

THE RELATIONSHIP BETWEEN PEER SUPPORT AND PUBLIC SPEAKING ANXIETY IN HIGH SCHOOL STUDENTS

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ABSTRACT

Islamic boarding schools have many activities, one of which is da'wah activities. In this activity, there are students at high school and equivalent levels who feel anxious when preaching in public, this phenomenon is called public speaking anxiety. In this case, peer support for Santri is very important. This study aims to determine whether there is a relationship between peer support and public speaking anxiety. This research is correlational with non-experimental methods. The sampling technique was purposive sampling with subjects as many as 100 students at high school and equivalent levels in Islamic boarding schools who had da'wah activities. Two Likert model measurement scales: a peer support scale based on aspects proposed by Solomon (2004) and a public speaking anxiety scale based on components proposed by Rogers (2008). The reliability coefficient of the peer support scale is (α) = 0.918 and the public speaking anxiety scale is (α) = 0.944. The correlation technique for this research is Pearson Product Moment. The correlation coefficient obtained was $r = -0.358$ with a probability of 0.000 ($p < 0.01$). The results of the research show that the hypothesis is accepted, meaning that there is a significant positive relationship between peer support and public speaking anxiety in high school and equivalent students at Islamic boarding schools. More students experience low peer support at 54% and more students experience high public speaking anxiety at 54%. Santri help their friends more even though they don't get help from their friends. More students experience anxiety when preaching because they feel afraid and inadequate. More female students experience anxiety when preaching than male students.

Keywords: Peer Support, Public Speaking Anxiety, Santri, Senior High School.

INTRODUCTION

In Indonesia, there is an educational institution that emphasizes Islamic religious values called the Islamic Boarding School. In general, students who study at Islamic Boarding Schools are called santri (Hariadi, 2015). According to Giri (2017), Islamic boarding schools generally have the same level as formal schools in general, namely elementary school (SD), junior high school (SMP), senior high school (SMA) and college. If students want to enter high school at an Islamic boarding school but their previous education was not an Islamic boarding school, they will usually be included in special education for one year which is also called ma'had aly (Giri, 2017). According to data from the Ministry of Religion (2023), there were 37,626 Islamic boarding schools in Indonesia in 2023 and 4,947,197 students. Based on the learning category, there were 1,540,839 students at the high school/equivalent level. Consisting of 757,144 male students and 783,725 female students.

In the Islamic Boarding School there are activities to hone the knowledge and public speaking of students called khitobah or preaching. According to Shihab (in Asmaya, 2004) preaching is a call and invitation to others or an effort to change the situation to be better, both for

individuals and society. Not all Islamic Boarding Schools have preaching activities in their learning programs but only most have this program. Asyari's statement (2009) in most Islamic boarding schools, students learn how to deliver preaching which aims for students to be able to organize their own lessons and not depend on their teachers and train the students' self-confidence, communication skills and courage. This preaching practice activity is also called *Muhadhoroh*, which is in line with the previous statement. *Muhadhoroh* itself is an event for self-development with preaching practice, speaking practice with several preparations and techniques to train students to be able to speak in public to deliver preaching material (Muinah, 2018).

This study will focus on high school/equivalent students, where their ages are around 15-18 years. According to Konopka (in Pikunas in Yusuf, 2019) someone aged 15-18 years enters the middle adolescent development stage. Individuals who go through adolescence experience development in various aspects, namely physical, psychological, social, intellectual and moral, which is so rapid that it can cause feelings of confusion, anxiety, worry and other negative feelings, therefore in this condition someone needs friends to share with each other (Chomaria, 2008). Adolescents have reached a stage of cognitive development that is adequate to determine their own actions, but adolescent self-determination in behaving is greatly influenced by pressure from peer groups (Conger in Jahja, 2011).

According to Basith (in Arfan, Alamsyah & Utami, 2020) Peers are a group of people with the same age range or not too far apart. A teenager makes friends a source of information on how to dress attractively, good music or movies (Conger in Santrock, 2003). Peers are a very influential factor in life during adolescence (Rusiana et al., 2021). A teenager understands other people as unique individuals, this understanding encourages teenagers to establish closer social relationships with peers (Yusuf, 2019).

