



Communication Adaptation Model and Self Concept of Students Experiencing Anxiety in Communication in Sari Mutiara University of Indonesia

Anugerah Zebua^{1*}, Nurbani², Mazdalifah³

Universitas Sumatera Utara

Corresponding Author: Anugerah Zebua, anugerahzebua12@gmail.com

ARTICLE INFO

Keywords: Communication Adaptation, Self-Concept, Communication Anxiety

Received : 7, May

Revised : 21, June

Accepted : 23, July

©2025 Zebua, Nurbani, Mazdalifah:
This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to examine how students with communication anxiety adjust their communication behavior in a diverse academic environment and the role of self-concept in this adaptation process. Using a qualitative approach with a constructivist paradigm, data were collected through observations, in-depth interviews, and documentation involving first- and second-year students showing signs of communication anxiety. The findings reveal that students tend to form homogeneous social groups based on regional origin as a coping strategy and exhibit passive communication behavior. Self-concept plays a significant role, where students with a positive self-concept are more capable of adapting and experience lower levels of anxiety. This research developed a communication adaptation model that integrates self-concept and interpersonal strategies, offering both theoretical and practical contributions to the development of orientation programs and inclusive learning strategies.

INTRODUCTION

According to Waston and Bossley, oral communication is not easy for everyone. According to communication experts, two out of ten people experience some form of communication anxiety (Sitompul, 2017). Hartono and Soedarmadji (2015) divide anxiety into four types, namely normal anxiety, which means anxiety that is still mild and can encourage action, such as a lack of self-confidence in individuals. The second type is abnormal anxiety, which can cause inefficient feelings and behavior. The third type, state anxiety, arises due to situations that threaten individuals.

Research by Walean et al., (2021) states that the highest level of anxiety is experienced by students at the beginning of their studies, namely in the first and second years. First-year students must adapt to a new campus environment, including academic systems, social rules, and behavioral expectations that may be different from their previous environment. They must learn how to communicate with lecturers, staff, and fellow students who come from different cultural backgrounds. One of the private universities in Medan City, Sari Mutiara Indonesia University has diversity among its students, where in the 2023/2024 academic year it was recorded that the number of students in grades 1-4 was 7465 people, who came from 31 different ethnic groups (Batak, Nias, Java, Aceh, Karo, Mandailing, Simalungun, Gayo, Malay, Toba, Pakpak, Riau Malay, Minangkabau, Alas, Jambi Malay, Banjar, Flores, Lampung, Minahasa, Koto, India-Indonesia, Toraja, Bali, Pesisir, Ambon, Simeulue, Tamiang Malay, Banten, Deli Malay). In addition, students are also spread across 90 districts/cities in 13 provinces (North Sumatra, D.I. Aceh, Riau, West Sumatra, Jambi, Riau Islands, South Sumatra, Lampung, West Kalimantan, D.K.I. Jakarta, Papua, South Sulawesi, East Kalimantan). This diversity is expected to represent the cultural diversity of the research sample to describe the communication adaptation and self-concept of students who experience communication anxiety, especially in Medan City.

Based on the results of observations and interviews conducted with six lecturers and 20 USM-Indonesia students, the researcher found that all lecturers interviewed expressed similar things, namely that there were students who showed signs of anxiety when communicating, for example when introducing themselves or when giving presentations in front of the class. In addition, new students tend to be more active or gather with friends who come from the same area as them.

Research on communication apprehension has obtained results showing that 10-20% of people in America suffer from communication apprehension, which is a condition when someone feels anxious about communicating in various communication situations, both formal and informal, individual and group (Aybolgan, 2023). This anxiety is said by Osman, et all (Sitompul, 2017) as it is easier for a student to write an essay with 200 words or more than speaking for two to three minutes on a topic to express their opinion verbally. This study also explains that people who experience fear of communicating tend to be considered unattractive by others and very rarely occupy leadership

positions (Rust et al., 2020). At work, they tend to be dissatisfied, at school they tend to be lazy because they tend to fail academically (Marcel, 2022).

