

Research Article

Adolescent Interpersonal Communication Culture in Jakarta High School in the Smartphone Era

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Abstract: Using smartphones in interpersonal communication among adolescents is now commonplace. Many teenagers who follow the flow of communication media in technology choose smartphones as a more effective interpersonal communication medium. Compared to other forms of communication, interpersonal communication occurs personally, in face-to-face situations, and through media. Interpersonal communication is fundamental since it permits it to require place dialogic communication. Exchange may be a shape of interpersonal communication that appears in the event of interaction. Those included in this communication frame are double-functioning, each being the speaker and the audience, on the other hand. This report analyzes adolescents' interpersonal communication culture in the smartphone-use era based on this statement. The method used is the phenomenological method. The conclusion of this study indicates that the current adolescent interpersonal communication culture is more influenced by digital technology than direct interaction. Therefore, efforts are needed to foster awareness of the importance of maintaining a healthy quality of interpersonal communication amid technological advances.

Keywords: Interpersonal Communication Culture; Use of Smartphones; Adolescent

1. Introduction

Communication technology is a technology that is developing very rapidly. Over time, communication technology has become a basic need for various groups. From the beginning, ordinary cell phones functioned only for calling and texting. Now, it has developed into very sophisticated mobile phones and smartphones that can do many things with their technology. Communication technology in the form of smartphones is the most unique and fascinating phenomenon. Smartphones can be said to be a basic need. Olson et al. [1] reported that smartphone users are in 24 countries, and 13 are in Asia, including Indonesia.

The mobile phone industry has experienced rapid development in developed and developing countries in the last two decades. In Indonesia, versatile phones have profoundly changed the outline of the broadcast communications industry. Phones are utilized as extravagant merchandise, so as particular bunches may appreciate them, they can be effortlessly gotten cheaply.

The quick improvement of smartphones is demonstrated by a showcasing inquiry about the company IDC (Worldwide Information Enterprise) in Bounkham et al. [2] that the smartphone advertises will develop by 49.2 percent in 2011 due to the expanding number of clients who supplant their ancient phones with smartphones. The report aligns with the latest IDC in Bounkham et al. [2] research, which predicts mobile application downloads will grow from 10.9 billion in 2010 to 76.9 billion in 2014. Smartphone clients in 2010 came to 6.24 million clients. In this case, the Blackberry smartphone has crushed Nokia [3]. The use of smartphones has indirectly changed the lifestyle of people around the world. This is proven by Banafaa et al. [4], which states that communication technology allows large-scale transformations in human life. This transformation has given rise to various human communication patterns, essentially interpersonal relations. Face-to-face meetings can be carried out over great distances through the image-to-image stage.

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Interpersonal communication includes at least two individuals with unique and distinctive characteristics, values, conclusions, states of mind, considerations, and behaviors. In expansion, interpersonal communication also requires shared grants and take between the performing artists included within the communication. This interpersonal communication continues to happen in human life. Interpersonal communication can be compared to the soul of human life. It is incredible what the shape and design of human life would be like without interpersonal communication between one individual or a bunch [5].

There are many phenomena where individuals prefer to play or use their cell phones, even during an activity or socializing with people around them. Fasanya et al. [6] survey states that 60 percent of respondents prefer to send and read short messages service or play cellphone games during family events that are considered boring. The use of smartphones can reduce the intensity of face-to-face communication, which is commonly called interpersonal communication. This change in communication technology, called smartphones, has had several impacts on users [7]. Based on the influence of smartphones today, many teenagers follow the flow of communication media in technology and choose smartphones as a more effective interpersonal communication medium. Still, many are influenced by the sophistication of these gadgets that continue to update their sophistication, so the impact is that people who communicate or interact often experience miscommunication or misperception due to the excitement of their respective gadgets. How is the culture of interpersonal communication among teenagers in Jakarta High Schools in the smartphone era? This research aims to identify and understand the culture of interpersonal communication among teenagers in Jakarta High Schools in the current smartphone era.

2. Method

The method used in this writing is the phenomenological method. The Phenomenological convention sees communication as the involvement of self and others through exchange. Although phenomenology is an amazing philosophical term, it alludes to a purposeful investigation of daily life from the person's point of view.

