with a descriptive method, aiming to gain an in-depth understanding of the forms, patterns, and dynamics of peer interactions among eighth-grade students at Sinar Husni Helvetia Junior High School. A qualitative approach was chosen because this study focuses on the processes, meanings, and social experiences of students in interactions, rather than on quantitative measurement. According to Creswell, the qualitative approach enables researchers to explore phenomena naturally by attempting to understand the meaning behind behaviors and social interactions that occur in the field [8].

This research was conducted at SMP Sinar Husni Helvetia, a private educational institution in Medan City, which serves students with heterogeneous characteristics in terms of social, economic, and cultural backgrounds. The research subjects were eighth-grade students because, at this developmental stage, social interaction with peers reaches its peak and plays an important role in the formation of self-identity and social adjustment. The research informants were selected using purposive sampling, a method that involves selecting subjects based on specific considerations relevant to the research objectives [9]. The main informants include several students with different social interaction characteristics, categorized as active, passive, and moderate, as well as homeroom teachers and Guidance Counseling (BK) teachers who understand the dynamics of students' social relationships at the school.

Data were collected through three main techniques: observation, in-depth interviews, and documentation. Observation was conducted participatively to directly see how students interact in various contexts, such as learning activities, break times, and group activities. In-depth semi-structured interviews were conducted with students, teachers, and counselors to explore their views, experiences, and perceptions regarding patterns of peer relationships.

Meanwhile, the documentation technique was employed to collect secondary data, including school profiles, student activity data, and administrative records, which support the research findings.

The data obtained were analyzed using Miles and Huberman's interactive analysis model, which consists of three main stages: data reduction, data display, and conclusion drawing [10]. The data reduction stage involves selecting and focusing on information relevant to the research objectives. Data presentation is done in the form of a narrative description that systematically illustrates the patterns of students' social interactions. The final stage is drawing conclusions and verification, where the researcher interprets the meaning of the data and confirms its consistency with the findings in the field.

To ensure the validity of the data, this study uses triangulation techniques, including source, technique, and time triangulation [11]. Source triangulation was carried out by comparing information obtained from students, teachers, and the results of observations. Technique triangulation was done by combining data from observations, interviews, and documentation. Meanwhile, time triangulation was carried out by observations on various occasions to ensure the consistency of the social behavior being observed. The research stages were conducted gradually, starting with the preparation stage, which included preparing the proposal and research instruments. The field stage followed the data collection stage, then the data analysis stage, which involved identifying patterns of students' social interactions, and finally, the stage of preparing the research report.

Through this method, the research is expected to provide a comprehensive understanding of how peer interaction patterns are formed and developed in the environment of SMP Sinar Husni Helvetia. The results of this study are also expected to contribute to the development of social guidance strategies in schools, particularly in creating a learning environment that is inclusive, harmonious, and supportive of students' social and emotional development.

3. RESULTS AND DISCUSSION

3.1. RESULTS

3.1.1. Forms of Social Interaction Among Eighth Grade Students

Based on observations conducted at Sinar Husni Helvetia Private Junior High School, it was found that social interactions among eighth-grade students occur dynamically and diversely, encompassing both associative and dissociative interactions. In associative interactions, students exhibit behaviors that reflect cooperation, accommodation, and assimilation. Cooperation is clearly evident when students work on group assignments, engage in discussions, and assist one another in understanding the lesson material. Accommodation is observed when students try to adjust to friends who are less active or have different opinions, for example, by offering support or inviting the friend to participate without conflict. Meanwhile, assimilation is evident in students' efforts to adapt to the habits of peers who are different, such as mutually respecting each other's learning styles and personalities.

Meanwhile, dissociative forms of interaction also appear, albeit on a smaller scale. Some students tend to compete in terms of academic achievement or social recognition,

which can sometimes lead to the formation of exclusive friendship groups. In addition, behaviors such as excessive joking, failing to focus during lessons, or refusing to work together in groups can become indications of contravention and potential minor conflicts among students.

