

BASIC PUBLIC SPEAKING TRAINING AND PREPARATION OF PRESENTATION MATERIALS FOR RPTRA OFFICERS THROUGHOUT DKI JAKARTA

Fizzy ANDRIANI^{1*}, Yos Horta MELIALA², Natalina NILAMSARI³
^{1,2,3}*Universitas Prof. Dr. Moestopo (Beragama), Jakarta, INDONESIA*
^{*}*fizyandriani@dsn.moestopo.ac.id*

ABSTRACT

This community service program was designed to strengthen the communication capacity of RPTRA (Child-Friendly Integrated Public Space) managers in DKI Jakarta through training on basic public speaking skills and presentation material development. The training was conducted on August 11–13, 2025, at the PKK Melati Jaya Building, Jagakarsa, involving 40 participants from various RPTRA locations across Jakarta. The main objective was to improve participants' confidence in delivering public communication, enhance their ability to interact with diverse audiences, and develop attractive presentation materials to support their communication practices. The program combined theoretical insights with practical exercises, focusing on verbal and nonverbal communication, audience engagement, and the design of effective PowerPoint slides. Observations, pre-tests, and post-tests demonstrated a significant improvement in participants' performance, particularly in terms of overcoming speaking anxiety, using body language appropriately, and adjusting presentation content according to audience needs. The training also emphasized the importance of creativity and visual design in presentation materials to ensure messages are conveyed effectively and persuasively. The results highlight the relevance of equipping community-level public service managers with communication and presentation skills, as these abilities not only support internal coordination but also strengthen RPTRA's role as a bridge between government programs and local communities. This program is expected to serve as a replicable model for enhancing public communication skills in other community-based institutions.

Keywords: Community Service, RPTRA, Public Speaking, Presentation Design, Communication Capacity

1. INTRODUCTION

Effective communication skills are widely recognized as a crucial foundation for personal and professional development. The ability to articulate ideas clearly and convincingly not only supports individual growth but also determines how successfully those ideas are received, interpreted, and acted upon by others. In today's interconnected society, where individuals are expected to interact across diverse platforms and audiences, communication skills—particularly public speaking—have become more essential than ever. Unfortunately, awareness of the significance of public speaking remains relatively limited. Formal training opportunities are still largely concentrated within certain schools or higher education institutions, leaving many community members inadequately prepared when faced with the challenge of delivering presentations or engaging in public discourse.

Public speaking itself encompasses a variety of communicative purposes. It may take the form of informative speeches, aimed at explaining or clarifying a particular subject; persuasive speeches, designed to influence the perspectives or actions of an audience; or entertaining speeches, intended to captivate listeners and maintain their engagement. A well-chosen topic is often one that reflects the speaker's personal interests, resonates with the needs and expectations of the audience, or responds to pressing social issues such as climate change, technological innovation, or social justice. Additionally, speakers can draw inspiration from personal experiences, family stories, hobbies, or significant current events to enrich the relevance and authenticity of their message.

Despite the evident value of these skills, public speaking is still frequently underestimated, both within educational settings and in broader society. Many individuals continue to view it as a peripheral ability rather than a central competency that supports personal expression, career development, and civic participation. This gap highlights the urgent need for structured public speaking training that equips individuals not only with technical communication strategies but also with the confidence and creativity to engage effectively with diverse audiences. Di sisi lain, kebutuhan dunia kerja saat ini menunjukkan kecenderungan yang berbeda. Hampir semua sektor menuntut kemampuan public speaking yang baik, baik untuk komunikasi internal maupun eksternal. Banyak perusahaan kini menempatkan keterampilan ini sebagai salah satu kompetensi utama karyawan. Tidak jarang, perusahaan secara aktif mengirimkan pegawainya mengikuti pelatihan public speaking, bahkan menyelenggarakan program in-house dengan menghadirkan praktisi berpengalaman agar para karyawan dapat meningkatkan kapasitas komunikasinya.

