The effectiveness of reality group counseling in reducing communication anxiety among Islamic guidance and counselling students

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Abstract

Purpose - The purpose of this study was to (1) determine the level of communication anxiety of students and (2) determine the degree of effectiveness of reality group counseling in reducing student communicative anxieties.

Method - This research uses a quantitative type with a design quasy esxperiment. Purposive sampling is used as a sample-taking technique to look at the specific characteristics of the sample. The subject of the study is a student of Islamic Guidance and Counseling at Islamic State University Sayyid Ali Rahmatullah Tulungagung, who is indicated to have high communication anxiety. A total of 7 students are divided into two groups, namely the experimental group and the control group.

Result - The results showed that the experimental group's Independent Test T-Test sample showed an average score of 131.75, and the control group showed 177.67. This study showed a decrease in student communication anxiety levels after treatment, which means that reality group counseling is quite effective in reducing student communication anxieties.

Implication – From the research results, it is hoped that students will increase their insight and knowledge about communication anxiety, and students are expected to benefit from the reality group counseling that has been provided to reduce student communication anxiety.

Originality/Value - This research is the first study that used the intervening variable of Reality Group Counseling to Reducing Anxiety by Communicating College Islamic Guidance and Counselling.

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Abstract

Tujuan - Tujuan dari penelitian ini adalah untuk (1) mengetahui tingkat kecemasan berkomunikasi siswa dan (2) mengetahui tingkat efektivitas konseling kelompok realitas dalam menurunkan kecemasan berkomunikasi siswa.

Metode - Penelitian ini menggunakan jenis kuantitatif dengan desain quasy eksperiment. Purposive sampling digunakan sebagai teknik pengambilan sampel dengan melihat ciri-ciri khusus dari sampel. Subjek penelitian adalah mahasiswa Bimbingan dan Konseling Islam di Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung yang terindikasi memiliki kecemasan komunikasi yang tinggi. Sebanyak 7 mahasiswa yang dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol.

Hasil - enelitian menunjukkan bahwa sampel Independent Test T-Test kelompok eksperimen menunjukkan skor rata-rata 131,75, dan kelompok kontrol menunjukkan 177,67. Penelitian ini menunjukkan adanya penurunan tingkat kecemasan komunikasi siswa setelah diberikan perlakuan, yang berarti konseling kelompok realitas cukup efektif dalam menurunkan kecemasan komunikasi siswa.

Implikasi - Dari hasil penelitian diharapkan mahasiswa menambah wawasan dan pengetahuan mengenai kecemasan komunikasi, serta mahasiswa diharapkan dapat mengambil manfaat dari konseling kelompok realitas yang telah diberikan untuk menurunkan kecemasan komunikasi mahasiswa.

Orisinalitas/Nilai - Penelitian ini merupakan penelitian pertama yang menggunakan variabel intervening Konseling Kelompok Realitas terhadap Penurunan Kecemasan Berkomunikasi Bimbingan dan Konseling Islam Perguruan Tinggi.

Introduction

Communication is a process of interaction or how someone provides a stimulus using words that aim to shape and change other people's behavior (Enjang, 2009). Meanwhile, according to Onong Uchjana Efendy (2004), communication is the process of conveying statements by individuals to other individuals. Good communication is necessary so that the audience can receive the message you want to convey, thereby making the communication quality (Yeni Anggraini et al., 2017), including mental health experts (Mata et al., 2021). There are many forms of public communication: presentations, discussions, speeches, and other communication activities. However, the reality is that communication does not always work effectively; many individuals still find it challenging to communicate, especially when communicating in public. There are many obstacles experienced by individuals when communicating, and these obstacles are in the form of communication anxiety.