The phenomenological tradition emphasizes the importance of people's perceptions and their interpretations of their own subjective experiences. For phenomenologists, the individual's Story is more important and authoritative than any research hypothesis or communication axiom. As psychologist Rogers believed, "Neither the scriptures nor the prophets Freud nor his researchers, the revelations of God nor man - can be a precedent for our own direct experience [8]."

Based on his experience of nondirective counseling for many years, Rogers believed that personal and relationship growth was possible [8]. Rogers believed that his clients' health improved when his communication created a safe environment for them to talk [8]. He described three required and helpful conditions for personality and relationship change. When clients believe their counselor has a) congruence, b) unconditional positive regard, and c) empathetic understanding, they can and will improve.

Jewish philosopher and theologian Heidegger came to a similar conclusion [9]. He said there is a possibility of authentic human connection through dialogue – an intentional process in which both parties aim to understand what it is like to be another person. The work of Rogers, Martin Buber, and others in the phenomenological tradition has filled interpersonal communication textbooks and teaching.

2.1. Primary Data Sources

The results of interviews with five teenagers at Jakarta High Schools as sources (informants) were determined using random sampling techniques.

2.2 Secondary Data Sources

The first step is to collect secondary data from research results such as theses, journals, dissertations, or books on social communication. Then, the secondary data is studied, summarized, and compiled into a summary of literature studies or theoretical foundations relevant to social communication. Furthermore, synthesis and analysis are carried out from the collected data. The last is to explain/describe various aspects of adolescent culture in communicating in an era of dependence on mobile phones. From all these things, a theoretical framework emerged, which became the basis for formulating problems for this research, which will be carried out qualitatively.

3. Results and Discussion

3.1. Concept of Needs

Maslow created a hypothesis of identity that has affected a few areas, counting instruction [10]. This far-reaching impact is incomplete due to the high degree of common sense of Maslow's hypothesis. The hypothesis precisely depicts the reality of much of individual encounters. Numerous individuals discover that they can relate to what Maslow is saying. They can recognize a few highlights of their encounters or behaviors that are genuine and identifiable but that they have never put into words. Maslow was a humanistic clinician [10]. Humanists don't accept that mechanical strengths push and pull people, either jolts and fortifications (behaviorism) or oblivious found driving forces (therapy). Humanists center on potential. They accept that people endeavor for the most elevated levels of capacity. People look for the limits of inventiveness, the most elevated levels of awareness and intelligence. This has been labeled the "fully working person," the "healthy personality," or as Maslow called this level, the "self-actualizing person." Maslow theorized a chain of command of needs. His essential needs are intuitively comparable to the creature's instinctual ones. People start with frail means that become outdated as the individual develops. If the environment is right, individuals will develop straight and lovely, actualizing the potential they have acquired. In case the environment isn't "right" (and most of the time not) they will not develop tall, straight, and excellent. Maslow has set up a progression of five levels of fundamental needs. Past these needs, higher-level needs exist. These incorporate the require for understanding, tasteful appreciation, and pure spiritual needs. Within the five essential needs levels, individuals don't feel a moment require until the primary request has been fulfilled, nor a third until the moment has been fulfilled, and so on. Maslow's fundamental needs are as takes after:

Physiological needs are natural. They comprise the requirement for oxygen, nourishment, water, and a moderately consistent body temperature. They are practical needs since, if an individual isn't given all the wants, the physiological ones will begin within a person's exploration for fulfillment. Second, Security needs. Security needs can become dynamic when all physiological needs are fulfilled, and considerations and behavior are not controlled. Grown-ups have a small mindfulness of their security needs in times of crisis or disorganization within the social structure (such as broad riots). Children regularly show signs of uncertainty and a need for security. Third, there is a need to cherish love and have a place. The following lesson of needs for adore, fondness, and belongingness can develop when security and physiological well-being are fulfilled. Maslow expressed that individuals look to overcome sentiments of forlornness and distance. This includes accepting, cherishing, loving, and giving a sense of place. Fourth, regard needs. The regard requirement can prevail when the primary three needs classes are fulfilled. This includes the need for self-esteem and one's regard for others. People require a firm, grounded, steady, and tall level of self and regard from others. When these needs are fulfilled, individuals feel sure and commendable as individuals around the world. Individuals feel second-rate, powerless, defenseless, and useless when their needs are disappointed. Fifth is self-actualization needs. When all of the above needs are fulfilled, the self-actualization needs are actuated at that point. Maslow depicted self-actualization as a person's got to be and do what the individual was "born to do." "An artist must make music, a craftsman must paint, and an artist must write." These needs make themselves felt in signs of anxiety. The individual feels on edge, tense, missing something, and fretful. If an individual is hungry, uncertain, disliked, unaccepted, or missing self-esteem, knowing they are on edge is almost simple. It isn't continuously clear what an individual needs when self-actualization is required. The progression of the needs hypothesis is frequently delineated as a pyramid, with the lower levels speaking to lower needs and the best speaking to the need for self-actualization. Maslow accepted that individuals would not move well toward self-actualization because of impediments put in their way by society. He considered instruction to be one of the deterrents. He prescribed ways to move instruction from regular person-stunting strategies to person-growing approaches. Maslow expressed that teachers must react to individuals' potential to develop into self-actualized people/their kind. Ten focuses that teachers ought to address are listed:

- a. We must teach people to be authentic, aware of their inner selves, and listen to their feelings and inner voice.
- b. We must teach people to overcome their cultural conditioning and become world citizens.

- c. We must Help people find their calling, vocation, destiny, or destiny. This is particularly focused on finding the right career and the right partner.
- d. We must teach people that life is precious, that there is joy to be experienced in life, and that if people are open to seeing the good and the pleasure in all kinds of situations, it makes life worth living.
- e. We must accept people as they are and Help people learn their inner nature. From the proper knowledge of their talents and limitations, we can know what to build upon and what potentials are truly there.
- f. We must see that people's basic needs are met. These include safety, belongingness, and self-esteem needs.
- g. We must refresh consciousness, teaching people to appreciate beauty and other good things in nature and life.
- h. We must teach people to control the good and completely abandon the bad. Control is needed to improve the quality of life in all areas.
- i. We must teach people to overcome trivial problems and grapple with serious issues in life. These include problems of injustice, pain, suffering, and death.
- j. We must teach people to be good voters. They must be given training in making good choices [10].

Everyone has various needs, some since birth and others acquired later. Basic needs are physiological, namely biogenic, including the need for food, water, air, clothing, housing, and sex. Biogenic needs are considered primary motives because all of these are needed to continue biological life. One of the factors that drives the emergence of purchasing actions carried out by consumers is the existence of needs. These needs arise because of several desires that must be fulfilled with tools to satisfy needs. Theoretically, needs are part of the motivation that individuals have in working.

3.2. Concept of Culture

Koentjaraningrat [11] defines culture as a system of ideas, actions, and human works in community life that are made human property through learning. Spradley [12] seems to agree with Koentjaraningrat almost similarly. He said that culture is a system of knowledge acquired by humans through the learning process, which they then use to interpret the world around them and develop behavioral strategies in dealing with the world around them. More specifically, the terminology of the discipline of Cultural Studies presents a critical form of the definition of culture that leads to "the complex everyday world we all encounter and through which all move" [13]. Culture, in common, is the method of human lifestyle on a standard scale, from activities to ways of considering, as the concept of culture described by Stephenson [14]. Clifford Geertz, moreover, underpins this understanding [15]. Culture could be an arrangement of rules, recipes, plans, and enlightening people to direct behavior. In social studies, the concept of culture can be caught on in conjunction with changes in behavior and social structures in Europe within the 19th century. This change is due to the impact of quickly creating innovation. The term culture could be a comprehensive study that analyzes a protest of consider. For example, it is additionally considered in human science in expansion to social human studies.

This social studies study centers on perspectives of social relations and control in pop culture. Within the convention of Social Considers in Britain acquired by Williams, Hoggarts, and Corridor [16], they consider the concept of culture or "culture" (in English) to be the foremost complicated thing to translate, so for them, the thought is called an instrument that more or less has utility esteem. Williams characterizes the concept of culture as employing an all-inclusive approach. To be specific, the idea of culture alludes to shared implications. This meaning is centered on regular implications:

Values, material/symbolic objects, and standards. Culture is involvement in existence: Different writings impact all individuals living their lives [17] since he prescribes that culture be examined in a few terms. To begin with, teach how to create craftsmanship and culture. Moment, instructive arrangements, developments, and groups in social generation. Third, shapes of generation, counting all their appearances. Fourth, it distinguishes shapes of culture, counting the specificity of social items and their stylish objectives. Fifth, it propagates within the course of space and time. And 6th, how to organize it.

