The contribution of self-efficacy, self-esteem, social support, and self-concept to social anxiety of high school students in Malang city

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Abstract

Social anxiety has emerged as a prominent topic in mental health, particularly among high school students. This condition can arise due to concerns about making new friends and past experiences. This study aimed to examine the relationship between the following variables: (1) self-efficacy and social anxiety, (2) self-esteem and social anxiety, (3) social support and social anxiety, (4) self-concept and social anxiety, (5) the effect of self-efficacy on social anxiety through self-concept, (6) the effect of self-esteem on social anxiety through self-concept, and (7) the effect of social support on social anxiety through self-concept. This study employed a non-experimental, correlational design. The sample included 346 high school students in Malang City, selected through a cluster random sampling technique. Data collection utilized five instruments: the Social Anxiety Scale, General Self-Efficacy Scale (GSES), Rosenberg Self-Esteem Scale (RSES), Multidimensional Scale of Perceived Social Support (MSPSS), and Personal Self-Concept Scale (PSC). Path analysis was used to analyze the data. The results indicated that all paths had significance values below 0.05, suggesting that all hypothesized paths were significant. The findings of this study highlight the importance of counsellor guidance and counselling services in providing personalized coping strategies and emotional support to help students manage social anxiety effectively. For future researchers, these results may serve as a valuable resource, with a recommendation to explore additional variables affecting social anxiety and to expand the scope of the study area.

Keywords: *social anxiety, self-efficacy, self-esteem, social support, self-concept.*

Introduction

Humans cannot avoid various problems that arise in life, including those that affect mental health. Human reactions to problems or unpleasant situations vary widely, with stress and anxiety being the two most common types, and often disrupting daily life (Asrori & Hasanat, 2015). Social anxiety is a type of disorder that is often experienced by the American population, ranking third after substance abuse and depression (Baker et al., 2002). A recent meta-analysis found that higher levels of social anxiety in youth are linked to more frequent thoughts of suicide and a greater risk of suicidal behavior (Leigh, E., et. al., 2023). However, this social anxiety disorder is rarely identified clearly so that therapy is rarely given.

Research by Heinrichs et al. (2021) revealed that 15.8% of 311 Indonesians reported experiencing social anxiety disorder. Social Anxiety Disorder is marked by an excessive fear and anxiety related to social interactions and performance situations, where individuals often experience distress out of proportion to the actual level of threat or discomfort present in these social contexts (Chen et. al., 2020) Cases of social anxiety are more common in women, both adults and children. In 2015, data showed that 18.8% of adolescents in Indonesia experienced social anxiety (Hardiyanto et al., 2015). This anxiety often appears in the form of choosing to speak only in certain situations, with figures reaching 70% (Dilbaz et al., 2011). In early adolescence, around the age of 10, there was a 9.6% increase in social anxiety symptoms in seven countries, namely Brazil, China, Indonesia, Russia, Thailand, the US, and Vietnam, which reported that respondents experienced higher levels of social anxiety (Miers et al., 2013).

In late adolescence, around the age of 23, almost 90% reported feeling lonely and experiencing increased symptoms of social anxiety (Yustika, V. A., 2022). Social anxiety can be considered an adaptive reaction that has positive and negative impacts on individuals. During adolescence and early adulthood, social anxiety symptoms commonly emerge, putting approximately one in five adolescents at risk of developing social anxiety disorder (SAD) (Miers, A,C., 2021). According to Zulkarnain & Novliadi, (2011) stated that one of the positive impacts of social anxiety is as a self-reminder. The social anxiety that arises can function as a warning for individuals to face important changes that were previously unfounded. Research by Kusumadewi, (2016) found that the frequency of social anxiety among students aged 15 to 17 years at SMAN 4 Denpasar was 23.3%. Social anxiety is most commonly found in male students, especially in the 16-17 age group, with an average level of moderate anxiety.