According to Marcel (2022) communication anxiety is a term that refers to a person's fear or anxiety about communication that is being and will be carried out with people or groups of people. Someone who is apprehensive will usually avoid communication, behave withdrawn, and less interested in engaging in interactions with others. This person is a person who experiences communication anxiety as someone who is not smart, not attractive, and not reliable (Sitompul, 2017; Sikumbang et al., 2024). They may feel unable to build or maintain relationships, feel isolated, and lack social support (Mobley & Taasooobshirazi, 2022). Decreased academic performance, which further increases stress, shame, and hopelessness and worsens an already vulnerable mental state (England et al., 2019). Difficulty seeking help, students with communication anxiety may have difficulty expressing their feelings and needs to others, including mental health professionals (Vidourek et al., 2014; Fauzan et al., 2023).

These feelings can contribute to depression (Fimalasari et al., 2021). They may feel trapped in a negative cycle and see no way out of their suffering (Barnhorst et al., 2021). On the other hand, individuals who have low or negative self-concept generally have characteristics of low self-confidence, low self-acceptance, pessimism, sensitivity to criticism, low self-esteem and anxiety (Yulita et al., 2024). Lack of self-confidence will hinder someone from speaking in public. Based on research conducted by (Salsabila et al., 2023) showed that researchers found 402 student respondents in the city of Makassar showed that the level of speaking anxiety varied or was different and the most dominant was in the moderate category.

Research on communication anxiety in students is very important to help them adapt to the university environment, achieve their academic potential, and prepare themselves for success in the world of work. By understanding the factors that contribute to communication anxiety in the early stages of college, we can develop more effective intervention strategies and create a more supportive learning environment for all students (Ritonga et al., 2024).

LITERATURE REVIEW

Interpersonal communication as communication that takes place between two people who have a stable and clear relationship. So for example, interpersonal communication includes communication that occurs between a salesperson and a customer, a child and a father, two people in an interview, and so on (Devito, 2011). The understanding in question includes an understanding of communication material as well as an understanding of the unique nature of each person (Siregar et al., 2021). The nature of the relationship is shown, among others, through the degree of intimacy, frequency of meetings, type of relationship, quality of interaction between them, especially the extent of involvement and mutual influence (Anggraini et al., 2024).

Intercultural communication is the exchange of messages delivered verbally, in writing, or even imaginatively between two people of different

cultures, the process of conveying information is also carried out through body language, style or personal appearance or the help of other media around them that can clarify the message conveyed (Shoelhi, 2015,). Meanwhile, according to Liliweri (2013) Intercultural communication is the process of sharing information, ideas or feelings between those who have different cultural backgrounds. The intercultural communication process is the same as other communication processes, namely an interactive, transactional and dynamic process (Liliweri, 2013).

According to Hendra (2007), self-concept is a picture, perspective, belief, thought, feeling about what people have about themselves which includes abilities, self-character, attitude, feeling, need, life goals, and self-appearance. McCroskey (1976) introduced the concept of communication anxiety as follows: communication anxiety is a broad-based fear or anxiety related to either real communication or anticipated communication with one or many people. Phillip (Sitompul, 2017) defines communication anxiety as avoidance or not participating in communication, and subsequent withdrawal from communication, due to inadequate communication skills. Communication Anxiety is the level of fear or anxiety of an individual in establishing communication, both in the context of interpersonal communication, group communication, organizational communication, and public communication (Muchibuddin & Rahardjo, 2021).

Uncertainty Reduction Theory suggests that when two strangers meet, their focus is on reducing the level of uncertainty/anxiety about each other in building their relationship. This theory discusses the basic process of how we gain knowledge about others (Littlejohn, 2011). In situations of high uncertainty, we become more conscious and careful about the plans we make when we feel very uncertain about another person, we tend to be less confident in our plans and make contingency plans, or alternative ways of responding to them (Yusmam, 2019).

METHODOLOGY

The research method used is a qualitative research method. Qualitative research methods are research methods based on post-positivism or interpretive or constructive philosophy used to study the natural conditions of objects (Lestari, 2021). In this study, the informants were first-year students of Sari Mutiara Indonesia University who came from outside Medan City and experienced communication anxiety. They are the source of data and the focus of the study. The study will collect data from them to understand their communication adaptation and self-concept. To obtain the data needed in this study, the data collection techniques that will be used in this study are observation and interviews. Data collection begins at the initial stage, the researcher conducts a general exploration of the social situation or object being studied, everything that is seen and heard is recorded and photographed. Thus, the researcher will obtain a lot of data and varies greatly. Furthermore, data collection is carried out by interviewing previously determined research subjects. The data validity technique carried out by the researcher in this study is through source triangulation. The researcher will triangulate sources to

informants who meet the requirements as the main informant to compare their opinions. The results of this comparison are expected to be in the form of similarities in the initial information provided by the main informant.

