

The Impact of Status-Free Relationships on the Academic Achievement of 12th Grade Students at Atisa Dipamkara High School in the 2025/2026 Academic Year

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Abstract

A relatively new phenomenon known as Hubungan Tanpa Status (HTS), or situationship, refers to a relationship between two individuals who behave like a romantic couple but without clarity of status or commitment. This research was conducted to examine the influence of Hubungan Tanpa Status (HTS) on the psychological and academic aspects of 12th grade students at Atisa Dipamkara High School for the 2025/2026 Academic Year, with a focus on their subjective experiences regarding the level of ambiguity and emotional uncertainty within HTS relationships. This study employs a qualitative approach with a phenomenological method design. The subjects of this study consisted of 15 Grade XII students of Atisa Dipamkara High School for the 2025/2026 Academic Year, selected using purposive sampling, conducted from October 13 to November 10, 2025. The results showed that the relationship between HTS status and academic achievement had a moderate positive correlation, whereby the presence of HTS increased motivation such that academic achievement tended to improve. The study also explored participants' interpretations of the experiences and lessons obtained from HTS relationships. Some participants defined HTS as "a relationship without status — like a friend, but too close." This research may serve as a reference for parents, teachers, and students alike in understanding the psychological conditions that arise during adolescent development.

INTRODUCTION

Humans are social creatures. This is consistent with Aristotle's assertion in his work *Politics*, in which he describes humans as social creatures using the term *Zoon Politikon*. *Zoon Politikon* itself conveys the understanding that humans are social beings who are always in contact with one another. According to the *Kamus Besar Bahasa Indonesia (KBBI)*, social beings are human beings who exist in reciprocal contact with other humans. This can be observed through the social interactions and interpersonal relationships that humans have maintained from prehistoric times to the present (Belfer-Cohen & Hovers, 2020; Hayden, 2018; Hutterer, 2020). Interpersonal relationships play an important role in healthy psychological development. As noted by Ciputra University, interpersonal communication allows individuals to understand one another more deeply, thereby strengthening interpersonal bonds and building mutual trust.

In the adolescent phase, interpersonal relationship patterns play a major role in the process of identity formation, emotional stability, and behavioural orientation. In the contemporary social context, adolescent relationships have undergone significant changes, driven by digital platforms such as TikTok, Instagram, X, and online dating applications, which facilitate romantic interactions without the need for commitment (Amanda Lenhart et al., 2015).

This condition has given rise to a phenomenon commonly referred to as Hubungan Tanpa Status (HTS), or statusless relationship, in which two individuals behave as though they are in a romantic relationship without having an official status (Fatikasari & Firmansyah; Mindbodygreen). HTS is also defined as a romantic relationship without commitment (Carbino, Women's Health; Naome & Naryoso, 2016). Beyond the term HTS, this phenomenon is also frequently referred to as a situationship in other literature. In general, a situationship can be defined as an informal relationship characterised by a lack of commitment, emotional confusion, and in some cases, sexual involvement (Pushkar & Singh, 2023; Gibson, 2020).

Statusless relationships are characterised by ambiguity in commitment, despite the emotional closeness and couple-like behaviour of those involved (ETD UGM; Alexander, Journal of Psychiatric Nursing). While this flexibility may offer a sense of emotional freedom, it is also a significant source of emotional uncertainty and commitment ambiguity (Alexander, Journal of Psychiatric Nursing). From a clinical perspective, prolonged status ambiguity has the potential to trigger heightened anxiety and stress — factors that directly threaten cognitive focus and the psychological well-being of individuals (STIE STIEKOM, citing Fisher & Winch).