Anxiety is an emotional state without a specific object or target. This anxiety is motivated by a situation that is difficult to understand and accompanies all experiences that are still being carried out for the first time. Feelings of anxiety describe a special feeling that makes you anxious as a form of inability to handle problems and lack of a safe atmosphere. This anxiety problem is very often found among students, whereas having good communication is an inherent ability in students because students demand to communicate effectively to convey opinions in organizations and in the classroom (Katerina Mangampang, 2017). Students who experience anxiety in communicating will have thoughts that are afraid of making mistakes when communicating, afraid of being wrong when expressing opinions, and so on (Enjang, 2009). The result of this fear causes anxiety to arise within itself. Individuals who experience anxiety can be seen from their physical symptoms and psychological symptoms. Physical symptoms are characterized by excessive sweating on the palms of the hands, legs trembling, heart rate increases, and shaking when making sounds. Meanwhile, those classified as psychological symptoms are fear of making mistakes, less than optimal concentration, and unstable behavior (Baidi Bukhori, 2016). According to Se Miu, the aspects that can influence communication anxiety are cognitive, motor, somatic, and mood (Katerina Mangampang, 2017).

Anxiety plays a vital role in learning communities and can hinder effective communication and learning outcomes (Cao & Yu, 2023). Observation results from Students on October 13, 2021, show that the problem of communication anxiety among students still occurs frequently. This phenomenon can be seen when students communicate in public, such as through presentations in front of the class, practicing giving speeches, and expressing opinions in discussion forums. The impact of communication anxiety results in students tending to withdraw from expressing what is on their minds, and students will tend to behave passively and only rely on other people's abilities. Communication skills play an essential role in equipping global communities to survive in the face of increasing job competition as a result of the rapid rate of change caused by developments in digital technology (Khoiriah et al., 2023). Therefore, anxiety about communicating in public will hurt individuals.

This communication anxiety is influenced by several aspects, namely, mood, cognitive, somatic, and motor aspects (Baidi Bukhori, 2016). Researchers also interviewed several Islamic Guidance and Counseling students at Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung to

strengthen the field data. From the results of the interview on November 5, 2021, data was obtained that students tend to have communication anxiety, which is characterized by the emergence of anxious behavior from some students, such as psychological symptoms and physical symptoms such as excessive sweating on the hands, shaking legs, shaking voices, fear of making mistakes, cannot concentrate and his behavior is not calm when communicating in public. These behaviors show several characteristics of individuals experiencing communication anxiety. Therefore, there needs to be special treatment for students who have communication anxiety.

Before special treatment is carried out, students need to have confidence so that they can fight anxiety by always having faith in Allah SWT, that only God is the One who can provide help according to the word of Allah in Surah Al-Fatihah Verse 5: *Only You do we worship, and only You do we ask for help,* (Qur'an Surah, Al-Fatihah 1: 5)

According to Ibn Kathir's interpretation, the word iyyaka contained in Surah Al-Fatihah verse 5 is an object that must be given priority by the speaker, with the aim that the speaker can focus on what will be discussed. Thus, the sentence " You alone we worship " contains a meaning that shows it as cleansing the heart from all forms of polytheism. Meanwhile, " Only to You do we ask for help " tries to cleanse it by surrendering everything only to God, the Almighty and Most Exalted (Ar-Rifa'i, 2000). The verse above explains that Allah is the God who gives the most significant help; belief in Allah's help will eliminate feelings of unease, which end up becoming anxiety. Feelings of unease and anxiety reduce anxiety by always having faith in Allah. Only Allah can eliminate anxiety, as in the verse below (Ar-Rifa'i, 2000): *(namely) those who believe, and their hearts become peaceful by remembering Allah. Remember, only by remembering Allah can the heart be at peace* (Qur'an Surah, Ar-Ra'd: 28)

According to the opinion of Shaikh Abdurahman bin Nasir as-Sa'di in Tafsir as-Sa'di, in the sentence, "(That is) those who believe and their hearts become peaceful because they remember Allah," what is meant by this sentence is all kinds of doubts and anxieties will disappear and be replaced with comfort and happiness. Meanwhile, in the sentence "Remember, only remembering Allah can the heart be at peace," the heart should not be at peace because of something other than remembering Him because there is no pleasure that can captivate the heart and is more beautiful than (the pleasure of) admiring and loving its creator. Indeed, there is no peace in the heart except with faith and knowledge (Ar-Rifa'i, 2000).

