

ANALYSIS OF SOCIAL ANXIETY IN HIGH SCHOOL STUDENTS (Description of Public High School Students' Social Anxiety in Indihiang District)

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Abstract: *The purpose of this study was to determine the description of social anxiety in high school students in Indihiang District, Tasikmalaya City, based on gender, and differences in social anxiety based on majors as a benchmark for designing guidance and counseling services to reduce social anxiety in students. This study uses a quantitative descriptive approach to reveal the description of social anxiety in students. The data collection technique used was incidental sampling, which is a sampling technique based on chance, meaning that anyone who meets the researcher by chance can be used as a sample. The data analysis technique uses the calculation of the distribution of data through the calculation of the average and standard deviation, as well as the calculation of percentages and the SPSS 24.00 program for windows to test the difference between two paired averages. In this study, the sample obtained was 642 students. The results of this study indicate that social anxiety in high school students in Indihiang District, Tasikmalaya City, out of a total of 642 students, obtained a low category score with a percentage of 12% (79 students), in the high category with a percentage of 17% (109 students), and the medium category obtained a score the highest is 71% (454 students).*

Keywords: Pandemic, Social Anxiety, Adolescents

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INTRODUCTION

The Covid-19 pandemic that occurred in Indonesia for about two years had caused many victims to die all over the world, including in Indonesia. The number of transmission of Covid-19 which continues to increase day by day makes everyone feel afraid and anxious. Therefore, to reduce the transmissions rate of Covid-19, the Ministry of Health issued PSBB regulations (Large-Scale Social Restrictions). This PSBB includes the closure of schools and workplaces, restrictions on religious activities, restrictions on activities in public places or facilities, restrictions on social and cultural activities, restrictions on transportation, and restrictions on other activities specifically related to aspects of defense and security (Permenkes No 9, 2020). In this policy, the government urges people to stay at home and reduce activities outside the home. Of course, this has an impact on all people who usually do activities outside the home, especially teenagers. Due to the implementation of the Distance Learning (PJJ) system which is carried out using the online method teaching and learning activities continue during the pandemic.

The implementation of Distance Learning (PJJ) has a serious impact on the mental health of adolescents. This statement is in line with the research of Fegert et al., (Rahmayanthi et al., 2021) where social restrictions and physical activity and the closure of schools for adolescents are factors that can affect adolescent mental health. Mental health occurs during a pandemic such as the appearance of worry, anxiety, unrest, and fear. This opinion is in line with Jarnawi's opinion (2020), a pandemic not only disrupts the order of life but also creates psychological disturbances such as stress in the form of fear, anxiety, and anxiety. Based on Muyasaroh's research (2020), the results of the percentage of several types of anxiety in the Cilacap community in dealing with the Covid-19 pandemic mostly occur at the age of 15-19 years by obtaining a fairly high percentage score of 27%, several types of anxiety that occur are 2% general anxiety, 12% panic anxiety, 7% social anxiety, and 16% obsessive anxiety. Of the several types of anxiety during a pandemic, more specifically researchers will describe social anxiety because it has a fairly high percentage score and often occurs during a pandemic or quarantine. Hall, B.J. (Nugraheni, 2022) emphasized that the highest prevalence of psychological symptoms in an individual who is quarantined is PTSD symptoms, depression,

social anxiety, panic attacks, stress, psychosis, and even suicide. Based on these statements, it can be concluded that social anxiety is one of the psychological disorders that often occur during quarantine due to a pandemic.

According to La Greca and Lopez (1998), social anxiety is a persistent fear of one or more social situations related to performance, which makes individuals have to deal with people they don't know or face the possibility of being observed by others, fearing that he will be humiliated or humiliated.

Social anxiety often occurs in teenagers during a pandemic due to the lack of interaction so teenagers are limited in socializing. This makes teenagers feel difficult because of the many routines that are usually done outside the home. Moreover, teenagers are very dependent on relationships with their peers because they can be seen as providing social support, friendship, and intimacy which keeps teenagers from feeling social anxiety during a pandemic. According to Kearney (Wanto & Jalwis, 2021) states that social anxiety during the Covid-19 pandemic can occur because individuals are forced to refrain from social interactions. The amount of information that was previously unexpected makes teenagers easily shaken and experience anxiety. Dani & Meidiantara (2020), states that the emotional condition of adolescents who are easily shaken can also cause excessive social anxiety, the fear of contracting the virus increases during adolescence, thereby increasing the potential for adolescents to experience social anxiety during a pandemic.