In the view of the present researchers, HTS is a form of romantic relationship that involves emotional closeness, communicative intensity, and couple-like behaviour, yet is not accompanied by a clearly defined status or commitment. Such relationships tend to be maintained without agreed long-term goals or clear boundaries, meaning that neither party carries the same responsibilities as those in a formal relationship, such as the obligation to be considerate of a partner's feelings (Luhmann, 2020; Scott & Scott, 2015). These relationships are perceived as flexible and non-binding; however, they have the potential to generate role ambiguity and emotional uncertainty when the goals of the individuals involved are not aligned. The HTS phenomenon is increasingly prevalent among late-adolescent students, including Grade 12 students at Atisa Dipamkara High School — a group particularly vulnerable to academic pressure in the lead-up to examinations. Involvement in emotionally unstable relationships is of concern as it may interfere with students' psychological condition and the effectiveness of their learning process. Some preliminary studies (Aryadi, 2022; Ilyana & Hamidy, 2023) have indicated that HTS-related ambiguity correlates with decreased concentration and academic achievement. Nevertheless, the existing literature still contains a methodological gap, namely the lack of integration between a phenomenological approach — to explore students' subjective experiences in depth — and quantitative correlation analysis of concrete academic achievement data, specifically academic scores before and after HTS involvement. This study was therefore undertaken to holistically investigate the impact of HTS on Grade 12 students of Atisa Dipamkara High School.

The purpose of this study is to examine how Hubungan Tanpa Status (HTS) affects the psychological and academic aspects of Grade 12 students of Atisa Dipamkara High School for the 2025/2026 Academic Year. The specific objectives include exploring participants' subjective experiences by describing in depth the meaning, level of ambiguity, and emotional uncertainty in HTS as experienced by Grade 12 students of Atisa Dipamkara High School, as well as examining the correlation between HTS and academic achievement based on joint examination scores before HTS involvement and during or after HTS involvement.

This study yields two categories of benefits: theoretical and practical. The theoretical benefit lies in its contribution to enriching and expanding the literature on developmental psychology and education, particularly with regard to the dynamics of non-traditional interpersonal relationships such as situationships or statusless relationships (HTS) among Grade 12 students of Atisa Dipamkara High School and Indonesian adolescents more broadly. In addition, this study introduces methodological innovation by integrating a qualitative phenomenological approach with quantitative analysis to produce more balanced, valid, and multidimensional data in understanding the relational challenges faced by contemporary adolescents. The study also contributes to empirical hypothesis validation by providing evidence that emotional uncertainty in HTS has a significant relationship with academic performance, whereby emotional instability is directly correlated with reduced effectiveness in time management, learning focus, and overall academic achievement.

The practical benefits of this research are realised through its contributions to various stakeholders. For schools, particularly Atisa Dipamkara High School, this study provides authentic data that can serve as a basis for Guidance and Counselling teachers in designing more effective preventive, educational, and consultative programmes addressing the management of student relationship issues. For the research subjects — the students themselves — the findings are intended to encourage self-reflection and foster critical awareness of the distinction between emotional freedom in HTS and its potential consequences for psychological integrity and cognitive functioning. For future researchers, this study offers a robust theoretical and methodological foundation as well as an important reference for further inquiry, particularly regarding the impact of statusless relationships in the context of education and adolescent development.

METHOD

This research employs a qualitative approach with a phenomenological method design, in which data collection through both qualitative and quantitative approaches is conducted simultaneously, with the qualitative approach serving as the dominant strand (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018).

The phenomenological approach is used as the primary approach because this study focuses on understanding the meaning of the experiences of Grade XII students of Atisa Dipamkara High School who are involved in Hubungan Tanpa Status (HTS), given that phenomenology centres on individual lived experiences explored in depth (Creswell & Poth, 2018; Moustakas, 1994; Giorgi, 2009).

A quantitative approach is embedded to support the qualitative findings through Pearson Product-Moment correlation analysis, which aims to examine the relationship between HTS involvement and students' academic achievement (Sugiyono, 2019; Ghozali, 2021). This design was chosen because it provides a more comprehensive understanding of the relationship between subjective meaning and empirical data (Creswell & Creswell, 2018; Kivunja & Kuyini, 2017).

This research was conducted at Atisa Dipamkara High School from October 13 to November 10, 2025, involving 15 Grade XII students who are currently in or have previously experienced HTS. Participant selection was carried out through purposive sampling, whereby participants were selected based on criteria relevant to the research objectives, such as relationship status, willingness to participate, and openness to being interviewed (Sugiyono, 2019; Etikan, Musa, & Alkassim, 2016).