Compared to Story's [18] opinion, culture is translated more politically than stylishly. Story accepts that 'culture' utilized in social considers isn't the concept of culture as characterized in other ponders as a protest of tasteful nobility ('high art') or a handle of stylish,

mental, and otherworldly improvement, but culture as content and hone of the way of life. In this case, Story appears to concur with Williams' definition of 'culture,' unlike Corridor, who emphasizes 'culture' more within the political domain [19]. To say that two individuals belong to the same culture, they generally decipher the world in the same ways. They can express themselves, their considerations, and their sentiments about the world in ways that each other will get it. In this way, culture depends on members definitively deciphering what is happening around them and 'making sense' of the world in broadly comparative ways. Williams characterizes the concept of culture as employing an all-inclusive approach. To be specific, the thought of culture alludes to shared implications. This meaning is centered on regular implications: values, material/symbolic objects, and standards. Culture is an encounter in daily life: different writings, hones, and impact of all individuals living their lives [17] since he suggests that culture be explored in a few terms.

To begin with, teach how to deliver craftsmanship and culture. Moment, instructive arrangements, developments, and groups in social generation. Third, shapes of generation, counting all their signs. Fourth, it recognizes the shapes of culture, counting the specificity of social items and their tasteful objectives. Fifth, it is generated within the course of space and time. And 6th, how to organize it.

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3.3. The Concept of Cultural Communication

Communication and culture are two things that cannot be isolated. Communication and culture center on the various ways and strategies people use to communicate over human communities or social bunches, how to investigate meaning activity models, and how meaning and models are enunciated by a social bunch that includes human interaction.



Figure 1. Illustration of the limitations of social interaction in the digital era

From this explanation, here are several expert opinions regarding the definition of intercultural communication, namely:

- a. McLuhan [20] stated that today's world has become a "Global Village" where we know people and events that occur in other countries almost the same as a citizen in a small village neighbor of different countries. Social change is another thing that influences intercultural communication, namely the increasing number of cultural celebrations of an ethnic group in a country.
- b. Cultural differences in a country create diverse experiences, values, and ways of viewing the world [21]. This diversity makes the same communication patterns among members with the same background and influences communication between members of different regions and ethnicities. Of course, companies that have branches abroad have an absolute requirement for their employees to have sufficient knowledge about the cultural situations and conditions they will face (intercultural competence). If they fail to communicate with the culture they face, the company will only survive for a short period.
- c. Gudykunst and Kim [22] conceptualize intercultural communication as "a transactional, symbolic process that includes relationships between individuals from different cultural backgrounds." The key word is process. Intercultural communication should be viewed and analyzed as a complex process, not just a meeting.

- d. Damen et al. [23] define intercultural communication as “Acts carried out by individuals who are identified with groups that display variations between groups in the form of social and cultural exchange.” The main variables in the goals, manners, ways, and meanings in which the communicative process gives effect are exchange forms and individual expressions.
- e. Lustig and Koester [24] state intercultural communication is a “symbolic process in which people from different cultures create exchanges of meanings.” This occurs when significant cultural differences create different interpretations and expectations about communicating well.
- f. Jandt [25] says that intercultural communication is between individuals and “Groups with scattered cultural identification.” In short, intercultural communication explains the interaction between individuals and groups with different perceptions of communication behavior and interpretation differences.

From several expert opinions on the definition of intercultural communication, we can conclude that the definition of intercultural communication is as follows:

- a. Intercultural communication is communication between people of different cultures, such as tribes, ethnicities, races, and social classes.
- b. Intercultural communication is communication that occurs between message producers and message recipients who have different cultural backgrounds.
- c. Intercultural communication involves communication participants who represent individuals, interpersonal, or groups, emphasizing differences in cultural backgrounds that influence the communication behavior of the participants.