RESULT AND DISCUSSION

Students' Communication Anxiety

Based on information obtained from students, it was revealed that several characteristics or habits of lecturers can trigger this feeling of anxiety. For example, lecturers who have a tendency to be loud or high-pitched can make students feel intimidated and afraid to interact. In addition, certain courses that are less popular with some students, such as courses that involve a lot of calculations, can also create anxiety when having to ask or discuss with the lecturer. Not only that, the habit of some lecturers who give assignments suddenly is also a source of anxiety, because students feel pressured to immediately understand the material and respond without adequate preparation in communicating. Thus, the dynamics of interaction with lecturers, both in terms of personality and teaching methods, can significantly affect the level of communication anxiety of students.

This study is in line with research conducted by Grieve (2021) A qualitative survey consisting of four open-ended questions was filled out by 46 undergraduate and postgraduate students who had a fear of public speaking from the University of West of England (UWE), Bristol. The results of this survey identified specific fears experienced by students in public speaking.

A survey of students from two UK universities found that the largest number of students (80%) reported that oral presentations were a source of social anxiety that impacted on learning and well-being, while seminars (range 45-52%), group work (25-26%), and lectures were ranked lower (14-26%), and sharing IT facilities (8-13%) (Russell & Topham, 2012). Other research suggests that public speaking is a common activity. Fear was chosen by US students (61%) and ranked second out of three major concerns, after death and financial problems (Dwyer & Davidson, 2012). Another study conducted by Nurhasanah explained that anxiety experienced by students in the first year is due to the adjustments experienced at the beginning of the academic year and new students have more academic burdens (Nurhasanah et al., 2023). The same thing was also explained by Ramadhan, that first-year students experience anxiety due to the change of environment from high school to college. The tertiary level certainly requires new students to be able to adapt and adjust to their new environment so that new students generally experience relatively high anxiety (Ramadhan, 2017).

Communication anxiety is a form of psychological barrier that is often experienced by students in an academic environment. One of the main triggers is interaction with certain lecturers who are considered to cause mental pressure or discomfort. For some students, the presence of lecturers with authoritarian characters, difficult to access, or have an intimidating communication style can be a source of stress in itself.

In situations like this, students often feel hesitant or afraid to ask questions, express opinions, or even just greet the lecturer. They are worried about being considered stupid, unprepared, or getting a negative response that is embarrassing. This fear is not always based on real experience; sometimes it is just because of the perceptions or experiences of other students that are spread by word of mouth. Research conducted by Mutawakkil & Nuraedah (2019) shows that the communication style of lecturers who tend to be dominant and unsupportive is positively correlated with the level of student communication anxiety. Students tend to experience obstacles in expressing themselves when they feel that the lecturer does not provide space for open dialogue.

Theoretically, McCroskey (1984) divides communication anxiety into the following 4 (four) types:

1. Communication anxiety as a trait,
2. Communication anxiety in a general context,
3. Communication anxiety with a specific audience in a situation, and
4. Communication anxiety with a specific individual or group in a specific situation.

Communication anxiety as a trait is a type of communication anxiety that is described as "an enduring personality type orientation toward a type of communication across a wide range of contexts". Communication anxiety as a trait can change when treated, but people who suffer from it usually resist change.

Generalized communication anxiety is a state in which some people are anxious about communicating in one type of context while they may not have anxiety in other contexts. For example, a person may have a fear of public speaking, but may not have anxiety about speaking in other contexts. McCroskey argues that other people experience relatively enduring context-based communication anxiety, a personality type orientation toward communicating in a particular context such as during a job interview, or when meeting new people.

