

**THE INFLUENCE OF TRUST ISSUES  
ON INTERPERSONAL RELATIONSHIPS OF UIN CYBER  
SYEKH NURJATI CIREBON STUDENTS**

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**Abstrak**

Penelitian ini bertujuan untuk mengeksplorasi pengaruh *Trust Issue* terhadap hubungan interpersonal mahasiswa di UIN Siber Syekh Nurjati Cirebon. Masalah kepercayaan umumnya dialami di kalangan mahasiswa dan dapat memengaruhi kemampuan mereka untuk membangun hubungan sosial yang sehat. Penelitian ini menggunakan desain kualitatif deskriptif dengan 7 informan wawancara dan 42 responden kuesioner yang dipilih melalui purposive sampling. Data dikumpulkan menggunakan wawancara semi-terstruktur dan skala masalah kepercayaan yang dikembangkan oleh peneliti. Data wawancara dianalisis menggunakan model interaktif Miles dan Huberman (pengurangan data, tampilan data, dan penarikan kesimpulan). Temuan menunjukkan bahwa tingkat *Trust issue* secara keseluruhan di antara Mahasiswa dikategorikan rendah (48%) dan sedang (38%). Tiga faktor utama yang berkontribusi teridentifikasi, yaitu pengalaman masa lalu yang negatif, kapasitas regulasi emosi yang rendah, dan pola komunikasi yang buruk. Masalah kepercayaan juga ditemukan berdampak negatif pada hubungan interpersonal Mahasiswa dengan meningkatkan pemikiran berlebihan, menciptakan interaksi yang tegang, dan menyebabkan perasaan kesepian. Siswa melaporkan beberapa strategi untuk mengatasi masalah kepercayaan, termasuk komunikasi yang jujur, menerima risiko relasional, dan meluangkan waktu untuk mengenal orang baru sebelum membentuk kepercayaan. Studi ini menyimpulkan bahwa meskipun tingkat *Trust issue* secara keseluruhan di antara siswa rendah, dampaknya terhadap hubungan interpersonal tetap signifikan dan membutuhkan kesadaran dini dan manajemen emosional pribadi.

**Kata kunci:** dampak; faktor; hubungan interpersonal; masalah kepercayaan; strategi

**Abstract**

This study aims to explore the influence of trust issues on students' interpersonal relationships at UIN Siber Syekh Nurjati Cirebon. Trust issues are commonly experienced among university students and may affect their ability to build healthy social connections. This research employed a descriptive qualitative design with 7 interview informants and 42 questionnaire respondents selected through purposive sampling. Data were collected using semi-structured interviews and a trust-issue scale developed by the researcher. The interview data were analyzed using the Miles and Huberman interactive model (data reduction, data display, and conclusion drawing). The findings show that the overall level of trust issues among students is categorized as low (48%) and moderate (38%). Three main contributing factors were identified, namely negative past experiences, low emotional regulation capacity, and poor communication patterns. Trust issues were also found to negatively impact students' interpersonal relationships by increasing overthinking, creating strained interactions, and causing feelings of loneliness. Students reported several strategies to cope with trust issues, including honest communication, accepting relational risks, and taking time to know new people before forming trust. The study concludes that although the overall trust issue level among students is low, its impact on interpersonal relationships remains significant and requires early awareness and personal emotional management.

**Keywords:** impact; factors; interpersonal relationships; trust issue; strategy

## INTRODUCTION

Interpersonal communication is an important aspect of communication, especially for social life because basically humans are a group of social beings that are impossible if they do not communicate on a daily basis (Sulistiyowati, 2023). Healthy and harmonious interpersonal relationships are one of the main foundations in a productive and supportive academic environment. In an academic environment full of social dynamics, students often have expectations or ideals about how relationships should work, such as trust, cooperation, and support between individuals (Veolina et al., 2024). However, the realities faced by students often do not match these expectations. Students are faced with complex challenges in building and maintaining healthy interpersonal relationships. One of the problems that arises is the existence of trust issues among students, which can affect the dynamics of relationships and the quality of their learning environment (Purnamaningsih, 2023).

Trust issues occur when an individual's expectations about interpersonal relationships do not align with real experiences, leading to doubt, vigilance, or fear of betrayal (Muzaqi & Maryam, 2022). Theoretically, this aligns with the interpersonal communication framework which states that trust, openness, and emotional reciprocity form the core of effective relationships. According to interpersonal communication theory, individuals build relationships through processes of self-disclosure, empathy, and consistent emotional exchange. When trust is disrupted, the communication cycle becomes less effective, leading to emotional distance, defensiveness, or withdrawal.

Furthermore, the concept of interpersonal trust emphasizes that trust is shaped by prior relational experiences, emotional stability, and communication patterns. When previous experiences involve betrayal, conflict, or disappointment, individuals tend to develop protective behaviors that manifest as trust issues. This theoretical perspective explains why students who experience negative interpersonal events often report insecurity, overthinking, and difficulty forming new relationships. Thus, the theoretical framework of interpersonal communication and interpersonal trust is central to understanding how trust issues arise and influence students' social behavior.