3.4. The Importance of Intercultural Communication

Intercultural communication is increasingly important and more vital than before. Several factors that cause the importance of intercultural communication are:

- a. The mobility of people around the world is at its peak. Travel is widely done from one country to another and from one continent to another. Today, people often visit other cultures to get to know new areas and different people and to explore economic opportunities.
- b. Economic interdependence today: most countries are economically dependent on other countries. The economic life of a nation will depend on its ability to communicate effectively with cultures that are different from other, more advanced nations.

3.5. Goals and Reasons for Studying Intercultural Communication

There are several goals and benefits that we gain after studying intercultural communication, namely:

- a. Understand cultural differences that affect communication practices.
- b. Between people of different cultures.
- c. Identify difficulties that arise in communication.
- d. Help overcome communication problems caused by cultural differences.
- e. Improve verbal and non-verbal skills in communication.
- f. Make us able to communicate effectively. We must study intercultural communication for several reasons: 1. Opening ourselves to expand our social circle; 2—increasing self-awareness; 3. Knowing Ethics; 4. Encouraging peace and reducing intercultural conflict; 5. Demographics; 6. Economic activities; 7. Facing communication technology; and 8. Facing the era of globalization.

3.6. Concept of Interpersonal Communication

Interpersonal or interpersonal communication is the method of sending and accepting messages between two individuals or between a small group of individuals with a few impacts and quick inputs. Interpersonal communication is communication inside oneself; inside people, communication components incorporate sources, messages, channels, beneficiaries, and input. In other words, the communicators trade data, considerations, thoughts, etc. This interpersonal communication proceeds to happen amid the human life handle. Interpersonal communication is sending messages from one or a bunch of individuals (communicators) and getting them from others (communicants) with coordinated impacts and criticism. Messages start and conclusion inside each person. Interpersonal communication influences communication and relationships. A message that's communicated begins with an individual. Interpersonal communication is communication between individuals confront to confront,

which permits each member to capture the responses of others specifically, both verbally and nonverbally.

Interpersonal communication is essential since the method permits it to be put dialogically. Discourse may be a frame of interpersonal communication that appears in the event of interaction. Those included in this form of communication have a double work, each taking turns as a speaker and an audience. The on-screen characters attempt to attain shared understanding and compassion in dialogical communication. From this handle, shared regard happens not because of social status but instead based on the presumption that each human has the proper commitment and merits and is sensible enough to be acknowledged and regarded as a human being. Interpersonal communication is additionally characterized as something that happens between two individuals who have a relationship, the ample for case, a discussion between a father and a child, a spouse and spouse, an instructor and an understudy, and so on. In this definition, modern communication is seen and clarified as coordinated material in interpersonal communication activities.

Compared to other forms of communication, interpersonal communication is considered the foremost compelling in changing the communicant's states of mind, convictions, suppositions, and behavior. The reason is that this communication takes place face-to-face. In this manner, this communication has individual contact, namely, your individual touch with the communicator. When delivering a message, feedback occurs immediately (immediate feedback), knowing the communicant's response to the message is delivered through facial expressions and speaking style. We will maintain the communication style if the input is positive and the response is pleasant. Otherwise, if the communication response is negative, we must change the communication style until the communication is successful.

3.7. The Purpose of Interpersonal Communication

Interpersonal communication has several objectives. Here, we will explain the objectives, including:

- a. Getting Stimulation. Humans need stimulation. Otherwise, humans will regress and die. Interpersonal contact is one of the best ways to get this stimulation.
- b. Getting Self-Knowledge. Primarily through contact with other humans, we learn about ourselves. Our self-perception is greatly influenced by what we believe and what people think about us.
- c. Maximizing Pleasure, Minimizing Suffering. The most common reason for building relationships, and can cover all the other reasons, is that we try to relate to other humans to maximize our pleasure and minimize suffering. We need to share feelings with others about our fate, emotional suffering, or physical. Of the three goals, interpersonal communication is usually required for a relationship to achieve harmony.

3.8. Effectiveness of Interpersonal Communication

The effectiveness of interpersonal communication begins with five general qualities: openness, empathy, supportiveness, positive attitude, and equality.