According to Kholifah (2016), adolescents who can foster good relationships with peers enable them to obtain various positive functions, including that adolescents will be a better ability to develop reasoning abilities and learning to express feelings more maturely. Conversely, if adolescents are unable to build relationships with peers and receive the rejection, adolescents will tend to experience social anxiety. Social anxiety can also occur, for example when teenagers experience physical changes when they reach puberty. This statement is supported by research by Inderbitzen, Nolan & Walters (2000) which states that changes that occur in early to mid-adolescence can contribute to the emergence of social anxiety for adolescents, for example, the physical changes that accompany puberty, socio-cognitive maturation, changes in the school environment and social interactions. with peers. Kholifah (2016), explains several forms of adolescent social anxiety, including fear of going to the mall for fear of bombs, and fear of going to school because of fear of being yelled at by friends. Several other forms of social anxiety are based on research conducted by Garcia, et al (2008),

explaining that the highest social situations that trigger social anxiety are public speaking (11%), being observed by other people (9.7%), being in embarrassing situations (9.3%), and rejection (9%).

Based on the results of interviews with public high school counseling teachers in 3 Indihiang District schools, namely, SMAN 2 Tasikmalaya, SMAN 6 Tasikmalaya, and SMAN 9 Tasikmalaya said that there were some students who experienced high social anxiety so that the school chose to work with experts. other professionals to perform therapy (Dianah, 2022). According to the BK teacher at SMAN 2 Tasikmalaya, there was social anxiety, but it was not in the high category. It's just that after the pandemic there were some students who experienced excessive anxiety when other people looked at them. Because of this incident, the counseling teacher consulted a psychiatrist because it disrupted the student's learning process. According to the BK teacher at SMAN 6 Tasikmalaya, there were not too many cases of social anxiety before the pandemic because students often met and also had good relationships with their friends. However, after the pandemic, some students were diagnosed by experts as experiencing quite high social anxiety and several other students experienced with drawal from the environment, which disrupted school attendance. The same is true of the BK teacher at SMAN 9 Tasikmalaya who said that after the pandemic, some students, especially women, often complained that they were afraid of being ridiculed by their friends because of their physical changes, such as weight gain, acne, etc. So that students prefer to withdraw from their circle of friends because they are afraid of being ridiculed or ridiculed. From the results of interviews conducted by researchers with counseling teachers at public high schools in Indihiang District, it can be concluded that female students experience more social anxiety related to changes in their physique or body shape.

Azar (Bano, 2012) explains that on average women have higher social anxiety than men. This is possible because men are very reluctant to seek help to solve their problems because they feel they will show their weakness. Therefore it is difficult to know when a male teenager experiences social anxiety, even though they have experienced social anxiety before. According to Puklek & Vidmar (2000) women have higher social anxiety in cognitive terms because it is a form of concern about negative evaluations from the surrounding community than men.

Social anxiety in adolescents is an important matter to pay attention to because it is related to various problems, especially social functioning development disorders and negative perceptions about adolescents. Adolescents who experience social anxiety will behave to avoid social situations because they believe that in situations like this they will potentially be evaluated negatively by others. Adolescents with social anxiety have limited social skills, do less well in school, and exhibit poor social skills (Albino & Rapee, 1995). In addition to having an impact on students' learning and academic processes, social anxiety also has an impact on career development, and social and individual quality of life. According to Wittchen and Fehm (2003) the negative impact of individuals with social anxiety can be in the form of decreased social role function and career development, decreased subjective well-being and quality of life. There are also more risky impacts, namely individuals experiencing major depression (severe depression). According to Last et al., (1992), proving that adolescents with social anxiety have a high risk of experiencing major depression. Based on the phenomena that occur cannot be underestimated, we can understand that there is a need for assistance from counselors to reduce the level of social anxiety among adolescents.

