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## ENHANCING THE SELF-CONFIDENCE OF YPMK-SPONSORED STUDENTS IN JAYAPURA THROUGH PUBLIC SPEAKING TRAINING

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<p><b>Info Article</b></p> <p>Received: 01 Februari 2026</p> <p>Revised: 02 Maret 2026</p> <p>Accepted: 01 April 2026</p> <p>Publication: 30 April 2026</p> <p><b>Keywords:</b> <i>Public Speaking, Self-Confidence, Student Training, Communication Skills, Community Service.</i></p> <p><b>Kata Kunci:</b> Public Speaking, Kepercayaan diri, Pelatihan Mahasiswa, Keterampilan Komunikasi, Pengabdian Masyarakat.</p> <p><b>Licensed Under a Creative Commons Attribution 4.0 International License</b></p> 	<p><b>Abstract:</b> <i>Public speaking is an essential competency for university students as it supports both academic achievement and future professional development. However, some students supported by Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro (YPMK) still experience difficulties in expressing their ideas confidently in front of an audience. The activity applied a participatory training approach that combined lectures, practical speaking exercises, and evaluation following each practice session. The training was conducted in December 2025 at the Management Laboratory of the Faculty of Economics and Business, Universitas Cenderawasih, involving YPMK-assisted students as participants. The effectiveness of the program was assessed through pre-tests, post-tests, and direct observation of participants' performance during speaking practice sessions. The results indicate an improvement in participants' understanding of fundamental public speaking techniques as well as a noticeable increase in their confidence when presenting ideas in front of an audience. Overall, the program contributes to strengthening the communication competencies of the participating students.</i></p> <p><b>Abstrak:</b> Kemampuan berbicara di depan umum merupakan salah satu kompetensi penting bagi mahasiswa karena berperan dalam menunjang keberhasilan akademik sekaligus kesiapan menghadapi dunia profesional. Namun demikian, sebagian mahasiswa penerima dukungan dari Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro (YPMK) masih menghadapi kendala dalam menyampaikan gagasan secara percaya diri di hadapan audiens. Kegiatan dilaksanakan melalui pendekatan pelatihan partisipatif yang mengombinasikan metode ceramah, latihan berbicara secara langsung, serta evaluasi setelah setiap sesi praktik. Pelatihan diselenggarakan pada bulan Desember 2025 di Laboratorium Manajemen Fakultas Ekonomi dan Bisnis Universitas Cenderawasih dengan melibatkan mahasiswa binaan YPMK sebagai peserta. Penilaian efektivitas kegiatan dilakukan melalui pre-test, post-test, serta observasi langsung terhadap performa peserta selama praktik berbicara di depan kelompok. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta mengenai teknik dasar public speaking sekaligus peningkatan kepercayaan diri dalam menyampaikan ide di depan audiens. Secara keseluruhan, kegiatan ini memberikan kontribusi dalam memperkuat kompetensi komunikasi mahasiswa yang terlibat dalam program pelatihan tersebut.</p>
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## INTRODUCTION

Communication competence is one of the essential skills that university students must possess to meet the demands of both academic and professional environments. In higher education, students are expected to communicate their ideas, arguments, and analytical results clearly and systematically through various academic activities such as classroom presentations, scholarly discussions, and academic seminars. For this reason, the ability to speak effectively in front of an audience, commonly referred to as public speaking, has become a crucial competency that supports students' academic performance as well as their future career development. Public speaking competence does not merely involve delivering information but also encompasses self-confidence, mastery of the subject matter, and the ability to manage interactions with the audience effectively (Bodie et al., 2024).

Nevertheless, numerous studies indicate that speaking in public remains a common source of anxiety among students. Many individuals experience fear, nervousness, and self-doubt when required to present their ideas in front of others. Previous research even suggests that public speaking is often perceived as one of the most anxiety-inducing activities compared with other social situations (Dwyer & Davidson, 2021). Such conditions may lead to low levels of student participation in academic activities that require oral communication and may hinder their ability to convey ideas effectively.

Within the context of higher education, the development of communication skills should not only emphasize cognitive aspects but also focus on strengthening students' self-confidence. Self-confidence plays a crucial role in influencing an individual's ability to express ideas and interact with others. Students with a higher level of confidence tend to be more willing to express their opinions, actively participate in discussions, and deliver presentations more effectively (Ngefak et al., 2026). Consequently, developing public speaking skills is often considered an effective strategy for enhancing students' self-confidence within academic settings.