In preaching activities, there are students who welcome it with joy, while others feel nervous and scared. The researcher interviewed five students and concluded that they all experienced anxiety when speaking in public during preaching activities. They experienced physical symptoms such as a pounding heart, sweaty hands, and trembling. In addition, they also had difficulty remembering the words they wanted to convey. Emotional symptoms were also seen, such as feeling embarrassed when preaching in front of many people. Students A, S and Y felt calmer because they received high support from their friends, so their anxiety was slightly reduced. However, students U and N continued to feel nervous, anxious, and afraid because they received low support from their friends. They had difficulty controlling their nervousness so that they were less fluent in preaching. Students A, S, and Y were able to control their nervousness well so that their anxiety was lower and they could preach smoothly. Meanwhile, students U and N had high anxiety because of their difficulty in controlling their nervousness, so that their preaching was less fluent.

According to Taylor (in Ilham & Wijiati, 2020) anxiety is a disturbing mental tension as a general reaction due to the inability to face problems so that it can be interpreted that anxiety is a protector or fortress for the ego, because anxiety can predict the coming of danger from outside oneself. While speaking is a language activity carried out by two or more humans in language life, namely after listening and listening activities (Nurgiyanto in Ilham & Wijiati, 2020). Public speaking anxiety according to Rogers (2008) is a feeling of nervousness, discomfort, fear and difficulty when they have to speak in front of many people. Rogers also said that wrong mindsets greatly influence public speaking anxiety. When someone experiences anxiety when speaking in public, they will feel that they are viewed negatively by

the audience and are afraid of making mistakes in delivering the material. If students experience anxiety when preaching, the behavior that appears is shaking hands, a pounding heart, sweaty hands, stuttering, forgetting the material and so on.

The components of public speaking anxiety according to Rogers (2008) are physical components, mental process components and emotional components. Physical components include behaviors that appear when someone experiences public speaking anxiety such as a trembling voice, shaking hands and feet, sweating, difficulty breathing, stuttering and others. Mental process components include behaviors related to the mental such as often repeating words or sentences, forgetting material, not knowing what to say and others. Emotional components include feelings of inadequacy and fear before a speech, usually suddenly appearing helpless and panic.

Rachmawati, Bashori and Hayati (2017) conducted interviews with students aged 13-16 years in their study entitled "Islamic Self-Efficacy Training to Reduce Public Speaking Anxiety in Students". The results stated that they experienced public speaking anxiety. The physical symptoms that students feel when speaking in public are a pounding heart, nervousness, trembling and irregular breathing. The psychological symptoms they feel when experiencing public speaking anxiety are feeling uncomfortable, restless, afraid, tense and having difficulty concentrating.

Anxiety has various objects, one of which is public speaking. Factors that influence someone to experience anxiety according to Nevid, Greene and Rathus (2005) one of which is the social environment. A person's social environment varies, there is a family environment, peer environment and others. The environment is very important for individuals because one of the things that makes someone excited and do something better is social support from their environment.

Solomon (2004) said that social support is the existence of other people who can be relied on, care, are valuable and love someone. Social support that someone gets can be from the surrounding environment, one of which is from peers. Peers or peers are children around the same age or level of maturity, who play a strong role in a person's development in education (Rubin & Coplan in Santrock, 2014).

Peer support according to Solomon (2004) is included in the social support obtained from peers which is intended so that the person being supported can do better. Peer support is obtained from friends who are relatively the same age. Someone who gets support from peers will feel supported, appreciated, and loved by them. Without social support from peers, someone may feel worthless, neglected, and unloved. Peer support is very crucial for students because they live together in Islamic boarding schools, which are far from their families. This support is important to encourage and maintain their existence in the Islamic boarding school environment.

Students who are actively supported by their peers will receive assistance in practicing, finding materials for preaching, and being accompanied and encouraged, so that they feel comfortable with the assistance given. This comfort prepares them to speak in public with low anxiety. Students who are able to manage anxiety tend to speak fluently when preaching. Conversely, the lack of peer support makes students feel uncomfortable and threatened. This can cause negative thoughts and physical symptoms such as heart palpitations, sweaty hands, dizziness, stomachache, nervousness, fear, forgetting material and stuttering when preaching. High

anxiety can make it difficult for students to speak fluently in public. Symptoms such as heart palpitations, trembling hands, sweating, dizziness, stomach ache, nervousness and fear are often experienced by students who feel anxious when speaking in public. From the explanations above, it is in line with the results of previous studies, namely research conducted by Puspitasari, Abidin and Sawitri (2010) entitled *The Relationship Between Peer Social Support and Anxiety Ahead of the National Examination (UN) in Class XII Regular Students of SMA Negeri 1 Surakarta*, after testing the hypothesis, the results of this study have a significant negative relationship between peer social support and anxiety before the national exam with a correlation of -0.208. While the research conducted by Khoirunnisa, Fauziyah and Ariati (2015) with the research title *Peer Social Support and Anxiety in Facing the World of Work in Final Year Students*, after testing the hypothesis, both variables showed a negative relationship with a correlation of -0.537.