Help efforts that can reduce social anxiety can be done with one of the psychological services, namely guidance and counseling services. Guidance and counseling services in schools are an effort to assist students in developing personal, social, learning, and career planning and development. Of the several guidance and counseling services, there are services that are appropriate to be used as content in facilitating the reduction of social anxiety, namely using guidance and counseling services in the social field. Guidance and counseling services in the social field are assistance to students in fostering interpersonal relationships with various parties in various social settings. Application of social services can be done with the counseling process. Imaddudin (2017) states that the counseling process is a service that is full of values, so this condition requires counselors to have qualified attitudes, knowledge, and skills, including integrating spiritual and religious dimensions in the counseling process. Social services need to be provided to students as a provision to interact with various parties in everyday life. If these services are not fulfilled, students will have a bad relationship with the surrounding environment. As an initial step the researcher will carry out by knowing the description of social anxiety as a basis for an assessment of overcoming social

anxiety that occurs in students. In addition, these efforts are made so that the strategy for designing guidance and counseling service programs can be formulated with the right target.

METHOD

The research method used is a quantitative research using a descriptive design. This quantitative descriptive study aims to obtain an overview of social anxiety in state high school students in Indihiang District with a sample of 642 students. This research was conducted from July to August 2022 at SMAN 2 Tasikmalaya City, SMAN 6 Tasikmalaya City, and SMAN 9 Tasikmalaya City.

Data collection was carried out by developing the Social Anxiety Scale for Adolescents (SAS-A) instrument designed by La Greca & Lopez (1998). The total number of items is 40 items. The instrument is structured based on 3 aspects of social anxiety, namely fear of negative evaluation, social avoidance and feelings of pressure in new situations or dealing with strangers, and social avoidance and feelings of pressure experienced in general or with familiar people. Before being used to collect data, validity and reliability tests were first carried out. The results of the validity test showed that all items were declared valid, namely as many as 40 items. The results of the reliability analysis showed a score of 0.936 which means very high.

Data analysis in this study is to use descriptive statistics, namely statistics that function to describe or give an overview of the object under study through the sample or population as it is (Sugiyono, 2007).

FINDINGS AND DISCUSSIONS

Description of Public High School Students' Social Anxiety in Indihiang District

In general, the data from this study can be seen in table I below:

Table I
Overview of Social Anxiety in Public High School Students in Indihiang District, Tasikmalaya City

Category	Range	Frequency	Percentage	Average
Low	40-93	79	12 %	61,6%
Medium	94-147	454	71 %	
High	148-200	109	17 %	
Total		642	100 %	

Based on the research results obtained, in general, the description of social anxiety of state high school students in Indihiang District, Tasikmalaya City, experiences social anxiety in the moderate category with a percentage of 61.6%. The number of students who were in the medium category was 71% or as many as 454 students, in the low category it reached 12% or as many as 79 students, and in the high category, it reached 17% or as many as 109 out of 642 students.

Moderate social anxiety is a feeling of anxiety from adolescents that will interfere with adolescents in focusing on something important and make it difficult to think. The responses to moderate anxiety experienced by adolescents are as follows: Physical responses, namely frequent pacing, stuttering in speech, changing sleep patterns, headaches, increased alertness and tension, and sweating; Cognitive responses, namely decreased problem-solving, difficulty in thinking, increased focus on stimulus; The emotional response is irritability, discomfort, impatience, and decreased self-confidence (Yudianfi, 2022).

Social anxiety can be seen from two prominent factors, Leigh & Clark (2018), explain the factors that cause social anxiety, namely parents, friendship and peers. Parental factors can be a cause of social anxiety when the parenting style given is too excessive which can lead to overly protective, directive and controlling behavior patterns, even when the situation does not require it. The second factor is friendship and peers. Adolescents who experience social anxiety with peers tend to feel more self-conscious and highly sensitive to potential rejection. This opinion is in line with research by La Greca & Lopez (1998), explaining that in adolescent social relations, it is important for individuals to feel accepted in their social situations, if individuals receive less acceptance in their social situations, such as neglect, rejection resulting in a lack of social interaction and avoidance of situations. social. Based on the above opinion, social anxiety is related to adolescent social relations.