Public speaking can be defined as the act of delivering a message on a particular topic before a group of people. The speaker may aim to share information, entertain the audience with humor, or persuade them to adopt a certain perspective. Unlike simply posting content online, public speaking requires real-time engagement with an audience,

where the effectiveness of communication is influenced not only by verbal delivery but also by the integration of supporting media such as images, videos, or music to make the presentation more engaging and impactful.

Several important elements must be considered when performing public speaking, including personal appearance, body movements, and vocal delivery. Early practice plays an essential role in building this skill, as public speaking is fundamentally a form of learning by doing. It is not an innate ability, but rather a competency that can be developed and refined through consistent training and constructive feedback. With regular practice, individuals can gradually reduce anxiety, strengthen their clarity of expression, and improve audience interaction.

Challenges in public speaking—such as nervousness, lack of preparation, and miscommunication—are common but can be effectively managed. Nervousness, for instance, may be reduced by practicing breathing techniques and adopting a positive mindset. Adequate preparation, which includes understanding the topic thoroughly and analyzing the audience's characteristics, also enhances confidence. Furthermore, clarity of language, natural body language, and establishing two-way interaction with the audience are key strategies for building credibility and delivering a successful presentation. These practices not only help speakers overcome their fears but also allow them to deliver messages that are both meaningful and persuasive.(Theodora, 2023)

In (Blackburn & Davidson, 2004), they argue that communication difficulties experienced by individuals are often associated with what is known as communication apprehension. Communication apprehension refers to the fear or anxiety that arises when an individual is required to communicate with others, whether in interpersonal settings or in front of a group. This condition can significantly hinder one's ability to convey messages effectively, as individuals who experience high levels of communication apprehension tend to avoid situations that require them to speak in public or participate in interactive exchanges. Some defines communication apprehension as a psychological barrier that manifests in both verbal and nonverbal communication contexts, creating discomfort and reluctance in individuals to engage actively. For those with severe apprehension, even simple communicative acts such as asking a question in a group discussion may trigger stress and unease. Public speaking, in particular, represents one of the most intimidating forms of communication for many people. Indeed, (Wibawa et al., 2013) note that for some individuals, speaking in front of an audience can be perceived as even more frightening than facing a fear of heights.

These findings highlight the need for targeted interventions and training programs to address communication apprehension. Through structured practice, exposure to supportive environments, and guided feedback, individuals can gradually reduce their anxiety levels and develop stronger confidence in public speaking contexts. In community-based settings, such as with RPTRA managers, overcoming communication apprehension is especially critical, as their role requires frequent interaction with diverse audiences and the ability to serve as effective communicators between government initiatives and local communities.

This condition can become a serious barrier to social engagement, as it prevents individuals from fully participating in various activities (Bernstein et al., 2020). As a result, they may experience low self-confidence, fear, panic, and even psychological distress before speaking in public. Contributing factors such as inadequate mastery of the subject matter, limited practice opportunities, and the absence of established speaking habits further exacerbate the situation. These challenges are highly relevant for RPTRA managers, who are frequently required to act as primary communicators in front of community members. In this context, public speaking and presentation skills training are expected not only to reduce communication apprehension but also to strengthen their capacity to deliver messages with confidence, clarity, and credibility.

Previous studies have highlighted that effective public communication skills combined with well-structured presentation media significantly enhance the delivery of information in community-based activities (Lucas & Stob, 2020). Moreover, training in public speaking has been shown to improve individuals' confidence and credibility when addressing audiences, thereby increasing the impact of their communication efforts (Putri et al., 2025)

Similarly, (Andriani, 2018), through a public speaking training program in Boyolali, demonstrated that practice-based methods were highly effective in building students' self-confidence in speaking before an audience. This study underscores the strong relevance of experiential learning for RPTRA managers, who must frequently engage with diverse groups. Their communication skills not only support internal coordination but also reinforce their role as vital intermediaries between government programs and the community, ensuring that messages are both accessible and persuasive.