Audience-specific communication anxiety in a situation is the anxiety experienced when communicating with a particular individual or group of individuals. This communication anxiety is situation specific but varies from person to person. Examples include talking to a boss, a teacher, or a stranger. McCroskey argues that audience-specific communication anxiety in a situation is a "relatively enduring orientation toward communicating with a given person or group of people."

Anxiety about communicating with a particular individual or group in a particular situation (situational communication anxiety) can be described as a temporary orientation toward communicating with a given person or group of people. This communication anxiety is experienced only with a particular individual or group in a single situation and is at the opposite end of a continuum. For example, a teacher calling on a student suspected of cheating on a class test would be a good indication of this type of communication anxiety, as such students are the ones most likely to experience high levels of

communication anxiety in certain situations. The results of the study also showed a variety of physical and vocal symptoms that they experienced when experiencing communication anxiety. Some of the symptoms that often appeared included a pounding or pounding heart, a body that felt shaky, and a voice that shook when speaking. In addition, there were also those who experienced a voice that was reduced or almost inaudible, cold sweats even though they were not in a hot condition, speech became slurred or stuttered, and even experienced a condition of "blank" or losing the words they wanted to convey. These physical and vocal symptoms are manifestations of the body's response to anxiety that arises in certain communication situations.

Communication Adaptation of Students Experiencing Communication Anxiety

Facing the challenge of communication anxiety, students develop various adaptation strategies to help them overcome the discomfort. One common way is to relax. They try to calm themselves by regulating their breathing circulation, such as taking a deep breath and exhaling it slowly. This technique is believed to help reduce nervousness and create a sense of calm before or during interactions.

This study is in line with a study by Fitriyana et al. (2024) showing that breathing relaxation training significantly reduced communication anxiety levels in new students at Pekanbaru University. With a pretest-posttest control group experimental design, the results showed a significant decrease in anxiety after breathing relaxation intervention. Other studies have shown that using relaxation and breathing techniques can help calm the mind and body before speaking in public. Relaxation strategies were the most commonly used by students to overcome public speaking anxiety. Another strategy is to adjust the gaze. When speaking in public, some students feel more comfortable by avoiding direct eye contact with the entire audience. They may choose to focus their gaze on one or more people they know and feel supportive of, or even look away to reduce pressure.

Eye contact is an important element in effective interpersonal communication. Through eye contact, a person can show attention, involvement, and confidence to the person they are talking to. Conversely, avoiding eye contact can be interpreted as a sign of discomfort, lack of interest, or even dishonesty. However, for individuals with social anxiety, maintaining eye contact can be challenging. Individuals with social anxiety tend to avoid eye contact during social interactions, which can hinder the effectiveness of their communication.

Preparing the material well before communicating is also an important adaptation. Especially in presentation situations, students try to organize the material systematically and practice delivering the main points. The use of visual aids such as notes containing key points or PowerPoint presentations is also used to help them remember the flow of the conversation and reduce reliance on memory alone.

Other studies have shown that doing good preparation, such as understanding the material and practicing the presentation, can increase self-

confidence and reduce anxiety. Good preparation is the most effective strategy in reducing public speaking anxiety.

Thorough preparation of material is a crucial step in reducing anxiety when speaking in public. By understanding and mastering the material to be delivered, speakers can increase their confidence and reduce the fear of making mistakes or forgetting during the presentation.

One effective strategy is to memorize important parts of the material, such as the opening and closing. This provides a clear structure and helps the speaker start and end the presentation with confidence. However, it is important not to rely on memorization as a whole, as this can increase pressure and reduce flexibility when speaking. Instead, understanding the essence of the material and practicing delivering it in your own words can provide a sense of control and reduce anxiety.

The use of visual aids, such as PowerPoint slides, can also help reduce anxiety. Well-designed slides can serve as a guide during the presentation, helping the speaker stay focused on the main points without having to memorize the entire contents of the material. However, it is important not to rely too much on the text on the slides, as this can reduce interaction with the audience and make the presentation feel monotonous. Instead, use slides with short bullet points and supporting visuals to reinforce the message being conveyed.

