

Social anxiety and social media use on interpersonal communication of youth organization members

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Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya tingkat keakraban antar anggota dan adanya hambatan komunikasi yang teramati pada anggota organisasi kepemudaan (Karang Taruna). Penelitian ini bertujuan untuk menguji pengaruh kecemasan sosial dan penggunaan media sosial terhadap keterampilan komunikasi interpersonal, baik secara parsial maupun simultan. Pendekatan kuantitatif *ex post facto* digunakan dengan melibatkan 70 responden anggota Karang Taruna Bangun Muda di Bampir, Pringanom. Data dikumpulkan melalui kuesioner skala Likert (1–4) dan dianalisis menggunakan regresi linear berganda. Hasil uji *t* menunjukkan bahwa kecemasan sosial berpengaruh negatif signifikan terhadap keterampilan komunikasi interpersonal ($t = -6,605 > t_{\text{tabel}} = 1,996$; $p = 0,000$), sedangkan penggunaan media sosial tidak berpengaruh signifikan ($t = 1,152 < t_{\text{tabel}} = 1,996$; $p = 0,253$). Secara simultan, uji *F* membuktikan bahwa kedua variabel bebas secara bersama-sama berpengaruh signifikan ($F = 23,500 > F_{\text{tabel}} = 3,134$; $p = 0,000$), dengan koefisien determinasi (R^2) sebesar 0,412, yang berarti model menjelaskan 41,2% varians keterampilan komunikasi interpersonal. Temuan ini mengindikasikan bahwa kecemasan sosial merupakan hambatan psikologis utama bagi komunikasi interpersonal yang efektif pada organisasi kepemudaan informal di pedesaan, sedangkan sekadar frekuensi penggunaan media sosial tidak dengan sendirinya membentuk keterampilan tersebut secara berarti.

Kata kunci : pengungkapan diri; kecemasan interaksi sosial; perilaku komunikasi digital; kompetensi komunikasi

Abstract

This study was motivated by the low level of interpersonal familiarity and the presence of communication barriers observed among the members of a youth organization (Karang Taruna). The research aimed to examine the partial and simultaneous effects of social anxiety and social media use on interpersonal communication skills. A quantitative *ex post facto* approach was employed, involving 70 respondents drawn from the members of Karang Taruna Bangun Muda in Bampir, Pringanom. Data were

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Citation in APA style: Hasanah, Z.N., & Widodo, J. (2026). Social anxiety and social media use on interpersonal communication of youth organization members. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran*, 10(4), 380-389.

<https://dx.doi.org/10.20961/jikarp.v10i4.118558>

collected through a Likert-scale questionnaire (1–4) and analyzed using multiple linear regression. The t-test results revealed that social anxiety had a significant negative effect on interpersonal communication skills ($t = -6.605 > t_{\text{mee}} = 1.996$; $p = .000$), whereas social media use had no significant effect ($t = 1.152 < t_{\text{mee}} = 1.996$; $p = .253$). Simultaneously, the F-test confirmed that the two independent variables jointly exerted a significant effect ($F = 23.500 > F_{\text{mee}} = 3.134$; $p = .000$), with a coefficient of determination (R^2) of .412, indicating that the model explained 41.2% of the variance in interpersonal communication skills. The findings suggest that social anxiety constitutes a primary psychological barrier to effective interpersonal communication in informal rural youth organizations, whereas the mere frequency of social media use does not, in itself, meaningfully shape such skills.

Keywords: self-disclosure; social interaction anxiety; digital communication behavior; communication competence

Received May 08, 2026; Revised June 28, 2026; Accepted July 02, 2026; Published Online July 02, 2026