The observation results indicate that the social interactions of eighth-grade students at SMP Swasta Sinar Husni Helvetia are characterized by positive associative forms, with teachers playing a significant role as models and guides for social behavior. Harmonious interactions between students and teachers contribute to the creation of a conducive learning environment; however, challenges such as competition and less cooperative behavior still require further guidance and attention. The observation results also align with the interview findings. The researcher presents the interview findings below.

Interview with the Guidance Counselor

"In general, eighth-grade students have fairly good social skills. They can work together on group assignments and help friends who are struggling. If there are differences of opinion, they usually try to resolve them through discussion, although some may choose to remain silent or keep their distance. Competition does exist, especially in terms of grades, but so far it has remained within a healthy range."

Interview with the Eighth Grade Homeroom Teacher

"I often see students helping each other when there are group assignments, especially in difficult subjects like Science and Mathematics. They also quickly make up after a disagreement. However, some friend groups tend to be closed off and are not easy to accept new members, usually due to clique factors or shared interests."

Interview with Student A

"In class, we usually work together when there are assignments. Sometimes some friends are lazy, but we help them so they can join in too. If someone has a different opinion, we discuss it, because if we fight, the assignment will not get done. Nevertheless, honestly, some friends really compete a lot over grades, which can sometimes feel unpleasant."

Interview with Student B

"I usually just go along with my friends. If they invite me to work in a group, I help with the parts I can. Sometimes when they joke around too much, I have a hard time focusing. Nevertheless, I am happy because they never leave me out, even though I am not very active in talking."

Interview with the Subject Teacher

"In the learning process, I observed that student interaction was quite positive. They were able to work together effectively during discussions and showed respect for each other's opinions. However, when the classroom atmosphere was a bit relaxed, behaviors such as excessive joking or teasing each other often appeared. However, these could still be managed with guidance."

3.1.2. Students' Strategies in Building and Maintaining Friendships

Based on the results of observations conducted at Sinar Husni Helvetia Private Middle School, it was found that eighth-grade students have various strategies for establishing and maintaining friendships in the school environment. These strategies are evident in everyday social behaviors, both in the classroom, during breaks, and outside of lesson hours. At the stage of forming friendships, most students show positive social initiative, such as greeting new friends, offering help when a friend is in difficulty, and actively participating in group activities. Students also appear to use light communication approaches such as joking, sharing food, or inviting friends to join certain activities as a way to create emotional closeness. This form of interaction demonstrates the development of social skills, where students understand the importance of empathy and friendliness in building relationships.

Meanwhile, in maintaining friendships, students seem to prioritize mutual respect and tolerance for differences. When differences of opinion or minor conflicts arise, some students choose to avoid arguments by discussing them openly or seeking help from friends as mediators. In addition, students also tend to maintain relationships through ongoing communication, both directly at school and through social media.

Observation results also indicate that adaptive strategies are commonly used by students who tend to be quiet or less confident. They attempt to adapt to the group's communication styles and habits in order to be accepted without causing misunderstandings. On the other hand, more active and popular students often act as social connectors by inviting friends from different groups to interact with each other. The observation results also align with the findings from the interviews. The researcher presents the interview findings below.

Interview with the Guidance Counselor

"The eighth-grade kids here are quite good at building friendships. They are not hesitant to greet new friends or offer help when someone is in trouble. In maintaining relationships, they also strive to avoid conflicts by discussing issues calmly and rationally. If there is a small problem, it usually gets resolved quickly because they are open and do not like to bottle things up."

Interview with the Eighth Grade Homeroom Teacher

"I have noticed that students often show a caring attitude towards each other. If there is a quiet friend, they usually try to include them. They can also adjust to friends with different characters. However, there are indeed some groups that are closer to each other, but so far their relationships remain harmonious."

Interview with Student A

"As for me, I usually start by chatting with friends to get close. Sometimes I also help them with assignments. If there is a misunderstanding, we usually resolve it by discussing the issue so that it does not drag on. Because having many friends makes school more fun too."

Interview with Student B

"I do not talk much, but my friends are nice. They often invite me to hang out or work in groups. If I do not understand something, they help me. I also try to join in the conversations so I do not seem aloof. So over time, we can get close to."

