Cognitive Behavioral Therapy and Reducing Social Anxiety in College Student

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ABSTRACT

Social anxiety is a mental health condition that is disturbed and often occurs, and this mental health problem is rarely diagnosed. So this therapy is rarely used in this problem. Apart from that, social anxiety can also be defined as a disorder where a person experiences excessive fear, worry and stress in social situations. One of the therapies used is cognitive behavioral therapy (CBT). Cognitive Behavioral Therapy (CBT) is a therapy that can overcome conditions of social anxiety and can change negative thoughts into positive ones towards other people and can reduce excessive feelings that are often experienced. And with this therapy, those of us who experience anxiety disorders during socialization can become confident. Therefore, this research aims to find out how Cognitive Behavioral Therapy reduces anxiety levels in social anxiety disorder and whether Cognitive Behavioral Therapy can be linked to social anxiety. The subjects in this research were students who met the criteria for social anxiety. The research method used is a qualitative method using a case study design, which is commonly used to test effectiveness. The result showed that cognitive therapy could decrease the level of social anxiety experienced by the subjek. In collecting data for this research, researchers used interview techniques, observation, documentation.

Keywords: Cognitive behavioral therapy, Social Anxiety, Students

Introduction

In this life, humans will never be free from problems, without exception problems that lead to psychological health problems, and human responses when facing problems or situations that are unpleasant and comfortable for them. Especially for students, where at this time students often experience many psychological disorders. A student aged 18-25 years is classified as a developing group. Students can be referred to as people who are studying at the tertiary level, either at state or private universities, or at other tertiary institutions of the same level (Siswoyo, 2007).

According to Carton (Siregar, 2006), students are members of society who have certain characteristics, including: 1. Have the opportunity and opportunity to study at tertiary institutions, so they can be classified as intellectuals, 2. Students are expected to become dynamic drivers of the modernization process, 3. Students are expected to enter the world of work as competent and qualified workers. At this stage, students experience a transition from late adolescence to early adulthood and experience psychological dynamics (Kandell, 1998). Students also experience a search for an achievement identity which is characterized by the process of forming a self-identity and efforts to live independently, freeing themselves from the influence and control of their parents' role. At this age, students tend to search for the meaning of life and create closer and more affective relationships.

Humans will react and the reactions of humans themselves are very varied, the three things that humans often experience are stress, anxiety and depression. These three responses are the most frequently experienced and can interfere with daily activities. Especially anxiety, there are many types

of anxiety, there are social anxiety, generalized anxiety, general anxiety, phobias, and so on. One of the anxieties that we often encounter is social anxiety. Anxiety, or in English "anxiety", comes from the Latin "angustus" which means stiff, and "ango, anci" which means to strangle. Gazalbha Prasetya (2009) explains that fear can be interpreted as a person's emotional response. Anxiety can be interpreted as a manifestation of various mixed emotional processes that occur when someone experiences stress and conflict. Social anxiety is a feeling of anxiety, fear, caused by social situations that other people feel or see. According to Mattick and Clark (1998), it is a condition experienced by people who feel depressed when interacting with other people. Fear makes it difficult for a person to interact with other people.

According to Communication Apprehension (CA), individuals create negative feelings and predict negative things in a communication interaction (DeVito, 2001: 80). And he has a personality with characteristics such as being shy, nervous, quiet and not communicating to avoid other people's negative opinions (Gecer and Gumus, 2010: 3008). In 2007, 15 million people in the United States suffered from social anxiety (US. Department of Health and Human Services, 2007). Social anxiety occurs more often in women (5.7%) than men (4.2%) (Manfro, 2006). Based on these data, social anxiety is assumed to be a psychological problem that cannot be ignored. The negative impact of social anxiety appears to be a decrease in subjective well-being and quality of life, as well as social role functioning and career development (Wittchen and Fehm, 2003).

People with social anxiety tend to judge themselves lower than others and ignore their abilities and performance so that they are actually inferior (Asbaugh, et al. 2005). And people with social anxiety also tend to withdraw more from socializing or interacting with other people, and have their own world. Leary defines two aspects of social anxiety, namely: interaction anxiety, which focuses on reciprocal social reactions to other people's behavior, and audience anxiety, which focuses on unidirectional and inconsistent social reactions to other people's behavior (Fischer and Corcoran 2007). The person does not enjoy the activity and has difficulty participating and enjoying it that activity. People who experience social anxiety always focus on the mistakes they make and always think about other people's reactions to these mistakes. Naturally, this makes people lose enthusiasm, which is then feared to cause depression. because of anger and hatred. Someone who experiences depression due to social anxiety makes the person feel hopeless.