The phenomenon of social anxiety was also found in students at SMAN 4 Malang. In this preliminary study, it was found that out of 50 students selected as subjects, 23 students experienced high intensity social anxiety, 15 students experienced moderate intensity, and 12 students experienced low intensity. Therefore, approximately 48.25% of the total 50 students experienced high intensity social anxiety, 27.75% experienced moderate intensity, and 24.00% experienced low intensity. During the preliminary study, the researcher found several students who experienced symptoms of social anxiety when interacting with friends in class. Based on students' statements, symptoms of social anxiety included feeling nervous while speaking in front of others, fearing criticism or judgment from others, fearing interactions with new people, and feeling embarrassed during class activities. When individuals face social threats, they often focus their attention inward, engaging in heightened self-monitoring to assess how they are perceived by others (Liao, J., et. al., 2023; Majeed, S. et. al., 2022)

The achievement of student development tasks in Guidance and Counseling services is reflected in the student independence competency standards outlined by Kemendikbud (2016), through the internalization of student development goals such as: (1) recognizing and learning about diverse social interactions, (2) understanding the values of friendship and harmony within these diverse social interactions, and (3) interacting with others based on commonalities.

In order to help high school students develop an awareness of social responsibility, Guidance and Counseling teachers must understand the factors that influence social anxiety. Various studies have shown that self-efficacy is negatively related to social anxiety and serves as a mediator in lowering its levels (Detweiler et al., 2014). The effectiveness of therapy in overcoming social anxiety is also more significant when self-efficacy is used as a mediator (Werner et al., 2012). The negative relationship between self-efficacy and social anxiety indicates that individuals with higher self-efficacy generally experience lower levels of social anxiety.

Self-esteem is another factor that influences social anxiety, which is an individual's evaluation of themselves, both in positive and negative aspects (Refnadi, 2018). The concept of self-esteem includes an individual's assessment of themselves in various dimensions, from positive to negative (Baron & Byrene, 2019). Research by Ma'rifah and Budiani (2012) at SMA Negeri 1 Dagangan Madiun found that self-esteem influences the level of social anxiety in adolescents. They discovered that higher self-esteem in adolescents correlates with lower levels of social anxiety. Low self-esteem can negatively impact anxiety levels and lead to uncontrolled and excessive behavioral problems related to various school activities. A recent study by Chen and Hu (2022) emphasizes the importance of enhancing self-esteem to reduce social anxiety, uggesting that interventions targeting self-esteem may be effective in alleviating these psychological issues.

Social support helps individuals overcome daily problems and improves mental and physical well-being (Maslihah, 2018). It is also information and feelings of being valued, loved and connected to a network of communication and social interaction (Porter & Chambless, 2014). Sources of social support include family, friends, and adults (Sepfitri et al., 2011). Research shows a positive and significant correlation between social support and social anxiety (Wilson et al., 2022). For instance, Rezeki et al. (2021) found that social support affects students' psychological conditions, including anxiety levels. A study by Piccirillo et al. 2020 indicates that mental conditions such as social anxiety can influence how an individual interacts with others, including the ability to receive the social support they need. Therefore, it can be concluded that social support plays a crucial role in maintaining mental well-being and overcoming social anxiety. Additionally, individuals with low self-concept tend to have higher social anxiety levels, as self-concept is influenced by social interactions and others' perceptions of us (Blote et al, 2015).

Adolescents, particularly girls, often have negative interpretations of social situations and believe they will be judged negatively by others (Swasti & Martani, 2013). Research by Revaldi and Rachmawati (2019) also found that female adolescents exhibit higher levels of social anxiety and more negative self-concepts compared to male adolescents. Another study by Muthuri and Arasa (2017) showed that female adolescents tend to have a more negative self-concept than male adolescents, as males generally feel more satisfied with themselves. This suggests that a negative self-concept can increase social anxiety, especially in female adolescents. This study also focuses on measuring social anxiety in adolescents. Therefore, it aims to determine the effect of self-efficacy, self-esteem, social support, and self-concept on the social anxiety of high school students in Malang City, with self-concept as a moderating variable.