For RPTRA (Child-Friendly Integrated Public Space) managers, public speaking skills play a highly strategic role. Their responsibilities extend beyond simply managing facilities to also facilitating a wide range of community activities, including government program socialization, health education, skills training, as well as religious and cultural events. In this context, the ability to speak effectively in public becomes an essential asset, ensuring that messages are delivered clearly, persuasively, and in ways that can be easily understood by diverse audiences ranging from children and adolescents to adults and the elderly. Furthermore, strong public speaking skills help managers

build trust and foster a positive image among residents, enabling RPTRA to truly function as a dynamic and educational hub for community interaction.

The RPTRA initiative represents one of the key programs of the DKI Jakarta Provincial Government aimed at providing inclusive public spaces that encourage citizen interaction while serving as a platform for educational, social, and cultural activities. The role of RPTRA managers is therefore vital, particularly in facilitating programs that engage broad segments of the community. To fulfill this role effectively, communication competencies such as public speaking and the ability to present information through well-structured visual media have become fundamental requirements. Previous studies have emphasized that effective public communication combined with professionally designed presentation materials significantly enhances the delivery and reception of information in community-based initiatives (Lucas & Stob, 2020). Strengthening these capacities among RPTRA managers is thus not only beneficial for their professional growth but also for the broader success of community empowerment programs in Jakarta.

Public communication training also serves to strengthen an individual's capacity to build both self-confidence and credibility before the community. Self-confidence is widely recognized as a key factor in the success of public speaking. It can be understood as an individual's belief in their own ability to demonstrate certain behaviors or achieve specific goals. In other words, confidence reflects one's assurance in their capabilities, often expressed unconsciously through daily actions and attitudes. This level of confidence is typically shaped by prior experiences and accumulated knowledge; the broader the individual's insight and understanding, the stronger and more resilient their confidence becomes over time. Accordingly, confidence may be defined as an awareness of one's own strengths, which ultimately reinforces the belief that one is capable of attaining diverse life goals.

Within this framework, public speaking training plays a vital role in enhancing social communication skills while simultaneously deepening one's ability to speak effectively in front of an audience. Participants not only acquire new theoretical knowledge but also gain valuable practical experience in applying nonverbal communication strategies, such as facial expressions, body language, eye contact, and vocal intonation. As highlighted by (Asriandhini et al., 2020), effective communication is not determined solely by verbal language but also by the strength of accompanying nonverbal cues. These nonverbal dimensions reinforce the clarity, persuasiveness, and overall impact of the message being conveyed.

Equally important, active engagement with the audience constitutes a crucial aspect of successful public speaking. Techniques such as posing questions, initiating dialogue, or fostering interactive discussion not only help to sustain audience attention but also enhance participation and encourage more constructive feedback. This dynamic process not only builds speaker confidence but also contributes to the creation of presentations that are more meaningful, impactful, and responsive to the needs of the audience.

In line with this perspective, the need for engaging and communicative presentation materials has become increasingly important. Well-designed visual presentations, particularly through tools such as PowerPoint, can significantly enhance the effectiveness of public speaking by reinforcing key messages and sustaining audience attention. Thus, the combination of strong speaking skills and the ability to develop compelling presentation media represents an essential foundation for RPTRA managers in fulfilling their roles more effectively.

Building upon this background, the present community engagement initiative was designed to equip RPTRA managers in DKI Jakarta with both public speaking competencies and practical skills in PowerPoint design. The program specifically aimed to foster greater confidence in public speaking while strengthening participants' ability to create message-driven slides. More concretely, the initiative sought to improve participants' knowledge and skills in public speaking, alongside their capacity to design operational PowerPoint templates that could be applied to RPTRA activities such as community meetings, socialization programs, and program reporting.

2. METHOD

This community engagement program was carried out using a participatory training approach over three days, on August 11 and 13, 2025, at Gedung PKK Melati Jaya, Jagakarsa. The training involved 40 participants who were RPTRA (Child-Friendly Integrated Public Space) managers from various districts in Jakarta.