Research data were collected through four main techniques. First, semi-structured interviews were conducted to explore students' personal experiences and perceptions of the meaning and dynamics of HTS relationships. This technique was chosen for its flexibility, as it allows researchers to tailor questions to the context of each participant's experience (Kallio

et al., 2016). Second, non-participant observation was conducted to understand students' social behaviour and interactions within the school environment without direct involvement by the researcher. Third, a documentation study was carried out by examining mathematics report card scores from before and after the HTS period to identify potential changes in students' academic achievement. Fourth, an open-ended questionnaire comprising several questions — such as "What do you think HTS is?" and "Does involvement in a relationship without status (HTS) affect your concentration and learning activities?" — was administered to obtain an initial picture of participants' experiences prior to the in-depth interview stage. A total of 15 respondents completed the open-ended questionnaire as a form of initial screening. The criteria for participant selection were prior or current experience of HTS and a willingness to be interviewed.

The research instruments consist of semi-structured interview guidelines and an academic score summary sheet. The interview guidelines serve to maintain the focus of discussions while allowing flexibility in accordance with the direction of each participant's narrative, while the score summary sheet is used to collect supporting quantitative data from school documents. In the phenomenological method design of this study, two main variables are employed in the quantitative analysis: involvement in HTS (X) as the independent variable, and mathematics academic achievement (Y) as the dependent variable.

Variable X (Involvement in HTS) Measured based on the duration of the relationship that students have with the ordinal scale as follows:

Table 1. Relationship Duration and Code Value

| Relationship Duration | Never in a Situationship (HTS) | < 1 Month | 1–3 Months | 4–6 Months | 7–12 Months | > 12 Months |
|-----------------------|--------------------------------|-----------|------------|------------|-------------|-------------|
| Code Value (X) | 0 | 1 | 2 | 3 | 4 | 5 |

Source: Variable classification for research purposes, 2026

The Y variable in this study was obtained from the scores of Mathematics subjects in class X and class XII, as well as the difference between the two which represented changes in academic achievement before and after participants underwent a statusless relationship (HTS). Grade X Mathematics scores are used as an indicator of learning achievement before participants engage in HTS relationships, while grade XII Mathematics scores reflect learning achievement during or after participants undergo the relationship. Comparisons between these two scores were used to assess potential changes in academic performance that might be related to the experience of living a relationship without status. This approach allows researchers to analyze the linear relationship between the duration of the HTS relationship and academic achievement using the Pearson Product Moment Correlation Coefficient (Karl Pearson's Product Moment Correlation Coefficient). This correlation test was chosen because it is suitable for measuring the strength and direction of the linear relationship between two variables on an interval or ratio scale (Sugiyono, 2019; Ghozali, 2021).

Qualitative data analysis was carried out using the Miles, Huberman, and Saldaña (2014) model, which includes three main stages, namely data reduction, data presentation, and phenomenological meaning extraction. At the data reduction stage, the researcher conducts a coding process to group the participants' statements into thematic categories that are relevant to the focus of the research. This coding process is a systematic categorization step of qualitative data to find the main patterns and themes of the interview results (Stuckey, 2015). The data presentation stage was carried out by compiling the results of the interviews in the form of thematic narratives, while the phenomenological meaning extraction stage was carried

out to find the essence of the participants' experiences regarding statusless relationships (HTS) and its impact on academic achievement (Moustakas, 1994; Smith, Flowers, & Larkin, 2022).

In quantitative analysis, two main variables were used, namely involvement in HTS (X) as an independent variable and mathematical academic achievement (Y) as a bound variable. The Pearson correlation test is used to determine the degree of linear relationship between two numerical variables. Conceptually, this formula is derived from the relationship between covariance through several stages as follows:

$$\text{cov}(X, Y) = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{n}$$

$$r = \frac{\text{cov}(X, Y)}{S_X S_Y}$$

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Description:

X_i, Y_i is the observation value of each variable

\bar{X}, \bar{Y} is the value of the mean of X and Y

n is the sum of the sample

Covariance (cov) indicates how far two variables change together. (X, Y)

If the two variables rise together, the covariance is positive.

If one goes up, one goes down, the covariance is negative.

If there is no linear relationship pattern, the covariance is close to zero.