Interview with the Subject Teacher

"During class, I noticed that the students get along quite well. They have their own ways of maintaining closeness, such as joking with each other or helping friends who are struggling. If there is a disagreement, they usually make up quickly. This shows that they understand the importance of maintaining good relationships."

3.1.3. The Impact of Peer Interaction Patterns on Students' Social and Emotional Development

Based on observations at Sinar Husni Helvetia Private Junior High School, peer interaction patterns have a significant impact on the social and emotional development of eighth-grade students. Positive friendships encourage students to be more confident, adaptable, and able to collaborate in various activities. Students who have harmonious interactions also appear more open in expressing their opinions and show empathy towards their peers.

Conversely, unhealthy interaction patterns such as excessive competition, teasing, or certain social groupings sometimes cause feelings of inferiority and social awkwardness in some students. Nevertheless, the overall social atmosphere in the classroom remains conducive due to the supportive roles of teachers and peers. This suggests that peer interaction plays a crucial role in shaping students' social and emotional well-being within the school environment. The observational findings also align with the interview results. The researcher presents the findings from the interviews below.

Interview with the Guidance Counselor

"Friendship patterns among students greatly affect their attitudes and emotions. Students who have close friends tend to be more confident and open when participating in school activities. However, if someone feels less accepted in their group, they usually become quiet or easily upset. So, I always encourage them to respect each other and not to discriminate against friends."

Interview with the Eighth Grade Homeroom Teacher

"Children who have good social interactions usually have a higher enthusiasm for learning and can adapt to various situations. On the other hand, students who often have conflicts with friends tend to get angry easily or withdraw. I see the role of peers as very significant in shaping their character and emotional control."

Interview with Student A

"Having a lot of friends makes me more excited to go to school. When I am sad or have problems, my friends often cheer me up. However, sometimes when someone is jealous or talks behind my back, I feel like not talking. Fortunately, we usually make up quickly."

Interview with Student B

"Having good friends makes me feel more at ease. I became brave enough to speak in front of the class because my friends supported me. However, if I am not getting along with one or two people, I prefer to stay quiet rather than argue. I do not like a noisy atmosphere."

Interview with the Subject Teacher

"I see that relationships among students have a significant impact on the classroom atmosphere. If they are cohesive and supportive of one another, the class becomes conducive, and learning proceeds more smoothly. However, if there are groups that do not get along, the atmosphere becomes tense, and some students seem unfocused."

3.2.DISCUSSION**3.2.1. Forms of Social Interaction Among Eighth Grade Students**

The results of research conducted at Sinar Husni Helvetia Private Junior High School show that forms of social interaction among eighth-grade students occur dynamically and reflect a balance between associative and dissociative interactions. In general, students exhibit more positive associative interactions, such as cooperation, accommodation, and assimilation, while dissociative forms like competition and controversy occur only on a small scale. These findings align with various previous studies that emphasize the importance of social interaction in fostering a harmonious social climate within the school environment.

According to Rahayuningsih's research, social interaction among high school teenagers serves as an important means of developing social and moral identity [12]. When students can work together and respect differences, they learn to adapt to social norms and develop empathy for others. This is consistent with the results of observations and interviews at SMP Sinar Husni, where students demonstrated behaviors of helping each other and adapting to friends who have different perspectives or levels of activity.

In addition, Putra et al. explained that cooperation in group tasks enhances a sense of social responsibility and strengthens cohesion among individuals [13]. In the context of this study, group learning activities and discussions conducted by students serve not only to complete academic tasks but also to strengthen social relationships among class members. Interviews with guidance counselors and homeroom teachers also emphasize that this type of collaboration creates a conducive learning environment and strengthens solidarity among students.

Similar findings were also reported by Sikumbang et al., who stated that students with good social skills tend to exhibit adaptive behavior in the school environment, including the ability to resolve conflicts through discussion and compromise [14]. In the research

results at SMP Sinar Husni, the forms of accommodation are reflected in students' efforts to adapt and avoid open conflict, for example, by giving space to more passive friends or respecting differing opinions.

