

# Training Design in Reducing Social Anxiety in Introverted Personality Students with Behavioral Techniques Rehearsal

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## ABSTRACT

Students who have social anxiety will affect lecture activities as well as daily activities. Students who experience social anxiety while undergo lectures could weaken memory skills, have difficulty focusing and have poor academic performance. This study wanted to examine how training design reduces social anxiety in students with introverted personalities using behavior rehearsal techniques. This study used the research and development methods. This study developed a training design using behavior rehearsal techniques with predetermined steps, namely potential and problems, collecting literature study data, product design, design validation, design revision, and product/design trials. The design validation process was carried out by 3 experts validators who are competent in the field of guidance and counseling. The participants in this study were 10 students of IAIN Palangka Raya with the criteria of having social anxiety with an introverted personality. The result of this study was acceptability/acceptance of expert validators obtained an assessment score of 88% with very good criteria with slight revisions. The training design developed to reduce social anxiety in introverted students was decent and could be used with some revisions.

**Keywords:** training design, social anxiety, student, introverted personality

## INTRODUCTION

Students are required to think critically, idealistically, and adaptively, therefore as human students in their daily life can experience anxiety both personally and socially, students who experience anxiety will affect lecture activities and also daily activities, students who experience social anxiety while undergoing lectures result in poor memory, difficulty focusing and poor academic performance. Not only that, social anxiety even has an impact on social relationships, success in work, and daily activities. Social anxiety is actually not always said to be bad, social anxiety at a certain level can actually make a person compelled to do activities or take useful actions, this is what he said. Prakosa & Partini, (2015) that a certain level of social anxiety can activate positive energy and encourage individuals to carry out useful activities or actions. However, if the anxiety level is too high, psychopathology can occur. Anxiety in normal people does not last long in intensity or duration, so individuals can continue to provide adaptive responses. Suryaningrum, (2016) explain that worry social defined as trend for feel flustered in situation social because afraid embarrassed or evaluated negatively by others. There is two type situation social that can cause worry social, that is situation performance and situation interaction social . Situation performance is a situation where someone Becomes center attention, rated, or observed by others, while situation interaction is a situation where someone must interact by social with other people, especially new people or no known. According to Jatmiko, (2016) Worry social is anxiety and fear when be in a situation social . Individual feel worry that they will get negative comments from others. Individuals are also worried no recognized by others and behavior embarrassing in front general. Worry social experience experienced by students, type personality is also very influential. According to Jung in Rohmah, (2020) personality divided

Becomes two namely introverts and extroverts . If one individual introverted personality they tend difficult adapt with situation new and them will more like be alone and avoid crowd. This introvert no always identical behave passive, no easy get along or gloomy, an introvert can just someone who is active, cheerful, easy get along, just only introverts need privacy and need serenity. Husen, (2019) explain that no like extroverts, they tend easy adapt self. As Jung explained, extroverts tend see the world from side objectivity them and their behavior they influenced by the outside world in form environment social and non- social. Not like extroverts, they tend easy adapt self. As Jung said, extrovert tend see the world from side objectivity them, and behavior they influenced by the outside world in form environment social and non- social. Extrovert showing more emotion spontaneous, fluent in interaction social, likes change, tend aggressive and easy lost patience. However, thing this no occurs in introverts, who tend to see environment by subjective, or self - centered world itself, which causes they tend no relate good with the environment.

Lack of relationship good in environment will troublesome individual that alone for to do interaction actually man is creatures that don't capable for life alone, we must interact with others like with friends, relatives, neighbors and even parents biological us. Same thing in college Islamic patterned height then already appropriate our weave good relationship. College patterned height Islam in Palangka Raya City, namely: State Islamic Institute of Religion (IAIN) Palangka Raya City and Muhammadiyah University Palangka Raya (UMP). As for the amount there are 2,511 students at IAIN and the number of students at UMP 3,024. The State Islamic Institute (IAIN) of Palangka Raya City is a college tall with Islamic character and holding firm Islamic values. Islamic teachings that are believed by students and all component the community at IAIN directs our to kind however no means worry social can miss so only , in college tall certain there is potency student have worry social , thing this supported by research Maheasy et al., (2021) that connection introvert personality and anxiety Social services at IAIN Palangka Raya City have: connection so that at IAIN Palangka Raya there are also students who experience worry social. Prawoto, (2010) explains that people who have social anxiety tend to experience fear in social interactions, try to withdraw from relationships, try to communicate as little as possible, and communicate when they are under pressure. People who are afraid to interact with the social environment tend to choose to be able to avoid social interaction. Personals like this look like introverts, but introverts are not negative personalities, but if social anxiety is experienced by people with introverted personalities, the anxiety level is higher than people with introverted personalities. extrovert , this is based on research by Hastutiningtyas & Maemunah, (2020) there is a difference between the level of anxiety in adolescents with introverted and extroverted personality traits , that introverted personalities have higher levels of anxiety than extroverts.