The biological perspective explains that someone who experiences social anxiety may be because they have inherited a broad biological vulnerability to anxiety and a biological tendency to be very socially inhibited (Durand and Barlow, 2006). According to Durand (2006), there are three factors that cause someone to experience social anxiety:

a. A person may inherit a general biological vulnerability to anxiety or a biological tendency to be highly inhibited socially. The existence of general psychological vulnerability, which is reflected in emotions towards various events, especially very stressful events, can become uncontrollable, thereby increasing individual vulnerability.

b. Under stress, a person may experience an unexpected panic attack in a social situation, which is then associated with social stimulation. The person then becomes very anxious about the possibility of having a panic attack again in the same or similar situations.

c. A person can experience real social trauma and have real consequences. anxiety arises or is conditioned in the same or similar social situations. Traumatic social experiences can also

extend to difficult times in childhood. This experience can lead to anxiety and panic, which is repeated in future social situations.

Social anxiety can be caused by educational patterns, social environment, traumatic experiences, biological and psychological factors (Chapdelaine, 2018). In addition, emotional and behavioral disorders such as anxiety arise because a person experiences cognitive distortions that lead to maladaptive behavior (Brahmbhatt et al., 2021). This cognition is related to schemas and beliefs, namely core beliefs that develop from early life experiences (Carpenter et al., 2016). The graph is reinforced by several other important events, so it really determines a person's emotional state, thoughts and behavior (Rosner, 2014).

Aspects of social anxiety stated by several experts are summarized below. one of the aspects found by Greca and Lopez (1998) is: (1) fear of negative evaluation, (2) social avoidance and feelings of stress in new situations (contact with strangers in new situations), (3) social avoidance and feelings of stress is usually with experienced acquaintances. And as explained by Butler (1999) who said that the symptoms of social anxiety disorder (social phobia) include:

a. The effects on thinking are: fear of what other people think about yourself, difficulty concentrating or remembering what other people say, concentrating on caring about yourself and your well-being, what you do and say, thinking about mistakes you have made, this can happen before his time, thinking about things he thought were wrong, emptying himself and not being able to think of what to say.
b. Influences on behavior are: speaking quickly or slowly, muttering one's own words and getting offended, avoiding eye contact with other people, doing things that don't attract other people's attention, being in a safe place or talking to other people. secure in subjects that make them feel safe, avoid difficult social situations.
c. Effects on the body are: signs of anxiety such as a flushed face, sweating or shaking, tension such as aches and pains that disappear because they cannot relax, panic such as a pounding heart, dizziness or nausea, shortness of breath.
d. Influence on feelings or emotions, namely: nervousness, anxiety, fear, fear of what is happening and self-consciousness, irritation and anger at yourself or others, feelings of insecurity, low self-esteem, sadness or depression, hopelessness can change.

And social anxiety can be measured using measurements, Nolan and Walters (2000) measured social anxiety using the Social Anxiety Scale for Adolescents (SAS-A) which consists of three factors:
1. Fear of Negativity, fear of negative judgments from other people
2. Social avoidance and anxiety in new situations reflect one's feelings of social avoidance and stress in new situations
3. Social Avoidance and Anxiety-In general, these factors are related to social avoidance and perceived stress in general. And it can be concluded above that regarding social anxiety, according to experts, social anxiety is a psychological disorder that greatly hinders a person's growth and development, which must be immediately overcome by providing appropriate

therapy. And here we as researchers to reduce social anxiety we use cognitive behavioral therapy and this therapy aims to change negative thoughts into positive ones, and change bad behavior.

In general, Antony and Swinson (2000) explain that cognitive behavioral therapy to overcome social anxiety consists of three main strategies, including cognitive therapy, exposure or direct exposure to frightening situations and improving social skills. Butler (1999) argues that overcoming social anxiety requires breaking the "vicious cycle" or the problem will continue. Butler (1999) uses four main methods: 1. Changing thought patterns, 2. Doing things differently, 3. Reducing self-consciousness, 4. Increasing self-confidence. Cognitive behavioral therapy emphasizes certain thinking techniques designed to produce changes in thinking that can change behavior or feelings (Joughin, 2003).