<https://dx.doi.org/10.20961/jikap.v10i4.118558>

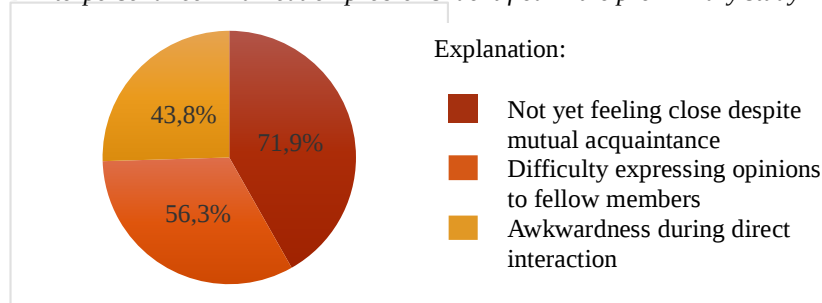
Introduction

Communication functions as a fundamental pillar of everyday life, facilitating the processes of socialization and social interaction (Sakunab & Riyanto, 2023). However, communication in its broadest sense is insufficient for cultivating relational depth. Listiyani et al. (2024) argue that a more specific form of communication is required namely, interpersonal communication, understood as the personal, face-to-face exchange of messages and meaning that enables immediate feedback. For youth organizations such as Karang Taruna, this competence represents an essential form of social capital for mobilizing the organization toward a shared vision. Within organizational culture, interpersonal communication serves as the foundation of trust and collective identity; openness and communicative transparency reduce uncertainty and foster a sense of security among members (Febrianti et al., 2025).

Problems concerning the quality of interpersonal communication were clearly identified within Karang Taruna Bangun Muda in Bampir, Pringanom. A preliminary study conducted with 32 members using a closed-ended questionnaire revealed a substantial gap: 71.9% of members did not yet feel close to one another despite being mutually acquainted in community life, 56.3% reported difficulty expressing their opinions to fellow members, and 43.8% felt awkward during direct interaction. As illustrated in Figure 1, these empirical data point to serious interpersonal communication problems among the members of the organization.

Figure 1

D Interpersonal communication problems identified in the preliminary study



Source: Data processed by researchers (2025)

A review of the literature and initial observations suggested two principal factors that may underlie this condition: social anxiety and the prevalence of social media use among members. Anxious individuals tend to retreat into digital platforms to avoid the pressures of face-to-face contact (Lundy & Drouin, 2016), while dependence on the digital realm may further blunt in-person interaction skills and exacerbate anxiety over the long term (Sigerson & Cheng, 2018). Although a considerable body of research has examined social media and social anxiety separately, the integration of these two variables within a single analytical framework remains rare, particularly in the context of informal groups or rural youth, as prior studies have largely focused on formal educational settings. Accordingly, the present study integrates the simultaneous effects of social anxiety and social media use on interpersonal communication skills within an informal, village-level youth organization a novel focus that has received limited scholarly attention.

The Social Penetration Theory introduced by Altman and Taylor (1973) explains the process of interpersonal bonding, which progresses from superficial exchange toward deeper intimacy. Within this framework, social anxiety can be positioned as a significant psychological “cost,” because an individual will withhold risky information when the potential costs are judged to outweigh the anticipated rewards (Carpenter & Greene, 2016). Complementarily, Bandura (1971), in Social Learning Theory, proposed that social behavior is acquired through observational learning, whereby individuals shape their behavior by observing others and the consequences those others experience. Bandura (2001) subsequently extended this reasoning in the Social Cognitive Theory of Mass Communication, arguing that mediated platforms now serve as a primary vehicle for behavior formation through observation on a mass scale. Consequently, when members of Karang Taruna are continuously exposed to superficial patterns of digital interaction through social media, their real-world interpersonal communication competence may be distorted.

Interpersonal communication is defined as the interaction between two or more individuals who mutually influence one another through the exchange of verbal and nonverbal messages across various formal and informal situations (Anggraini et al., 2022; Chairunnisa et al., 2024). In this study, the variable was measured using the five indicators proposed by DeVito (2016): (1) openness, (2) empathy, (3) supportiveness, (4) positiveness, and (5) equality.

Social anxiety refers to a persistent and excessive fear of social interaction or performance situations, in which the individual feels exposed to the scrutiny of others and at risk of negative evaluation (Leigh & Clark, 2018; Sriwenda et al., 2025). Yudianfi (2022) similarly characterizes social anxiety as a form of behavior associated with fear of social or performance situations perceived as potentially embarrassing. This variable was measured using the indicators of the Social Interaction Anxiety Scale (SIAS) developed by Mattick and Clarke (1998).