This study is hoped to enhance understanding and provide references in the field of Guidance and Counseling, allowing counselors to design services that address student needs related to social anxiety in the school environment. Additionally, this study aims to serve as a basis for counselors in facilitating the achievement of student development tasks concerning social responsibility awareness.

The relationship between variables in the theoretical model offered in this study can be understood in the theoretical diagram (Figure 1).
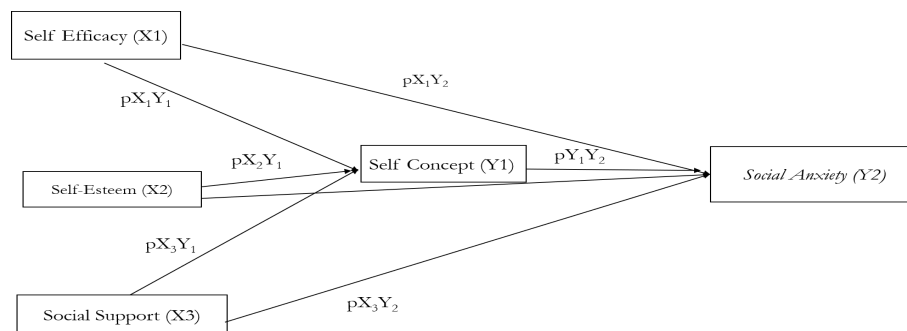
Figure 1. Theoretical Diagram

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The conceptual framework model in this study is self-efficacy (X1) has a direct effect on social anxiety (Y2), self-esteem (X2) has a direct effect on social anxiety (Y2), social support (X3) has a direct effect on social anxiety (Y2). While the second path diagram model of self-efficacy (X1) has an indirect effect on social anxiety (Y2) through self-concept (Y1). Self-esteem (X2) has an indirect effect on social anxiety through self-concept (Y1). Social support (X3) has an indirect effect on social anxiety (Y2) through self-concept (Y1).

Method

This study uses a non-experimental correlational research design. Correlation research is a type of research with problem characteristics in the form of relationships between two or more variables (Sugiyono, 2019). Data analysis uses path analysis which is an application of multiple regression. The population of this study comprised 3,346 public and private high school students from three sub-districts in Malang City. The sample was determined using the Krejcie and Morgan table, resulting in a sample size of 346 students. The sampling method employed was cluster random sampling. The study included independent and exogenous variables, specifically Self-Efficacy (X1), Self-Esteem (X2), and Social Support (X3); an intervening or mediating variable, Self-Concept (Y1); and a dependent or endogenous variable, Social Anxiety (Y2).

This study utilizes various scales to measure different variables: a social anxiety scale based on La Grace's theory (1998), a self-efficacy scale developed by Schwarzer and Jerussalem (1995), the Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965) adapted by Alwi and Razak (2022), a social support scale adapted from the Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet (1988), and a self-concept scale adapted from the Personal Self Concept (PSC) developed by Goni (2011). Students will respond to each item using a 4-point Likert scale, ranging from "strongly disagree" to "strongly agree."

The five measurement scales were provided to students in a Google Form format. Students selected as samples were contacted via private WhatsApp messages to inquire about their willingness to participate in the study. Encouraging honest responses, student data will be kept confidential, and they will be informed of their social anxiety levels. Before data analysis, initial data analysis procedures included statistical assumption tests such as normality, linearity, heteroscedasticity, and multicollinearity tests.

In this study, the Kolmogorov-Smirnov Test was used to evaluate the normality of the data distribution. Linearity was assessed by analyzing the significance value of the linearity. Heteroscedasticity was checked by examining the scatterplot graph. The multicollinearity test involved calculating the variance inflation factors (VIF) and Tolerance. After confirming that the statistical assumptions were met, the data collected through the instrument were analyzed using path analysis. The effect of the independent variables on the dependent variable was tested by examining the regression significance value. A regression significance value of less than 0.05 indicates that the independent variable has an effect on the dependent variable. Path analysis in

this study followed these procedures: (1) validation of the proposed path, and (2) calculation of path coefficients, including direct, indirect, and total influence. The entire analysis process was facilitated using SPSS 25 software.