Behavioral techniques rehearsal is technique or method express Behavioral or role playing is a technique that can be used to reduce social anxiety, where the client learns a new behavior , then implements the behavior obtained in everyday life, this is explained by Bakhtiar et al., (2017) that behavioral strategies Rehearsal can be used to reduce social anxiety, namely the client is asked to practice a behavior , build client motivation through positive reinforcement, provide feedback back and use my word consistently. With analysis corner the view that has Discovered introvert personality related with theme the still a little, remember importance stability emotions that must owned by students.

## **METHODS**

This research was designed using research and development procedures or Research and Development (R&D). Gall and Borg (2003) in Maydiantoro, (2021) suggest that research and development designs can be useful for learning revision because in R&D there is a close relationship between systematic program assessment and program development. According to Borg and Gall, there are 10 stages of implementation of research and development to produce a particular product and test the effectiveness of the product. The procedure used in this development research only uses 6 stages out of 10 stages of development research, Borg and Gall in Alkomah, (2018) states that it is possible to limit research on a small scale, including limiting research steps, so this research only uses 6 stages, namely : potential problems, data collection and literature study , product design, design validation, design revision, and product/design trials. Examined the "Relationship of Introvert Personality with Social Anxiety in IAIN Palangka Raya Students ". (FUAD), Faculty of Islamic Business Economics (FEBI), Faculty of Teacher Training and Education (FTIK) and Faculty of Sharia (FSYA) are related to social anxiety and introverted personality, where the 2017 batch of students had a population of 974.

The sample in the study was 195 students, then the total data on the number of students who have introverted personalities is 99. Then students who have introverted personalities are categorized into 3 categories, namely low, medium and high categories. The low category is 6 (6.1%), the medium category is 60 (60.6%) and the high category is 33 (33.3%) out of a total of 99 students. The results of this study indicate that there is a significant negative correlation between introverted personality and Social Anxiety in IAIN Palangka Raya students. According to Arikunto (2012:104) in Agustin & Permatasari, (2020) if the total population is less than 100 people, then the total sample is taken, but if the population is greater than 100 people, then 10-15% or 20-25 people can be taken % of the total population. According to Sugiyono (2015) in Purnamasari et al., (2013) Purposive Sampling is a method in determining samples with certain considerations, where sampling is based on predetermined criteria. The samples were not taken at random, but were determined by themselves with certain considerations and criteria. Subject selection in this study was determined by the following criteria: as the following, first, have social anxiety with moderate and high criteria. Second, have Dian's introverted personality. From a total of 99 students who have social anxiety with an introverted personality, 10% is taken, the results are 9.9% and then rounded to 10. The subjects taken are 10 informants who will be given training. Technique The data collection used were interviews, observations, and literature studies. Analysis The data aims to analyze the acceptability scale data from the assessment results of expert validators and trainees.

## **RESULTS AND DISCUSSION**

### **Expert Validator Acceptability Assessment**

This development research aims to produce a training design product in reducing social anxiety in students with introverted personalities with behavioral techniques rehearsal that meets the criteria for product acceptability which includes usability, feasibility, accuracy, and propriety. The expert validator is given an acceptability sheet to obtain data, the acceptability sheet contains 4 indicators, each number is given a meaning if the value is 4 (very appropriate), 3 (appropriate), 2 (less appropriate), 1 (not appropriate) in the column provided by marking tick ( ✓ ) while the results of the calculation of the acceptability sheet of expert validators are shown in tables 1 and 2.