In this study students experienced moderate category social anxiety because based on the results of the preliminary study of researchers and guidance counselors, it was stated that students were able to build good relationships with their friends, and interact quite intensely online during distance learning, so that when students met in person students began to get used to interacting. with another friend. Students who are able to foster good relationships and interact will make students have emotional support,

intimacy, and friendship to minimize anxiety when meeting and being in social situations. In line with Kholifah's research (2016) Adolescents who can foster good relationships with peers enable them to obtain various positive functions, including that adolescents will be a better ability to develop reasoning abilities and learn to express feelings in a more mature way. Conversely, if adolescents are unable to build relationships with peers and receive rejection, adolescents will tend to experience social anxiety.

Social anxiety has increased since the spread of Covid-19 because the government urges all students to study at home so that students experience social-emotional changes which lead to reduced emotional support from their peers. Social anxiety is related to high and low emotional social support. According to Tillfors (2012), social anxiety is associated with less friendship support, more negative relationships, and more lies. Students who get high social support from their peers will feel that they are loved, and cared for, thereby increasing their sense of self-esteem. Someone with high self-esteem tends to have a sense of self-confidence, and self-belief that they are able to master situations and produce positive results. This situation will help students reduce the anxiety they feel. Conversely, students who receive low social support from their peers feel that they are alienated, receive less attention and affection from their peers, and even feel like someone who is rejected, thus developing low self-esteem. This situation can lead to feelings of pessimism and easy despair in dealing with problems (Puspitasari, Abidin & Sawitri, 2010). According to La Greca & Lopez (1998), adolescents with higher levels of social anxiety have poorer social functioning (less support from classmates, and less social acceptance).

So it can be concluded that in general the social anxiety of State High School students in Indihiang District is in the moderate category. But there are still students who are in the high category who need to be reduced so that students will achieve low social anxiety.

Table II
Description of Public High School Students' Social Anxiety in Indihiang District based on Social Anxiety Aspects

Aspect	Persentase	Indicators	Skor/Level (%)
1. Fear of Negative Evaluation	60,7%	a. Afraid of other people thinking bad about themselves	57,2%
		b. Fear of not being accepted in the environment	64,7%

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		c. Afraid of other people humiliating him	60,1%
2. Social Avoidance and Distress New	55,5%	a. Easily nervous and embarrassed	54,2%
		b. Feeling insecure	57,5%
		c. Feeling apprehensive in new situations	57,5%
		d. Avoid people who think they are dangerous	52,9%
3. Social Avoidance and Distress General	68,8%	a. Difficulty communicating in a new environment	59,4%
		b. Difficulty adjusting	75,8%
		c. Helpless for fear of making a mistake and avoiding social situations	71,1%

Based on the percentage results table above, illustrates that the first aspect achieves a score percentage of 60.7% and is in the medium category. This aspect can be interpreted that some of the Kec. Indihiang Kota Tasikmalaya is quite afraid of negative judgment from other people. The indicator for this aspect has a percentage score of 57.2% for fear of other people thinking badly, then students who feel afraid of not being accepted in the environment have the highest score with a percentage of 64.7%, and students who feel afraid of other people demeaning themselves with a percentage score 60.1%.

Based on the percentage results table above, illustrates that the second aspect achieves a score percentage of 55.7% and is in the medium category. This aspect can be interpreted that some of the Kec. Indihiang Kota Tasikmalaya has quite experienced social avoidance towards new situations and people. As for some indicators from this aspect almost have the same percentage score, such as students who easily feel nervous and embarrassed have a percentage score of 54.2%, then students who feel insecure with the highest percentage score of 57.5%, students who feel worried situations new students with a score of 57.5%, and students avoid society which they think is dangerous with the lowest percentage score of 52.9%.

Based on the percentage results table above, the third aspect achieved the highest score of 68.51% and was in the high category. This aspect can be interpreted that most of the Kec. Indihiang Kota Tasikmalaya experiences social avoidance towards situations that usually occur with people he just met. Several indicators from this aspect have different percentage scores, such as

students having difficulty communicating with a low percentage score of 59.4%, then students having difficulty adjusting to themselves the highest percentage score is 75.8%, and students feeling helpless and avoiding social situations by percentage score of 71.1%.