Facts in the field, based on the results of interviews with AH students, revealed that UIN Syekh Nurjati Cirebon students felt that *Trust Issue* is the main factor in the straining of the relationship *Interpersonal* that happens to students so that it causes trauma and insecurity in establishing relationships *Interpersonal*. This is also reinforced by the expression of students in interviews who said "*Currently, most students feel that interpersonal relationships are reduced because of the trust issues that occur in each student*" (Excerpt from an interview with AA students, dated April 16, 2024 at the UIN Syekh Nurjati Cirebon Campus). *Trust issue* or trust problems can occur when there is a mismatch between students' expectations or ideals about interpersonal relationships and the reality they are experiencing (Muzaqi & Maryam, 2022). This can lead to tension, conflict, and even social isolation among college students. A deep understanding of the factors that cause trust issues is crucial in efforts to improve the quality of interpersonal relationships in the academic environment (Juliana & Erdiansyah, 2020).

Based on the description above, the researcher wants to try to analyze the influence *of trust issues* on student *interpersonal relationships* at the Syekh Nurjati Institute of Islamic Religion (UIN) Cirebon. The previous research that has become a reference for researchers includes: First, research conducted by Juliana and Erdiansyah (2020) entitled "The Influence of Self-

Concept and Self Disclosure on Students' Interpersonal Communication Skills". The results of this study show that the most influential thing on students' interpersonal communication is self-concept. The concept of self consists of several dimensions, namely the dimensions of knowledge, expectations, and judgment. The most influential indicator is found in the dimension of knowledge. Knowledge of oneself and the surrounding environment is very influential in forming a student's positive self-concept. The similarity of this research with the researcher's research is that both discuss the role of self-confidence in establishing relationships *Interpersonal*, the difference between this research and the researcher's research is in terms of the research methods used. This research uses a quantitative method supported by conducting a survey of students. This research survey uses 26 statement indicators arranged based on the dimensions that form and affect each variable. Meanwhile, the researcher's research uses a qualitative descriptive method in the field supported by interviews and questionnaires filled out by students.

Second, research conducted by Tamelab et al. (2021) entitled "Increasing Student Confidence in Abilities *Public Speaking* At the Pastoral College of the Archdiocese of Kupang". This research uses a descriptive naturalistic method which is a type of qualitative research method. It is called naturalistic because this research is carried out under natural conditions, while descriptive is used to show the level of explanation or process to explain the event or phenomenon being studied. The results of this study show that student confidence is a very important factor because it can help students in the development of their knowledge and skills. With confidence, students can believe and feel confident that what they do or do can achieve certain targets according to their expectations. In other words, confidence is the key to the success of students both in their studies and in interaction with the surrounding environment both on a micro and macro scale. The similarities between this research and the researcher's research are the same as discussing how to increase self-confidence in others. The difference between this research and the researcher's research is that the researcher of this research wants to know how to increase confidence in *Public Speaking* Meanwhile, the researcher's research discusses how to increase confidence in establishing relationships *Interpersonal* with other students.

Third, research conducted by Pidie et al. (2023) entitled "Analysis of Interpersonal Communication of the Teacher's Learning Process in Increasing Student Confidence at Bambi State Elementary School, Pidie Regency. This study uses the qualitative approach method with a type of descriptive research, this approach is intended so that the researcher can describe and explain interpersonal communication in the teacher's learning process in building the confidence of children who attend school at SLB Negeri Bambi. The result of the research is the efforts made by teachers by building good interpersonal relationships with students and trying to gain their trust by making themselves like friends and parents when communicating with ABK students. The similarity of this research with the researcher's research is that it analyzes interpersonal communication. The difference is that the target of this study is children with special needs, while the researcher is more specific with what is experienced by students on campus.

Thus, a research gap exists: previous studies discuss interpersonal communication, confidence, and communication skills, but do not analyze trust issues as an independent problem within the student population, especially in the Indonesian higher education context. The uniqueness of the problem at UIN Syekh Nurjati Cirebon, where students report decreasing interpersonal connectedness due to trust issues, strengthens the urgency of this research. The objectives of this study are to analyze: 1) An overview of the level of *trust issue* on *interpersonal*

relationships in students. 2) Factors that cause *trust issues* to occur in students. 3) The impacts experienced due to *trust issues* on students. 4) Strategies and efforts made in dealing with *trust issues* on *interpersonal* relationships to students. So that the benefits of this research are that it can increase understanding and knowledge about *trust issues* on *interpersonal* relationships in students, provide solutions and suggestions to overcome *trust issues* and avoid its dangers, so that *interpersonal* relationships can be established better, and become a new research with the theme of *trust issues* and relationships interpersonal, so that it can be used for further research.

## **METHOD**

Participants consisted of 7 interview informants and 42 questionnaire respondents from UIN Siber Syekh Nurjati Cirebon. The study employed purposive sampling, where participants were selected based on their experiences with interpersonal relationship difficulties and indications of trust issues. The selection of seven interviewees was determined by information saturation—additional interviews no longer produced new findings. Basic demographic information such as gender, age, and year of study was recorded to ensure variation in perspectives.

### **Data Collection Procedures**

Data were obtained through semi-structured interviews and questionnaires. Interviews were conducted from April 6 to 16, 2024, using 15 structured questions related to factors, impacts, and strategies for dealing with trust issues. Interviews lasted 20–30 minutes, conducted face-to-face on campus, and were audio-recorded with informant consent. The purpose of the interviews was to obtain deep understanding of individual experiences, views, and perspectives (Ardiansyah et al., 2023). The questionnaire consisted of 15 statements describing the level of influence of trust issues on interpersonal relationships. Responses used a four-point Likert scale (Always, Frequent, Sometimes, Never). The questionnaire was distributed to 42 student respondents, and the results were recorded in numbers, tables, and analyzed to conclude the level of trust issues (Nursalam & Djaha, 2023). The instrument items were adapted from interview themes and aligned with aspects related to trust issues, such as emotional difficulties, communication patterns, and past relational experiences. To reduce interviewer bias, the researcher maintained neutral questioning, ensured consistent procedures, and clarified statements when necessary.