The value range of the correlation coefficient (r): between -1 to +1.

r is close to +1: the strong positive association → the higher the engagement in HTS, the higher the academic achievement.

r approaches -1: a strong negative association → the higher the engagement in HTS, the lower the academic achievement.

r is close to 0: a weak or insignificant association → involvement in HTS has no significant effect on academic achievement.

The validity of the data is strengthened through source triangulation, member checking, and expert judgment. Source triangulation was carried out by comparing the results of the interview with the data of observation results and academic value documents. This technique is used to ensure the consistency and correctness of information from various data collection methods, as explained by Hanson et al. (2011) that triangulation is a validation strategy to confirm findings by comparing the results of more than one data collection technique.

The ethical aspect of research is maintained by providing informed consent to all participants before the data collection process. The consent sheet contains information about the purpose of the research, benefits, and guarantee of confidentiality of the participant's identity. The identity of the participants was disguised in the research report using codes P1–P15 to maintain the privacy and comfort of the participants during the study.

RESULTS AND DISCUSSION

Based on the results of the study on participants, the definition, views, and impact of HTS on individuals who underwent it were found. The results of this study were obtained from 15 students in grade XII of Atisa Dipamkara High School as research participants. Based on the status of the relationship without status (HTS), the participants were divided into three categories, namely four students who had never undergone HTS, seven students who were undergoing HTS, and four students who had undergone HTS.

Of the total participants, as many as 11 students who were and had undergone HTS were involved in qualitative data collection through in-depth interviews, while 4 students who had never undergone HTS were used as supporting quantitative data in the analysis of the influence of HTS on academic achievement.

Table 2. General Characteristics of Interview Participants

| Status | Participant | Situationship Duration | Gender | Age |
|-------------------------------|-------------|------------------------|--------|----------|
| Currently in a Situationship | P1 | 1–3 months | Male | 17 years |
| | P2 | 4–6 months | Male | 17 years |
| | P3 | 7–12 months | Male | 17 years |
| | P4 | 1–3 months | Female | 17 years |
| | P5 | 1–3 months | Female | 17 years |
| | P6 | 4–6 months | Female | 17 years |
| | P7 | 7–12 months | Female | 17 years |
| Previously in a Situationship | P8 | 7–12 months | Male | 17 years |
| | P9 | >12 months | Male | 17 years |
| | P10 | >12 months | Male | 17 years |
| | P11 | >12 months | Female | 17 years |
| Never in a Situationship | P12 | – | Female | 17 years |
| | P13 | – | Female | 17 years |
| | P14 | – | Female | 17 years |
| | P15 | – | Female | 17 years |

Source: Primary data, processed, 2026

Table 1 shows the characteristics of the participants involved in the in-depth interview, consisting of grade XII students of Atisa Dipamkara High School for the 2025/2026 Academic Year who are and have undergone a Statusless Relationship (HTS). All participants were 17 years old with varying durations of HTS, ranging from 1-3 months or even more than 12 months.

The variation in duration shows that there are differences in participants' experiences in undergoing HTS which is the basis for exploring the perception and meaning of relationships without status from the perspective of students.

Table 3. Students' Interpretation of Situationships (HTS)

| Theme | Sub-theme (1) | Sub-theme (2) | Sub-theme (3) |
|--|-----------------------------------|---------------------------------|---|
| Interpretation of Situationships (HTS) | Definition of Relationship | Relationship without status | Does not have a dating label |
| | | Relationship without commitment | No official acknowledgment |
| | | Ambiguous relationship | No responsibility demands |
| | Characteristics of Situationships | Emotional closeness | Not bound by relationship obligations |
| Special treatment | | Between friendship and dating | |
| | | | Presence of affection/love feelings |
| | | | Greater attention than ordinary friends |
| | | | High intensity of communication |

Source: Primary data, processed, 2026

Table 4. Reasons for Engaging in a Situationship (HTS)

| Theme | Sub-theme (1) | Sub-theme (2) | Sub-theme (3) |
|---|---|---------------------------|---|
| Reasons for Engaging in a Situationship (HTS) | Internal Reasons | Unprepared for Commitment | Not yet mentally and emotionally ready |
| | | Past Experiences | Still wants freedom with the opposite sex Trauma from previous relationships |
| | External Reasons | Parental Restrictions | Not allowed to have a romantic relationship |
| | | Environmental Influence | Situationships are considered more popular/trendy |
| | | Mutual Agreement | Agreement not to date officially |
| | Reasons for Maintaining a Situationship | Relationship Comfort | Already accustomed to the relationship Still has romantic feelings |

Source: Primary data, processed, 2026

Based on the results of interviews that have been conducted in depth, a number of themes were obtained that describe students' perceptions of Statusless Relationships (HTS). These themes are arranged based on the similarity of meaning and subjective experiences of participants. Meaning of HTS. HTS can be interpreted in two main indicators, namely, (1) the definition of the relationship, (2) the characteristics of HTS.