The difference between this study and previous studies is that this study discusses the relationship between peer support and anxiety of junior high school students when conducting public preaching. While the two previous studies discussed the relationship between peer support and anxiety before the national exam in high school students and the relationship between peer support and anxiety in final year students in facing the world of work.

From the explanation above, the researcher is interested in conducting a study on "The Relationship between Peer Support and Public Speaking Anxiety in High School/Vocational High School Students". This study is expected to provide students and Islamic boarding schools with information about preaching activities so that students who experience speaking anxiety during preaching can be overcome and it is hoped that students can carry out preaching activities better.

The hypothesis of this study is that there is a significant negative relationship between peer support and public speaking anxiety in high school/equivalent students at Islamic Boarding Schools. The purpose of this study is to determine the relationship between peer support and public speaking anxiety in high school/equivalent students, to determine the description of high and low peer support and public speaking anxiety in high school/equivalent students, to determine the description of high and low peer support with potential support recipient factors, description of high and low public speaking anxiety with cognitive and emotional factors, and description of high and low public speaking anxiety with biological factors (gender).

RESEARCH METHODS

The method used in this study is a quantitative method. This study also uses a correlational approach. In this study to determine the relationship between peer support and public speaking anxiety in high school / equivalent students.

The population of this study was junior high school students at the SMA/K equivalent level totaling 1,540,839 people. The sample of this study was 100 people calculated using the Slovin formula with the characteristics of having da'wah activities at their Islamic boarding school and having participated in the activity. The sampling technique used in this study was a non-probability sampling technique using the purposive sampling method.

The research instrument in this study uses a Likert scale model. The peer support measuring instrument refers to Solomon's theory (2004) adopted from Suryani's research (2021), the reliability value (α) = 0.918 and the correlation range of valid items is 0.308 - 0.759. The public speaking anxiety measuring instrument refers to Rogers' theory (2008) adopted from Suryani's

research (2021), the reliability value (α) = 0.935 and the correlation range of valid items is 0.313-0.839.

Validity in this study uses construct validity with the Pearson product moment correlation technique with a correlation coefficient ≥ 0.30 . The reliability of the measuring instrument in this study will be tested using the internal consistency technique with the Cronbach Alpha formula (α). The measuring instrument is said to be reliable if $\alpha \geq 0.70$ (Sugiyono, 2017).

In this study, there are several data analysis techniques used, namely normality tests, correlation tests, categorization and cross-tabulation with supporting data.

RESULTS AND DISCUSSION

Overview of Research Subjects

1. Gender

The subjects were mostly female, 57 people (57%) and male, 43 people (43%).

2. Age

The most subjects were 18 years old, 49 people (49%), followed by 17 years old, 26 people (26%), then 16 years old, 16 people (16%) and 15 years old, 9 people (9%).

3. Class

The most subjects were in class XII (3 SMA/K) with 58 people (58%), followed by class XI (2 SMA/K) with 24 people (24%) and class X (1 SMA/K) with 18 people (18%).

4. Domicile of Islamic Boarding School

The subjects mostly live in Banten 32 people (32%), followed by those domiciled in West Java 25 people (25%), DKI Jakarta 24 people (24%), East Java 5 people (5%), South Kalimantan 4 people (4%), Lampung 3 people (3%), Bengkulu and Gorontalo each 2 people (2%) the least Central Java, East Kalimantan and South Sulawesi each 1 person (1%).

5. How many times have participated in preaching

The subjects most have participated in preaching > 5 (more than 5 times) as many as 43 people (43%), followed by 1-3 times as many as 35 people (35%) and 3-5 times as many as 22 people (22%).

6. Potential Support Recipient Factors

The subjects most received the potential support acceptance factor as many as 94 people (94%) and those who did not receive were 6 people (6%).

7. Cognitive and Emotional Factors

The subjects who received the most support from cognitive and emotional factors were 53 people (53%) and those who did not receive it were 47 people (47%).