### **Validity and Credibility of Data**

Data credibility was ensured using triangulation of methods, combining interviews and questionnaires; member checking, where informants verified summaries of their responses; and Peer debriefing with supervisors to validate interpretations. These steps were taken to strengthen data accuracy and minimize potential bias during data collection (Wekke, 2019).

### **Data Analysis**

Data were analyzed using the Miles and Huberman interactive model, consisting of three main stages (Thalib, 2022). First, Data Reduction. Interview transcripts and questionnaire results were summarized, coded, and categorized into themes related to trust issue levels, causes, impacts, and coping strategies. Second, Data Display. Findings were presented through tables, frequency percentages, and narrative descriptions to facilitate deeper interpretation. Third, Conclusion Drawing and Verification. Patterns, relationships, and findings were interpreted and verified using triangulation between interview and questionnaire results. Conclusions were checked repeatedly to ensure consistency and accuracy. Through these stages, the researcher was able to provide a structured, in-depth understanding of trust issues experienced by students in their interpersonal relationships.

## RESULT AND DISCUSSION

The results of the research related to the Influence of *Trust Issue* on Interpersonal Relationships of Students of the State Islamic Institute (UIN) Syekh Nurjati Cirebon, were obtained through direct interviews and also questionnaires distributed to UIN Syekh Nurjati Cirebon students. In this study, the researcher conducted interviews with 7 students while the distribution of questionnaires with 42 respondents was carried out in the range of April 6 to 16, 2024.

### An overview of the level of *trust issues in interpersonal relationships* experienced by UIN Syekh Nurjati Cirebon students

To find out how much influence *Trust Issue* on the relationship *Interpersonal* experienced by students, researchers make statement instruments that lead to the factors and impacts of *Trust Issue* on the relationship *Interpersonal* experienced by students. Each item in the table has been adjusted to the aspects of the research objectives. Here's a table of the scale of influence *Trust Issue* on the relationship *Interpersonal* Students filled by 42 respondents.

**Table 1.**

Scale of the Influence of *Trust Issues on Interpersonal Relationships*

No.	Statement	SL	SR	K	TP
1.	I find it difficult to trust others in my daily life	11,9%	31%	57,1%	0%
2.	I want to have a close relationship with new friends but I often feel awkward	11,9%	35,7%	35,7%	16,7%
3.	I feel uncomfortable when I have to open up to others	21,4%	35,7%	31%	11,9%
4.	I feel that my activities related to others have reduced me, making me less productive than usual	14,3%	315	45,2%	9,5%
5.	I tend to feel comfortable when I have to be in a group with people who are not close to me	11,9%	16,7%	52,4%	16,7%
6.	I often feel a lack of trust in my friends or people around me	7,1%	31%	47,6%	14,3%
7.	I find it difficult to know if a friend is trustworthy or not	11,9%	33,3%	47,6%	7,1%
8.	I tend to feel uncomfortable when in a crowd of people	14,3%	14,3%	59,5%	11,9%
9.	I often feel scared or worried when I'm with friends I can't trust	21,4%	33,3%	40,5%	4,8%
10.	I often experience anxiety or overthinking When I meet new friends	14,3%	11,9%	50%	23,8%
11.	I often experience conflicts or misunderstandings in communicating with others	7,1%	11,9%	57,1%	23,8%
12.	I find it difficult to make new friends or make closer connections with others	9,5%	9,5%	59,5%	21,4%
13.	I am not confident in interacting with others because I feel like I am not able to open up well	7,1%	16,7%	52,4%	23,8%
14.	I feel marginalized in the social environment because it is difficult to adapt to others	4,8%	7,1%	54,8%	33,3%
15.	I feel like there is emotional distance or discomfort in relationships with others	7,1%	14,3%	61,9%	16,7%

After students fill out the questionnaire, it can be known how high the level of influence is *Trust Issue* on the relationship *Interpersonal* UIN Syekh Nurjati Cirebon student. Here's the explanation.

**Table 2.**

Rubric table for assessing the level of *trust issue* influence on students

Yes	Answer Options	Score	Number of answers	Total
1.	Always (SL)	4		
2.	Frequent (SR)	3		
3.	Sometimes (K)	2		
4.	Never (TP)	1		
Total Value				

Based on the scoring table above, each answer option has its own score. The score for the answer Always (SL) is 4, Frequent (SR) is 3, Sometimes (K) is 2, and Never (TP) is 1. Each score will be multiplied by the number of answers available. For example, the following are the results of the questionnaire assessment of the level of influence of *trust issues* on the *interpersonal relationships* of respondent 1 students.

**Table 3.**

Respondent Assessment Results 1

Yes	Answer Options	Score	Value	Sum
1.	Always (SL)	4	0	0
2.	Frequent (SR)	3	4	12
3.	Sometimes (K)	2	7	14
4.	Never (TP)	1	4	4
Total Value				
30				

After the total score of each student is obtained, it is known how high the level of influence is *Trust Issue* on the relationship *Interpersonal*. Students go through the following conclusion table.

