



REVIEW ARTICLE

Communication strategies of Indonesian secondary school teachers to establish interpersonal relationships with students: A literature review

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Abstract

The quality of teacher-student relationships has a profound impact on the learning process and outcomes, particularly in culturally diverse contexts like Indonesia. In Indonesian secondary schools, where cultural characteristics such as power distance and collectivism shape interactions, enhancing teacher-student relationships through effective communication strategies is crucial. This study aims to identify and analyze communication strategies that are most appropriate for fostering interpersonal relationships in Indonesian secondary schools. Using a qualitative literature review method, following PRISMA guidelines, this study synthesizes 22 communication behaviors from existing literature, which were categorized into four main themes: care, immediacy, clarity, and disclosure. Notably, while the strategies of care, immediacy, and clarity align with previous research and are adapted to the Indonesian cultural context, the study found a significant lack of teacher disclosure, a critical strategy for building close interpersonal relationships. This gap suggests that cultural factors such as high power distance may inhibit the use of disclosure as a relational tool in Indonesian classrooms. The study's findings provide practical implications for teachers aiming to improve their communication practices, suggesting that culturally appropriate strategies, particularly in balancing authority and relational closeness, are necessary to foster stronger interpersonal connections with students.

Keywords: Teacher-student Interpersonal Relationship, Secondary School, Communication Strategies, Indonesian Culture, Power Distance

INTRODUCTION

Interpersonal relationships between teachers and students are an important factor contributing to student learning outcomes at various levels of education. These relationships are not limited to the delivery of educational material but also encompass emotional and social aspects that influence students' motivation to learn and their engagement in the learning process. Numerous studies have shown that the quality of teacher-student relationships significantly impacts student learning outcomes (Martin & Collie, 2019; Maulana et al., 2014; Pianta et al., 2012; Roorda et al., 2011). Wentzel (2016) and

Pianta et al. (2012) found that positive teacher-student relationships can increase student engagement in learning activities, academic motivation, and overall academic performance. In addition, positive interpersonal relationships also influence teachers' psychological well-being (Milatz et al., 2015; Spilt et al., 2011) and enhance their job satisfaction (Falk et al., 2022; Milatz et al., 2015; Veldman et al., 2013).

In the context of secondary schools, building strong interpersonal relationships between teachers and students becomes more complex. At this stage, students tend to be more independent and prefer to interact more with their peers rather than with teachers (Lynch & Cicchetti, 1997; O'Connor, 2010). Other studies have also indicated that during adolescence, peer interactions become more important and dominant, resulting in decreased student engagement with teachers in the school environment (Wentzel, 2005; Eccles & Roeser, 2011; Lavy & Bocker, 2018). Consequently, teachers need to adopt appropriate communication strategies to maintain interpersonal relationships with students. Furthermore, larger class sizes in secondary schools limit the time for individual interaction between teachers and students (Chang et al., 2004), reducing opportunities for teachers to provide

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personalized attention to each student, which is crucial for building strong relationships (Pianta, 1999). Some studies suggest that more personalized communication and the use of non-verbal strategies, such as eye contact and friendly body language, can help overcome these limitations (Hamre & Pianta, 2006; Reyes et al., 2012). These challenges further complicate the task for teachers to build close and meaningful relationships with students, especially in large and diverse classrooms.

In Indonesia, the challenges of building teacher-student interpersonal relationships are also influenced by local cultural characteristics. Indonesia is known as a country with high power distance, where teachers are regarded as respected authority figures who hold a high social status (Hofstede, 1986; Maulana et al., 2014). In cultures with high power distance, teacher-student relationships tend to be more formal, and students are often hesitant to provide feedback or approach teachers directly due to the high level of respect they hold for teachers' positions. This creates a psychological distance between teachers and students, which can hinder effective interpersonal communication (Hofstede, 2011).

The importance of power distance in the Indonesian cultural context also affects the communication strategies used by teachers. Teachers are expected to maintain their authority in the classroom, while students are expected to comply with instructions without much discussion (Maulana et al., 2011). This dynamic makes communication strategies like teacher disclosure—where teachers share personal information or life experiences—less commonly employed. In Indonesian culture, sharing personal information can be perceived as diminishing the teacher's authority, which leads to the underutilization of this strategy (Cayanus & Martin, 2016). However, teacher disclosure is known to play a crucial role in strengthening interpersonal relationships between teachers and students, as well as fostering trust and emotional closeness (Henry & Thorsen, 2021).