In addition, it should be noted that some students who experience communication anxiety do not seem to have actively explored the potential support that may be available through various student organizations on campus. These organizations are often a place for students to develop various skills, including communication skills, through various activities and social interactions. Participation in organizational activities can provide opportunities to practice communicating in a more supportive environment and build self-confidence. However, the lack of information or initiative from students to get involved in these activities is one of the factors that limits the potential support they can get outside of formal academic channels. Thus, although students try to adapt on their own, the absence of formal, structured support from the campus and the lack of exploration of potential support from student organizations are important notes in the issue of managing communication anxiety among students.

The communication adaptation process is related to Symbolic Interaction Theory. This theory is very relevant to your title. Symbolic interaction emphasizes how individuals create meaning through interaction and the use of symbols. The theory developed by George Herbert Mead and Herbert Blumer, explains that meaning in human interaction is formed through the use of symbols such as language, expressions, or social responses that are negotiated in a social context. In the context of new students who experience communication anxiety, the concept of self as an individual who is anxious and not confident in speaking does not appear suddenly, but is formed from their past communication experiences. When students interact in a new campus environment, every social response they receive from others becomes a symbol

that they interpret and interpret. Friendly responses can build a sense of security and slowly change their perception of their communication skills, while negative responses can strengthen their anxious self-concept.

Self-Concept of Students Experiencing Communication Anxiety

The results of the study showed that most informants showed a fairly good level of self-awareness in identifying their personal characteristics and attributes, especially those related to communication skills. This self-awareness is often colored by self-evaluation that tends to be negative, especially in terms of communication skills. Several informants admitted to a lack of deep understanding of themselves (Ohorella, 2023).

Research shows a significant negative correlation between self-concept and communication anxiety. Individuals with low self-concept tend to experience higher communication anxiety, which can hinder their participation in social and academic interactions. High levels of communication anxiety are associated with low self-esteem. This suggests that negative perceptions of oneself can increase fear in communication situations. A correlation between self-concept and anxiety towards communication competence in a foreign language. Students with a more positive self-concept tend to have lower levels of anxiety in communicating using a foreign language (Harianto et al., 2024).

Weaknesses Lack of Self-Confidence: This is the most common deficiency among informants, especially in the context of public speaking and interacting with new people. **Fear of Negative Assessment:** Many informants feel afraid of being judged wrong, afraid of making mistakes, and worry about the judgments of others. **Anxiety in Communication:** This manifests itself in various forms, such as feeling nervous, nervous, stuttering, and having difficulty expressing thoughts fluently. **Strengths** Informants generally have difficulty in identifying their strengths. Several informants showed a desire to develop, learn from others, and adapt to new situations. One informant stood out with high self-confidence in non-academic fields (volleyball).

Those who have a positive self-concept will be confident, optimistic, and always optimistic, including failure. Those who have a positive self-view will be able to appreciate themselves and see positive things that they can do to succeed in the future. They must also see failure as a valuable lesson to move forward. Meanwhile, for a negative self-concept, there are several characteristics, namely having feelings of insecurity, not accepting themselves, and usually having low self-esteem.

Some characteristics of someone with a negative self-concept are: Not liking and respecting themselves. Having an uncertain picture of themselves. Difficulty defining oneself and easily influenced by external persuasion. Lack of psychological defenses that can help maintain self-esteem. Have many conflicting perceptions. Feel strange and alien to oneself, making it difficult to socialize. Experience high anxiety, and often have negative experiences and cannot benefit from those experiences.

CONCLUSIONS AND RECOMMENDATIONS

Communication anxiety of students at Sari Mutiara Indonesia University occurs in three situations, namely public speaking, new environments, and interactions with certain lecturers. In addition, there are several reasons that cause anxiety, namely lack of self-confidence, minimal experience in public speaking, or concerns about not being able to convey messages clearly and interestingly, adapting to different atmospheres, people, and dynamics from the previous environment, lecturers who tend to have loud or high intonations, lecturers with certain courses that are less popular with some students, such as courses that involve a lot of calculations, and lecturers who give assignments suddenly are also sources of anxiety. The self-concept of students who experience communication anxiety at Sari Mutiara Indonesia University shows that this self-awareness is often colored by negative self-evaluations, especially in terms of communication skills. Several informants admitted to a lack of deep understanding of themselves. Some of the shortcomings that stand out are lack of self-confidence (especially in public speaking and social interactions), fear of negative judgment, and anxiety in communicating which is manifested in nervousness and difficulty expressing thoughts.