**Table 4.**

Conclusion table of the level of influence of *trust issues* on students

Total Value	Information
15-23	The influence of <i>Trust Issue</i> is very low
24-32	Low <i>Trust Issue</i> Influence
33-42	The influence of the <i>Trust Issue</i> is being
43-51	High <i>Trust Issue</i> Influence
52-60	The influence of <i>Trust Issues</i> is very high

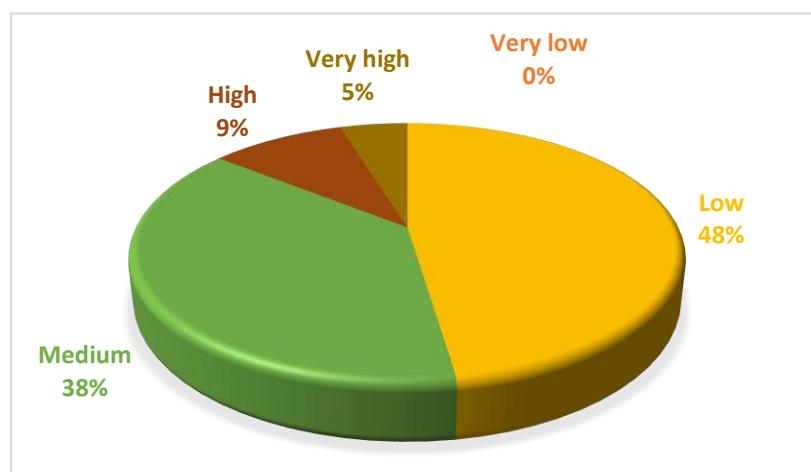
Of the 42 students who have filled out the influence scale questionnaire *Trust Issue* on the relationship *Interpersonal* students, obtained results that show the level of influence *Trust Issue* on the relationship *Interpersonal*. These students, including.

**Table 5.**

Level of Trust Issue's influence on interpersonal relationships

Ability Level	Number of Students
1 The influence of <i>Trust Issue</i> is very low	0 Students
2 Low <i>Trust Issue</i> Influence	20 Students
3 The influence of the <i>Trust Issue</i> is being	16 Students
4 High <i>Trust Issue</i> Influence	4 Students
5 The influence of <i>Trust Issues</i> is very high	2 Students

So when it is depicted in the form of a percentage diagram, it can be seen as follows. Picture 1. The diagram above illustrates the level of influence *Trust Issue* on the relationship *Interpersonal* UIN student Sheikh Nurjati Cirebon. Among them are 0% with very low influence, 48% with low influence, 38% with moderate influence, 9% with high influence and 5% with influence *Trust Issue* very high.



**Picture 1. Trust Issue**

#### Factors Causing *Trust Issues* of UIN Syekh Nurjati Cirebon Students

Causative factors *Trust Issue* In students, it was obtained by direct interviews with students. Based on the results of interviews in the period from April 6 to 16, 2024, the picture is obtained related to the Factors that cause *Trust Issue* among them such as bad experiences in the past, emotional knowledge capacity (*Emotional Intelligence*) low, and poor communication. Therefore, from these findings, the Causative Factors *Trust Issue* UIN Syekh Nurjati Cirebon students can be explained in the following ways.

#### Bad experiences in the past

Bad experiences occur because of romantic relationships, but more than that, these bad experiences occur because of many things such as betrayal and bad trauma that occur between students, as a result of which they experience *trust issues* and find it difficult to communicate with others. This problem will manifest in a variety of ways including difficulty trusting a friend, girlfriend or partner, fear of betrayal, and even difficulty forgiving people for violating their trust. This is in accordance with the expression of informant 1 when asked about bad experiences in the past can affect the level of trust in others: "Of course it is very influential, I often become cautious of others. Because when we already have more trust in someone and we are disappointed, it will become a trust issue and we have to need more performance to be able to trust again and it is not as easy as it used to be" (Excerpt of an interview with BP Students,

on April 6, 2024). In addition to the context of emotional relationships, distrust of others also arises when in the past we experienced betrayal with our own friends which resulted in it being difficult to entrust a secret to a current friend. This is also in accordance with the expression of informant 2 when asked about a bad past can affect a person's beliefs: *"It is quite influential, for example, when I was in elementary or junior high school, a friend told me a story and confided about me and one time my friend leaked an important secret that I conveyed so that when I wanted to confide or tell a friend who was just rich, there must be a sense of trauma or fear because I was afraid that the incident would happen to me again"* (Excerpt of an interview with TO Students, on April 8, 2024).

The results of the interview excerpt above can be concluded that the bad past experienced with someone makes us more vigilant and more heartfelt-Be careful, when you already have new friends, or when you want to choose new friends, you will prefer to be in friends. Not a few students also prefer not to tell or give their personal information to new friends, because they are worried that the same incident will happen as in the past that caused them to *Trust Issue* against others.

### **Low Emotional Intelligence Capacity**

The low capacity of *Emotional Intelligence* here is the ability of students to identify, manage, and also regulate emotions when they are with others. Just like when a student feels incapable of doing something, he will feel a loss of confidence and it is difficult to control emotions which causes him to feel that other people's trust in him decreases. This is as expressed by informant 3: *"There are some, I think like other people who are great in that field that I should also be able to do in one field but I really can't and no matter how hard I try, sometimes it doesn't meet expectations and I feel like I'm useless or a burden and I also feel like why other people don't believe in me anymore even though if you think about it, it's better that everyone has their own advantages and I should also be able to understand other people's emotions or feelings as well"* (Excerpt from an interview with HN Students, dated April 15, 2024). In controlling emotions, it is also not only when controlling one's own emotions to others, but controlling emotions is also very important to control one's own emotions, such as when students want to do something and are not experts in doing it, their self-confidence will become pessimistic and also become a *trust issue* so that it causes distant relationships with others. This is as expressed by the 4th informant: *"if I feel bad about doing something, yes, I feel pessimistic about myself, sometimes I even get rich, I don't want to do things that I am not good at doing and I will feel no longer confident in people who see me when I make a mistake in something"* (Quote from an interview with HS Student, April 6, 2024).