Studies on communication anxiety are not only carried out by researchers. Previously, there was a discussion related to the problem of student communication anxiety carried out by Fadila Sabati, who discussed the relationship between positive thinking and communication anxiety in his research and stated that someone who experiences communication anxiety tends to fail academically because individuals who experience anxiety tend to be afraid and will always avoid communicating in public (Sabati, 2010). Research conducted by Katerina Mangampang (2017)shows that students who have communication anxiety tend to think that they are less capable, such as when presenting in front of the class. Someone who is in the high communication anxiety category appears less interpersonal, and their life skills and academic abilities decrease. Besides that, communication anxiety can impact career planning and decision-making (Fahmi & Hapzi Ali, 2022).

Students who are indicated to have communication anxiety require special treatment, namely using intervention methods as a form of effort to overcome this anxiety; psychological interventions are effective in reducing anxiety about communicating in public, one of which is reality group counseling services (Ebrahimi et al., 2019; Febrianto et al. Kurniati, 2019; Isoldi, 2020). Reality group counseling is a treatment effort given to clients in groups where they will receive the support and empathy needed to overcome the client's problems, such as unproductive behavior that disturbs themselves and others (Nadhifa Feralia et al., 2020). Reality group counseling aims to focus on students' reality rationally. The concept of reality aims to help students overcome their anxiety, determine actual preventative behavior, and help students be consistent with their choices and all the risks they will accept according to their abilities and desires (Rifda et al., 2015). Therefore, appropriate ways are needed to guide and help students reduce communication anxiety.

Reality counseling is a counseling approach initiated by William Glasser that refers to reality. All encouragement and actions are carried out to satisfy one human need. Glesser began to publish reality counseling that applied to education, family counseling, child protection, and management and supervision (Widyarto, 2021). Reality Counseling focuses on the current situation and wants to provide the client with an understanding of the essence of each situation. Actions are goals used to fulfill basic needs (Corey, 2017). The reason for using reality group counseling is that, according to William Glesser, reality counseling focuses attention on learning and behavioral problems, so it can be concluded that reality counseling is effectively used in helping individuals overcome problems in the educational process by convincing clients about how they can think about the current situation and the future by ignoring their past (Natawidjaja, 2012). Reality counseling is also usually referred to as a communication process between the counselor and the counselee regarding the various choices they will make in their life.

Guiteres (2020) mentioned the importance of improving communication skills, remembering that students in the future will directly deal with counseling services, mainly through reality group counseling. This aligns with Khoiriyah's (2023) findings from this study, which show that developing communication skills in learning is critical. This reason is strengthened and supported by previous research conducted by Dwi Istiqomah. His research explains that reality counseling is an intervention service that focuses on the present; the focus of this service is personal beliefs and invites someone to behave realistically. Reality counseling is a communication process between clients and counselors that determines the choices they will make in their lives. A person's life choices are in that person's hands. This research explains that the implementation of reality counseling is effective in overcoming the anxiety level of expressing opinions in class VII middle school students. From the analysis of the t-test data for two paired samples, it is known that the t-count has a score more significant than the t-table, namely 16.628 > 1.833. So, it can be concluded that the Alternative Hypothesis (Ha) is accepted (Istiqomah et al., 2019). In line with research conducted by Bayu Febrianto, analysis of research data showed quite visible differences between the two groups. The effectiveness value of reality group counseling for reducing anxiety is in the range X ≥ 0.8 with an effect size value of 2.9. From these results, it is known that group counseling is quite effective in treating anxiety (Febrianto et al. Kurniati, 2019). Other research related to reality group counseling is research by Rifda El Fiah, and the results of her research show that reality group counseling is effective in dealing with interpersonal communication difficulties. Judging from the

hypothesis test, it is known that the Z-count result is 2.803 > Z-table is 1.96 from sig 0.05% with degrees of freedom (db= n − 2 = 10 -2 = 8). This research concludes that reality counseling techniques have effectively overcome students' interpersonal communication difficulties (Rifda et al., 2015). The research hypothesis is that reality group counseling effectively reduces communication anxiety of Islamic Counseling Guidance students Class of 2018/2019 UIN Sayyid Ali Rahmatullah Tulungagung. The problem formulation in this research is: 1). What is the level of student communication anxiety? 2). What is the effectiveness of reality group counseling in reducing students' communication anxiety?