In addition to disclosure, another communication strategy critical to interpersonal relationships is teacher immediacy. Teacher immediacy refers to the use of verbal and non-verbal cues to create closeness and reduce psychological distance between teachers and students. This includes actions such as using students' names when speaking, maintaining eye contact, and using open and friendly body language (Estep & Roberts, 2015). In the Indonesian context, while teacher immediacy can help overcome cultural barriers related to power distance, its application is often limited by social norms that require teachers to maintain formal distance from students.

The strong collectivist culture in Indonesia also influences how teachers and students interact in the classroom. In collectivist societies, maintaining social harmony is a core value, and interpersonal conflict should be avoided as much as possible (Hofstede, 1986). In teacher-student interactions, this means that both teachers and students tend to communicate carefully to avoid causing embarrassment or discomfort. Teachers often use polite language and avoid direct criticism, while students may hesitate to voice their opinions for fear of being perceived as disrespectful (Gunawan et al., 2017). As a result, open and honest interpersonal communication often becomes limited.

This study aims to identify the communication strategies used by secondary school teachers in Indonesia to build interpersonal relationships with students within this unique cultural context. The methodology used in this research is a literature review following PRISMA guidelines (Moher et al., 2009), which has been widely adopted in

systematic literature reviews to ensure transparency and clarity in the research process (Liberati et al., 2009). This approach was selected due to the limited literature on teacher communication strategies within the Indonesian cultural context, which is characterized by high power distance and collectivism (Hofstede, 1986; Triandis, 1995). As noted by Gudykunst & Ting-Toomey (1988), cultures with high power distance often shape hierarchical and formal communication patterns between teachers and students. Furthermore, in collectivist cultures like Indonesia, group harmony and respect for authority are highly valued, influencing interpersonal interactions in the classroom (Triandis, 1995; Hofstede, 2011). Through synthesizing various studies, this research seeks to provide deeper insights into how communication strategies can be employed by teachers in Indonesia to build stronger interpersonal relationships with their students, considering the local cultural nuances.

In a previous study, Maulana et al. (2011) found that Indonesian teachers tend to avoid openness in their interactions with students due to fears of losing students' respect. This is supported by Hofstede (1986), who noted that in high power distance cultures, teachers are often regarded as authority figures whose dignity must be preserved, and excessive openness may be seen as diminishing their respect. Other research has also shown that the collectivist culture in Indonesia tends to avoid conflict or situations that may cause embarrassment, making overly open interactions less appropriate (Hofstede, 2011; Gudykunst & Ting-Toomey, 1988). This highlights the significant challenges in applying teacher disclosure strategies in Indonesia.

Moreover, research by Lorensia & Setyanto (2018) revealed that teachers who adopt more open and personal communication approaches, such as sharing life experiences or using relevant stories, are more successful in building closer relationships with students. This finding aligns with Cayanus & Martin (2016), who noted that teacher openness helps foster trust and emotional closeness between teachers and students. Other studies have also supported the notion that openness in communication can strengthen interpersonal relationships, increase student motivation, and create a more inclusive classroom environment (Henry & Thorsen, 2021; Frymier & Houser, 2000; Sorensen, 1989). This indicates that despite cultural barriers, more personal communication strategies can play a key role in building stronger teacher-student relationships.

In addition to openness, the use of teacher immediacy is also an effective strategy for creating a more inclusive learning environment. Estep & Roberts (2015) found that verbal and non-verbal cues, such as calling students by name, using humor, and consistently maintaining eye contact, can help create closeness between teachers and students, ultimately enhancing student engagement in learning. However, in the Indonesian cultural context, the application of teacher immediacy must be carefully managed to avoid violating cultural norms that emphasize respect for teacher authority.

Overall, this study is expected to provide a significant contribution to understanding how teacher communication strategies can be adapted to the Indonesian cultural context. By understanding the challenges and opportunities that exist, it is hoped that teachers in Indonesia can adopt more effective strategies for building strong interpersonal relationships with students, which will ultimately enhance their motivation and learning outcomes.

METHODS

This section outlines the methodology used in the literature review, which follows the PRISMA guidelines (Moher et al., 2009). The method was chosen to ensure transparency, comprehensiveness, and reproducibility in the process of identifying, selecting, and synthesizing research studies relevant to the communication strategies employed by Indonesian secondary school teachers. This section includes a detailed explanation of the search strategy, selection criteria, and quality assessment framework used in this review.