Findings

The purpose of this study was to contribute to knowing self-efficacy, self-esteem, social support and self-concept towards social anxiety of high school students in Malang City. So that the contribution of factors that influence social anxiety can be known. The results of descriptive analysis show the characteristics of each variable based on data obtained from 346 high school students in Malang City, which are divided as follows: SMAN 4 Malang (64 students), SMAN 8 Malang (64 students), SMAN 10 Malang (64 students), SMA Laboratorium UM (58 students), SMA BSS (56 students), and SMA Nurul Muttaqin Al Barokah (40 students).

This study used path analysis with the help of SPSS version 25 software to assess the contribution of self-efficacy, self-esteem, social support and self-concept variables as moderator variables. Initial data analysis was conducted to ensure compliance with the main statistical assumptions (eg normality, linearity, heteroscedasticity and multicollinearity) before conducting path analysis. As presented in Table 1, the Kolomogorov-Smirnov test confirmed the normal distribution of variables, as indicated by the significance value> 0.05 for all variables, which meets the basic criteria for regression analysis. The linearity test will be seen "Deviation from Linearity" that the significance value> 0.05. In this study, the absence of heteroscedasticity was confirmed by examining the scatterplot, which showed points evenly distributed around zero on both the Y and X axes. Additionally, all variables had Tolerance values greater than 0.10 and VIF values less than 10, indicating no multicollinearity among the independent variables.

Table 1. Results of Normality, Linearity, Heteroscedasticity and Multicollinearity Tests.

Variables	Kolomogorov-Smirnov Asymp. Sig. (2-tailed)	Deviation from Linearity Sig.	Tolerance	VIF
Self-Efficacy	0.096	0.814	0.320	3.126
Self Esteem	0.096	0.122	0.213	4.691
Social Support	0.096	0.071	0.256	3.906
Self-Concept	0.096	0.167	0.240	4.171
Social Anxiety	0.096	-	-	-

Table 2 presents the descriptive statistics of the variables in this study, which include self-efficacy, self-esteem, social support, self-concept and social anxiety among 346 high school students in Malang City. The average total score for the social anxiety variable is 83.82. Of the 346 students studied, 77 students (22%) had social anxiety in the high category, 230 students (66%) in the medium category, and 39 students (11%) in the low category. This shows that high school students in Malang City have a relatively high level of social anxiety. For the self-efficacy variable, the average score is 25.57. A total of 89 students (26%) has self-efficacy in the high category, 129 students (37%) in the medium category, and 128 students (37%) in the low category. Suryaningrum, (2016), also supports that the higher a person's level of self-efficacy, the lower the level of social anxiety experienced. On the other hand, the lower a person's self-efficacy, the higher the likelihood of experiencing social anxiety. Meanwhile, the average score for the self-esteem variable was 24.07. Of the total 346 students, 85 students (25%) had self-esteem in the high category, 210 students (61%) in the medium category, and 51 students (15%) in the low category. In line with research from Zhang et al., (2019) found that individuals with low self-esteem tend to have higher levels of social anxiety, because they are less confident in social interactions and more vulnerable to negative judgments from others.

For the social support variable, the average total score was 28.80. A total of 56 students (16%) were in the high social support category, 261 students (75%) were in the medium category, and 29

students (8%) were in the low category. In accordance with the findings reported in the study by Aune et al., (2021), data analysis showed that this relationship was negative, indicating that the higher the level of social support, the lower the level of social anxiety experienced by individuals. Finally, the self-concept variable had an average score of 36.65. Of the 346 students, 95 students (27%) were in the high category, 222 students (64%) were in the medium category, and 29 students (8%) were in the low category. This finding is supported by several previous studies. Zhou et al., (2024) showed that self-concept has a significant prediction of social anxiety. Conversely, Lukman et al., (2022) found that self-concept has a significant direct effect on social anxiety.