Research Methods

This research uses the quasi-experimental method with a non-equivalent control group design. Two groups will be taken by purposive sampling, namely 66 students, who will be given a pretest to see the initial conditions. Research variables are objects of observation in a study(Arikunto, 2010). This research has two variables: the independent variable, denoted by "X," and the dependent variable, denoted by "Y." The variables in this research are Independent variable (X): Effectiveness of Reality Group Counseling, Dependent variable (Y): Communication Anxiety. The population in this research is the 2018/2019 Islamic Counseling Guidance students of UIN Sayyid Ali Rahmatullah Tulungagung, totaling 66 students, with details of 31 students from class BKI-A and 35 students from class BKI-B.

Table 1 Data of Islamic Guidance and Counseling 2018/2019

Number	Class	Total
1	BKI A	31
2	BKI B	35
	Total	**66**

The sampling technique in this research used purposive sampling, chosen non-randomly or based on traits and characteristics. The sampling steps are as follows: First, the researcher distributed the pretest to the research population of 66 students. The results of the pretest data were processed and scored. After the scoring, the categorization was divided into three categories: low, medium, and high. Second, the data is categorized into low, medium, and high. After being categorized, seven students had low communication anxiety, 52 students in the medium category, and seven students in the high category. Third, seven students who experience high anxiety will be given treatment in the form of reality group counseling. The seven students with high anxiety will be divided into two groups, namely the experimental group and the control group; for the experimental group, there are four students, and for the control group, there are three students.

Results and Discussion

Validity test

The researcher conducted a small group test on 35 respondents in this validity test. After the questionnaire was distributed, the data was processed, and the instrument validity test was carried out. The basis used as a reference is that if the $_{calculated}$ r-value ≥ r $_{table}$, then the statement item is valid, but if the $_{calculated}$ r-value < r $_{table}$, then the statement item is invalid. Based on the results of the validity

test on the 56 statement items in the questionnaire, 48 valid statement items and eight invalid items were used. I was judging from the sig value. 0.05 corresponds to the r table *of product-moment* in the 5% significance category with N 35 respondents. It is known that the r $_{table}$ is 0.334. The items used in this research were 48 items.

Reliability Test

Reliability testing is used to see whether individual answers to questionnaire or questionnaire statement items are consistent (Sugiyono, 2019)**.** This opinion can be concluded that a questionnaire or questionnaire will get *relatively* the same results if several measurements are used to study the subject. A questionnaire is declared reliable if *Cronbach's Alpha* is > 0.60. From the results of the communication anxiety questionnaire test, it can be seen from the 48 items that it is known that *Cronbach's Alpha* reliability is 0.936, which shows that it is very reliable (H Sarjono & Winda Julianita, 2011).

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach Alpha	**N Of Items**
0.936	48

After carrying out these two tests, the researcher conducted *a pretest* to select subjects divided into two groups, namely the control group and the experimental group. After conducting *a pretest* by distributing communication anxiety questionnaires, it showed that seven students were classified as having high communication anxiety, 52 students were classified as medium, and seven students were in the low category. The researcher took four students out of a total of 7 students who had a high level of communication anxiety to become subjects who would enter the experimental group because the requirements for implementing group counseling were a minimum of 4 to 12 people. Another reason is that the counseling process is effective, and only four students are willing to participate in *treatment* using this reality group counseling. The score obtained from each respondent will be measured using the following hypothetical formula:

Table 3. Categorization Formula

Information	Formula
Minimum score	Lowest item score x number of items
Maximum score	Highest item score x number of items
Mean (μ)	$\dfrac{\text{Skor maksimum} + \text{skor minimum}}{2}$
Standard deviation (σ)	$\dfrac{\text{Skor maksimum} - \text{skor minimum}}{6}$

The normal curve is divided into three categories, low, medium, and high, which can be seen in the following table:

Category	Formula	Score
Tall	$X \geq (\mu + 1\,\sigma)$	$X \geq 176$
Medium	$(\mu - 1\,\sigma) \leq X < (\mu + 1\,\sigma)$	$112 \leq X < 176$
Low	$X \leq (\mu - 1\sigma)$	$X \leq 112$

The sample was screened by administering a communication anxiety questionnaire to the entire research population, namely 66 students, so that students' high, medium, and low levels of communication anxiety scores could be identified. The sample selection table based on the communication anxiety questionnaire pretest is as follows:

Table 4. Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	7	10.6	10.6	10.6
	Currently	52	78.8	78.8	89.4
	Tall	7	10.6	10.6	100.0
	Total	66	100.0	100.0	

Based on the sample selection table and categorization test results, it can be seen that seven students, with a percentage of 10.6%, are in the low communication anxiety category, then 52 students, with a percentage of 78.8%, are in the medium category and seven students with a percentage of 10.6% who are in the category of high communication anxiety. Then, from the results, seven students with high anxiety were selected to be used as samples; of these seven students, four were included in the experimental group, and three were included in the control group. The experimental group will receive *treatment* in the form of reality group counseling, while the control group will only receive conventional services (Sugiyono, 2019). The scores for these two groups will later be known to see the comparison. The following is the result data *pretest* and *post-test* of the two groups can be seen below:

Table 5. *Pretest* Results

	Experimental Group			Control Group	
No	Name	Mark	No	Name	Mark
1	NY	177	1	LEP	176
2	PZU	176	2	AK	179
3	DR	182	3	US	188
4	M.L	177			

Table 6. *Post-test* Results

	Experimental Group			Control Group	
No	Name	Score	No	Name	Score
1	NY	136	1	LEP	173
2	PZU	141	2	AK	174
3	DR	133	3	US	184
4	M.L	117			

Normality test

The normality test is a purposeful test To see if the residual value of the data is usually distributed or Not. The test is used to show parametric or non-parametric data. An appropriate regression model _ is if the residual data is usually distributed. To facilitate the testing process, researchers used *the One-Sample Kolmogorov Smirnov* test. Data can be generally distributed if: 1). amount

significance >0.05, then the data is usually distributed. 2). The Amount of significance is <0.05, so the data is not normally distributed.

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Experimental Group	Control Group
N		4	3
Normal Parameters [a,b]	Mean	131.75	177.67
	Std. Deviation	10.372	5.686
Most Extreme Differences	Absolute	0.298	0.282
	Positive	0.186	0/282
	Negative	-0.298	-0.206
Kolmogorov-Smirnov Z		0.596	0.488
Asymp. Sig. (2-tailed)		0.870	0.971
a. Test distribution is Normal.			
b. Calculated from data.			

Based on *the One-Sample Kolmogorov-Smirnov* test, the data is normally distributed if the Sig value (2-tailed) >0.05. The group experiment scored 0.870, whereas the group control score was 0.971. The conclusion that data from the second group is normally distributed can be withheld.

Homogeneity Test

The objective of the homogeneity test is to look at the second data group's own homogeneous (same) variants. Test it as a condition for the T-*test* or ANOVA test. The basis used as a reference is 1). Sig value> 0.05 data distribution has variant the same (homogeneous). 2. Sig value <0.05 data distribution does not own the same variant (no homogeneous). Homogeneous testing using *One Way Anova* can be seen in the following table:

Table 8. Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistics	df1	df2	Sig.
0.732	1	5	0.431

According to table 8, sig value. 0.431> 0.05, so the results from *the pretest* and *post-test* second groups were filled with homogeneous respondents or had the same variant.

Hypothesis testing

The purpose of conducting hypothesis testing is to see whether *treatment* in the form of Reality Group Counseling Techniques effectively reduces communication anxiety for students of the Class of 2018/2019 at UIN Sayyid Ali Rahmatullah Tulungagung. *Independent Sample t-test* and N-*Gain Score test* were used To test the hypothesis of this study (H Sarjono & Winda Julianita, 2011). These two tests were conducted to see the effectiveness of Reality Group Counseling in reducing students ' communication anxiety in the second group.

Independent Sample t-test

An independent *sample t-test* was used in this research to find out whether a significant difference was obtained from the average score in the second *post-test* results group.