Search Strategy

The primary research question was developed using the SPIDER framework (Cooke et al., 2012), which is tailored for qualitative and mixed-methods research synthesis. The SPIDER framework was chosen as it provides clear guidance for structuring qualitative research reviews. Table 1 below shows the SPIDER framework used for this study, focusing on teacher-student interpersonal relationships in the Indonesian secondary school context.

Table 1. SPIDER Framework & Search String

Sample	Indonesian secondary teacher
Phenomenon of Interest	Teacher – student Interpersonal Relationship
Design & Research Type	Qualitative; Interview, Observation, Survey
Evaluation	Behaviors & Communication Strategies with Student

The search for relevant literature was conducted across two primary databases: Garuda (<https://garuda.kemdikbud.go.id/>), an Indonesian academic database managed by the Indonesian Ministry of Education, and the Web of Science (WOS), an international database widely recognized for its comprehensive indexing of peer-reviewed articles. The inclusion of both local and international databases allowed for a more exhaustive literature search, ensuring that the review covered both Indonesian and global perspectives on the topic.

Using Boolean operators, the search strings were formulated to capture articles that examine communication strategies, teacher-student relationships, and cultural contexts in Indonesia. The specific search terms included keywords such as "teacher-student relationship," "communication strategies," "secondary school teachers," and "Indonesia".

Inclusion Criteria

To refine the search results, inclusion and exclusion criteria were applied. These criteria aimed to filter out irrelevant studies and ensure that only studies directly addressing teacher-student interpersonal communication at the secondary school level in Indonesia were included (table 2). The inclusion criteria encompassed qualitative studies published between 2013 and 2023, which focused on interpersonal communication strategies used by secondary school teachers in Indonesia. Articles published in SINTA-indexed journals in Indonesia and WOS-indexed journals internationally were considered. Exclusion criteria eliminated articles that were secondary research (e.g., literature reviews), quantitative studies, or focused on primary level education or special needs classrooms (Liberati et al., 2009; Moher et al., 2009). As recommended

by Cooke et al. (2012), the criteria helped focus the literature review on studies that could contribute new and significant insights into the teacher-student relationship in the Indonesian context.

Table 2. Inclusion & Exclusion Criteria

Inclusion	Exclusion
Focuses on teacher - student interpersonal communication & relationship	Doesn't focus on teacher - student interpersonal communication & relationship
Primary research	Review articles or any form of secondary research
Qualitative Research	Quantitative Research
Sample: secondary school teacher	Primary level teacher
Teacher for non-special needs classroom	Teacher for special needs students
Published between 2013 - 2023	Published out of timeline
Article published on journal indexed by SINTA (Indonesia) and WOS (International)	Article published on non-indexed journal

Search Results & Critical Appraisal

The search process adhered to the PRISMA guidelines (Moher et al., 2009) (as depicted in Figure 1). The initial database search yielded 184 articles, which were screened through multiple phases in accordance with PRISMA guidelines. Articles were first screened by title and abstract to ensure relevance, followed by a full-text review of 59 articles. Finally, after applying inclusion and exclusion criteria and assessing the quality of the articles, 12 articles were deemed eligible for this review. The systematic review process using PRISMA ensured a clear and replicable approach, minimizing bias in article selection (Moher et al., 2009).

The quality of the selected articles was evaluated using the Critical Appraisal Skills Programme (CASP) framework (Mhaskar et al., 2009). The CASP framework provides a structured approach to critically appraise qualitative research, assessing areas such as research design, data collection, and ethical considerations. Articles were appraised by two independent reviewers, with disagreements resolved through discussion. This dual-review process enhanced the reliability of the quality assessment and minimized the risk of bias in evaluating study rigor (Mhaskar et al., 2009).

Data Synthesis

The chosen articles were carefully analyzed through coding and inductive reasoning to reveal the communication strategies adopted by secondary school teachers in Indonesia to build interpersonal connections with their students. Two independent reviewers provided valuable assistance throughout the process, resulting in the development of several key themes. Discrepancies in coding were resolved through discussion, following recommendations from Thomas and Harden (2008). The four overarching themes identified in this review—care, immediacy, clarity, and disclosure—emerged from this rigorous coding process. These themes represent the key communication strategies that secondary school teachers in Indonesia use to build interpersonal relationships with students. The detailed findings, including the identified codes and themes, have been presented in Table 3.