A total of seven participants interpreted Statusless Relationships (HTS) as interpersonal relationships that involve emotional closeness but are not accompanied by formal recognition and clear commitment. HTS is positioned between friendship and courtship, thus creating ambiguity of roles and status uncertainty in the relationship undertaken. This view is reflected in P2's statement that "HTS is a relationship without status, so the relationship is uncertain, there is no commitment," which emphasizes ambiguity as the main characteristic of the relationship. Despite the feelings of mutual liking and high intensity of interaction, the absence of formal labels makes this relationship not have the emotional boundaries and responsibilities of a dating relationship.

Interestingly, the results of the in-depth interviews showed that the other four participants (P12, P13, P14, and P15) did not identify as HTS perpetrators, but the relationships they lived had characteristics that were in line with the academic concept of situationship, which is an informal relationship without commitment that is full of ambiguity (Pushkar & Singh, 2023; Gibson, 2020). These participants experienced relationships with strong emotional closeness, high communication intensity, and partner-like treatment, but without clarity of relationship goals and status. The rejection of the HTS label in this group is influenced by the social stigma inherent in the term, so that there is a difference between the recognized social label and the reality of the relationship experienced. These findings suggest that the meaning of HTS among adolescents is not only conceptual, but also normative and emotional, related to efforts to maintain self-image and social identity.

In addition to being interpreted as a relationship without status, HTS is also understood as a relationship without commitment and emotional responsibility. Affective closeness, feelings of liking, special attention, and high intensity of communication are the dominant characteristics in HTS, although they are not accompanied by formal recognition. This condition shows that HTS functions as a space for emotional exploration for adolescents in the process of finding relational identity, where the need for emotional closeness goes hand in hand with the desire to maintain personal freedom and avoid long-term attachment.

A total of eight participants stated that the decision to undergo a Statusless Relationship (HTS) was driven by internal factors, especially unpreparedness to commit. This unpreparedness includes emotional, mental, social, and economic aspects, as expressed by P8, "Not ready for dating," and reinforced by P7 who stated, "You must be mentally and physically ready for dating, now you are not ready." A similar view was also conveyed by P3 who considered himself "not ready mentally, financially, and physically" so that he felt too young to take on the responsibility of a more serious relationship.

In addition to unpreparedness, previous relationship experience also influenced HTS choices. P6 makes HTS a safe space after a breakup, while P4 interprets HTS as a means of self-exploration and feelings, citing his desire for "experimentation" and "trial and error." Overall, these findings show that HTS is used by adolescents as a transitional space in the process of identity search and emotional maturation, where the need for emotional closeness is lived along with the desire to maintain personal freedom without the attachment of formal commitments.

Table 5. Affective Dynamics in Situationships (HTS)

| Theme | Sub-theme (1) | Sub-theme (2) | Sub-theme (3) |
|--------------------|-----------------------|----------------------|--------------------------------------|
| Affective Dynamics | Emotional Experiences | Positive Emotions | Feeling happy and cared for |
| | | Negative Emotions | Feeling confused and overthinking |
| | | | Feeling sad when emotionally distant |
| | | Jealousy | Considered normal |

Source: Primary data, processed, 2026

A total of seven participants revealed that Statusless Relationships (HTS) gave rise to positive affective experiences in the form of feelings of pleasure, comfort, and cared for, which arise from emotional closeness without the demands of formal commitment. P13 states that it is happy when there is an equivalent feeling, while P11 describes it as a feeling of "pleasure and flowers." P1 and P8 also assessed that HTS can improve mood and enthusiasm in daily activities, including academic activities, thus serving as a source of temporary positive affect, especially in the early phases of the relationship.