Table 2. Descriptive statistical results (n=346) of self-efficacy, self-esteem, social support, self-concept and social anxiety.

Variables	Category	Interval	Frekuensi	Presentation
Social Anxiety	High	$X > 89$	77	22%
	Medium	$80 < X \leq 89$	230	66%
	Low	$78 < X < 80$	39	11%
Self-Efficacy	High	$X > 28$	89	26%
	Medium	$24 < X \leq 28$	129	37%
	Low	$22 < X < 24$	128	37%
Self Esteem	High	$X > 29$	85	25%
	Medium	$21 < X \leq 29$	210	61%
	Low	$19 < X < 21$	51	15%
Social Support	High	$X > 32$	56	16%
	Medium	$28 < X \leq 32$	261	75%
	Low	$26 < X < 28$	29	8%
Self-Concept	High	$X > 40$	95	27%
	Medium	$35 < X \leq 40$	222	64%
	Low	$33 < X < 35$	29	8%

The research data has successfully passed the classical assumption tests, including normality, heteroscedasticity, linearity, and multicollinearity tests. Detailed results of the path analysis, conducted using SPSS 25.0 for Windows, are provided in Table 3 for further understanding.

Table 3. Results of Interpretation of Path Coefficients I and II

Variable	Constant	Path Coefficient	Influence Direct	Indirect	Total	Sig.
X1 → Y1	11.319	0.154	0.154	-	0.154	0.001
X2 → Y1	11.319	0.523	0.523	-	0.523	0.000
X3 → Y1	11.319	-0.247	-0.247	-	-0.247	0.000
X1 → Y2	111.961	0.234	0.234	-	0.234	0.005
X2 → Y2	111.961	-0.205	-0.205	-	-0.205	0.047
X3 → Y2	111.961	-0.300	-0.300	-	-0.300	0.001
X1 →Y1 → Y2	111.961	-	0.234	-0.032	0.202	0.026
X2 →Y1 → Y2	111.961	-	-0.205	-0.110	-0.315	-
X3 →Y1 → Y2	111.961	-	-0.300	0.052	-0.248	-

Based on Table 3, all proposed paths exhibit a significance value < 0.05, indicating that each path makes a meaningful contribution, and none need to be removed during model trimming. Therefore, it can be concluded that the proposed model is valid. The significant indirect effect of self-efficacy (X1) on social anxiety (Y2) through self-concept (Y1) is -0.032. Similarly, the indirect effect of self-esteem (X2) on social anxiety (Y2) through self-concept (Y1) is -0.110. Additionally, the indirect effect of social support (X3) on social anxiety (Y2) through self-concept (Y1) is 0.052.

The hypothesis in this study consists of nine specific hypotheses. Hypotheses one and two assume that endogenous variables (X1), (X2) and (X3) have a positive contribution to the intervening

variable (Y1) this is in accordance with the output of the path coefficient I which reveals that (X1), (X2) have a positive contribution to (Y1) with a value of 0.154, 0.523. While the variable (X3) has a negative contribution to (Y1) with a value of -0.247. So hypotheses 1,2 are accepted and 3 are rejected. While the variables (X1), (X2) and (X3) have a direct influence on the exogenous variable (Y2) this is in accordance with the output of the path coefficient II which reveals that (X1) has a positive contribution to (Y2) with a value of 0.234. While the variables (X2) and (X3) have a negative contribution to (Y2) with a value of -0.205, -0.300.