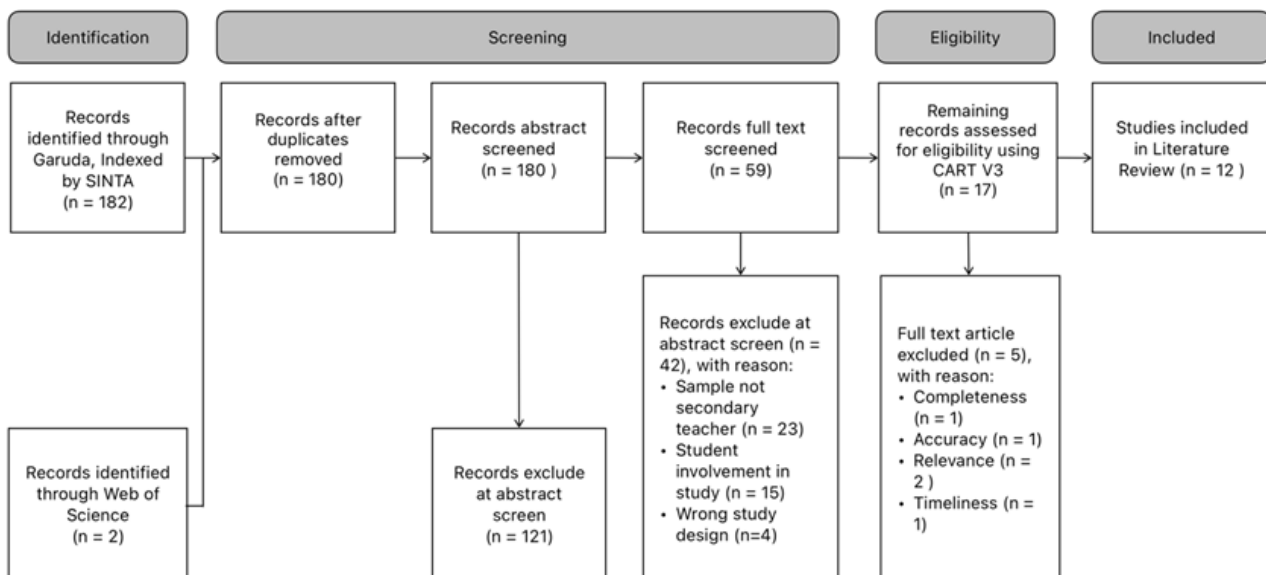


Figure 1. PRISMA Guideline

RESULT OF STUDY

The results of this literature review revealed four overarching communication strategies used by Indonesian secondary school teachers to foster interpersonal relationships with their students: care, immediacy, clarity, and disclosure. Before delving into each of these strategies, a brief overview of the process used to categorize the identified strategies is provided.

Article Overview

Based on the quality assessment using the CASP method, most articles are of good quality. The aspect of concern in the CASP evaluation is the informant selection procedure. None of the articles clearly stated this aspect. Demographically, the articles represented junior and senior high school teachers. The school backgrounds of the research locations varied from public to private and religious-based schools. The research locations are spread across the islands of Sumatra, Java, Bali, Sulawesi, and Nusa Tenggara. The complete characteristics are shown in Table 3.

Indonesia Secondary Teacher Communication Strategy

Through a thorough coding process and thematic analysis of the selected studies, 22 specific teacher behaviors were identified. These behaviors were categorized into four major themes: (1) Care, (2) Immediacy, (3) Clarity, and (4) Disclosure. Each of these themes was prevalent in multiple studies, and their frequency of appearance provided insight into their prominence in Indonesian classrooms. The complete findings are shown in Table 4.

Care

Learning about students' self-characteristics is teachers' most widely used strategy to show concern for students. These self-characteristics include students academic strengths and weaknesses (Gunawan et al., 2017;

Rofiatun & Mariyam, 2021) and personal problems that students are experiencing (Lorensia & Setyanto, 2018; Purba et al., 2019). Strategies for learning students' self-characterization are carried out by asking directly (Purba et al., 2019) and through tracing students' social media accounts (Wahyudi & Baharun, 2021). Understanding students' self-traits is crucial for teachers to provide personalized support to students facing academic (Gunawan et al., 2017) and non-academic challenges (Lubis & Octavia, 2017).