Meanwhile, forms of dissociative interaction, such as competition and contravention, are also observed, albeit at a low intensity. Justitia et al. state that competition among students is a natural part of social dynamics, which, if managed well, can actually foster a spirit of achievement [15]. The interview results showed that competition among students at Sinar Husni Private Junior High School remains within a healthy range, serving as motivation for them to strive for improvement. However, if not properly guided, the competition can develop into group exclusivity and uncooperative behavior.

Research by Ahmad & Putri also supports this finding by emphasizing that the presence of exclusive friendship groups among teenagers is often formed based on interests, social status, or academic achievement [16]. However, teachers play a crucial role in maintaining balance, ensuring that social interactions remain inclusive and constructive. At Sinar Husni Private Middle School, teachers excel in acting as guides and social models, helping to create a harmonious learning environment, as evident in students' ability to resolve differences of opinion through discussion and compromise.

Thus, the results of this study reinforce experts' views that social interaction at school is not merely a relationship between individuals, but also a platform for shaping students' social and moral character. The presence of cooperation, tolerance, and adaptability demonstrates that the school environment plays a significant role in supporting students' social development. Although dissociative behaviors, such as competition and exclusive actions, still occur, the role of teachers and collaborative learning systems can mitigate their negative impact, creating a positive and productive social climate among eighth-grade students at SMP Swasta Sinar Husni Helvetia.

3.2.2. Students' Strategies in Building and Maintaining Friendships

Research results show that eighth-grade students at SMP Swasta Sinar Husni Helvetia have good social skills in establishing and maintaining friendships. They demonstrate adaptive and proactive strategies in building social closeness, both through direct communication, cooperation, and informal activities such as joking and sharing. This pattern of behavior aligns with various previous research findings that emphasize the importance of social skills in forming friendships during adolescence.

According to Hidayah et al., adolescence is a crucial period for the development of social relationships, as individuals at this stage begin to establish emotional independence and form social attachments outside the family environment [17]. Adolescents learn to express empathy, develop social confidence, and understand group norms through the process of friendship. Observations at SMP Sinar Husni reveal that students are actively building closeness through behaviors such as helping friends, greeting others, and participating in group activities, which are indicators of mature social skills as described by Hurlock.

Mahmudah's research also emphasizes that friendships in high school have strong emotional and instrumental functions [18]. Friendship not only provides social support but

also serves as a platform for students to learn how to manage emotions, resolve conflicts, and enhance interpersonal communication skills. This is clearly evident in research findings where students can maintain relationships by engaging in open discussions, mediating conflicts, and sustaining communication, including through social media.

Furthermore, Mahmud and Idrus note that effective interpersonal communication strategies are a crucial factor in maintaining friendships successfully in the school environment [19]. Students who can communicate empathetically, listen actively, and manage differences of opinion calmly tend to have stable and positive social relationships. This aligns with the results of interviews with guidance counselors and homeroom teachers, who explained that students at SMP Sinar Husni are accustomed to resolving social issues peacefully without causing prolonged conflicts.

Another interesting finding is the adaptive strategies employed by quieter or less confident students to integrate with their social groups. According to Novitasari et al., individuals with a good level of social intelligence can read social situations and adjust their behavior to maintain positive relationships [20]. In the context of this study, quiet students try to imitate their peers' communication styles in order to be accepted within the group without forcing themselves, which demonstrates the presence of social self-regulation abilities.

In addition, the more active role of students as social connectors strengthens inclusive social dynamics within the school environment. This aligns with the findings of Rakhmaniar's research, which explains that students with high social status within peer groups often act as mediators in expanding social networks between groups [21]. The presence of students with open and communicative personalities at SMP Sinar Husni contributes to the creation of a harmonious social environment, where differences are not a source of conflict but an opportunity to foster understanding among one another.

Overall, the results of this study reinforce findings from various literature that the ability to form and maintain friendships is an integral part of adolescent social development. Strategies such as empathy, open communication, tolerance, and self-adjustment have been shown to help students create a healthy social climate at school. Thus, teachers and school counselors play a crucial role in continually nurturing these social skills through collaborative activities, group guidance, and fostering the habit of positive social behaviors in students' daily lives.