Based on the results of the above quote, it can be concluded that a person's inability to do something has a great effect on the capacity *Emotional Intelligence*. The low, because when a person is difficult to control their emotions, they will blame themselves more when they do imperfect things, even though as the 3rd informant said that if students can think clearly then students will be able to control their emotions and believe that others will still believe in themselves because everyone has their own strengths and weaknesses. Important to improve *Emotional Intelligence* so that it can be easier to establish relationships with others.

### **Poor Communication**

In doing relationships with others Communication is important, because communication can affect our relationships with others. When we communicate with others and the communication we do is bad, it will make others feel uncomfortable and can also affect someone's relationship. Similarly, when the interlocutor uses bad language, we tend to stay away from the person and

become a *Trust Issue* so that we will be more careful when communicating with others. This is as expressed by the 5th informant: "*Poor communication is very influential in interpersonal relationships, especially in an organization that even misses communication, so it is difficult to establish cooperation and also if bad communication also becomes lazy to talk to that person again*" (Excerpt of an interview with AH Students, dated April 8, 2024). The same thing was also felt by other students. When you want to establish a relationship that can be trusted, honest with each other, and also accept as it is, communication is important to achieve a good *interpersonal relationship*. This is as expressed by the 3rd informant: "*Communication greatly affects interpersonal relationships because communication is an important interaction if we want to establish relationships with people honestly, trusting each other and also being kind. It's different, for example, if bad communication is like, for example, excessive teasing or even hurt, well, it will certainly destroy the relationship with other people, that's it*" (Excerpt from an interview with HN Students, dated April 15, 2024).

The results of the above quote can be concluded that in establishing relationships with others, communication is an important key. Because with good communication, relationships will be created with others who are honest, kind and also trust and respect each other. Unlike bad communication, this will cause a bad relationship with others such as not trusting someone anymore because he communicates badly or even hurting others, this is a decrease in the level of trust in others.

From all the data collected by the researcher, it can be concluded that the factors that occur *Trust Issue* What happens among students include bad experiences in the past that result in an increased level of awareness of someone or bad events that have been experienced, lack of knowledge about emotional control that makes it difficult for us to build new relationships with others and others feel offended because of the difficulty of emotional control in students, and poor communication that impacts relationships *Interpersonal* student. This can trigger the occurrence of *Trust Issue* among the students.

### ***The Impact of Trust Issues on Students' Interpersonal Relationships***

Same as causative factors *Trust Issue*, the researcher analyzed the impact *Trust Issue* on the relationship *Interpersonal* students through direct interviews with UIN students Syekh Nurjati Cirebon. Impact *Trust Issue* on the relationship *Interpersonal* Students are caused by the following aspects.

#### ***Increased Feelings of Overthinking***

People who experience *Trust Issue* tend to feel *overthinking*. Overthinking is a tendency that occurs when a person spends a lot of time thinking about something in a detrimental way. Like when students want to do something, but tend to think a lot about negative things so that they don't feel confident and also hinder the work they do. This is in accordance with the expression of the 6th informant: "*When I have had an incident with other people, then I think more about doing it, even though it is not bad, but I am overthinking so often I think negatively when I want to do something*" (excerpt of interview with AA students, dated April 16, 2024). Some students have the same opinion as the 6th informant. *Overthinking* can lead to the risk of mental illness, depression, and anxiety. It requires a strong will and determination, as well as the ability to direct the mind in a more rational direction. This is also the same as expressed by the 7th informant: "*I'm like, if there has been a bad incident that happened to me, well, like I'm going to think more about doing that again, what if now it's called overthinking like that and when I want to get to know or have a relationship with other people is also rich, I still think a lot of fear that the same thing will happen over and over again, and also if I've reached the point of*

*overthinking, overthinking, rich, more often stressed, and even a lot of silence and that's the role My best friend is very important, there I overflow everything and tell my best friend so that I can get rid of the stress caused by overthinking.* (excerpt of interview with NH students, dated April 16, 2024).

As explained by the informant in the interview results above, it can be concluded that *Overthinking* be one of the impacts *Trust Issue* big in relationships *Interpersonal* students, because *Overthinking* makes students think a lot of negative things before they do something when what they do is a bad thing. This bad impact also makes it difficult for students to establish interpersonal relationships among other students, so that not a few students experience stress and depression because they often think negative things about good things and often also think a lot of negative things to new people which makes it difficult to establish relationships with people they have just met.

### **Strained Relationships among Students**

When a person experiences *Trust Issue* So most students will be more comfortable on their own, because this is also the level of student trust in others decreases. This will make the people around him feel uncomfortable and unappreciated, making the relationship with others tenuous. This is also in accordance with what was expressed by the 3rd informant: *"Sometimes it's difficult when the person has been blacklisted and you can say that he doesn't have manners and manners. It was really difficult even though it was only friendly or close, but it was still difficult because I was not happy with that person like that.* (Excerpt of interview with HN students, dated April 15, 2024) In the context of interpersonal relationships, when we want to establish communication relationships with others, it is important because if we do not know the character of the other person, we will feel more careful. This is in accordance with the expression of the 7th informant: *"I am now more often and comfortable to be alone because I still have trust issues when communicating with others, especially if I really want to get to know new people now I am very picky and also be careful if I want to communicate with new people again"* (Excerpt of an interview with NH students, dated April 16, 2024).