Description of Public High School Students' Social Anxiety in Indihiang District by Gender

Based on the results of the research data obtained, in general the description of the social anxiety of state high school students in Indihiang District, Tasikmalaya City based on gender shows the results of Sig 0.006 <0.05, meaning that there is a significant difference between the social anxiety of male students and female students. This is following the statement of Hidalgo, et al (2001), stating that cases of social anxiety are more common in women (both adults and children), people who have education and lower socioeconomic conditions. This opinion is reinforced by Azar's research (in Bano, 2012) explaining that on average women have higher social anxiety than men.

The high social anxiety in women compared to men is because women are more worried about the judgment of the people around them when interacting. This statement is in line with research by Miers et al., (2008) which states that women are significantly less able to think positively and tend to be more negative in their interpretations when carrying out social interactions when compared to men. In addition, women have more negative beliefs about their social interactions. Therefore, women will feel more worried when they meet and interact so women choose to avoid and display excess behavior. This statement is reinforced by research by Kashdan (2004), stating that women who experience high social anxiety tend to display more negative behaviors than positive behaviors such as less eye contact, less smiling, less talking and excessive anxiety.

Based on the results of this study, it was found that there is one aspect, namely SAD-G (Social Avoidance and General Distress) or social avoidance and feelings of depression experienced in general or with people you know which shows the highest score with the same percentage between men and women. Woman. The same percentage score indicates that there is no difference in this aspect, this occurs because male and female students tend to do the same thing, namely by avoiding situations that make them feel uncomfortable when meeting new people.

Based on the above statement, it can be concluded that the social anxiety of state senior high school students in Indihiang District based on gender shows a significant difference between male and female students. This difference is because women are prone to feeling anxious, worried, and afraid when they are in a social environment or when interacting with other people. This feeling is caused by the fear of people's negative judgment on the appearance or behavior that is displayed so women choose to avoid social situations, especially when they are in a foreign environment and strangers.

Description of Public High School Students' Social Anxiety in Indihiang District by Department

Based on the results of the study, the level of social anxiety of public high school students in Indihiang District, Tasikmalaya City based on majors showed no difference between science and social studies majors. In the Science major, the percentage score obtained was 62% and in the Social Sciences department, the score was slightly lower, namely 61%. The percentage results show that science majors get a slightly higher percentage score than social studies majors. However, based on the One Way Anova test, the value of Sig. $0.479 > 0.05$, meaning that there is no difference in social anxiety between science and social studies majors.

This is because students from each major tend to give the same response when faced with social situations. Social support from friends is also a factor in social anxiety. According to Eid & Larsen (Mahayaasih, Anakaka & Amseke, 2020) there is support from friends who care for each other and maintain cohesiveness in the class so that positive relationships can be established which can make students have high self-confidence because they build social relations with people others, can reduce feelings of depression or anxiety.

The implications of guidance and counseling for teachers can overcome social anxiety with preventive and curative services. Preventive services that can be carried out are social private classical services. While the curative services that can be carried out are social skills training as an alternative to reduce students' social anxiety.

CONCLUSION AND RECOMMENDATION

Based on the results of the research and discussion above, it can be concluded that the description of the social anxiety of SMA students in Indihiang

District, Tasikmalaya City illustrates that 17% of the distribution of students is in the high category, 71% is in the medium category, and 12% is in a low category. That means that the distribution of high school students in Indihiang District, Tasikmalaya City, is mostly at a moderate level. Furthermore, the description of the social anxiety of SMA students in Indihiang District, Tasikmalaya City based on gender differences, obtained sig. 0.006 shows that social anxiety in men and women has differences by looking at the provisions (Sig.) < 0.05 then the value is accepted. The description of the social anxiety of SMA students in Indihiang District, Tasikmalaya City based on majors obtained results (Sig.) 0.479, this means that the value (Sig.) > 0.05 means that there is no significant difference between the social anxiety of students majoring in science and social studies. So it can be concluded that social anxiety in science and social studies majors does not show a significant difference.

For future researchers, it is hoped that they can improve and develop the research that has been done by expanding the subject of research on children and adults. Apart from that, future researchers can link social anxiety variables with other variables as an update and research that researchers are currently conducting.

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