Table 9. Independent Sample T-test results

	Levene's Test for Equality of Variances			t-test for Equality of Means				
							95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	0.732	0.431	-6.830	5	0.001	-45.917	6.723	-63.199
Equal variances are not assumed.			-7.481	4.744	0.001	-45.917	6.138	-61.955

Based on the test analysis Above, the calculated t value of 6,830 > t $_{table}$ is 1.669, with a significance of 0.05. It is known as the sig value. (*2 tailed*) of 0.01 < 0.05, we can conclude that hypothesis alternative (H $_a$) in the study was accepted while Ho _ on research rejected. From *statistical table* analysis, it can be seen that there is a difference in average scores marked *post-test* between the two groups. Group control had an average value of 177.67, while the experimental group had an average of 131.75. Therefore, we can conclude that there are declining scores in group experiments that have been given treatment; meanwhile, group control still has a *relative*ly high score mark.

N- Gain Score Test

The next stage is the N-*Gain test. The score* aims to see the effectiveness of reality group counseling in reducing students' communication anxiety after it was discovered that there was a significant difference between the average *post-test scores* in the two groups seen from the *independent sample t-test. N-Gain score* test, which is guided by the *N-gain* value in the form of % in the *descriptive output* table, can be seen as follows (H Sarjono & Winda Julianita, 2011):

Table 10. *Gain Score* **Test Results**

No	Experimental Group N-Gain Score (%)	No	Control Group N-Gain Score (%)
1	53.25	1	3.95
2	46.05	2	-6.33
3	59.76	3	13.64
4	77.92		
Average	**59.24**	**Average**	**3.75**
Minimal	**46.05**	**Minimal**	**-6.33**
Maximum	**77.92**	**Maximum**	**13.64**

To see the effectiveness of the treatment that has been given, you need a normalized Gain Test categorization formula in the table below:

Table 11. Interpretation N-Gain Score Category

Percentage %	Interpretation
<40	Ineffective
40-55	Less effective
56-75	Effective enough
>76	Effective

Source: Hake, RR, 1999

According to the categorization table above, the average N- *Gain Score value i*n the group experiment is 59.24. The *treatmen*t is quite effective. Meanwhile, conventional services provided to the control group were ineffective, based on an average score of 3.75<40. It can be concluded that the average score of the experimental group with the Reality Group Counseling *treatment* was higher than that of the control group, which was given conventional services in the form of lectures. So, Reality Group Counseling has quite a practical effect in reducing students' communication anxiety.

Discussion

Student Communication Anxiety Level

Based on the results of the data analysis that has been carried out, there are seven students with a score of 10.6% who have high communication anxiety, 52 students with a score of 78.8% in the medium category, and seven students with a score of 10.6% in the low category. So, students who experience high communication anxiety are influenced by several aspects, namely cognitive aspects, motor aspects, mood aspects, and somatic aspects (Yustinus Semiun, 2006). The cognitive aspect is characterized by anxiety, which shows worry or fear when communicating in public, which is related to unpleasant thoughts that may occur to the individual. As a result, it can make a person careless and confused; then a person will be too lazy to work, thereby increasing anxiety within him; the impact, if left unchecked, is that the person will tend to rely on just one person when making presentations or having group discussions. The motor aspect is behavior that a person does to protect himself from something that might threaten him; a person will feel uneasy and nervous; the impact of behavior that arises from the motor aspect is that when someone is experiencing anxiety during a presentation, they will tend to move their hands or feet when explaining the material. The somatic aspect is an aspect that arises from a person's body parts physiologically. The effects that arise are a dry mouth, sweaty hands, increased pulse rate, tense muscles, and throbbing head; this can happen when someone experiences anxiety. The mood aspect is an atmosphere that is less intense when compared to emotions; this mood aspect can influence a person's mood; the impact of this aspect is that someone who experiences anxiety will be irritable, give up easily, feel guilty, and feel threatened (Yustinus Semiun, 2006).

Failure to communicate effectively due to the rise of anxiety can cause the breakdown of the therapeutic relationship, consistent dissatisfaction, and can influence the results of the counsel. Of course, this is an important point, considering that students will work directly with clients after graduating from undergraduate studies and practice counseling in the field (Pilnick et al., 2018). Mental Health professionals need the skills to be able to gather personal information, convey information sensitively (Kruijver IP et al., 2000), including delivering bad news (Colletti L et al.,

2001), and may need to obtain informed consent and cooperation for counseling procedures (Mehta KH et al., 2017), or motivate healthy behavior (Lane C et al., 2008).