Table 1. Results of the Expert Validator Acceptability Scale Assessment

No	Expert Validator	Assessment Results 20 Item Items				Score
		1	2	3	4	
1	Arini Safitri, M. Psi. Psikolog			10	10	$\frac{70}{80} \times 100 = 87$
2	Doni Apriatama, M.Pd.			10	10	$\frac{70}{80} \times 100 = 87$
3	Talenta Endah Wahyuningsih J. Turang. M. Psi., Psikolog			20		$\frac{60}{80} \times 100 = 91$
Total		SA = $\frac{\text{skor total}}{\text{jumlah Validator}} \times 100$				SA = $\frac{265}{3} = 88$

Table 2. Acceptability Assessment of Training Participants

No	Participant Name	Assessment Results 20 Item Items				Score
		1	2	3	4	
1	HM	2		1	17	$\frac{73}{80} \times 100 = 91$
2	DA		1	7	12	$\frac{71}{80} \times 100 = 88$
3	NAD	1	1	4	14	$\frac{71}{80} \times 100 = 88$
4	TA		1	5	12	$\frac{65}{80} \times 100 = 81$
5	JS	1	1	7	11	$\frac{68}{80} \times 100 = 85$
6	SA				20	$\frac{80}{80} \times 100 = 100$
7	NF		1	4	15	$\frac{74}{80} \times 100 = 92$
8	MA				20	$\frac{80}{80} \times 100 = 100$
9	BB			5	15	$\frac{75}{80} \times 100 = 93$
10	ARS			10	10	$\frac{70}{80} \times 100 = 87$
Total		SA = $\frac{\text{skor total}}{\text{jumlah responden}} \times 100$				SA = $\frac{905}{10} = 90,5$

### Test Hypothesis

This study uses a descriptive type of research which is carried out through data collection in the field. According to (Sugiyono, 2013) defining descriptive methods are as follows: "Descriptive method is a method used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the general public or generalizations". According to Umi Narimawati (2010) in Feby Wulandari, (2019) the steps taken in descriptive research are as follows: 1) each indicator assessed is classified into 4 alternative answers, each number is given a meaning if the value is 4 (very appropriate), 3 (appropriate), 2 (less appropriate), 1 (not appropriate). 2) The total score of each variable/ subvariable = the total score of all indicator variables for all respondents. The actual score is the result of the answers

from all respondents to the questionnaire that has been given. The ideal score is the highest score or all respondents who are assumed to choose the answer option with the highest score. 3) Calculated the score of each variable/ subvariable = the average of the total score. 4) Describing the results of answers from respondents can also use statistics descriptive, namely the frequency distribution and display such as graphs or tables. To answer the description of each variable, you can use a range of criteria to answer the percentage of expert validators and trainees as shown in table 3 and 4.

Table 3. Acceptability/Acceptance Instrument Assessment Criteria Expert Validator

Score Range	Score	Conclusion
75 to 100	Very accurate / very precise / very appropriate	Training design this already ready used with a little repair
50 to 75	Good / right / appropriate	Training design this need a number of repair before used
25 to 50	Not good / less right / less in accordance	Training design this need many repair before used
1 to 25	Not good / no right / not in accordance	Training design this not yet could used and needed many repair

Source: (Safitri, 2021)

Table 4. Criteria for Assessment Instruments for Training Implementation of Reducing Social Anxiety in Introverted Students

Score Range	Score	Conclusion
75 – 100	Well	Implementation process design training ready for used with a little improvements and suggestions.
50 – 74	Enough	Implementation process design training still need a number of repair before used
25 - 49	Not enough	Implementation process design training not yet could used because need many repair

Source: (Safitri, 2021)

Based on the calculation results from the design validation that has been carried out by the three expert validators, the percentage of acceptability assessment is 88% with very good criteria with minor improvements so that this training design is feasible and ready to be used. Thus the design developed can be used to reduce social anxiety in students with introverted personalities. In addition, expert validators provide input and suggestions, this becomes a reference for improving the designs developed. The results of the assessment from the training participants are with very good criteria so that they do not need to be revised and the design is declared feasible and ready to be used. Then from the assessment of participants (students) on the acceptability scale, the percentage of the results of the product acceptability assessment is 90.5%.

### Social Anxiety

Social anxiety experienced by students is not uncommon, especially students who are always required to be active and adaptive in lectures, so that their activities require a lot of interaction with other individuals. How was social anxiety experienced by 10 trainees JS, NF, NAD, DA,

MA, ARS, B, HM. SA and TA the occurrence of social anxiety is caused by several aspects that influence it. As for the aspects of anxiety that occur, there are 3 things as expressed by La Grace and Lopez Olivarez (2005) in Prawoto (2010), namely: 1. Fear of negative evaluations from others 2. Doing social avoidance and feeling depressed in situations new or related to strangers or new 3. Perform social avoidance and depression experienced in general with people you know.