3.2.3. The Impact of Peer Interaction Patterns on Students' Social and Emotional Development

The research results show that peer interaction patterns play a very significant role in the social and emotional development of eighth-grade students at Sinar Husni Helvetia Private Junior High School. Positive interactions, such as supporting each other, showing respect, and cooperating, have been proven to enhance self-confidence, adaptability, and empathy among students. Conversely, negative interactions, such as teasing, social cliques, or unhealthy competition, can lead to feelings of low self-esteem and hinder students' social development. These findings align with various previous studies that confirm peer

relationships are a key factor in shaping adolescents' emotional and social balance within the school environment.

According to Putri & Habiby, peer relationships during adolescence serve as an important means of social learning [22]. Through interactions with peers, students learn to understand social roles, foster empathy, and develop interpersonal communication skills. These findings align with observations at Sinar Husni Private Junior High School, where students with harmonious social relationships exhibit more open, confident, and cooperative attitudes in both classroom activities and non-formal settings.

Furthermore, Agustina's research explains that peers act as a "reference group" that influences the formation of self-concept and emotional regulation during adolescence [23]. Adolescents who are accepted into peer groups tend to have a positive self-image, while those who are isolated or less accepted often experience emotional difficulties such as awkwardness and low self-esteem. Interviews with guidance counselors and homeroom teachers reinforced this view, indicating that students who are less accepted in their groups tend to show withdrawn or easily irritated behavior. In contrast, students with good social relationships demonstrate higher learning motivation and emotional stability.

Research by Maulana et al. also supports this finding, asserting that the quality of peer relationships significantly affects the psychological well-being and social adjustment of middle school children [24]. Students who have positive friendships are more likely to manage conflicts effectively, exhibit stable emotional regulation, and display prosocial behaviors such as helping and sharing. This phenomenon is reflected in the results of interviews with students at SMP Sinar Husni, which showed that support from friends increased their motivation and confidence to participate in the learning environment.

In addition, Marwanda et al. emphasize that the influence of peers can be either constructive or destructive depending on the pattern of interactions that develop [25]. When interactions are supportive, students will develop a sense of mutual trust and social cohesion. However, when relationships are dominated by competition and group exclusivity, feelings of alienation and decreased motivation to learn may arise. This is also evident from observations showing that some students experience mild emotional stress due to certain groups being more socially dominant.

The role of teachers in maintaining social balance also emerged as an important finding in this study. Pauziah explains that social interactions, including with teachers, serve as an important bridge in students' cognitive and emotional development [26]. Teachers not only function as learning facilitators but also as social mediators who help guide student relationships in a positive direction. Interviews with subject teachers showed that when students have a close-knit and supportive relationship, the classroom atmosphere becomes more conducive and learning takes place more effectively.

Thus, it can be concluded that the results of this study reinforce various previous theories and empirical findings on the importance of peer interactions in adolescents' socio-emotional development. Healthy friendships foster a sense of psychological security, enhance learning motivation, and cultivate a positive social character. In contrast, negative interactions can cause emotional and social obstacles that require special attention from the school. Therefore, teachers and school counselors should continue to develop social

guidance programs and collaborative activities that foster the growth of empathy, cooperation, and tolerance among students, as a means of creating a harmonious social environment at school.

4. CONCLUSION

Based on the research findings at Sinar Husni Helvetia Private Junior High School, it can be concluded that the social interaction of eighth-grade students is characterized by associative forms, such as cooperation, accommodation, and assimilation, which reflect positive and mutually respectful social relationships. Students' strategies in forming and maintaining friendships are carried out through open communication, empathy, and tolerance toward differences, although exclusive friendship groups and academic competition are still observed. Peer interaction patterns significantly affect students' social and emotional development; harmonious relationships enhance self-confidence, empathy, and learning motivation, while unhealthy interactions can lead to social awkwardness and low self-esteem. The implications of this study highlight the importance of the teacher's role, particularly that of the guidance counselor, in fostering an inclusive social environment through collaborative activities and socio-emotional approaches. The weakness of this study lies in the limited observation time and the number of subjects, which have not yet covered the full social dynamics between classes. Therefore, future research is recommended to broaden the scope of subjects and employ a longitudinal approach to more accurately depict the development of students' social interactions in a more in-depth and sustainable manner.

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