The indirect contribution hypothesis includes hypotheses 7,8,9. Hypothesis 7 predicts that there is an indirect negative contribution of (X1) to (Y2) through (Y1) which is the result of the multiplication of the coefficients of (X1) to (Y1) to (Y2) which meets the precision criteria of 0.026, namely = 0.154 x -0.212 = -0.032. While hypothesis 8 predicts that there is an indirect negative contribution of (X2) to (Y2) through (Y1) which is the result of the multiplication of the path coefficients of (X2) to (Y1) and (Y1) to (Y2) which meet the precision criteria of 0.026, namely = 0.523 x -0.212 = -0.110. While hypothesis 9 predicts that there is an indirect negative contribution of (X3) to (Y2) through (Y1) which is the result of the multiplication of the path coefficients of (X3) to (Y1) and (Y1) to (Y2) which meet the precision criteria of 0.026, namely = -0.247 x -0.212 = 0.052

Discussion

The data analysis results indicate that all paths have a significance value of less than 0.05, suggesting that no paths need to be excluded. Thus, the diagram based on the data is supported by empirical evidence (Figure 2).
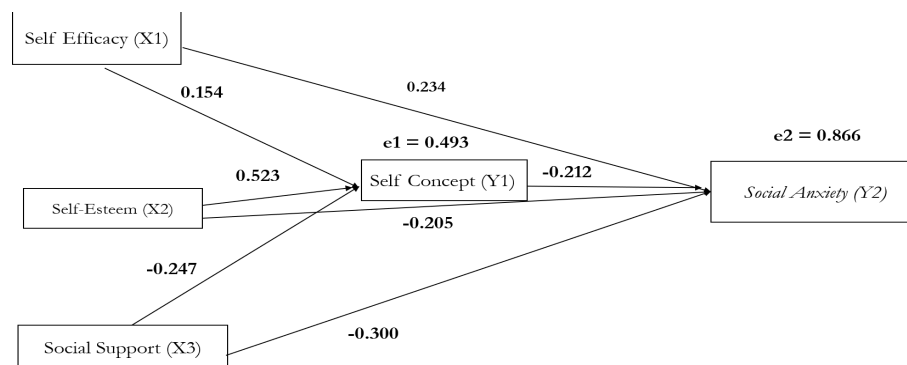

Figure 2. Path Analysis Result

The Influence of Self-Efficacy on Social Anxiety

The study's results indicate that self-efficacy has a negative impact on social anxiety among high school students in Malang City, with a coefficient value of 0.234. These findings are important for the development of self-efficacy in helping students overcome social anxiety. In other words, students who feel more confident in their own abilities tend to experience lower social anxiety. This finding is consistent with Garcia et al. (2021), who found a significant negative correlation between self-efficacy and social anxiety. Suryaningrum (2016) also observed that higher self-efficacy is associated with lower levels of social anxiety, whereas lower self-efficacy tends to increase susceptibility to anxiety in social situations due to reduced coping abilities (Firmani et al., 2023). Individuals with low self-efficacy often lack confidence in their ability to interact effectively in social contexts, heightening their fear of negative evaluation by others (Azizah, 2019).

Based on the explanation above, it can be concluded that the first hypothesis in this study is accepted. Furthermore, when viewed from the theory of social anxiety, individuals who experience high social anxiety will have difficulty in social interaction. This is related to the difficulty in interacting with others, they will have difficulty in starting a conversation, keeping the conversation going, or participating

in group activities. Furthermore, Sikka, (2023), added that individuals with high social anxiety often experience disturbances in various aspects of their lives, including mental health, interpersonal relationships, and academic or professional performance. Their research shows that high social anxiety not only affects daily social interactions but also has a significant impact on overall quality of life.

The Influence of Self Esteem on Social Anxiety

The study's results indicate that self-esteem directly influences social anxiety among high school students in Malang City, with a coefficient of 0.523. This finding is consistent with Faizah's (2022) research, which identifies low self-esteem as a significant predictor of increased social anxiety in adolescents. Additionally, Zhang et al. (2019) found that individuals with low self-esteem often experience higher levels of social anxiety due to decreased confidence in social interactions and heightened sensitivity to negative judgments from others. This relationship is further supported by studies conducted by EL-Matury et al. (2022), Hiller et al. (2017), Murad (2020), and Wu et al. (2021), all of which highlight a negative association between self-esteem and social anxiety. Therefore, based on these findings, it can be concluded that the second hypothesis of this study is substantiated.