On the other hand, the ambiguity of status in HTS triggers negative emotional experiences in the form of confusion, emotional fluctuations, and overthinking tendencies. P4 describes HTS as a relationship that is "not relieved" and filled with mixed feelings, while P2 and P10 experience emotional changes between happy, confused, and sad due to the uncertainty of the direction of the relationship. Overthinking is also experienced by P8 and P3, especially when the partner shows a change in attitude or closeness to others. Sadness arises when the couple begins to distance themselves without explanation, as experienced by P12, P13, and P11, but these feelings are often normalized due to the absence of an official bond. Moreover, jealousy appears as a common emotion in HTS, although it is limited by an awareness of the limitations of emotional rights, as P4 asserts that in HTS "there is no right to jealousy."

Table 6. Emotional regulation in Situationships (HTS)

| Theme | Sub-theme (1) | Sub-theme (2) |
|----------------------|----------------------|-----------------------------------|
| Emotional Regulation | Communication | Expressing Feelings |
| | Self-control | Suppressing Feelings |
| | | Creating Distance During Conflict |

Source: Primary data, processed, 2026

Communication is the main strategy of participants in managing emotions during a statusless relationship. P12, P2, and P3 chose to convey feelings of jealousy, confusion, or

discomfort directly to prevent the accumulation of negative emotions, while P10 and P8 rated communication to help reduce overthinking and correct erroneous assumptions. However, not all participants were able to communicate openly. P11, P13, and P4 tend to harbor feelings because they feel they do not have strong emotional legitimacy in a relationship without status.

A total of five participants chose to hold back their feelings as a form of self-control to avoid conflict when the status of the relationship was unclear, although this strategy often increased emotional distress. In addition, temporary distancing through a reduction in communication intensity is also used as an emotion regulation strategy. P5 and P10 choose to keep their spouses silent in the hope that the conflict will subside, as a form of self-protection even though it has the potential to prolong the ambiguity of the relationship. These findings are strengthened by the awareness of the emotional limits that P12, P9, and P8 have as a self-protection mechanism to avoid being trapped in emotionally harmful relationships.

Table 7. Efforts to maintain a balance between Relations and Academics

| Theme | Sub-theme (1) | Sub-theme (2) | Sub-theme (3) |
|-------------------------------|----------------------|----------------------------------|--------------------------------|
| Relationship–Academic Balance | Academic Priorities | Time Management | Reducing Communication |
| | | | Maintaining Focus During Exams |
| | Balancing Strategies | Partner Communication | Informing Partner When Busy |
| | | Shared Activities | Studying Together |
| | | School/Organizational Activities | |

Source: Primary data, processed, 2026

Efforts to maintain a balance between interpersonal relationships and academic demands can be seen from the tendency of participants to place learning activities as a top priority. Relationships are not positioned as an obstacle, but are managed so as not to interfere with academic responsibility, as P15 expressed that "when it is time to learn, learn," and P10 emphasized that assignments and exams are always a priority. This awareness is manifested through adaptive time management practices, by adjusting the intensity of relationships to academic rhythms, such as learning first before interacting (P1) or limiting communication time due to the involvement of school activities (P7).

In the face of increasing academic demands, some participants reduced the intensity of communication as a form of self-regulation to maintain focus on learning. P6 chose to archive messages while studying, while P3 deliberately reduced communication to stay focused. These restrictions are even more pronounced in crucial periods such as exams, where P2 emphasizes the need to focus on independent learning. Nonetheless, relationships are maintained through open and reflective communication to prevent misunderstandings, such as expressing feelings directly (P13; P15) and providing information when busy (P1; P10).

In addition to communication, participants also developed other balancing strategies, ranging from limiting relational involvement in the educational phases considered crucial (P4) to integrating relationships in productive activities such as learning or joint activities (P10; P12; P11). Overall, these findings show that the balance between relationships and academics is an adaptive process that adolescents continue to negotiate according to their situational demands and developmental stages.