Teacher care is also shown directly by motivating students through advice (Lorensia & Setyanto, 2018); religious values are often used to motivate students (Wahyudi & Baharun, 2021). Teachers express care by attentively listening to students' opinions (Gunawan et al., 2017; Rofiatun & Mariyam, 2021; Wahyudi & Baharun, 2021) and providing prompt responses (Rizal, 2023). They also acknowledge students' efforts and achievements through gift-giving (Gunawan et al., 2017; Rofiatun & Mariyam, 2021).

Immediacy

Teachers use games to build rapport with students during learning (Rizal, 2023). They also foster connections beyond the classroom (Pertiwi & Yuwana, 2023) with social media interaction (Lorensia & Setyanto, 2018). When interacting with students, teachers try to act as friends (Wahyudi & Baharun, 2021) who do not keep their distance (Rizal, 2023). They call students by name to establish a friendly relationship (Sandi et al., 2017). Teachers encourage students to have conversations (Lubis & Octavia, 2017; Sandi et al., 2017) either about academic topics (Gunawan et al., 2017) or personal problems (Wahyudi & Baharun, 2021). Teachers always try to use polite language (Pertiwi & Yuwana, 2023); and maintain eye contact (Sugiarno & Ginting, 2019) when interacting with students. Teachers also use the appearance element to establish closeness with students; teachers try to adjust their appearance to make it seem professional but not perceived as too serious by students (Lorensia & Setyanto, 2018; Purba et al., 2019; Wahyudi & Baharun, 2021).

Table 3. Article overview and CASP Evaluation

Author, Year, Location	Method	Sample Characteristic	CASP*		
			Y	C	N
[1] Gunawan et al., (2017), Bali	Descriptive Qualitative; Interview & Observation	One junior high school teacher	6	4	-
[2] Sandi et al., (2017), South East Sulawesi	Descriptive Qualitative; Interview, Observation & Documentation	10 public vocational senior high school teachers	5	5	-
[3] Rofiatun & Mariyam (2021), East Java	Descriptive Qualitative; Interview, Survey & Observation	Two religion based private junior high school teachers	6	3	1
[4] Lubis & Octavia (2017), North Sumatera	Descriptive Qualitative; Interview & Observation	Two public senior high school teachers	6	3	1
[5] Lorensia & Setyanto (2018), Jakarta	Case Study; Interview & Observation	Two public vocational senior senior high school teachers	8	2	-
[6] Purba et al., (2019), West Java	Descriptive Qualitative; Interview & Observation	Two public vocational senior high school teachers	6	3	1
[7] Ratnawati (2018), West Java	Descriptive Qualitative; Interview & Observation	Two religion based public junior high school teacher	5	4	1
[8] Pertiwi & Yuwana (2023), South Sulawesi	Descriptive Qualitative; Interview	Two public vocational senior high school teachers	8	2	-
[9] Rizal (2023), Bengkulu	Descriptive Qualitative; Interview & Observation	Three public junior high school teachers	6	4	-
[10] Wahyudi & Baharun, (2021), West Nusa Tenggara	Phenomenology; Interview & Observation	One religion based private junior high school teacher	4	6	-
[11] Sugiarno & Ginting (2019), North Sumatera	Descriptive Qualitative; Interview & Observation	Three religion based private junior high school teachers	7	3	-
[12] Suratriadi & Sartika (2023), West Java	Descriptive Qualitative; Interview & Observation	Two junior high school teachers	3	6	-

Table 4. Thematic analysis Results

Sub - Themes	Appearances in articles*	Higher Theme
Motivating students	5,10	Care
Studying student characteristics	1,3,5,6,7,10,12	
Listening to students' opinions	1,3,10	
Personal approach	1,4	
Giving gifts	1,3	
Giving quick responses	9	
Interaction outside the classroom	5, 8	Immediacy
Calling students by name	2	
Being the student's best friend	10,11	
Using games	9	
Stimulating conversation	1,2,4,8,10	
Use of polite language	1,8	
Eye contact	11,	
Customizing clothing styles	5,6,10	
Paraphrasing student opinions	1,8	Clarity
Utilization of visual media	7,9	
Use of Analogy & Example	1,3,4,9	
Use of simple language	1	
Use of hand gestures	12	
Repetition of important points	1	
Facial expressions	1, 11	
Sharing success story	10	Disclosure

* The numbers refer to the order of the articles listed in table 3.