Social media, in turn, comprises internet-based communication platforms that facilitate interaction without geographical or temporal constraints, while also providing a space for self-expression and identity construction (Apriyanti et al., 2024; Azzaakiyyah, 2023). This variable was measured using the indicators of frequency, duration, and attention (Deborah & Anggraeni, 2022; Safira & Zurani, 2022; Satria et al., 2017).

The urgency of this study lies in the tangible conditions observed in the field, where a majority of the members of Karang Taruna Bangun Muda experienced serious interpersonal communication barriers presumed to be influenced by social anxiety and the dominance of social media use. The corresponding research gap is that prior studies have generally examined these two variables in isolation and have concentrated on formal educational settings, leaving their integration within informal rural youth organizations largely unexplored.

Building on this urgency and research gap, the present study addresses three questions: (1) Does social anxiety have a significant effect on the interpersonal communication skills of Karang Taruna Bangun Muda members? (2) Does social media use have a significant effect on their interpersonal communication skills? (3) Do social anxiety and social media use, jointly, have a significant effect on their interpersonal communication skills?

Theoretically, this study enriches the understanding of interpersonal communication in the digital era within the underexplored context of rural youth, and it may serve as a reference for researchers examining adolescent mental health and communication. Practically, the findings can help members and administrators of Karang Taruna recognize the communication barriers they face,

encourage a balance between online and offline interaction, and foster awareness of the importance of digital literacy and mental health among young people.

Research Methods

This study was conducted at Karang Taruna Bangun Muda, located in Bampir, Pringanom Village, Masaran Subdistrict, Sragen Regency. It employed a quantitative approach with an ex post facto design and a causal-associative research type. The population comprised all 70 registered members of Karang Taruna Bangun Muda. A non-probability sampling method using a saturated (census) sampling technique was applied, so that all 70 members served as the sample.

A questionnaire was selected as the primary data collection technique. Each item was rated on a graded scale ranging from 1 to 4. Following the conventions of the Likert scale, positively worded items were scored from the highest value namely, 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). Instrument validity was tested using the Pearson product-moment correlation, with a critical value of $r_{table} = .361$ ($N = 30$, $\alpha = .05$); items with $r_{mcc} > r_{table}$ were deemed valid. Reliability was evaluated using Cronbach's alpha, with an instrument considered reliable when the coefficient exceeded .60 (Ghozali, as cited in Hildawati et al., 2024).

Data were analyzed using descriptive and inferential statistics. Prior to hypothesis testing, classical assumption tests were conducted, including tests of normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation (Runs Test), to ensure the suitability of the data for the regression model. Hypotheses were tested using multiple linear regression to assess the effects of social anxiety (X_1) and social media use (X_2) on interpersonal communication skills (Y). The t-test evaluated the partial effect of each independent variable, whereas the F-test assessed their simultaneous effect. The coefficient of determination (R^2) was computed to gauge the explanatory strength of the independent variables. All analyses were performed using IBM SPSS Statistics 25.

Table 1
Validity Test Results for Interpersonal Communication Skills (Y)

No Item	r_{mcc}	$r_{table} (\alpha = 0,05)$	Sig.	Status
1	0.717	0,361	0	Valid
2	0.646	0,361	0	Valid
3	0.652	0,361	0	Valid
4	0.694	0,361	0	Valid
5	0.841	0,361	0	Valid
6	0.594	0,361	0.001	Valid
7	0.515	0,361	0.004	Valid
8	0.21	0,361	0.265	Invalid
9	0.328	0,361	0.077	Invalid
10	0.629	0,361	0	Valid
11	0.415	0,361	0.023	Valid
12	0.843	0,361	0	Valid
13	0.78	0,361	0	Valid
14	0.673	0,361	0	Valid
15	0.658	0,361	0	Valid
16	0.683	0,361	0	Valid
17	0.732	0,361	0	Valid
18	0.234	0,361	0.213	Invalid
19	0.652	0,361	0	Valid
20	0.476	0,361	0.008	Valid

Source: Data processed by researchers (2026)