Cognitive behavioral therapy requires at least 12 systematic and planned meeting sessions, including: assessment and diagnosis (sessions 1-2), cognitive approach (sessions 2-3), space design (sessions 3-5), therapy focus (sessions.) 4–10), behavioral interventions (Sessions 5–7), core belief change (Sessions 8–11), and relapse prevention (Sessions 11–12). However, based on practical experience in Indonesia, 12 sessions are very difficult to implement for several reasons, namely too long when clients expect immediate results, because of cost factors, too complicated, boring, because the progress and development of therapy is gradually changing. According to Mulkens (2006) in Roomm (2011) cognitive behavioral therapy has an effect on changing clients' self-esteem by helping individuals identify cognitive patterns and thoughts and emotions related to behavior.

Cognitive behavioral therapy is a structured, problem-oriented psychotherapy that aims to reduce symptoms such as anxiety by changing maladaptive thoughts and beliefs and processing inaccurate information that describes emotional disorders (Anila et al, 2014). The cognitive behavioral therapy sessions to overcome the patient's general anxiety are as follows (Clark, 2013):

1. Session I: making a report. The therapist explains the problem and intervention methods, commitment to change and agreement. The goal of this session is to establish a therapeutic relationship with the subject by asking for approval and commitment to changes during the therapy process.
2. Session II: Relaxation exercises. The purpose of this session is to teach a technique to the subject, namely the deep breathing relaxation technique. Relaxation techniques are the starting point of therapy, then carried out so that the subject feels relaxed, calm and comfortable.
3. Session III: Identify negative thoughts or cognitive distortions. The aim of this session is to encourage the subject to identify negative thoughts that can cause anxiety. Therapists also offer insight and benefits from identifying distorted thoughts.
4. Session IV: Teaching cognitive, emotional and behavioral relationships. The aim of this session is to guide and direct the subject to understand the relationship between thoughts, behavior and emotions so that the subject can gain insight into the problems he is facing.
5. Session V: Education changes negative thoughts into positive thoughts. The purpose of this session is to guide the subject to change the negative thoughts previously recorded by the subject and replace them with more rational positive thoughts.

6. Session VI: Cognitive Restructuring Homework Assessment. In this session the subject was able to do his cognitive restructuring homework well so that the therapist saw significant positive results in the subject, where the subject was able to replace negative thoughts with positive thoughts.

7. Session VII: Reality Test Mission. The aim of this session is to give tasks to the subject to be able to interact with other people. The goal is for the subject to obey other people so that the subject can change his negative thoughts to be more positive towards other people.

8. Session VIII: Test Evaluation and Actual Completion. The purpose of this session is to evaluate the reality test given in the previous session. The therapist stops the therapeutic process and encourages the subject to continue developing positive thoughts.

Methode

The research method used in this research is that the researcher uses a qualitative method using a case study design. According to Kazdin (1998), case studies as an alternative research design have the same position as experimental research and are controlled by experiments. To assess the level of effectiveness of the therapy used in this study by asking the subjects during the therapy process, at the final evaluation and during the follow-up period. The process of collecting data and information using this method includes observation and interviews as a tool to gain an in-depth understanding of cognitive behavioral therapy in reducing social anxiety in students.

And this research also uses audio recording. Data was collected through the results of discussions with clients. The subjects used in this research were students who met the research subject criteria. The criteria set in determining this subject are students who experience social anxiety disorder and have high motivation to attend therapy. In this research, there are two variables that will be studied, namely the independent variable cognitive behavioral therapy and the dependent variable in the form of social anxiety.

Result

The results of this study indicate that cognitive behavioral therapy can reduce social anxiety in students, which reflects that this therapy has great potential as a tool in reducing social anxiety. This research also confirms how important it is for us to respect other people, and provide motivational attention to someone who is quiet. Someone experiencing social anxiety is usually an individual who is neglected in society. Although individuals who experience social anxiety are more often withdrawn and quiet and

It's hard to express things to other people. Individuals like this also want to interact with other people without being haunted by fear, negative thoughts about themselves, and feeling disrespected when speaking. Cognitive behavioral therapy with its focus on changing negative thoughts into positive ones and bad behavior, this therapy has been proven to be an effective tool for helping students who experience social anxiety to overcome psychological burdens and improve a good quality of life.

This research applies cognitive behavioral therapy to subject AK for 2 weeks in which the therapist provides therapy that must be applied to AK, by means of which subject AK is asked to stand in front of a mirror and then AK is asked to talk to his own reflection in order to convince himself that he can interact. with lots of people and this is done before interacting in a crowd, the subject is asked to always think positively towards other people, and when he starts to get nervous in a crowded place the subject is asked to relax himself and make suggestions. And within 2 weeks of

this therapy, AK experienced very good changes. AK usually feels anxious when interacting with other people. When he applied the therapy, his anxiety began to decrease.