The implementation method consisted of four main stages: (1) interactive lectures on the fundamentals of public speaking and presentation design; (2) practical simulations of public speaking with direct feedback; (3) workshops on creating presentations using PowerPoint with a communicative visual approach; and (4) group discussions to address communication challenges faced by RPTRA managers.

The workshop was conducted in two face-to-face sessions (16 contact hours). The first day focused on the fundamentals of public speaking, covering speech anatomy, audience analysis, message structuring (AIDA/Problem-Solution), delivery techniques (voice and body language), storytelling, and impromptu speaking exercises. The second

day emphasized slide design and presenting with slides, including typography and visual hierarchy, color and contrast principles, and practical exercises in developing presentation slides for RPTRA activities (community meetings, socialization, and program reporting).

3. RESULTS AND DISCUSSION

The implementation of public speaking training for RPTRA managers primarily focused on fundamental aspects of communication. The training materials included exercises to build confidence in standing before an audience, speaking with sufficient volume and clarity, maintaining consistent eye contact, controlling facial expressions and body language, and delivering messages in a coherent structure while concluding presentations in an engaging manner. In practice, several adjustments were made to accommodate participants who were still at the beginner level. Therefore, the primary priority of this training was to foster participants' courage to attempt each stage of the practice step by step.

One of the major challenges encountered by participants was nervousness and a lack of self-confidence when speaking in public. Many expressed fear of making mistakes, concerns about being laughed at, or uncertainty about what to say. Given their beginner status, such conditions were understandable. However, through a supportive and non-pressuring approach by the trainers, participants gradually began to reduce these anxieties. The training environment emphasized encouragement and constructive feedback, enabling participants to feel more comfortable experimenting with different speaking techniques. Over time, this approach helped diminish fear and strengthen self-confidence, thereby laying a foundation for the progressive development of their public speaking skills.

In practice, public speaking training is most effective when conducted in a relaxed and less formal atmosphere, allowing participants to feel more comfortable. This approach helps to reduce nervousness, particularly for beginners who are still developing the courage to speak in front of an audience. Language use can also be adjusted to match the participants' proficiency level; it does not always need to be rigid or overly formal at the early stages. The most important aspect is to provide participants with repeated opportunities to practice until they become accustomed to public speaking. For this reason, it is recommended that public speaking training be implemented routinely from an early age in schools, so that students do not experience panic when required to speak in public. This habit is expected to have a positive long-term effect on their confidence and preparedness.

The results of the training demonstrated a notable improvement in participants' skills, as reflected in the comparison between pre-test and post-test outcomes. Prior to the training, only 25% of participants reported feeling confident speaking in public, whereas this number increased significantly to 85% after the program. Similarly, the ability to use PowerPoint effectively improved from 30% of participants before training to 90% afterward, indicating substantial progress in both public speaking confidence and presentation skills.



Figure 1. Public Speaking Training

Participants also demonstrated creativity in designing their presentations by incorporating visual elements such as images, charts, and diagrams to clarify the messages being delivered. Evaluation of the program through questionnaires revealed that 92% of participants considered the training highly beneficial and directly applicable to their daily responsibilities.

This activity highlights the effectiveness of practice-based training in improving both public communication and technical skills. The outcomes are consistent with findings from (Andriani, 2018) in Boyolali, which showed that

experiential learning methods significantly enhanced students' confidence and communication competence. These results reinforce the argument that similar approaches can be successfully adapted to community management contexts such as RPTRA. With the enhancement of public speaking abilities and proficiency in PowerPoint use, RPTRA managers are better equipped to convey program information, lead discussions, and conduct community education. Such improvements not only strengthen their capacity as facilitators but also help foster greater trust and engagement from residents.

These findings further support the perspective of (Safitri & Mujahid, 2024), who argue that effective communication is a core competency for community space managers. In this sense, the training has contributed not only to skill development but also to reinforcing the broader role of RPTRA as a dynamic and educational hub for local communities.

