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EFFECTIVENESS OF SELF-EFFICACY TRAINING TO DESCREASE COMMUNICATION APPREHENSION IN NEW STUDENTS

Nur Fitriyana^{1*}, Yohan Kurniawan², Fairuz A'dilah Rusdi³

¹ Universiti Malaysia Kelantan, Kelantan, Malaysia

Email: nurfitriyana@umri.ac.id

² Universiti Malaysia Kelantan, Kelantan, Malaysia

Email: yohan@umk.edu.my

³ Universiti Malaysia Kelantan, Kelantan, Malaysia

Email: fairuz@umk.edu.my

* Corresponding Author

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Abstract:

In the process of learning, students always find problems that one of them communicates. New students often encounter this problem, from disturbing communication to interfering with academic processes. Besides, communication skills are also the basis that students must have to plunge into the field to become an entrepreneurship. The study aims to find out the impact of self-efficacy training on reducing communication apprehension in new students. The subjects in this study are 10 new students at Muahammadiyah University Riau Indonesia. Data collection is done using the communication apprehension scale. This research is a quantitative experimental study with a pretest-posttest control group design experiment with research analysis using Anava Mixture. The results showed that $MD > 5,000$; $p > 0.05$ was obtained which meant a decrease in communication apprehension on pre-post and follow-up results. The conclusion of this study is that self-efficacy training can lower communication apprehension in new students.

Keywords:

Self-Efficacy Training, Communication Apprehension, New Students

Introduction

Good communication skills are essential to spreading information and knowledge as well as helping students learn on campus, especially in terms of communicating ideas to others.

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Students at colleges are required to be more actively involved in the educational process and more independent in seeking information about their studies. It's different than studying at home. Therefore, new students must be able to adapt to the patterns that exist on campus.

How students are able to adapt to the learning system, the faculty, and, most importantly, how students are capable of communicating with faculty and friends on campus is called adaptation. Communication generally suffers from a communication disorder known as communication apprehension. It's a negative reaction in the form of anxiety that someone experiences when communicating. (Rakhmat, 2012). A study conducted in the United States found that between 10 and 20 percent of students in the country had difficulty communicating. (McCroskey, 1978). People who experience minimal communication anxiety may communicate for several reasons, including fear of receiving a response or being considered negative by the communication or the person who receives the message. As a result, they will feel hard and anxious when they have to communicate with others, so they can't show the warmth, openness, and support they need.

Entrepreneurship skills are essential for students, not only to build their own business, but also to develop skills and attributes that they can apply in a variety of professional contexts. One of the skills that students must have is their ability to communicate. Many problems with poor communication are caused by a student's lack of confidence in developing his or her abilities. Bandura (in Pajares, 2002) defines self-efficacy as the feeling that an individual has that he is speaking and capable of doing the right things. Self-efficacy contains the meaning of the confidence that a person has to organize and take the necessary action in the face of specific situations that may be obscure, unpredictable, and stressful. Self-efficacy refers to a belief in an individual's ability to meet the demands of situations. The stronger one's self-efficacy, the more likely one is to choose a challenging task or situation for success. Bandura (in Alwisol, 2009) argues that self-efficacy is self-judgment, whether it can do good or bad, right or wrong, or can or cannot do what is required. Self-efficacy describes self-evaluation. Baron & Byrne (2003) define self-efficacy as a belief in a person's ability or competence to perform a given task, achieve a goal, or overcome an obstacle. These evaluations can vary, depending on the situation.

Similarly, Yusuf (2007) defines self-efficacy as a belief in one's ability to display behavior that will lead to the desired outcome. The researchers can conclude that new students can experience communication apprehension symptoms by providing self-efficacy training. The hypothesis put forward in this study is that self-efficacy training can lower the level of communication apprehension in new students.

Literature Review

Communication apprehension is a reaction to anxiety or fear of communicating. (Rakhmat, 2012). McCroskey (1984) defines communication apprehension as the level of anxiety or anxieties of an individual in connection with communications that are or are going to be made with others. According to Littlejohn and Foss (2011), communication apprehension is a tendency to be anxious when communicating in various circumstances. According to Burgoon and Ruffner (1978), communication apprehension is a negative reaction of an individual to anxiety experienced by an individual when communicating, whether interpersonal communication, public communication, or time communication. It is the same as found by Sellnow and Ahlfeldt (2005): anxiety in communication can be understood as an individual's fear or concern relating to real communication with others.

Weiten, Lloyd, Dunn, & Hammer (2009) stated that communication anxiety is the tension that individuals experience when they are going to talk to others, such as nervous feelings. Powell and Powell (2010) also explained that communications anxieties are the level of fear of individuals associated with communication situations, whether real communication or communication that individuals will make with others or with the crowd.

Kartono and Gulo (2003) define training as a set of instructions—the treatment or manipulation that an animal or a human has to undergo in order to understand or be able to perform a particular task or role. According to Utami (2004), training is one of the most effective forms of learning through which individuals can enhance their knowledge and mastery of good skills. Meanwhile, according to Truelave (Utami, 2004), training is an effort to teach knowledge, skills, and attitudes to perform a job related to a particular task.

Bandura (in Pajares, 2002) defines self-efficiency as the feeling that an individual has that he is speaking and capable of doing the right things. Self-effectiveness contains the meaning of the confidence that a person has to organize and take the necessary action in the face of specific situations that may be obscure, unpredictable, and stressful. Self-effectiveness refers to a belief in an individual's ability to meet the demands of situations. The stronger one's self-efficacy, the more likely one is to choose a challenging task or situation for success.