Table 2
Validity Test Results for Social Anxiety (X_1)

No Item	r_{mcc}	$r_{\text{tacle}} (\alpha = 0,05)$	Sig.	Status
1	0.637	0,361	0	Valid
2	0.619	0.361	0	Valid
3	0.508	0,361	0.004	Valid
4	0.662	0,361	0	Valid
5	0.754	0,361	0	Valid
6	0.684	0,361	0	Valid
7	0.769	0,361	0	Valid
8	-0.027	0,361	0.885	Invalid
9	0.538	0,361	0.002	Valid
10	0.721	0,361	0	Valid
11	0.671	0,361	0	Valid
12	0.815	0,361	0	Valid
13	0.552	0,361	0.002	Valid
14	0.874	0,361	0	Valid
15	0.843	0,361	0	Valid
16	0.874	0,361	0	Valid
17	0.525	0,361	0.003	Valid
18	0.901	0,361	0	Valid
19	0.786	0,361	0	Valid
20	0.299	0,361	0.109	Invalid

Source: Data processed by researchers (2026)

Table 3
Validity Test Results for Social Media Use (X_2)

No Item	r_{mcc}	$r_{\text{tacle}} (\alpha = 0,05)$	Sig.	Status
1	0.322	0.361	0.083	Invalid
2	0.643	0.361	0	Valid
3	0.576	0.361	0.001	Valid
4	0.563	0.361	0.001	Valid
5	0.294	0.361	0.115	Invalid
6	0.447	0.361	0.013	Valid
7	0.005	0.361	0.98	Invalid
8	0.767	0.361	0	Valid
9	0.396	0.361	0.03	Valid
10	0.182	0.361	0.336	Invalid
11	0.557	0.361	0.001	Valid
12	0.785	0.361	0	Valid

Source: Data processed by researchers (2026)

Table 4
Summary of Instrument Validity and Reliability Testing

Variable	Initial Items	Dropped Items	Final Items	Cronbach's Alpha	Description
Interpersonal Communication Skills (Y)	20	3	17	0,917	Reliable
Social Anxiety (X_1)	20	2	18	0,942	Reliable
Social Media Use (X_2)	12	4	8	0,791	Reliable

Source: Data processed by researchers (2026)

As shown in Tables 1, 2, and 3, the item-level validity analysis identified several invalid items across the three instruments, which were subsequently excluded from the final scales. Table 4

summarizes the outcomes of the validity and reliability testing. As presented in Table 4, all three instruments achieved Cronbach's alpha values well above the .60 threshold (ranging from .791 to .942), confirming their reliability for subsequent analysis.

Results and Discussion

Research Results

The descriptive analysis of the interpersonal communication skills variable (Y ; $n = 70$; 17 items) yielded a minimum score of 38, a maximum of 62, and a range of 24. The mean was 49.70, the median 49.50, and the standard deviation (SD) 5.089, reflecting the dispersion of the data. For the social anxiety variable (X_1 ; 18 items), the minimum score was 20, the maximum 53, the range 33, the mean 38.26, the median 38.00, and the SD 6.622, indicating variation in members' responses. For the social media use variable (X_2 ; 8 items), the minimum score was 18, the maximum 31, the range 13, the mean 23.60, the median 23.00, and the SD 2.623, likewise describing the distribution of the data.

The classical assumption tests confirmed the suitability of the data for regression analysis. The normality test produced an Asymp. Sig. (2-tailed) value of .200 ($> .05$), indicating that the data were normally distributed. The linearity test yielded Deviation from Linearity significance values of .794 for social anxiety and .064 for social media use (both $> .05$), confirming a linear relationship between each independent variable and the dependent variable. The multicollinearity test produced a tolerance value of .990 ($> .10$) and a variance inflation factor (VIF) of 1.011 (< 10) for both variables, confirming the absence of multicollinearity. The heteroscedasticity test, conducted via the Glejser test, produced significance values of .703 for social anxiety and .575 for social media use (both $> .05$), indicating that the regression model was free from heteroscedasticity. Finally, the autocorrelation test using the Runs Test produced a Z value of -1.686 with an Asymp. Sig. (2-tailed) of .092 ($> .05$), indicating that the residuals were random and that no autocorrelation was present.