Table 1. Pre-Test, Post-Test Results

Indicator	Pre-test (Average)	Post-test (Average)	Δ
Confidence in Public Speaking	2,9	3,5	+0,6
Presentation Structure & Flow	2,7	3,6	+0,9
Effective Slide Design	2,7	3,6	+0,9
Displays visual data	2,3	3,5	+1,2
Time Management	2,8	3,5	+0,7

Several participants initially felt shy and lacked confidence in speaking before an audience. However, through a personalized approach and strong group support, these barriers were successfully overcome. This activity demonstrated that practice-based training is highly effective in enhancing both public communication and technical skills. The results are consistent with (Andriani, 2018) study in Boyolali, which showed that experiential training methods significantly improved confidence and communication competence. These findings reaffirm that similar approaches can be effectively adapted within community management contexts such as RPTRA, where communication plays a pivotal role in supporting community engagement and development.



Figure 1. Training on Creating Presentation Materials

The results of the training indicated that participants began to develop an understanding of the importance of tailoring presentation materials to the characteristics of their audience. They recognized that different community groups—ranging from children and teenagers to adults—require distinct approaches in message delivery. This awareness encouraged participants to be more selective in choosing words, examples, and illustrations, ensuring that messages could be conveyed more effectively and understood by diverse audiences.

In addition, participants demonstrated significant improvement in designing presentation materials. They were trained to apply principles such as simplicity, consistent color schemes, text readability, and the integration of images or videos to make presentations more engaging and less monotonous. Through this practice, RPTRA managers became increasingly capable of producing presentation designs that are not only communicative and professional but also relevant to the specific context of the activities they organize, thereby enhancing their overall communication effectiveness.

Based on the results of observations, pre-tests, and post-tests, there was a clear improvement in participants' ability to develop presentation materials. Prior to the training, most participants only created simple slides without considering structure or visual appeal. However, after completing the program, they were able to design presentations that were more organized, visually engaging, and tailored to the needs of their audience. This demonstrates that the training not only provided theoretical knowledge but also had a tangible impact on participants' practical skills.

With enhanced public speaking abilities and improved use of PowerPoint, RPTRA managers can now communicate program information more effectively, lead discussions with greater confidence, and conduct community education more efficiently. These findings reinforce the argument that effective communication is a core competency required by community public space managers (Safitri & Mujahid, 2024). Every organization functions within a hierarchy of authority and formal guidelines that must be followed by its members. Communication provides the essential flow of information that enables individuals and groups to make informed decisions. To ensure effective performance, communication also plays a key role in maintaining group control, motivating members to work productively, offering a channel for emotional expression, and facilitating decision-making processes.

In today's digital era, personal branding has become an essential aspect for RPTRA managers. The ability to speak confidently in front of a camera not only helps build a professional image but also enhances their credibility as facilitators of community activities. Managers who present themselves as communicative, approachable, and persuasive in digital media are more likely to be recognized, trusted, and respected by residents and stakeholders. This visibility creates greater opportunities for RPTRA to reach broader audiences, expand networks, and promote their programs more effectively. With the increasing use of digital platforms such as Zoom, Instagram, and YouTube, public speaking skills in front of the camera have now become a critical competency. Many RPTRA activities—including socialization, coordination meetings, and community education—can be conducted online. Consequently, mastering this skill enables RPTRA managers to communicate more effectively while adapting to the rapid development of communication technologies. (Yunus et al., 2024)

Nevertheless, many RPTRA managers still feel awkward or uncomfortable when required to speak in front of a camera. This is understandable, as the lack of direct audience feedback and the pressure to appear flawless often create anxiety. Through training in camera-based public speaking, managers can learn to overcome such nervousness, build confidence, and deliver messages with greater clarity and composure. Importantly, these skills provide opportunities for RPTRA to engage wider and more diverse audiences beyond face-to-face interactions. By utilizing live streaming, recorded videos, or digital content on social media, RPTRA managers can disseminate information, share knowledge, and promote community programs to a larger public, thereby strengthening RPTRA's role as a hub for public communication in the digital age.