Based on the facts and information that has been collected, it can be concluded that when students have experienced *Trust Issue* Then they will feel more comfortable for themselves and also very difficult to trust others anymore, because they have experienced bad things, so that when they distance themselves from others, others will feel like they are not appreciated and feel distrusted by that person anymore. This is a bad impact for students because everyone must socialize and help each other, if the relationship that has been had with others is stretched, it will be more difficult to establish new relationships with others.

### **Often feeling lonely**

Students who experience *Trust Issue* will feel more comfortable alone and far away from others, but this is what causes you to feel lonely even though you are around many people. Loneliness is also often experienced by students because it is difficult to socialize and also interact with others. Activities or hobbies that are usually done also tend to decrease and also become difficult to interact with other people anymore. This is in accordance with what was revealed by the 4th informant: *"Maybe if my current social activities have been greatly reduced, especially at this age I am rich who are already lazy to interact with people, especially if it is not important because I feel that other people do not involve me like that either"* (Extract from an interview with HS students, dated April 6, 2024). In this case, other students also agree with this opinion. Currently, students feel tired of doing hobbies and also interacting with other people, such as when they want to join the organization again, they feel tired and feel that there

are many incidents that they do not want to repeat. This is in accordance with what was expressed by the 6th informant: *"There is a change in me, because I was previously less interested in the organization and I tried to follow it like that, and I felt several experiences that made me not want to follow the organization anymore and I may also feel uncomfortable when I am around many people because yes if there are many people I don't have anyone to talk to and more so I am lonely by myself like that"* (Excerpt of an interview with AA students, dated April 16, 2024).

If you look at the various views that have been obtained, it can be concluded that when students experience bad events that result in *Trust Issue* makes students feel lonely, so many of the students leave their hobbies and activities such as organizing or interacting with others. This also causes students to feel lonely even though they are with many people.

From the results of the research obtained, it can be concluded that the effects of *Trust Issue* What happened in the field included an increase in feelings *Overthinking* which causes a lot of negative thoughts before doing something, strained social relationships that lead to reduced relationships, and feeling lonely which makes it difficult to interact with others again. This is the impact that researchers get from the results of interviews on students.

### **Strategies and Mechanisms for Students in Dealing with *Trust Issues***

In the face of *Trust Issue* The researcher conducted direct interviews with students. The strategies and mechanisms of students in dealing with *Trust Issue* What was obtained through interviews with students were as follows.

#### **Communicate honestly**

In communicating, when we speak honestly, it is important when we want to make others believe in us again, and when we communicate honestly, it will be easy for us to interact with others. When students were asked about efforts to increase confidence when communicating with others, almost all students answered in the aspect of honesty. This is in accordance with what was expressed by the 3rd informant: *"If we want to be confident again and interact with people, it's good again, yes, the most important thing is that I feel we have to be honest about ourselves or others, that's also the case"* (excerpt of an interview with HN students, dated April 15, 2024). All informants also agreed that when we want to increase confidence in others, we must be honest in communicating so that the interaction that occurs goes well.

From the results of the interview, it can be concluded that communicating honestly is one of the strategies in improving relationships *Interpersonal* What Happened to Students Caused by the Occurrence of *Trust Issue* In this case, the informant also agreed that communicating honestly can cause other people's trust in students. Thus, it can be recommended for students to communicate honestly so that relationships are established *Interpersonal* good.

#### **Accepting risk**

When students want to restore or want to build trust again with others, they must have the courage to accept risks, whether they are bad or good risks, because if we don't try to dare to accept risks, it will be difficult for us to be able to establish *interpersonal relationships* with others again. This is in accordance with what was expressed by the 2nd informant: *"yes, this time we do want to try to trust others, something that must be considered, we must dare to accept risks because yes, when we decide to improve our relationship with others, we must be ready for the consequences"* (Results of an interview with TO students, dated April 8, 2024).

From the expressions that have been conveyed, it can be concluded that students must try to dare to accept the risks they get and must face when they want to improve our relationships with others. When you want to build good relationships with others, you must also be ready to accept the shortcomings or advantages that others have, so that good *interpersonal* relationships with others will be created.

### **Spend time getting to know new people**

When students have experienced *trust issues*, most students will be more careful to be able to trust others, because students who experience *trust issues* are often disappointed by others. To be able to get to know others well, don't immediately easily trust others but give yourself time to get to know others. This is in accordance with the expression of the 5th informant: "*what must be considered to trust others again, well you have to slow down you can't now immediately believe that, you have to approach it first, when you get to know other people more deeply then you will start to be able to trust again*" (Quote from an interview with AH. Tangal 8 April 2024). This was also agreed by other students, as expressed by the 1st informant: "*If I really want to trust people again, well, if I really want to be able to trust people, well, maybe it takes time to get to know the new person first, how is the nature and character then I can give trust to that person*" (From the excerpt of an interview with BP students, dated April 6, 2024).

From the results of interviews with students, it can be concluded that when students experience *trust issues* with others, one way to overcome it is to take the time to get to know new people before trusting others. Spending time with others can make us get to know the nature and personality of others, after knowing and getting to know others more deeply, students can trust others.