- a. Openness. The quality of straightforwardness alludes to at slightest three viewpoints of interpersonal communication. To begin with, compelling interpersonal communicators must be open with the individuals they associate with. It is not cruel that individuals must promptly uncover their whole life history. This may be curious, but it often does not offer assistance or communication. Instep, there must be a readiness to open up and uncover, by and large, covered-up data, given that the self-disclosure is fitting.
- b. Empathy. Characterizes empathy as "the capacity of an individual to know" what another individual is encountering at a given minute, from that person's point of view, through that person's eyes." Sympathizing with others is feeling like somebody else or feeling pitiful. Sympathy is feeling something just like the person encountering it, being within the exact watercraft, and feeling the same sentiments in the same way. Compassionate individuals can get the inspiration and experiences of others, their feelings and states of mind, and trust and desires for the long haul. Ready to communicate sympathy both verbally and nonverbally. Nonverbally, they can communicate compassion by appearing (1) dynamic inclusion with the individual through fitting facial expressions and motions; (2) centered concentration, counting eye contact, mindful body pose, and physical quality; and (3) fitting touch or caress.

- c. Supportive Attitude. A viable interpersonal relationship could be one with an intense demeanor—a concept whose definition is based on Jack Gibb. Open and compassionate communication cannot be put in an unsupportive climate. We appear to have a steady state of mind by being (1) clear, not evaluative. (2) unconstrained, not key, and (3) temporary, not exceptionally sure.
- d. Positive Attitude. In interpersonal communication, we communicate positive states of mind in at slightest two ways: by expressing positive states of mind and (2) by emphatically empowering the individual with whom we are collaborating. Positive states of mind allude to at least two angles of interpersonal communication. First, interpersonal communication is cultivated when individuals have positive demeanors toward themselves. Moment, positive sentiments about the communication circumstance are fundamental to viable interaction. Nothing is more unsavory than communicating with somebody who does not appreciate the interaction or react favorably to the issue or air of the interaction.
- a. Equality. In every situation, there may be some inequality. One person may be more intelligent, richer, handsome, beautiful, or athletic than the other. No two people are truly equal in every way. Despite these inequalities, interpersonal communication is more effective when the atmosphere is equal. There must be a tacit recognition that both parties are equally valuable and worthy, and each party has something important to contribute.

3.9. Smartphone Concept

Smartphones have functions that resemble computers, so in the future, smartphone technology will replace desktop computer technology, especially in terms of accessing data from the Internet. Each smartphone has a different operating system, the same as the operating system on a desktop computer. A smart mobile phone or smartphone is “a smartphone, namely a mobile phone that has capabilities like a computer, although limited.” The typical features of a smartphone are as follows (although not limited to this), namely: Touch screen, operating system, the ability to connect to the Internet, can be added with software, scheduling applications, contact management, the ability to read business documents, such as PDF and Microsoft Office. Smartphones are Internet-enabled phones that ordinarily give individuals advanced right-hand (PDA) capacities, such as calendars, journals, address books, calculators, and notes. Employing a smartphone features a positive impact other than a communication instrument, such as making a continuous difference to be well associated with our companions, near relatives, and family. Still, smartphones can negatively impact if abused, particularly with modern offices and highlights. Remote computerized communication is exceptionally much needed in different areas, such as instruction, trade, excitement, well-being, and security, typically because of the accessibility of portable gadgets that can back client exercises in numerous situations with tall flexibility and more common and simple gadgets to utilize. Exceptionally tall needs and ease of getting to are the things that have a solid impact on using smartphones.

Besides globalization, it can be said that most young people utilize smartphones. They get numerous benefits, can contact companions more effectively, get to their social organizing accounts or blogs straightforwardly in their claim hands, and hunt for learning materials from locales on the Web without feeling awkward. Nowadays, smartphones are still a slant for youngsters in Indonesia, especially in our environment.