Clarity

Teachers make various efforts to convey messages clearly to students, such as using simple language easily understood by students, repeating key points (Gunawan et al., 2017), and using appropriate facial expressions (Sugiarno & Ginting, 2019), and hand gestures (Suratriadi & Sartika, 2023). To make the content of the message clearer, teachers use analogies (Gunawan et al., 2017), meaningful stories (Rizal, 2023), examples of behavior (Lubis & Octavia, 2017; Rofiatun & Mariyam, 2021), and visual aids (Ratnawati, 2018; Rizal, 2023). On the other hand, teachers use paraphrasing techniques to confirm their understanding of the message conveyed by the student and ensure clear reception of the message (Gunawan et al., 2017; Pertiwi & Yuwana, 2023)

Disclosure

Disclosure refers to teachers sharing personal stories or experiences to build trust and establish a more intimate relationship with their students (Cayanus & Martin, 2016). However, in the Indonesian context, this strategy was not commonly employed, likely due to cultural norms that emphasize a significant power distance between teachers and students (Hofstede, 1986; Maulana et al., 2011). While some teachers did share success stories to motivate students (Wahyudi & Baharun, 2021), instances of teachers disclosing personal struggles or failures were notably absent. This suggests that the cultural emphasis on maintaining authority and respect in the classroom may limit the use of disclosure as a relational strategy.

DISCUSSION

By synthesizing data, we successfully identified 22 behaviors that can be classified into four key themes: care, closeness, clarity, and disclosure. Our categorization of these behaviors was influenced by prior research, which bears many resemblances to the results of the current study. The theme of care in education encompasses a range of teacher behaviors, including getting to know each student individually, taking a personalized approach to teaching, actively listening to student opinions, providing timely feedback, encouraging students, and recognizing their efforts with rewards. These actions can be considered a form of teacher care, reflecting the teacher's commitment to meeting students' psychological, academic, and emotional needs (Laletas & Reupert, 2016).

The immediacy theme includes various behaviors that teachers do to be more familiar with students, such as calling students by name, positioning themselves as friends, inserting games when teaching, establishing interactions outside the classroom, trying to stimulate conversation, using polite language, and maintaining eye contact when talking with students, and trying to adjust their appearance to look relaxed. These behaviors are a form of teacher immediacy, interpreted as the teacher's ability to use verbal and non-verbal cues to reduce the physical and psychological distance between teachers and students (Estep & Roberts, 2015).

The theme of clarity refers to how teachers can make their message easy to understand for their students, such as using simple language, repeating important points, making use of facial expressions and hand gestures while communicating, providing examples and analogies, using visual aids, and employing paraphrasing techniques to ensure that they have understood the students' messages. These behaviors fall under the category of teacher clarity, which is the ability of a teacher to use verbal and non-verbal cues to make communication more transparent and understandable for their students (Segabutla & Evans, 2019).

The theme of disclosure pertains to the behavior of teachers in sharing their life experiences with students. This behavior can be categorized as a form of teacher disclosure, wherein the teacher imparts self-information to the classroom. The information conveyed is typically not readily available from other sources and may or may not be related to the learning materials (Cayanus & Martin, 2016). *Disclosure* is the strategy that secondary teachers in Indonesia least optimize. Meanwhile, teacher disclosure is a key skill of quality teacher-student interpersonal relationships (DeVito, 1986). Self-disclosure by teachers fosters a sense of familiarity and strengthens the teacher-student bond (Henry & Thorsen, 2021).

The literature review only covers the minimal instances of teacher disclosure. It only includes teachers' willingness to share their successful experiences with their students. However, it is equally essential for students to know about their teacher's failures as it portrays a more human aspect of the teacher (Henry & Thorsen, 2021). The suboptimal use of disclosure strategies can be understood as an impact of the cultural characteristics of large power distance in Indonesian society, which interprets teaching as an honorable profession that deserves high respect (Hofstede, 1986). It is assumed that sharing successful experiences will further support the teacher's profile as a wise and honorable person.

A society's cultural characteristics affect the dynamics of teacher-student interactions (Hofstede, 1986). Indonesian culture is characterized by a large power

distance, collectivism, and weak uncertainty avoidance. According to the results of the literature review, several teacher strategies are aligned with Indonesian cultural characteristics. In societies with large power distance characteristics, teachers are considered to be figures full of wisdom (Hofstede, 1986). These characteristics align with the findings that teachers motivate their students through wise advice (Lorensia & Setyanto, 2018; Wahyudi & Baharun, 2021).