This is as experienced by 6 participants where they experience fear of negative evaluations. As for the results of the assignment sheet given that there are 6 participants who have problems with fear of being evaluated negatively with others, namely: TA "anxiety, for example, someone laughs or talks behind their back , I feel they are talking about me", NF "I have social anxiety when speaking in front of a crowd or conveying something in front of 10 or more people whether it is conveying opinions or material. Anxious when public speaking because you feel that many eyes are looking at yourself, you are afraid of saying the wrong thing and of course you are nervous and very nervous about forgetting what was said, so speaking can be too fast or unclear", DA "Anxious when you are afraid to speak the wrong way when meeting new people or people who are older and worried about being criticized for their appearance because they are being watched while walking", BB "When the show was suddenly shown all eyes were on us, there was a sense of anxiety that hit us, we could not speak for fear of being wrong" and SA "worried when someone laughed behind us " This is as explained by DeVito , (2001) that individuals will develop negative feelings and predict negative things .

Second, they do social avoidance and feel pressured in new situations or dealing with strangers or new, as for the results of the assignment sheet given that there are 2 participants who have problems in the aspect of doing social avoidance to new people, namely: HM "when meeting new people which I think is great, smart and fashionable. I was afraid to be spoken to, for fear of being considered stupid. I think that person will have a negative and bad perception of me" and NAD "afraid of meeting new people, afraid of being asked questions, afraid of him doing good and doing bad things, afraid of meeting new people, especially men because of the trauma they have experienced". This is as expressed by Asbaugh, Antony, McCabe, Schmidt, & Swinson, (2005) that people with social anxiety perceive and judge themselves as worse than others and lower their performance and abilities so that they are actually worse than other people. . Another thing is also explained by Greca & Lopez, (1998) that the cause of social anxiety in individuals is that when the individual enters a new situation, he needs time and adjustment to the new situation.

Third, they engage in social avoidance and general distress experienced with people they know. The results of the assignment sheet given that there are 2 participants who have problems in social avoidance with known people, namely: MA " anxiety when doing something sudden such as a sudden presentation so that it becomes anxiety", ARS "afraid to do things alone like wanting consultation with a supervisor" and JS "feel anxious when expressing opinions in front of a crowd and difficult to understand when following a course " problems experienced by 3 participants as expressed by Kessler , (2003) that fear of experiencing errors in processing information during social interactions take place .

### **Behavioral Techniques Rehearsal**

This technique is a rehearsal technique behavior / role playing that can be used to reduce social anxiety, where participants are asked to role -play the problematic behavior or showing something same behavior \_ or similar with state actually when experience worry social. For participant training technique this is at a time could become a reflection, correction and feedback earn from

inner trainer effort knowing what should be he do and he says, then could he apply in life every day (Elford: 2016). Implementation of Behavioral Techniques Rehearsal According to Thorpe & Olson (Elford: 2016) as follows: 1) Participants act as themselves then trainers role- playing the person with whom the participant experiences social anxiety. Trainer divides 10 participants into 2 groups, each group consist of 5 people. Group 1 consisted of SA, ARS, NF, MA, TA and group 2 consisted of DA, HM, NAD, BB, JS. Then each group discuss behavior worry social like what, with who, how situation and circumstances then presented and practiced. 2) trainer directs participants to share their feelings about people or situations that cause social anxiety. Trainer gives instructions to participant for discuss worry social what will they present and role play then the trainer asks group 1 for more formerly appear, and group 2 listens while discussion for play play return behavior worry social with suitable version from group 1. Group 1 performed and opened by AR at once explain worry social experience, namely play as students who experience worry social when consultation with lecturer mentor thesis where he no brave do it alone, and need friend for accompany. AR as presenter, SA as lecturer mentor thesis, NF as a person who experienced worry social that is feel scared and worried when want to meet lecturer mentor thesis, TA as friend from NF, and MA as foreigners who have trust high self. Scene: NF is coming campus and in front door room lecturer mentor while panting (breath no order) while see mobile and medium chat by TA, NF send message to TA for quick campus and accompany NF consultation with lecturer mentor because NF is anxious and afraid if alone. Then MA walks up and knocks door with relax for meet lecturer mentor temporary it's NF only can look and ponder because NF feel he really believes self no like he is afraid and anxious. Hose a number of TA minutes arrived and soon accompany NF, try for calm down and take a deep breath when want to knock door, then NF enters with visible TA that NF feel anxious. When NF is in in front of table lecturer supervisor, NF not direct say something however wait the lecturer who did talks more first, when to do talks NF sound is heard small and answer with hesitation and without rarely hold NF second hand with rubbed thumb. After done doing NF guidance came out and the anxiety slowly decreased.