The finding that self-esteem has a positive effect on social anxiety supports the application of a positive approach in guidance and counseling, which can reduce social anxiety. Conversely, the use of a mechanistic approach can make students more pessimistic. For example, students who have difficulty getting along with friends will be more vulnerable to bullying and feel useless in making friends, so that their self-esteem will decrease. Conversely, the use of a positive approach in dealing with students' problems will encourage them to be more confident in their potential.

The Influence of Self Esteem on Social Anxiety

The study's results indicate that social support has a direct influence on social anxiety among high school students in Malang City, with a coefficient of -2.457. This finding is consistent with research conducted by Russell & Topham (2012), which emphasizes a significant correlation between social support and social anxiety. Additionally, Aune et al. (2021) also observed a direct negative impact of social support on social anxiety. Data analysis verifies that social support has a negative effect on social anxiety, consistent with findings from studies by Aune et al. (2021), Blöte et al. (2019), and Gallagher et al. (2014), all of which illustrate a negative association between social support and social anxiety. Therefore, based on these findings, it can be concluded that the third hypothesis of this study is supported.

Conversely, existing literature highlights a robust negative association between social support and social anxiety, indicating that lower levels of social support correlate with higher levels of social anxiety. Studies by Festa & Ginsburg (2014) and Kroplewski et al. (2019) underscore that inadequate social support can significantly elevate social anxiety, particularly among adolescents. Martin & Quirk (2015) also observed that insufficient support from family and friends is linked to increased social anxiety levels. Detweiler et al. (2014) further affirmed that individuals with limited social support often experience heightened anxiety in social settings and tend to avoid social interactions. These findings underscore the critical role of social support in mitigating social anxiety and enhancing psychological well-being.

The Influence of Self Concept on Social Anxiety

The study's results indicate that self-concept has a direct impact on social anxiety among high school students in Malang City, with a coefficient of -0.212. This finding contrasts with Zhou et al.'s (2024) study, which suggested that self-concept does not play a significant predictive role in social anxiety. However, Lukman et al. (2022) discovered that self-concept does indeed have a significant direct effect on social anxiety, and Krupa (2018) also demonstrated a notable relationship between low self-concept and social anxiety, highlighting the complexity of this association. Therefore, self-concept appears to act as a mediator variable between self-efficacy, self-esteem, and social support in relation to social anxiety. Based on these findings, it can be concluded that the hypothesis of this study is supported.

To review the influence of self-concept on social anxiety in detail, it is necessary to consider that self-concept reflects how individuals assess and view themselves, both positively and negatively, which influences the individual's interactions and responses to their social environment. Research by Glezakis et al. (2024) emphasized that self-concept includes an individual's evaluation of their abilities, self-worth, and personal identity. The results of this study are supported by the study of Chamundeswari et al (2014), which found that a healthy self-concept can reduce feelings of anxiety in social situations by strengthening self-esteem and self-confidence. Furthermore, García-Martínez et al (2022) showed that self-concept can act as a mediator variable that channels the influence of external factors, such as social support and self-efficacy, on social anxiety. When social support or self-esteem is low, a positive self-concept can reduce the negative impact on social anxiety, allowing individuals to have a more adaptive response in facing social challenges

Implications for Guidance and Counseling

Counselors as implementers of guidance and counseling are very important to understand the influence of self-efficacy, self-esteem, social support, and self-concept on social anxiety. Counselors need to focus on handling social anxiety problems from the perspective of the environment, friends and internal potential of students. Counselors can assist students in transforming low self-esteem into high self-esteem by providing guidance, support, and tools to develop a positive self-image (Rahman, D. H., 2015). A positive view that considers students to be individuals with full potential is more beneficial because it will have an impact on students' self-efficacy and self-esteem. In addition, social support provided by family and friends in the process of daily interaction is very important because with the high support obtained by students, they can influence reducing the social anxiety they feel.