Hypothesis testing was conducted using the t-test, the F-test, multiple linear regression analysis, and the coefficient of determination.

Table 5
Partial Effect (t-Test) Results

Model	t	Sig.
Social Anxiety	-6,605	0,000
Social Media Use	1,152	0,253

Source: Data processed by researchers (2026)

As shown in Table 5, with a sample of 70 ($df = 67$, $\alpha = .05$, two-tailed), the critical value was $t_{\text{table}} = 1.996$. For social anxiety, $t_{\text{me}} (-6.605)$ exceeded $t_{\text{table}} (1.996)$ and the significance value (.000) was below .05; therefore, H_1 was accepted and H_0 rejected, indicating a significant partial negative effect of social anxiety on interpersonal communication skills. For social media use, $t_{\text{me}} (1.152)$ was smaller than $t_{\text{table}} (1.996)$ and the significance value (.253) exceeded .05; therefore, H_2 was rejected and H_0 accepted, indicating no significant partial effect of social media use on interpersonal communication skills.

Table 6
Simultaneous Effect (F-Test) Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	736,621	2	368,310	23,500	0,000b
Residual	1050,079	67	15,673		
Total	1786,700	69			

Source: Data processed by researchers (2026)

As shown in Table 6, the critical value for $n = 70$ was $F_{\text{table}} = 3.134$. The F-test result showed that $F_{\text{mcc}} (23.500)$ exceeded $F_{\text{table}} (3.134)$ and the significance value (.000) was below .05, indicating a significant simultaneous effect of social anxiety and social media use on interpersonal communication skills; accordingly, H_3 was accepted and H_0 rejected.

Table 7
Multiple Linear Regression Results

Model	B	Std.Error	Beta
(Constant)	63,016	5,377	
Social Anxiety	-0,478	0,072	-0,622
Social Media Use	0,210	0,183	0,108

Source: Data processed by researchers (2026)

As shown in Table 7, the resulting multiple linear regression equation was $Y = 63.016 - 0.478X_1 + 0.210X_2$. The constant of 63.016 estimates the level of interpersonal communication skills when the independent variables are assumed to be zero. Social anxiety carried a negative coefficient ($\beta_1 = -0.478$), indicating that each one-unit increase in social anxiety was associated with a 0.478-unit decrease in interpersonal communication skills. Social media use showed a positive coefficient ($\beta_2 = 0.210$); however, the partial test (t-test) yielded a significance value of .253 ($> .05$), confirming that this positive effect was not statistically meaningful.

Table 8
Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,642 ^a	0,412	0,395	3,959

Source: Data processed by researchers (2026)

As shown in Table 8, the coefficient of determination (R^2) was .412. This indicates that 41.2% of the variance in the interpersonal communication skills of Karang Taruna Bangun Muda members was explained by social anxiety and social media use, while the remaining 58.8% was likely attributable to other factors not accounted for in the model.

Discussion

The Effect of Social Anxiety on Interpersonal Communication Skills

The t-test yielded a significance value of .000 ($< .05$), with t_{mcc} exceeding t_{table} ($-6.605 > 1.996$) and a negative regression coefficient (-0.478). Social anxiety therefore exerted a significant negative effect on interpersonal communication skills: the higher the level of social anxiety experienced, the lower the interpersonal communication skills of each member, and vice versa.

This finding is consistent with the Social Penetration Theory of Altman and Taylor (1973), in which social anxiety functions as a psychological “cost” in the process of self-disclosure. Carpenter and Greene (2016) explain that when potential costs such as negative evaluation by others outweigh anticipated rewards, the penetration process is inhibited, as the individual becomes reluctant to advance toward deeper stages of the relationship and instead remains at the orientation stage.

The result is further corroborated by prior empirical studies. Ma and Lin (2022) found that social anxiety significantly reduced the interpersonal communication skills of university students. Similarly, Üstündağ et al. (2025) and Urbán et al. (2024) demonstrated that individuals with high social anxiety experienced interpersonal difficulties and barriers to effective communication. Lacombe et al. (2024) further clarified that the adverse impact of social anxiety on communication is especially pronounced in face-to-face contexts, particularly in the dimensions of sociability and assertiveness.