3.10. Concept of Adolescence

Adolescence comes from the Latin word *adolescere*, which means “to grow” or “to grow into adulthood.” This term has a broader meaning, encompassing mental, emotional, social, and physical maturity. If classified as children, the adolescent group has passed that period, but if classified as adults, it is still inappropriate. Therefore, many terms for this adolescent group have overlapping meanings. Adolescence is a transitional period from childhood to adulthood that experiences the development of all aspects or functions to enter adulthood. Adolescence uses specific characteristics that can distinguish it from the periods before and after, namely: Adolescence as an essential period, adolescence as a transitional period, adolescence as a period of change, adolescence as a problematic age, adolescence as a time to search for identity, adolescence as an age that causes fear, adolescence as an unrealistic period, and the last is adolescence as the threshold of adulthood. Theoretically and empirically, from a psychological perspective, adolescence is between 12 and 21 years for women and 13 to 22

years for men. If divided into early and late adolescence, then early adolescence is between 12/13 and 17/18, and late adolescence is between 17/18 and 21/22. This study focuses on high school students. Adolescents are defined as those in a period of transitional development between childhood and adulthood, which includes biological, cognitive, and socio-emotional changes. Biological, cognitive, and social processes are closely intertwined. Social processes shape cognitive processes, cognitive processes develop or inhibit social processes, and biological processes influence cognitive processes. When associated with adolescents' perceptions of gender roles, adolescents learn (cognitive processes) from those around them (social processes) how a man and a woman (biological processes) behave. The characteristics of adolescents are someone who experience rapid physical development, have a strong desire to have social interactions with more adults or more mature personalities, have a strong desire to gain trust from adults, even though responsibility is still immature, begin to think about life independently, experiences intellectual development to gain self-identity, and wants a system of rules and values that are in harmony with needs or desires that are not always the same as adults.

3.11. Proposed Analysis Framework

Communication technology is currently an inseparable part of human life. Almost every aspect of human activity, individually or together, relates to technology. This development indicates that the Internet is an essential medium for individuals. Smartphones have been one of Indonesia's most recent developments in communication technology for more than five years. Besides having the primary function as a communication tool, smartphones can also be used as a means of business, storing various kinds of data, a means of music or entertainment, and even as a documentation tool. Understanding the use of smartphones will be related to individual factors and their social environment. The flow in this study can be seen in Figure 2 below:

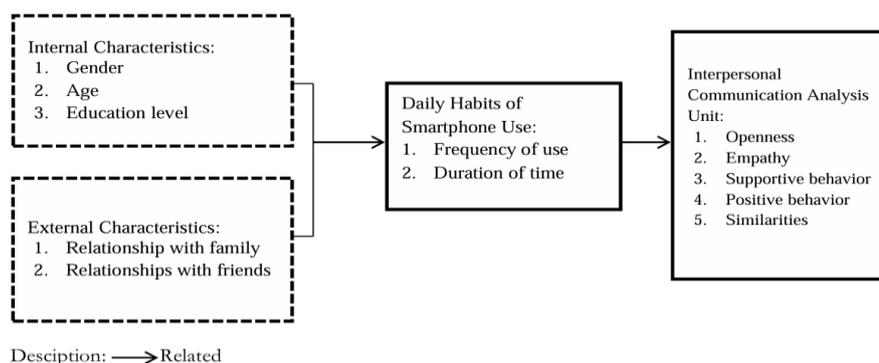


Figure 2. Framework for thinking about the impact of smartphone use on interpersonal communication of high school teenagers

4. Conclusions

In the smartphone era, the interpersonal communication culture of teenagers in Jakarta high schools has experienced a significant shift. Face-to-face communication, previously the main form of interaction, is increasingly replaced by digital communication through messaging applications and social media. Teenagers use smartphones more often to convey messages, build relationships, and express themselves.

This change shows that the existence of communication media has shaped the thinking patterns and ways teenagers interact. Digital symbols such as emojis, abbreviations, and images replace verbal and nonverbal expressions in direct communication. This impacts decreasing face-to-face communication skills, such as empathizing, reading facial expressions, or understanding tone of voice directly.

Secondary data sources show that internet and smartphone use among teenagers is very high. This strengthens the finding that adolescent social interactions often occur in the digital world. Although it provides convenience and speed, this communication pattern can potentially weaken the values of emotional closeness and social meaning in interaction.

Thus, it can be concluded that the interpersonal communication culture of teenagers is currently more influenced by digital technology than direct interaction. Therefore, efforts are needed to raise awareness of the importance of maintaining the quality of healthy interpersonal communication amidst technological advances.

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Data Availability Statement: This study did not generate new data; no data are available for sharing.

Conflicts of Interest: The authors declare no conflict of interest.

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