The occurrence of anxiety in public speaking can occur anywhere and to anyone. A problem that often appears currently is the tendency for someone to experience anxiety when talking about something among many people, which is influenced by that person themselves (Yuliska Putri et al., 2024). Public speaking anxiety, where individuals experience high levels of discomfort when speaking to an audience (O'Hair D. et al., 2011), is recognized as the most common social fear clinically (FURMARK et al., 2000) and in non-clinical samples (Stein, 1996); with prevalence rates estimated between 20% (Leary et al. M., 1997) and 85% (Motley et al., 1995) in community samples. Public speaking society describes the experience of individuals who communicate easily in daily social interactions but experience physiological, behavioral, and cognitive symptoms when delivering or anticipating the delivery of a speech in front of a group of people (Bodie, 2010).

Like other anxiety disorders, individuals with psa often avoid or escape from situations that involve public speaking. This can result in negative consequences for employment and educational progress, where public speaking is often a must (Raja, 2017) and is recognized as a desired professional skill. Ishak and Abdul Aziz (2022) mentioned that communication requires verbal and nonverbal abilities. However, compared to non-verbal skills, verbal skills receive greater attention. However, to deliver the proper message, each part of nonverbal competence is interconnected with verbal talent.

Individuals who fall into the category of high communication anxiety are due to a lack of experience and ability in communicating or *public speaking*. They also tend to have negative thoughts about their abilities so that their thinking patterns do not develop. These individuals first give up on the abilities they have before trying, while someone who is in the low communication anxiety category, besides having mastered or having the ability in *public speaking*, also always thinks positively; individuals with a positive mindset have lower anxiety than individuals with a negative mindset (Yeni anggraini et al., 2017). According to another opinion from Rogers, the factor that causes communication anxiety is the wrong mindset. A person communicating in public tends to think that he is "on trial" or feels that when in public, the individual will be the center of many people's attention (Yeni Anggraini et al., 2017). This may be similar to what is felt by students during presentations in class, practice giving speeches, and conveying opinions in discussion forums. They tend to feel that what is done will become the center of attention and that they will get criticism from *the audience*. In line with research conducted by Fadila Sabati, which discussed the relationship between positive thinking and communication anxiety, in her research, it was stated that someone who experiences communication anxiety tends to fail academically because individuals who experience anxiety tend to be afraid and will always avoid communicating in public (Sabati, 2010). Communication requires service intervention from the counseling group to reduce worry.

Effectiveness Level Counseling Group Reality Reduce anxiety Communicate Student

The results of the *independent sample t-test* analysis in Table 5 show the calculated t value is 6.830 > t table 1.669 with a significance of 0.05. The known sig value (*2-tailed*) shows 0.01 < 0.05, with results the so Hypothesis Alternative (H a) in research This is accepted while Ho is rejected. From the *statistical table* analysis above, there is a difference in average score *post-test* between the two groups. The experimental group had an average of 131.75, and the control group had an average of

177.67. From the results, the average of the experimental group is smaller than the control group. That matters; there is a decline in worry in communication in group experiments. For now, the level of effectiveness of counseling group reality reduces worry communication among students, yes seen from the decline in the average value of results in *post-test* group experiments that get counseling *treatment* group reality amounted to 131.75, while in *the post-test* group controls that didn't give treatment was 177.67. The data analysis proves The stated hypothesis _ that counseling group reality is effective in reducing worry among students.

Based on the categorization above, it is known that the average N - *Gain Score* value in the experimental group is 59.24. The average N- *Gain Score* value for the control group was 3.75, which fell into the ineffective category. This statement can be proven based on the results *of the N-gain* *score* test in Table 12. Thus, it can be concluded that the average score of the experimental group using Reality Group Counseling *treatment* is lower than the average score of the control group, which only received conventional services in the form of lectures, so the use of Reality Group Counseling is quite effective in reducing students' communication anxiety.