The results of this study have an impact on the role and responsibility of counselors in facilitating and optimizing the achievement of adolescent development, especially in terms of awareness of social responsibility such as ethics and integrity, environmental conservation, participation in sustainable development, concern for society, and fulfillment of legal obligations. The Student Independence Competency Standards (Kemendikbud, 2016) include the achievement of internalization of these goals as follows: (1) recognition and understanding of the diversity of social interactions, (2) accommodation and awareness of the values of friendship and harmony in various contexts of social interactions, and (3) actions to interact with others based on similarities.

Efforts to enhance the developmental tasks of high school students in Malang City regarding responsibility awareness can be achieved through the delivery of fundamental and responsive services tailored to addressing social anxiety. Basic services may involve implementing diverse approaches aimed at cultivating critical, creative, communication, and collaboration skills among students. Methods that foster high-level thinking skills in the independent learning era include scientific inquiry, problem-based learning, project-based learning, and interactive presentations (Kemendikbud, 2021). This model emphasizes autonomy and adaptability, allowing educators and students to explore diverse pathways toward learning outcomes, fostering creativity and critical thinking while promoting a more personalized and inclusive educational experience (Zulfa I. A. & Novliadi, F., 2019).

In addition to preventive purposes, the results of this study can also be accommodated in responsive services that aim to overcome social anxiety problems experienced by students. These efforts can be made if the counselor finds symptoms of social anxiety in students. Responsive services are also needed so that students avoid the detrimental effects of social anxiety. The results of this study explain several variables that can reduce students' social anxiety, so counselors can use them as a basis for knowledge to help students. Efforts to realize this service can be through individual or group counseling activities that help students develop self-efficacy, self-esteem and effective self-concept and build social skills to overcome their social anxiety.

Counselors can also apply these findings to development efforts that are part of the individual planning component. The different characteristics of needs in each individual, especially in the personal and social fields, do not rule out the need for special planning to develop a positive self-concept and be able to deal with social pressure. The results of this study serve as a basis of knowledge for counselors

in helping to reduce social anxiety. Counselors need to help students understand the potential for social support, self-efficacy, self-esteem and self-concept in themselves so that students accept, understand and are able to develop this potential constructively. This individual planning effort can be carried out with individual or group assessments of how students are able to handle social anxiety. The limitations of this study are the lack of representation of adolescents as a whole in Malang City due to the limited number of respondents of only 346 people and samples in six schools. This study did not consider the differences in types of self-esteem, both explicit self-esteem and implicit self-esteem. The validity of the research results depends on each respondent

Conclusion

Based on the findings from data analysis, several research conclusions emerge. The theoretical model of social anxiety, incorporating self-efficacy, self-esteem, social support, and self-concept variables, is substantiated by empirical evidence. Self-efficacy directly decreases social anxiety among high school students in Malang City. Moreover, self-efficacy exerts an indirect influence on social anxiety through its impact on self-concept. Similarly, self-esteem directly reduces social anxiety in these students and also affects it indirectly through self-concept. Social support directly alleviates social anxiety among high school students in Malang City, with an additional indirect effect mediated by self-concept. Finally, self-concept itself directly contributes to decreasing social anxiety in these students. Thus, self-concept plays a crucial role as a mediator between self-efficacy, self-esteem, social support, and social anxiety. Guidance and counseling educators are urged to evaluate students' levels of self-efficacy, self-esteem, social support, self-concept, and social anxiety to customize suitable services and interventions according to their specific needs. Future researchers can use the findings of this study as a reference in literature and are encouraged to investigate additional variables influencing social anxiety. The instruments adapted and created for this study should undergo further validation on a larger and more diverse sample.

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