Previous research has shown that anxiety in public speaking can be influenced by several factors, such as the feeling of being evaluated, the perception that others are more skilled, and a lack of experience in speaking before an audience (Beatty & Behnke, 1991; Indayani, 2013). Self-confidence has also been identified as a dominant factor contributing to anxiety when speaking in public (Wahyuni, 2013). These findings provide an important perspective that is highly relevant for RPTRA managers. As facilitators of community activities, they frequently face diverse audiences and are often required to deliver information clearly and persuasively. However, limited experience and low self-confidence may serve as significant barriers. Therefore, the public speaking and presentation design training program was developed not only to provide technical skills but also to help RPTRA managers overcome anxiety, build confidence, and enhance the effectiveness of their communication within community settings. (Putri et al., 2025)

The implementation of this community engagement program, focusing on public speaking and presentation design, has delivered tangible benefits for RPTRA managers, local communities, and regional governments. For RPTRA managers, the training enhanced their capacity to master public speaking skills while also designing engaging and audience-oriented presentation materials. These competencies are essential, as RPTRA managers often serve as key communicators in various community activities, ranging from government program socialization to broader community empowerment initiatives.

For the community, the improvement of public speaking and presentation skills among RPTRA managers has a direct impact on the quality of interaction and the clarity of information delivered. Messages become more communicative, structured, and easier to understand, which in turn encourages active participation of residents in various RPTRA activities. This development not only strengthens social interaction but also positions RPTRA as a dynamic learning

hub and a more vibrant public space. Well-designed presentation materials additionally serve as effective educational tools, particularly in addressing family issues, health awareness, and community empowerment.

Meanwhile, for institutions and local governments, this initiative reflects an important effort in strengthening the capacity of public service personnel at the community level. Competence in public speaking and presentation design supports transparent, responsive, and effective public communication. Furthermore, this training program has the potential to be replicated in other regions, serving as a model for human resource development aligned with the demands of the digital and participatory communication era.

4. CONCLUSION

The training on public speaking and PowerPoint design for RPTRA (Child-Friendly Integrated Public Spaces) managers in Jakarta has proven effective in enhancing participants' communication skills. The outcomes are expected to strengthen the role of RPTRA managers as facilitators of community programs and to build their capacity in delivering messages more effectively. The training also raised awareness among community managers that the ability to speak confidently in front of the public and the camera has become an essential competency in the digital era, particularly with the growing use of social media platforms, webinars, and online interviews.

As a community service initiative, the program provided tangible benefits not only for RPTRA managers but also for the wider community and local government. For managers, the training improved their competence in both public speaking and designing engaging presentation materials tailored to specific audiences. This ability is crucial since RPTRA managers often act as the main communicators in various activities, ranging from government program dissemination to community empowerment initiatives.

For the community, the improved public speaking and presentation skills of RPTRA managers have led to clearer, more communicative, and easily understood interactions. Such progress fosters greater citizen participation in RPTRA programs, strengthens social bonds, and reinforces RPTRA's function as a dynamic learning hub and vibrant public space. Additionally, well-prepared presentation materials can serve as effective educational tools, especially on issues related to family, health, and community development. Collectively, these outcomes underline the importance of strengthening communication capacities at the community level as part of sustainable public engagement.

For institutions and local governments, this program represents a concrete effort to strengthen the capacity of public service personnel at the community level. Competence in public speaking and presentation design supports the realization of transparent, responsive, and effective public communication. Moreover, the training has the potential to be replicated in other regions as a model for human resource capacity building aligned with the demands of the digital and participatory era. Thus, this community service activity not only enhances individual skills but also reinforces RPTRA's role as a hub of interaction and empowerment, while supporting the government's vision of inclusive and adaptive public communication.

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