From the results of the interviews expressed by the students, it can be concluded that the strategy in dealing with *Trust Issue* Among them is that students must be able to communicate honestly, so that others can trust people who have experienced it again *Trust Issue*, then students must also be willing to accept risks because by accepting risks students will get a wider relationship and accept first the good or bad nature of a person, and students must also be willing to take the time to get to know others, because by getting to know others more deeply, students will know the nature and character of students, with that students will begin to trust others.

### **The level of *trust issues* for Students' *interpersonal* relationships**

*Trust issue* Trust issue refers to a condition of distrust caused by negative experiences or past betrayal, both in interpersonal relationships and broader social environments. It includes difficulties in trusting others, feeling wary of their intentions, and challenges in building stable relationships based on trust. Lewis, (2018) also explains that trust represents a person's belief and expectation toward another individual, place, or object. Based on these explanations, trust issues can be understood as emotional responses arising from negative relational experiences that lead to doubt and wariness toward others.

The findings of this study, obtained through questionnaires completed by 42 respondents, show that 48% of students fall into the low level of trust issues and 38% fall into the moderate level. This indicates that most students do not experience severe trust issues, allowing them to maintain interpersonal relationships and communicate relatively well. These findings are consistent with Yolanda et al. (2021), who found that higher levels of confidence correlate with better interpersonal communication. The results also align with Lewis (2018), who concluded that problematic family backgrounds may lead to poor interpersonal relationships and difficulty

trusting others. Therefore, this study reinforces that trust significantly influences the quality of students' interpersonal interactions: when trust is low, relationships tend to weaken; when trust is high, interpersonal relationships become stronger and more effective.

### **Factors that cause *trust issues***

Someone who has *trust issue*, often have negative and traumatic experiences regarding beliefs, such as significant betrayal, rejection, or manipulation in their lives (Wahada Nadya, 2021). *Trust issue* It also happens because students can be said to be still in the adolescent phase. It is said that the often changing pattern of adolescent interaction indicates that adolescents are still labile and also adolescence is a time when a person searches for his identity and what he experiences during his adolescence determines how he becomes an adult (Pribadi & Erdiansyah, 2020).

In this study, researchers found several aspects or indicators that are the cause of the occurrence *Trust issue* to students. In general *Trust issue* occurs with a variety of different factors. Either caused by trauma or bad events experienced in the past. Causative factors *Trust Issue* What happened to UIN Syekh Nurjati Cirebon students included bad experiences in the past. Each student's past is different which makes it difficult to establish new interpersonal relationships with others. The results of the researcher's research conducted are the same as the results of the research that has been carried out by Lystia (2023). The factor found by the researcher was also poor communication. Communication is important in establishing relationships *Interpersonal* So that when students experience poor communication with others, it makes it difficult to be able to communicate with new people again. This is it. Just like his research Septian (2023) which affirms the factors that cause the occurrence *Trust Issue* there are several factors including Poor Communication. Communication is often a problem in relationships that causes trauma in relation to someone.

### **The Impact of *Trust Issues* on Students in Interpersonal Relationships**

Problems related to trust often arise from previous or past experiences and interactions. The impact that occurs is the loss of trust in others and surroundings so that they become introverted individuals (Septian, 2023). The thing that must be built is trust. Trust is one of the things that fosters interpersonal relationships and communication (Kuswartanti et al., 2024). So *Trust Issue* is very influential in terms of confidence which is important. The higher the self-confidence, the higher the interpersonal communication skills. On the other hand, the lower the confidence of the students, the lower their interpersonal communication skills (Damayanti et al., 2023).

In this study, researchers found several aspects or indicators that had an impact on *Trust Issue* in relationships *Interpersonal* experienced by students. Impact *Trust Issue* experienced by UIN Syekh Nurjati Cirebon students, including increased feelings *Overthinking*. The feeling felt by students when they always think about many things that are not important, Strain relationships. The relationship that students have is not only as a couple but also as a friend and also a friend who has felt disappointed, and also often feels lonely. Students feel more comfortable in solitude and find it difficult to ask others for help. The results of the research that have been conducted by the researcher are the same as the results of the research conducted by the Septian, (2023) The results of the study show that the impact caused by *Trust Issue* It is very dangerous such as not believing what others say, always thinking badly of others, being jealous in relationships, keeping distance from others and feeling like you have to do everything alone. Just like the research conducted by Fres (2022) The results of the research revealed in this study show that the impact of *Trust Issue* resulting in several things: 1) A person has feelings of

insecurity. Students become unsure of their own capacity and are afraid of forming relationships with others again. 2) Missing the opportunity to get to know new people. Basically, students need a lot of relationships and interpersonal relationships with others, but this is hampered due to *Trust Issue* to students. 3) Committing violence against others. Students who have experienced bad experiences in their lives will become more aggressive causing students to commit violence against other students.

Although the negative impacts are more dominant, several participants also described positive personal developments after navigating trust-related difficulties. Students reported becoming more selective in choosing whom to trust, allowing them to build safer and more meaningful relationships. Others emphasized increased emotional resilience, clearer personal boundaries, and improved ability to communicate needs. These experiences align with interpersonal communication theory, which suggests that overcoming relational challenges contributes to relational competence and emotional maturity. Thus, while trust issues create barriers, the process of addressing them may also foster personal growth and healthier interpersonal patterns.