Data Normality Test

Table 1: Data Normality Test

Kolmogrov-Smirnov Test		
	Peer Support	Public Speaking Anxiety
N	100	100
Asymp. Sig (2-tailed)	0,366	0,574

Based on the data above, it can be proven that the number of sig peer support is 0.366 and public speaking anxiety is 0.574. Both normality test results prove that both variables are normally distributed.

Correlation Test**Table 2: Correlation of Peer Support and Public Speaking Anxiety**

Score	Peer Support	Public Speaking Anxiety
Pearson Correlation	-0,358**	-0,358**
Sig. (2-tailed)	0,000	0,000

Based on the results of the correlation test above, the correlation between peer support and public speaking anxiety was obtained by $(r) = -0.358$ with sig $p = 0.000$ (<0.05). So the hypothesis is accepted that there is a significant negative relationship between peer support and public speaking anxiety. Correlation $(r) = -0.358$ according to Sarwono (2012) is in the category of moderately correlated or the relationship flow has a moderate relationship. The meaning of the negative correlation between the two variables is that if peer support is low, public speaking anxiety is high, conversely if peer support is high, public speaking anxiety is low.

Categorization**1. Peer Support**

Based on the results of statistical data processing for peer support, a score with a minimum value of 80 and a maximum of 132 was obtained and a mean (μ) of 106.27. The results of the peer support categorization can be seen in the following table:

Table 3: Peer Support Categorization

Categorization	Mean	Frequency	Percent
Hight	$\geq 106,27$	46	46%
Low	$< 106,27$	54	54%
Total		100	100%

Based on the table above, the peer support score is ≥ 106.27 , then high peer support is 46 people (46%), and if the peer support score is <106.27 , then low peer support is 54 people (54%). So it can be concluded that the peer support of high school/equivalent students in Islamic boarding schools is mostly in the low category, which is 54%.

2. Public Speaking Anxiety

Based on the results of statistical data processing for public speaking anxiety, a score with a minimum value of 32 and a maximum of 127 was obtained and a mean (μ) of 75.96. The results of the peer support categorization can be seen in the following table:

Table 4: Categorization of Public Speaking Anxiety

Categorization	Mean	Frequency	Percent
Hight	$\geq 75,96$	54	54%
Low	$< 75,96$	46	46%
Total		100	100%

Based on the table above, it can be concluded that for subjects with a public speaking anxiety score ≥ 75.96 , then high public speaking anxiety is 54 people (54%) and a public speaking anxiety score <75.96 , then low public speaking anxiety is 46 people (46%). So it can be concluded that the public speaking anxiety of junior high school students in Islamic boarding

schools is mostly in the high category, which is 54%.

Cross Tabulation

a. Peer Support

Table 5: Results of Cross Tabulation Test Between Peer Support Categorization and Potential Support Recipient Factors

Categorization	Potential Support Recipient Factors (I help my friend when he needs my help)	
	Yes	No
Hight	43 (45,7%)	3 (50%)
Low	51 (54,3%)	3 (50%)
Total	94 (100%)	6 (100%)

Based on the results of the table above, students who answered 'yes' with a high category were 43 people (45.7%) and low were 51 people (54.3%). While the subjects who answered 'no' with a high category were 3 people (50%) and low were 3 people (50%). It can be concluded that more students help their friends when their friends need it even though they consider that the peer support they receive is low, namely 51 people.

b. Public Speaking Anxiety

Table 6: Results of Cross Tabulation Test Between Public Speaking Anxiety Categorization with Cognitive and Emotional Factors

Categorization	Cognitive and emotional factors (I feel unable and afraid when speaking in front of a crowd)	
	Yes	No
Hight	39 (73,6%)	15 (31,9%)
Low	14 (26,4%)	32 (68,1%)
Total	53 (100%)	47 (100%)

Based on the table above, it can be seen that the subjects who answered 'yes' in the high category were 39 people (73.6%) and low were 14 people (26.4%). While the subjects who answered no in the high category were 15 people (31.9%) and low were 32 people (68.1%). It can be concluded that more students who feel afraid and cannot speak in public experience high public speaking anxiety, namely 39 people.