Discussion

Students, in the view of society, are people who can solve problems, and are often referred to as people who are intellectual, quick and precise in making decisions. In this phase, students experience a lot of psychological disorders, during which students experience a transition from late adolescence to early adulthood. And at this time students also begin to harbor their own problems, begin to feel insecure, and begin to feel anxious about the environment. There are problems with not trusting other people, never being respected when speaking, and having negative thoughts towards other people, this can trigger negative impacts and cause social anxiety. Therefore, this study aims to explore the effectiveness of cognitive behavioral therapy in reducing social anxiety in college students. Challenges along with problems that often occur among students, which often add a significant psychological burden to some students. The results of this study reveal the positive impact of cognitive behavioral therapy on AK subjects.

The subject is a student majoring in Biology, from the Faculty of Tarbiah and Teacher Training, Raden Fatah State Islamic University, Palembang. 20 years old with the initials (AK) who lives alone in a boarding house, he migrated to Palembang to continue his education at a university in Palembang and he is originally from Pagar Alam. AK has been a student for 2 years. Now he is a 4th semester student. He is a very quiet person in class and rarely interacts with his classmates, he always keeps to himself when he is in class, and when he talks to his friends he is never heard. This is what often makes AK feel anxious when socializing. And he likes to be confused when he is in a crowd. During group work he was never listened to by his friends, when he gave input. And AK is also often nervous during presentations because he is afraid that his friends won't pay attention to him.

Among the problems that occurred, there was continuity which showed that cognitive behavioral therapy was successful in reducing psychological pressure. Before therapy, social anxiety became a routine and after therapy, it was seen that his social anxiety began to decrease. In the context of receiving cognitive behavioral therapy, we found that its effect was significant in reducing social anxiety in AK. In various dimensions such as positive dimensions and negative dimensions, cognitive behavioral therapy helps AK to experience increasing positive thinking and reducing negative thinking in daily life. This cognitive behavioral therapy also provides control when anxiety arises.

After attending therapy, AK revealed that he felt more relieved and satisfied when interacting in crowds, and had the ability to be more confident when expressing opinions during group work and presentations. Ak can change his mindset to be more positive towards other people and more confident. This therapy creates a strong psychological foundation for AK to interact with the surrounding environment with more confidence and emotional stability. On the interpersonal side, therapy can help students who experience social anxiety to build positive relationships with other people around them.

The results of previous research by Adib Asrori and Nida Ul Hasana (2015) showed that cognitive behavioral therapy succeeded in reducing levels of social anxiety by changing thinking by

changing negative thoughts into alternative, more positive and rational thoughts. Positive and rational thinking can make subjects feel more comfortable and less anxious, as a result they no longer engage in negative or safe behavior. Subjects became braver and more confident when facing various social situations that they had been worried about. Based on this research, it is proven that cognitive behavioral therapy has a positive impact on AK subjects who experience social anxiety.

These results are also supported by research by Muhammad Haikal (2022), namely because cognitive behavioral therapy is quite effective, it can be seen how the subject's perspective changes negative thinking with more positive thinking and the subject also shows very significant changes after the therapy. Based on this research, it is proven that cognitive behavioral therapy has a positive impact on AK subjects who experience social anxiety.

Conclusion

In Indonesia, many young people experience psychological disorders caused by the people around them. This problem is not a light problem where parents play a very important role in this matter. This psychological disorder has a big impact on mental health, especially for students, where we often encounter social anxiety disorders which can affect their growth and development. Therefore, in this study we reveal the positive impact of cognitive behavioral therapy in reducing anxiety. This can also be seen from the difference in the results of interviews and initial and final observations of the subject, where the subject felt a change, namely reduced anxiety when socializing and becoming more confident after implementing cognitive behavioral therapy. Thus, this research is able to show that the application of cognitive behavioral therapy can have a significant positive impact on social anxiety. This research emphasizes the importance of changing negative thoughts about other people and making someone confident. With a deeper understanding of social anxiety, we can make more effective efforts to help our friends who experience psychological disorders and help increase their self-confidence. As researchers, we hope that this research can provide good benefits for the subject, can provide a more important view regarding paying attention to the people around us, respecting each other, and always thinking positively. And provides the positive impact that cognitive behavioral therapy can have in reducing social anxiety.

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