### **Students' Strategies in Dealing with *Trust Issues* in Interpersonal Relationships**

*Trust issue* or Confidence can be interpreted as an individual's belief in his ability to be able to interact without anxiety and be able to take action in all conditions (Veolina et al., 2024). It's important to be able to improve the relationship *Interpersonal* through communication. With interpersonal communication, humans can express what they are thinking. Interpersonal communication is also a forum for humans to meet their life needs. Without interpersonal communication, humans will be able to experience difficulties to be able to carry out their lives prosperously (Hamandia, 2020).

In this study, researchers found several strategies obtained through interviews with students. In general, there are several aspects that are strategies in dealing with *Trust Issue* on the relationship *Interpersonal* student. Strategies that can be done in dealing with *Trust Issue* on the relationship *Interpersonal* UIN Syekh Nurjati Cirebon students include Communicating honestly. Communication is an important thing that must be considered in improving interpersonal relationships with others, Accepting Risks. The results of the research that have been carried out by the researcher are the same as the results of the research that has been carried out by the Sari and Vonna (2023) The results of the study show that one of the strategies to deal with *Trust Issue* namely by having deep communication about the relationship and telling whatever problems are experienced, because conflicts can arise between two people with different goals and perceptions. The strategy revealed by the researcher is also emotional control, which is one of the things that must be considered when a person realizes negative emotions and it needs to be healed, One way to overcome negative emotions is to forgive. This is also the same with research Lystia (2023) The results of this study reveal that there are several ways to overcome trust issues, such as building open and honest communication, supporting each other and working together to build mutual trust. Psychological therapy or relationship counseling can also be a good option to help with this problem with the help of a direct professional. The results of the researcher's research were also affirmed by Batoebara (2018) In the results of his research, it shows that strategies that can be used in dealing with *Trust Issue* Among them are Good Communication, Communication can affect a person's trust, Making the right decisions, Good decisions can improve relationships *Interpersonal* to students, Respect and receive trust, Students can receive trust again and be open to others, Support each other. Sometimes students need the support of others to be able to help each other.

The cultural and religious context of Cirebon significantly influences how students develop trust and maintain interpersonal relationships. As a region characterized by strong Islamic traditions and communal values, interpersonal interactions often emphasize honesty, patience, kindness, and maintaining harmony. At UIN Siber Syekh Nurjati Cirebon, these values shape students' expectations in relationships and help them reframe their fears when dealing with trust issues. Several students mentioned that religious teachings encouraged forgiveness, empathy, and openness, which helped them rebuild trust. On the other hand, cultural expectations to avoid confrontation can sometimes make students reluctant to express vulnerability or disappointment, reinforcing communication barriers. Therefore, trust issues among students must be understood within the broader cultural and religious environment in which their interpersonal relationships develop.

Although this study provides a detailed understanding of trust issues among students, several limitations should be acknowledged. First, the number of interview informants was limited to seven students, which may not fully capture the diversity of experiences across the broader student population. Second, the data relied heavily on self-reported information, which may be influenced by personal biases or reluctance to share sensitive experiences openly. Third, this study was conducted within a single Islamic university in Cirebon, which means the cultural and religious context may differ from other regions, limiting the generalizability of the findings. Future studies may involve larger and more varied samples, include comparative settings, or employ mixed-method approaches to obtain deeper and more comprehensive insights regarding trust issues in interpersonal relationships.

## **CONCLUSION**

Based on research conducted on UIN Syekh Nurjati Cirebon students, it can be concluded that the *Trust Issue* on the relationship *Interpersonal* experienced by students is low. Of the 42 respondents distributed by the researcher, 20 students who were *Trust Issue* 16 students with high grades, 4 students who *Trust Issue* and 2 students who have experienced *Trust Issue* which is very high. This level is seen from the aspect of factors and also the impact caused by *Trust Issue* on the relationship *Interpersonal* As for the causative factors *Trust Issue* Among them are bad experiences in the past, such as betrayal or disappointment, low emotional capacity, such as difficulty dealing with people with unstable emotions, and poor communication, such as difficulty talking to people who have hurt others. The impact that occurs as a result of *Trust issue* among other things, the increased feelings of *Overthinking*, stretching relationships, and feeling lonely. As for strategies to deal with *Trust Issue* on the relationship *Interpersonal* in students, including honest communication, such as trying to start communicating honestly with others, accepting risks, such as in relationships *Interpersonal* Be able to accept any risks that will be faced and get to know new people, such as taking the time to be open and get to know others more deeply.

*Trust issue* that happens to students, affects relationships *Interpersonal* So that it has a bad impact on students and must be addressed immediately. This means that the strategies and efforts contained in this study can minimize *Trust Issue* to students so that they can improve relationships *Interpersonal* to students. Students will also be more careful when they feel the presence of factors *Trust Issue* that affect relationships *Interpersonal* student.

This research has limitations that can be considered for future researchers. The researcher designed this study to be complemented by observations, namely to strengthen the research results, but it could not be carried out so that only 2 methods, namely interviews and

questionnaires. The researcher also designed this study to obtain interview data from more than 10 students and questionnaires with 100 respondents, but it could not be carried out so the researcher interviewed 7 students and 42 respondents in this study. This means that there is something that is included in the research design but cannot be implemented. Departing from these limitations, as a step to refine, the researcher hopes that the next researcher can complete this research by making observations and get more research targets so that the behavior of the *Trust Issue* on the relationship *Interpersonal* in students can be observed and their circumstances or behavior are ascertained.

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