The most common form of social anxiety, according to Sarpourian et al. (2022), is a public speaking anxiety disorder, which is experienced by approximately 21% of people (Takac et al., 2019) and is described as causing devastating anxiety and discomfort when communicating with an audience (Stupar-Rutenfrans et al., 2017) and more commonly occurring in student (Mörtberg et al., 2018). These disorders are associated with fear of social functioning, especially when speaking in front of an unknown audience. As a result, this disrupts communication and daily functioning, which affects social, academic, and employment opportunities.

Today, many student affairs activities (e.g., class presentations, thesis assignments, and job interviews) require social interaction. Therefore, those who want to succeed in today's competitive world must improve their public speaking and social communication skills. Students may not be able to control their speaking anxiety because there are few resources for developing social communication skills. Therefore, this situation has a negative effect on their performance when making a presentation. An effective way to overcome psa is by practice in the field. If people have enough time to do a presentation in a real or similar setting, their anxiety levels will decrease during the presentation. However, the constraints of everyday existence, like extended distances and hectic schedules, could prevent some people from having the chance to practice speaking. Specifically, a crowded presentation environment is nearly impossible to find, which is the most significant factor contributing to the rise in public anxiety during a presentation.

The goal of reality counseling is to assist people in achieving their goals and aligning their desires with their reality, as stated by Rahayu et al. (2021). Stage counseling group reality, namely the formation stage, implementation, and completion stages, as well as Evaluation (Ningsih et al. All, 2020). Giving *treatment* to 4 students in the group experiment 4 meetings. In the first meeting, the counselor provides an explanation to the counselee regarding the objectives, understanding, and principles that apply in group counseling. The counselor gives a short description regarding the strategy of counseling group reality. To reduce worry, communicate with students, counselors, and counselees to identify problems that occur with the counselees as well as elaborate problems. To see the level of worry, communicate with students. At the meeting, the counselor and the counselee learned several appropriate WDEP system reality counseling techniques to reduce communication

anxiety; the counselor and the counselee discussed the possibility of obstacles when using the *WDEP system reality counseling techniques* that have been studied. At the third meeting, the counselor asks the counselee to evaluate the results of the WDEP system reality counseling that has been given at the second meeting; the counselor and the counselee develop the best strategy to help the client achieve the expected behavior. In the fourth meeting, the counselor, together with the counselee, evaluates the counseling activities that have been carried out; the counselor gives *a post-test* to determine the changes that occur in the counselee after giving *treatment*.

According to research findings, reality group counseling can help students feel less anxious when communicating. The more frequently a student receives reality group counseling, the more effective the program will be in bringing about changes in the student's life. This illustrates the importance of guidance and counseling, particularly in reality, group counseling's ability to reduce students' anxiety relating to communication.

Conclusion

The conclusion of research on Islamic Guidance and Counseling students Class of 2018/2019 at UIN Sayyid Ali Rahmatullah Tulungagung is that the level of student communication anxiety has decreased. Based on the results of the independent sample t-test analysis, it is known that the value of count is 6.830> table of 1.669 with a significance of 0.05. Known sig value. (2 tailed) of 0.01 < 0.05, it can be concluded that the alternative hypothesis (Ha) in this study is accepted, while Ho in this study is rejected. From the statistical table analysis, it can be seen that there is a difference in the average post-test score between the two groups. The control group had an average value of 177.67, while the experimental group had an average value of 131.75. Thus, it can be concluded that there was a decrease in scores in the experimental group that had been given treatment, while the control group still had relatively high scores. Meanwhile, in the N-Gain Score test, it was seen that the average N-Gain Score value for the experimental group was 59.24, so the treatment was quite effective. Meanwhile, conventional services provided to the control group were not effective, based on an average score of 3.75<40. In accordance with the aim of this research, namely to determine the level of student communication anxiety and the level of effectiveness of reality group counseling in reducing student communication anxiety, then the research objective has been achieved, so it can be concluded that the average score of the experimental group with the Reality Group Counseling treatment is higher than the average score. The average control group was given conventional services in the form of lectures. So, Reality Group Counseling has quite an effective effect in reducing students' communication anxiety.

From the research results, it is hoped that students will increase their insight and knowledge about communication anxiety, and students are expected to benefit from the reality group counseling that has been provided to reduce student communication anxiety. In this way, it is hoped that students can reduce anxiety when communicating. For future researchers, it is hoped that this article can be used as a reference in developing further research.

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