Qualitatively, most participants revealed that the existence of HTS can serve as a source of motivation, particularly in the context of learning and completing academic assignments. P12 stated that the existence of emotional bonds actually gave rise to the urge to improve academic performance as a form of positive initial assessment of HTS couples. This is

reinforced by the statements of P1, P8, and P3 which emphasize that HTS makes them "more enthusiastic about learning" and "more diligent at doing tasks."

Table 8. The Impact of Situationships (HTS) on Motivation and Academic Achievement

| Theme | Sub-theme (1) | Sub-theme (2) | Sub-theme (3) |
|--------------------------------|------------------|---|---|
| Impact of Situationships (HTS) | Positive Impact | Learning Motivation | More Enthusiastic About School Motivated to Complete Assignments |
| | Negative Impact | Partner Support | Assisted with Studying |
| Concentration Disruption | | Difficulty Concentrating Thoughts Distracted by Conflict | |

Source: Primary data, processed, 2026

A similar phenomenon is also seen in P13, P2, P9, and P10, which interpret HTS relationships as a source of extrinsic motivation, especially when there are shared learning activities or mild emotional support such as reminding each other to learn

From a quantitative perspective, these findings are in line with the results of the Pearson correlation test in Table 8, especially on the variable difference in grades 10–12 Mathematics which showed a moderate positive correlation ($r = 0.55$). This figure indicates that the longer the duration of HTS, the greater the tendency to increase academic scores, thus reinforcing the qualitative finding that HTS can function as a supporting factor for learning motivation in certain contexts.

Table 9. Pearson Correlation Results between Situationships Duration and Academic Performance

| Dependent Variable (Y) | r (Pearson) | Direction of Relationship | of Interpretation |
|---|-------------|---------------------------|---|
| Grade 10 Mathematics Score | -0.58 | Moderate Negative | Scores tended to be lower before HTS. |
| Grade 12 Mathematics Score | 0.40 | Moderate Positive | Scores increased among students with longer HTS duration. |
| Difference in Scores between Grades 10–12 | 0.55 | Moderate Positive | The longer the HTS duration, the greater the improvement in scores. |

Source: statistical analysis results, processed, 2026

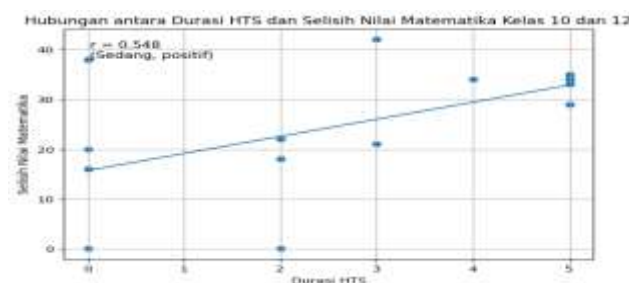


Figure 1. Scatter Plot: The relationship between the Duration of Situationships (HTS) and Difference in Mathematics Grades for Grades 12 and 10

Source: statistical analysis results, processed, 2026

Qualitative findings also show that HTS is often interpreted as a non-formal supportive relationship in academic activities. P13, P11, P8, and P10 mentioned that HTS couples often became study partners, who helped understand the material, or became task discussion partners. In fact, P8 and P2 clearly mention an increase in scores in certain subjects (including Mathematics) due to the intensity of learning with HTS pairs.

Quantitatively, these findings show a moderate positive correlation between the duration of HTS and the difference in grades 10 and 12 in mathematics. The pattern of point distribution in the image shows the direction of the relationship that tends to increase, where the longer the duration of HTS, the higher the achievement of students' Mathematics scores. These quantitative findings are relevant to qualitative results, which suggest that relatively stable interpersonal relationships in HTS can serve as a source of support and motivation for learning. However, the relationship is not the main determining aspect, but is influenced by the dynamics of the relationship and the ability of students to manage academic priorities.

P1, P8, P10, and P3 revealed that the existence of HTS made them more excited to attend school, more disciplined in doing assignments, and more structured in time management. HTS is perceived as a "daily encouragement" that encourages individuals to complete academic obligations first before interacting with HTS partners.