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Method

This research is a quantitative experimental study with a pretest-posttest control group design. Measurements are done three times, namely at the time of the pretest, posttest, and follow-up. In this study, the researchers involved new students. This research population is a whole new student at one of the universities in Riau. The sampling techniques used are purposive sampling with criteria already set by previous researchers. The number of participants involved in this study was 10 students.

The research data is taken with the communication apprehension scale, aimed at measuring the level of communication apprehension. This scale was modified by the researchers according to the needs of the respondents, which was previously developed by Sumatri and Kumolohadi (2015) and consists of four aspects: cognitive aspects, affective aspects, physiological aspects, and behavioral aspects (Greenberg Padesky, 2004).

This scale is given to new students before and after training in the experimental group. The scale in this study uses the Likert model, which has been modified into four alternative answers, namely Very Suitable (SS), Suitable(s), Not Suitable, Very Sufficient (TS), and Very Insuitable (STS), which are presented in the form of favorable and unfavorable sentences ranging from 1 to 4 for unfavorable and 4 to 1 for favorable. Details on a scale are organized by considering the favorable and unfavorable properties. Score for answering each criterion that includes favorable is Very suitable to score 4, Suitable to get a score 3, Not suitable for score 2, Very

suitable for a score 1. Details on this scale are made to vary between statements of a favorable and unfavorable nature due to avoiding stereotypes of answers.

As for the communication apprehension scale used, it consists of 29 statements consisting of 22 favorable questions and 7 unfavorable statements. This scale is used to determine the communication apprehension that respondents have by looking at the number of scores on the scale. The higher the number of scores, the higher the communication apprehension.

Result

The researchers tested the hypothesis using the Anava Mixed Test Design technique. From the results of the hypothetical test using the anava mixed test technique, they obtained a $MD > 5,000$; $p > 0.05$ which means a decrease in communication apprehension on the pre-post and follow-up results.

Admittedly, the research hypothesis put forward in this study is consistent with the theory put forward by Feist and Feist (2002) that when a person experiences high fear, acute anxiety, or high stress, they usually have low self-efficacy. While those with high self-efficacy feel capable and confident of success in overcoming obstacles and viewing threats as an unavoidable challenge, Baron and Byrne (2003) also explained that when an individual has confidence in their ability to cope with anxiety, then the body produces a natural and safe remedy that can reduce anxieties and improve performance. A person who is convinced that he is capable of facing his environment, then when the situation and the environment facing the individual are pressured, the individual will still feel calm, not worried, and can think clearly.

The same goes for Nideffer's findings (in Monty, 2000) that by doing diaphragm movement exercises, one will experience a more stable, focused, and relaxed feeling. Weinberg and Gould (in Monty, 2000) also argued that good breathing is the simplest and easiest thing to do to control anxiety and muscle tension. Weiberg and Goult (in Satiadarma, 2000) also explained that exercising to breathe regularly can improve the movement effectiveness of the athletes concerned.

Based on some of the descriptions described above, it can be concluded that the hypothesis in this study is acceptable and that self-efficiency techniques are effective in reducing communication apprehension in new students. The limitations of this study cover two things. The first is the provision of self-efficiency training done in a space that is small enough to make the participants less focused. Secondly, the researchers have not done a pure tryout for the standard measurement of the measuring instruments used. The researchers only use used try-outs to retrieve data, so there is a risk of magnifying the measurement error.

The theoretical framework supporting this study is rooted in the works of Feist and Feist (2002) and Baron and Byrne (2003). These theories propose that high self-efficacy is inversely related to fear, anxiety, and stress levels. Individuals with robust self-efficacy perceive themselves as capable of overcoming challenges, which fosters resilience and calmness under pressure. This study extends these theories by demonstrating that targeted interventions to boost self-efficacy can effectively reduce communication apprehension in a practical, educational setting.

Furthermore, the study corroborates Nideffer's (in Monty, 2000) and Weinberg and Gould's (in Monty, 2000) findings on the physiological benefits of controlled breathing exercises. These exercises promote relaxation and focus, which are crucial for managing anxiety and enhancing

performance. By integrating these physiological techniques with psychological self-efficacy training, the study provides a holistic approach to anxiety reduction, supporting the notion that both mental and physical strategies are essential for effective anxiety management.

From a practical standpoint, the study offers valuable insights for educational institutions, particularly those involved in freshman orientation and support programs. Implementing self-efficacy training programs can help new students adjust more smoothly to academic and social challenges, improving their overall university experience. Educational practitioners can design workshops and training sessions that incorporate self-efficacy building activities and breathing exercises, providing students with tools to manage their anxiety proactively.

Moreover, organizations beyond educational settings can benefit from these findings. For instance, corporate training programs aimed at new hires or employees in high-stress roles can incorporate similar self-efficacy and breathing exercises to enhance workplace performance and reduce anxiety-related issues. This approach can foster a more confident and resilient workforce, capable of handling stress and communicating effectively in high-pressure situations.

This study contributes to the existing body of knowledge by empirically validating the link between self-efficacy and communication apprehension, highlighting the practical applicability of psychological theories in real-world settings. It bridges the gap between theory and practice, offering a concrete, actionable framework for anxiety reduction that can be adapted across various domains.

In summary, enhancing self-efficacy through targeted training and physiological exercises presents a promising strategy for reducing communication apprehension. This approach not only supports theoretical models of self-efficacy and anxiety but also provides practical solutions for educational and organizational settings. By addressing the study's limitations and expanding the scope of future research, we can further refine these interventions, maximizing their effectiveness and broadening their applicability.

Conclusion

Based on the analysis results obtained, it can be concluded that self-efficacy training has proven effective in reducing communication apprehension in new students. There was a decrease in communication apprehension scores in new students before training (pre-test), after training (post-test), and two weeks after training (follow-up).

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