FURTHER STUDY

Based on the findings regarding communication anxiety among students at Sari Mutiara Indonesia University, future studies could focus on developing psychological interventions and communication skills training specifically tailored for students with negative self-concept. Further research could also explore the role of campus social environments, such as peer support and lecturers' approaches, in reducing communication anxiety. Additionally, comparative studies between students from different cultural or educational backgrounds may offer deeper insights into the factors influencing communication anxiety in diverse academic settings.

REFERENCES

- Anggraini, Q., Mazdalifah, & Nurbani. (2024). Interpersonal Communication Model of Breadwinner Moms in Building a Harmonious Household in Bandar Klippa Village, Percut Sei Tuan Subdistrict, Deli Serdang Regency, North Sumatera, Indonesia. *Indonesian Journal of Advanced Research*, 3(1), 169–178. <https://doi.org/10.55927/ijar.v3i1.7921>
- Aybolgan, B. (2023). Exploring James McCroskey's Research on Willingness to Communicate in L1 Contexts: Implications for Language Teaching and Learning. *Scienceproblems.UZ*, 8(3), 391–399.
- Barnhorst, A., Gonzales, H., & Asif-Sattar, R. (2021). Suicide prevention efforts in the United States and their effectiveness. *Current Opinion in Psychiatry*, 34(3), 299–305. <https://doi.org/10.1097/YCO.0000000000000682>
- DeVito, J. A. (2011). *Komunikasi Antarmanusia* (5th ed.). Karisma Publishing Group.
- Dwyer, K. K., & Davidson, M. M. (2012). Is public speaking really more feared than death? *Communication Research Reports*, 29(2), 99–107.

- England, B. J., Brigati, J. R., Schussler, E. E., & Chen, M. M. (2019). Student anxiety and perception of difficulty impact performance and persistence in introductory biology courses. *CBE Life Sciences Education*, 18(2), 1–13. <https://doi.org/10.1187/cbe.17-12-0284>
- Fimalasari, R., Putra, E. R., & Jiwanda, J. (2021). Pengaruh Citra Diri Dan Harga Diri Terhadap Penerimaan Sosial Di Stabn Di Sriwijaya. *Jurnal Pelita Dharma*, 8(1).
- Fitriyana, N., Kurniawan, Y., Rusdi, F. A., & Widianoro, D. (2024). Efektivitas Pelatihan Relaksasi Pernafasan untuk Menurunkan Communication Apprehension pada Mahasiswa di Riau. *Psikobuletin:Buletin Ilmiah Psikologi*, 5(2), 332. <https://doi.org/10.24014/pib.v5i2.26607>
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher*
- Soedarmadji. (2015). *Psikologi Konseling* (4th ed.). Kencana.
- Hariato, F., Ohorella, N. R., & Dalimunthe, M. A. (2023). Kompetensi Komunikasi Guest Service Agent Dalam Mendorong Kepuasan Tamu Mh Hotel Ipoh Malaysia. *Komunika*, 19(02), 30-35.
- Hendra, S. (2007). *Percaya Diri itu Penting*. PT Elex Media Komputindo.
- Lestari, S. P. (2021). *Metode Penelitian Komunikasi (Kuantitatif, Kualitatif dan Cara Mudah Menulis Artikel pada Jurnal Internasional)* (1st ed.). Alfabeta.
- Liliweri, A. (2013). *Dasar- dasar komunikasi antarbudaya* (6th ed.). Pustaka Pelajar.
- Marcel, M. (2022). Communication apprehension across the career span. *International Journal of Business Communication*, 59(4), 506–530.
- Mobley, K., & Taasobshirazi, G. (2022). Predicting Suicide in Counties: Creating a Quantitative Measure of Suicide Risk. *International Journal of Environmental Research and Public Health*, 19(13). <https://doi.org/10.3390/ijerph19138173>
- Muchibuddin, & Rahardjo, T. (2021). Hubungan antara Tingkat Kecemasan Komunikasi dan Konsep Diri dengan Kemampuan Beradaptasi Mahasiswa Baru. *Jurnal Psikologi Kepribadian Dan Sosial*, 9(2), 1–8.
- Nurhasanah, D. M., Ukhyi, T. F., & Wirda, R. (2023). Tingkat Kecemasan Berbicara Di Depan Umum Pada Mahasiswa (Public Speaking Anxiety Level In College Students). *Syiah Kuala Psychology Journal*, 1(1), 32–41.
- Ohorella, N. R., Fauziah, D., & Dalimunthe, M. A. (2024). Brand Awareness Communication Strategy in Setujuan Coffee Marketing on Instagram Social Media. *Komunika*, 20(02), 46-57.
- Ramadhan, A. F. (2017). Perbedaan derajat kecemasan antara mahasiswa tahap akademik tingkat awal dengan tingkat akhir di Fakultas Kedokteran Universitas Lampung.
- Ritonga AR, Thamrin MH, Siahaan H, et al. (2024). Promotion Of Ecotourism And Communication Policy in Increasing Tourists In Indonesia. *Journal of Infrastructure, Policy and Development*. 8(8): 4764. <https://doi.org/10.24294/jipd.v8i8.4764>