In societies with large power distances, teachers are expected to spark the conversation in the classroom, and students speak up only when invited by the teacher (Hofstede, 1986). These characteristics align with the findings that teachers always stimulate conversations with students (Gunawan et al., 2017; Pertiwi & Yuwana, 2023; Sandi et al., 2017; Wahyudi & Baharun, 2021).

In societies with collective characteristics, neither students nor teachers should be publicly humiliated (Hofstede, 1986). These characteristics align with the findings of teacher behavior, which always tries to use polite language when interacting with students (Gunawan et al., 2017; Pertiwi & Yuwana, 2023) and call students by their real names (Sandi et al., 2017).

In communities with Weak Uncertainty Avoidance characteristics, teachers are expected to use simple and plain language when communicating with students (Hofstede, 1986). These characteristics align with teacher behavior findings that use simple language and analogies (Gunawan et al., 2017) and provide examples (Lubis & Octavia, 2017; Rofiatun & Mariyam, 2021) when communicating with students.

LIMITATIONS

One of the main limitations of this literature review is that it needs to represent Indonesia's cultural diversity accurately. The review's articles only cover nine out of 38 provinces in the country. Another limitation is that none of the articles explain the criteria for selecting informants. It needs to be clarified if informants were chosen based on their outstanding communication skills or because they were involved in unique phenomena.

Most of the selected articles did not include complete informant personal information, such as age, gender, length of teaching period, and subjects taught. Therefore, this literature review cannot compare teacher communication strategies based on these variables.

Another thing to note is that the informants in the selected article are secondary school teachers for students who do not have special needs. Hence, the findings in this article are only partially applicable to teachers for students with special needs.

Recommendation For Further Research

The results suggest several intriguing research topics to enhance our understanding of teacher-student interpersonal dynamics in societies marked by significant power distance, collectivism, and weak uncertainty avoidance, such as Indonesia. Our first recommendation is to explore the communication strategies employed by highly successful secondary school teachers who have fostered strong, positive relationships with their students. To ensure a comprehensive understanding of these strategies, we suggest that research participants be selected from diverse cultural backgrounds across Indonesia.

The next suggestion is research related to teacher-student self-disclosure. This literature review found that teacher self-disclosure is the least emergent strategy. In other words, its use has yet to be optimized, even though various previous studies emphasize the importance of self-disclosure to build quality interpersonal relationships. Cultural characteristics are the main obstacle to self-disclosure between teachers and students. Therefore, there is a need for scientific efforts to bridge these obstacles so that quality teacher-student interpersonal relationships can be realized.

CONCLUSION

Care, immediacy, clarity, and disclosure are the themes identified through the literature review process. Several constructs of teacher interpersonal communication behaviours from previous research, such as Teacher Caring, Teacher Clarity, Teacher Immediacy, and Teacher Disclosure, inspired these themes. Teacher self-disclosure is essential for high-quality teacher-student relationships among secondary school teachers in Indonesia, yet it remains underutilized.

The findings only cover successful instances of teacher disclosure. However, it is equally essential for students to know about their teacher's failures. This is due to the large power distance in Indonesian society, which views teaching as an honorable profession that deserves high respect. Sharing successful experiences enhances the teacher's reputation. Upon further analysis from a cultural standpoint, it has been found that specific teacher communication strategies reflect the cultural traits of Indonesian society. For instance, teachers motivate their students with wise advice, engage them in conversations regularly, utilize polite and plain language when interacting with them, and address them by their names.

DECLARATION

Ethics approval and consent to participate
'Not applicable'

Consent for publication
'Not applicable'

Availability of Data and Material (ADM)

All data included and used in this study are available from the corresponding author upon request, provided the reason for the request and the intended use of the data are clearly stated.

Competing interests

The authors declare that they have no competing interests

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Authors' contributions

First Author (MJ. Pratama) was responsible for designing the study, data collection, data analysis, synthesizing the results, and drafting the manuscript. Additionally, the MJ. Pratama ensured that the research team's performance adhered to the established standards.

Second Author (H. Mukhlis) was responsible for data processing and assisting in data analysis. H. Mukhlis also contributed to revising the manuscript and enhancing the description and narrative of the research findings.

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