Group 2 performs and repeats the scene performed by group 1 with different version that is correct and appropriate behavior. DA as presenter, JS as lecturer mentor thesis, BB as a person who experiences worry social that is feel scared and worried when want to meet lecturer mentor thesis, NAD as friend from BB, and HM as a foreigner who has trust high self. Design repeat: BB is coming campus and in front \_ door room lecturer mentor while panting (breath no order) while see mobile and medium chat with NAD, NF send message to NAD for quick campus and accompany BB consultation with lecturer mentor because BB is worried and scared if alone. Then HM walks up and knocks door with relax for meet lecturer mentor temporary it's BB feel motivated and trying copy what did HM do however no easy that for do it, then BB need adjustment and also try do relaxation more her friend no can accompany then BB must could do it alone after feel calm knock door, then BB enters with a little anxious. When BB is in front of table lecturer mentor, BB try say greetings, then answered by lecturer mentor when To do talks BB's voice is heard clear, though sometimes there is some words that are not clear, but BB is trying for fix it and move on return talk. After done doing BB's guidance came out and his worries slowly decreased. Then closed by DA as the presenter, that appropriate behavior \_ is like this, we of course experience worry social however our need attempted for oppose worry that no just obey what will worry so that our no there is change in life us. 1) trainer directs participants to use a strong voice and repeat a statement about feelings or behaviors that are unclear. The participants

who played the role were quite good, in terms of the voices that were issued were clear, so that the trainer did not need to ask to repeat what had been said. The behavior played is clear and easy to understand so that the trainer does not need to ask participants to repeat the behavior that has been played. 2) Trainers provide feedback to clients. Trainer gives bait come back to each group that has present and practice behavior worry social, which has been played by groups one and two. Trainers also give appreciation and motivation. The role play played by group 1 was very good and seemed to play each of its roles quite deeply, especially the anxious behavior that had been displayed by NF, in terms of expression it looked anxious and afraid, the voice that was issued when having a conversation with the supervisor sounded very small so that the lecturer sometimes ask back to NF, body gestures look restless moving here and there and hands are slightly shaking.

The role games played by group 2 were also very good and seemed to play each role quite deeply, especially the behavior displayed by BB, namely the correct version of the behavior of the group 1 role play. with the lecturer, first do relaxation in order to reduce tension and nervousness, then when asked by the lecturer, BB can also answer smoothly and the voice issued is quite clear, besides that the body gestures displayed are not shaking and also nervous. Trainer directs participants to continue practicing until the statement has been conveyed effectively. In game the role already carried out by each group already good, no anything needed repetition. However there is some need \_ Emphasis is placed on the behavior For example, people who have worry social need time and adjustment when be in a the place so the trainer emphasizes the need relaxation and adjustment self to a place that makes participant experience worry social. Design training in reducing social anxiety in students with introverted personalities with behavioral techniques This rehearsal can provide changes to the participants, namely they feel calmer and can control social anxiety by relaxing if the social anxiety is felt again by the participants. The anxiety that I have felt so far is one of them by regulating breathing.” This is supported by the results of research by Ilham, (2018) which shows a very large change in overcoming social anxiety.

## CONCLUSION

The findings obtained that the training design in reducing social anxiety in introverted students is given to the trainees twice / session , then could said that participants have understood in terms of providing material and also training using behavioral techniques rehearsal / rehearsal behavior, then the feelings they feel after participating in the training become calmer and get a solution to the anxiety they experience, besides that they reveal what they will do after the training which will try to apply the new behavior that has been learned in everyday life . The process of developing this training design includes 6 stages, potentials and problems, data collection and literature study, product design, design validation, design revision, product/design trials. The design validation process was carried out by expert validators and research participants. Whereas the second finding, can seen that acceptability assessment sheet. Design validation was carried out by 3 expert validators and also trainees with an acceptability scale. Based on the results of design validation conducted by expert validators, the percentage of product design acceptability assessment is 88% with very good criteria so that this training design is feasible and can be used with minor improvements. while the assessment of the participants (students) obtained the percentage of product design acceptability assessment of 90.5% with very good criteria so it does

not need to be revised. based on the assessment of expert validators and trainees, this training design is usable and feasible, with minor improvements.

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