The Effect of Social Media Use on Interpersonal Communication Skills

The t-test produced a significance value of .253 ($> .05$), with t_{mcc} smaller than t_{table} ($1.152 < 1.996$) and a positive regression coefficient (0.210). Social media use therefore had no significant effect on the interpersonal communication skills of the members.

This finding can be understood through Bandura's (2001) Social Cognitive Theory of Mass Communication, which posits that social media exerts a bidirectional influence: it may either hinder or facilitate the development of communication, depending on how it is used and which behavioral models are imitated. The variability of usage patterns across individuals offers a plausible explanation, as some members used social media passively without actively practicing communication skills, thereby yielding no meaningful effect on their interpersonal communication. This interpretation is reinforced by the distribution of responses across the eight final items: the highest scores were recorded for Item 7 (score = 217), concerning easily understood content, and Item 4 (score = 215), concerning the variety of content. This pattern suggests that members tended to use social media for passive consumption one-way viewing of entertainment content which may diminish the inclination to engage in dialogic interaction, so that social media use did not significantly influence interpersonal communication skills.

These results align with more platform-specific findings. Fadya (2025) reported that the use of Instagram had no significant effect on the interpersonal communication skills of students at Politeknik Negeri Batam. Likewise, Poetry and Sadida (2019) found that social media use had no effect on two of the three indicators of interpersonal communication skills among employees in Jakarta.

In this study, social media use was measured in general terms without restricting the analysis to a particular platform; however, the data indicated that the most frequently used platforms among respondents were WhatsApp, TikTok, and Instagram. The absence of an effect suggests that members of Karang Taruna Bangun Muda likely did not rely heavily on social media as a means of communicating with one another, particularly within the organizational context. Interaction within the organization occurred predominantly face-to-face and was dominated by discussions concerning village affairs or work programs. Combined with a predominantly passive pattern of social media use oriented toward entertainment consumption, these factors rendered the intensity of social media use insufficient to significantly influence members' interpersonal communication skills.

The Joint Effect of Social Anxiety and Social Media Use on Interpersonal Communication Skills

Social anxiety and social media use jointly exerted a significant effect on the interpersonal communication skills of Karang Taruna Bangun Muda members. This was evidenced by the F-test, which produced a significance value of .000 ($< .05$) and an F_{mcc} exceeding F_{table} ($23.500 > 3.134$). Thus, a significant simultaneous effect of social anxiety (X_1) and social media use (X_2) on interpersonal communication skills (Y) was established.

Furthermore, the coefficient of determination ($R^2 = .412$) indicated that the two independent variables jointly explained 41.2% of the variance in members' interpersonal communication skills, with the remaining 58.8% attributable to other factors outside the model. These results confirm that social anxiety and social media use, taken together, meaningfully shape interpersonal communication skills, even though social media use alone does not.

Conclusion

This study examined the effects of social anxiety and social media use on the interpersonal communication skills of Karang Taruna Bangun Muda members in Bampir, Pringanom, and yielded three principal findings. Partial testing demonstrated a significant negative effect of social anxiety on interpersonal communication skills, whereas social media use showed no significant partial effect; simultaneously, however, the two variables jointly exerted a significant effect, explaining 41.2% of the variance in interpersonal communication skills, with the remainder shaped by factors beyond the model. Taken together, these findings imply that social anxiety constitutes the primary psychological barrier that must be mitigated so that members can communicate with greater

confidence and ease, while also underscoring the value of managing social media use more wisely and purposefully. Theoretically, the study extends the understanding of interpersonal communication in the digital era to the underexamined setting of informal rural youth organizations; practically, it offers guidance for youth organizations seeking to strengthen members' communication and well-being. As limitations, the study relied on a single, relatively small organization and a self-report questionnaire, and it measured social media use in general terms. Future research is therefore encouraged to broaden the range of variables, adopt more diverse methodological approaches, and employ samples with more heterogeneous characteristics to obtain a more comprehensive understanding.

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