Table 7: Results of Cross Tabulation Test Between Public Speaking Anxiety Categorization and Biology (Gender)

Categorization	Biological (Gender)	
	Man	Woman
Hight	18 (41,9%)	36 (63,2%)
Low	25 (58,1%)	21 (36,8%)
Total	43 (100%)	57 (100%)

Based on the table above, it can be seen that male students are more likely to experience low public speaking anxiety, which is 25 people (58.1%) and high public speaking anxiety, which is 18 people (41.9%). Meanwhile, female students are more likely to experience high public speaking anxiety, which is 36 people (63.2%) and low public speaking anxiety, which is 21

people (36.8%). It can be concluded that female students are more likely to experience high public speaking anxiety, which is 36 people, while male students are more likely to experience low public speaking anxiety, which is 25 people.

DISCUSSION

The results of the Pearson Product Moment correlation statistical test between peer support and public speaking anxiety showed a significance (p) of 0.000 ($p < 0.05$), indicating a relationship between the two variables, with a correlation value (r) of -0.358. The correlation value of -0.358 is in the sufficient category according to Sarwono (2012), proving that there is a negative relationship between peer support and public speaking anxiety, which indicates that the hypothesis is accepted.

Previous research by Cahyady, Mursyidah and Melysa (2018) showed a significant relationship between peer social support and anxiety before the national exam in grade XII students of SMA Negeri 4 Banda Aceh in 2017, with a correlation value of $p = 0.028$ ($p < 0.05$). Nevid, Greene, and Rathus (2005) stated that the social environment influences a person's anxiety, including in events involving social interaction and the level of social support from the surrounding environment.

High levels of peer support provide assistance in practicing, finding preaching materials, listening to complaints, and lending notes or items, so that public speaking anxiety is low because students feel prepared and supported. Conversely, low support makes students feel unsupported and tend to experience high anxiety, with symptoms such as heart palpitations, sweaty hands, negative thoughts and difficulty in public speaking.

The categorization of peer support is divided into high and low, with the high category limit being $\mu \geq 106.27$ and low being $\mu < 106.27$. As many as 46% of respondents are in the high category, while 54% are in the low category, indicating that more students receive low peer support. Students with low support tend to feel unsupported and face problems alone.

Public speaking anxiety is also categorized into high and low, with the high category limit being $\mu \geq 75.96$ and low being $\mu < 75.96$. As many as 54% of respondents were in the high category, while 46% were in the low category. This shows that more students experience public speaking anxiety. Students with high anxiety tend to feel afraid, nervous and unable to convey da'wah material clearly.

Gender also affects public speaking anxiety, with more female students experiencing high anxiety than male students. Women tend to be more sensitive and feel inadequate compared to men who are more active and explorative.

Previous research by Saputri & Indrawati (2017) showed that students who experience public speaking anxiety tend to have high anxiety, with symptoms such as anxiety, fear and difficulty in speaking in front of an audience. This is consistent with the results of the study that public speaking anxiety in high school/equivalent students tends to be high, indicating challenges in carrying out da'wah or muhadhoroh activities.

Peer social support and cognitive and emotional factors affect a person's anxiety, including over-prediction of fear, irrational beliefs, over-sensitivity and low self-efficacy. This is in accordance with the theory that cognitive and emotional factors play a role in anxiety.

Thus, this study shows that peer support and cognitive and emotional factors play an important role in reducing public speaking anxiety in high school students, with high support can help reduce anxiety and improve students' ability to speak in public.

CONCLUSION

The conclusion of this study is that there is a correlation between peer support and public speaking anxiety in junior high school students at Islamic boarding schools of -0.358, meaning that the correlation between the two is negative. If peer support is high, public speaking anxiety is low and vice versa if peer support is low, public speaking anxiety is high.

The results of the categorization of dominant peer support are in the low category with 54 people (54%), while the results of the categorization of dominant public speaking anxiety are in the high category with 54 people (54%). The results of the cross tabulation between the categorization of peer support with the potential factor of receiving support or the experience of giving support are that more students help their friends when they need it even though they consider that the peer support they receive is low, which is 51 people. The results of the cross tabulation between the categorization of public speaking anxiety with cognitive and emotional factors or thoughts and feelings when speaking in public state that more students who feel afraid and cannot speak in public experience high public speaking anxiety, which is 39 people. The results of the cross tabulation between the categorization of public speaking anxiety with biological factors (gender) state that more female students experience high public speaking anxiety, which is 36 people, while male students are more dominant in experiencing low public speaking anxiety, which is 25 people.

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