- Ritonga AR, Veronica A, Ginting LDCU, et al. (2024). Library Promotion In The Development of The Universitas Sumatera Utara Towards A World-Class University. *Journal of Infrastructure, Policy and Development*. 8(6):
- Russell, G., & Topham, P. (2012). The impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health*, 21(4), 375–385.
- Rust, C., Gentry, W. M., & Ford, H. (2020). Assessment of the effect of communication skills training on communication apprehension in first year pharmacy students—a two-year study. *Currents in Pharmacy Teaching and Learning*, 12(2), 142–146.
- Salsabila, A. A. F., Hayati, S., & Aditya, A. M. (2023). Hubungan Konsep Diri dengan Kecemasan Berbicara di Depan Umum Pada Mahasiswa di Kota Makassar. *Jurnal Psikologi Karakter*, 3(2), 533–539. <https://doi.org/10.56326/jpk.v3i2.2345>
- Shoelhi, M. (2015). Komunikasi Lintas Budaya dalam Dinamika Komunikasi Internasional. Simbiosis Rakatama Media.
- Sikumbang, A. T., Dalimunthe, M. A., Kholil, S., & Nasution, N. F. (2024). Digital Da'wah Indonesia Ulema in the Discourse of Theology. *Pharos Journal of Theology*. 105(1). 1-14. <https://doi.org/10.46222/pharosjot.1051>
- Siregar, I. N., Mazdalifah, M., & Nurbani, N. (2021). Self Disclosure of HIV-Positive Women with Counselors at “Bahagia” Medan Social Rehabilitation Center for People with HIV (BRSODH). ... *International Research and ...*, 3, 8456–8464. <http://bircu-journal.com/index.php/birci/article/view/2786>
- Sitompul, D. N. C. (2017). Pengaruh Identitas Diri Terhadap Kecemasan Berkomunikasi Pada Mahasiswa Jurusan Akuntansi Politeknik Negeri Medan. Universitas Sumatera Utara.
- Littlejohn, K. A. F. (2011). *Teori Komunikasi* (9th ed.). Salemba Humanika.
- Vidourek, R. A., King, K. A., Nabors, L. A., & Merianos, A. L. (2014). Students' benefits and barriers to mental health help-seeking. *Health Psychology and Behavioral Medicine*, 2(1), 1009–1022. <https://doi.org/10.1080/21642850.2014.963586>
- Walean, C. J. S., Pali, C., & Sinolungan, J. S. V. (2021). Gambaran tingkat kecemasan pada mahasiswa di masa pandemi Covid-19. *Jurnal Biomedik: Jbm*, 13(2), 132–143.
- Yulita, P., Amanah, S., & Gutji, N. (2024). Pengaruh Konsep Diri Terhadap Kecemasan Berbicara Di Depan Umum Pada Siswa Di SMA N 10 Kota Jambi. *Jurnal ParFauzan*, I., Arifin, A., Dalimunthe, M. A., & Rahmadani, S. (2023). The configuration of ethnic and religious relations towards the 2024 general election: A case study in Medan, Indonesia. *Multidisciplinary Science Journal*, 6(2), 2024006. <https://doi.org/10.31893/multiscience.2024006>