However, six participants revealed that HTS also has the potential to cause disruption of academic focus, especially when relationships are filled with conflicts, unclear status, or overthinking. P2, P6, P7, and P3 consistently mention that emotional problems in HTS cause difficulty concentrating, divided thoughts, and decreased focus while learning. Other dominant negative impacts are emotional fluctuations and overthinking. P8, P10, P11, and P9 describe HTS as a relationship that triggers emotional confusion due to the absence of status certainty. This condition often leads to anxiety, hidden jealousy, and repetitive thoughts that interfere with psychological health.

In the academic context, these emotional conditions have an indirect impact on learning performance through decreased concentration and mental fatigue. Some participants, such as P2, P3, P7, and P6, stated that conflicts in HTS in the form of quarrels, ghosting, and incomplete communication caused feelings of depression, withdrawal, and loss of focus on learning. HTS that is not accompanied by clarity of emotional boundaries tends to increase the psychological burden on students, which ultimately negatively impacts academic motivation and engagement.

Table 10. Meaning and Learning from the Situationships Experience

| Theme | Sub-theme (1) | Sub-theme (2) | Sub-theme (3) |
|-------------------------------------|-----------------------------|--|---|
| Meaning Derived from the Experience | Reflection on Relationships | Relationship Clarity | HTS Relationships Are Challenging Without Certainty |
| | | Emotional Boundaries | Avoiding Excessive Emotional Attachment |
| | Lessons Learned | Emotion Regulation | Managing One's Emotions |
| | | Communication | Learning to Communicate Openly |
| Future Orientation | Cautiousness | Being More Selective in Establishing Relationships | |

Source: Primary data, processed, 2026

The experience of living a relationship without status (HTS) was interpreted by participants as a space for reflection that increased awareness of the importance of relationship clarity. Of the total fifteen participants, eight emphasized that common intentions and certainty

of the direction of the relationship were the main things, as P12 stated that "it is important that both have the same intention," and P4 emphasized the need for clarity from the beginning of the relationship. This awareness was further strengthened when some participants interpreted status uncertainty as a source of emotional exhaustion, which prompted them to choose to withdraw or expect the formality of the relationship (P2; P11).

In addition, HTS is also perceived as an emotionally vulnerable relationship if it is lived without certainty of commitment. Some participants assessed that the lack of clarity in the relationship increased the risk of emotional injury, as stated by P5, "if you really like it and suddenly lose the pain," as well as P3 who said that HTS is difficult to live in the long term without confidence. Along with the reflection process, participants also developed an awareness of the importance of emotional boundaries so as not to get too dissolved in feelings, as P8 expressed, "don't feel too much about having people who don't necessarily belong to us."

The HTS experience also provides learning in emotional management and communication. Some participants stated that relationship conflict and uncertainty helped them learn to manage their emotions more maturely (P9) and understand the importance of openness to minimize misunderstandings (P13; P10). This learning then shapes participants' attitudes towards future relationships, where most become more cautious, selective, and oriented towards more serious and clear relationships, as affirmed in P12 and P7. Overall, the HTS experience is interpreted as a learning process that increases awareness of relationship clarity, emotion regulation, and readiness to build interpersonal relationships in the future.

CONCLUSION

Based on the results of a study on the effect of Statusless Relationships (HTS) on the academic achievement of Grade XII students of Atisa Dipamkara High School for the 2025/2026 school year, HTS is defined as a romantic relationship between two individuals — a man and a woman — without serious commitment or a defined goal (i.e., courtship). Some participants viewed HTS positively, particularly in terms of increasing learning motivation, as evidenced by academic scores (report cards) that improved during the HTS period. However, some participants experienced decreased focus and concentration due to conflict, jealousy, or relational uncertainty, suggesting that the impact of HTS is strongly influenced by an individual's ability to regulate emotions and maintain a balance between personal feelings and academic responsibilities.

Meanwhile, parents who become aware that their child is in a romantic relationship at a young age should not immediately confront or corner the child. A more appropriate approach is to seek to understand the child's condition through empathy, with an awareness that the adolescent developmental phase is naturally characterised by the emergence of emotional attraction. Nevertheless, parents still need to provide guidance to ensure that the relationship does not interfere with the child's focus or the attainment of academic goals. Beyond the role of parents, teachers also need to pay closer attention to students who are in romantic relationships by providing learning motivation and reminding them of the importance of maintaining appropriate boundaries in interactions with the opposite sex.

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