Previous studies have demonstrated that public speaking training programs can have a positive impact on improving participants' communication skills and confidence. Training that integrates theoretical explanations with direct practice enables participants to better understand effective speaking techniques while also increasing their courage to perform in front of an audience (Gallego & McHugh, 2022). Furthermore, experiential learning approaches have been proven effective in enhancing students' presentation

abilities because they allow participants to learn through hands-on practice and direct feedback (Sloan & Porter, 2023). Other studies have also shown that systematic public speaking training programs can help students reduce their fear of speaking in public while simultaneously strengthening their confidence in presenting ideas (Kaewmak et al., 2025).

In the context of community service activities, public speaking training is frequently implemented as an intervention to enhance participants' communication skills. Several community service programs have demonstrated that public speaking training conducted through lectures, practical exercises, and evaluation sessions can significantly improve participants' self-confidence (Hartini & Chumaeson, 2021; Hancock et al., 2022). In addition, training programs that provide opportunities for participants to immediately practice after receiving instructional material enable them to understand communication techniques in a more practical and applicable manner (Fathurohman et al., 2021; Sulistya et al., 2024).

Students who receive scholarships from the Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro (YPMAM) are part of a human resource development initiative in Papua aimed at improving the educational quality of young generations. However, in the process of higher education learning, some students still encounter challenges in presenting their ideas confidently in front of an audience, particularly during academic presentations or discussions. This situation indicates that, in addition to academic support, students also require strengthened communication skills as part of their personal capacity development.

Based on these conditions, it is necessary to conduct a training program that can assist students in improving their public speaking skills while simultaneously building their confidence in expressing ideas. Therefore, this community service activity was implemented in the form of public speaking training for YPMAM scholarship recipients in Jayapura. The activity aims to enhance students' communication competence and self-confidence through a participatory training approach that integrates material delivery, practical exercises, and evaluation of participants' performance.

## **METHOD**

This community service program employed a participatory training approach aimed at enhancing students' public speaking skills and self-confidence through an interactive and practice-oriented learning process. This approach was selected because it

allows participants not only to receive theoretical explanations but also to gain direct experience through speaking practice in front of an audience while receiving immediate feedback from the trainer. The participants of this community service activity were scholarship recipient students from the Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro (YPMAK) who are currently pursuing their studies in Jayapura. A total of 15 students took part in the training program. The participants were selected using a purposive approach based on the availability and willingness of YPMAK-supported students who participated in the public speaking training activity.

The training program was conducted in December 2025 at the Management Laboratory of the Faculty of Economics and Business, Cenderawasih University. The implementation of the activity consisted of several stages, including the preparation stage, the training implementation stage, and the evaluation stage. During the preparation phase, coordination was carried out with YPMAK to organize the activity and develop the public speaking training materials. The training implementation stage involved a combination of lectures, hands-on practice, and performance evaluation. The materials delivered covered fundamental concepts of public speaking, strategies to overcome nervousness when speaking in public, techniques for organizing speech structures, and the use of body language in communication. After each subtopic was presented, participants were given the opportunity to practice speaking in front of the group, followed by evaluation and feedback from the trainer.

Data collection in this activity was conducted using several techniques, including pre-tests and post-tests to assess participants' understanding of basic public speaking concepts before and after the training, observation of participants' performance during speaking practice sessions, and documentation of the training activities. Observations were carried out to assess participants' confidence levels, their ability to deliver ideas in a structured manner, as well as their use of body language and eye contact when addressing an audience.

The data obtained from the pre-test and post-test results were analyzed descriptively to identify changes in participants' level of understanding after attending the training program. Meanwhile, observational data from the public speaking practice sessions were analyzed qualitatively to describe improvements in participants' confidence and communication skills throughout the activity. Data processing and

presentation were conducted using simple data-processing software such as Microsoft Excel to facilitate the preparation of tables and the visualization of the evaluation results.

## RESULTS AND DISCUSSION

### Implementation of the Training Program

This community service activity was conducted in the form of a public speaking training program for students supported by the Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro (YPMAM). The training was held in December 2025 at the Management Laboratory of the Faculty of Economics and Business, Universitas Cenderawasih. A total of 15 students participated in the program.

The training activities were implemented through a combination of lectures, direct practice, and performance evaluation. The materials delivered covered several topics, including fundamental concepts of public speaking, strategies for managing anxiety when speaking in front of an audience, techniques for structuring messages effectively, and the use of body language and eye contact in communication. After each subtopic was presented, participants were given the opportunity to practice speaking in front of the group. This activity was followed by immediate feedback and evaluation provided by the instructor.

This training approach, which integrates theoretical explanation with practical exercises, reflects an experiential learning model. Such an approach has been shown to be effective in improving students' communication competencies because participants are able to learn through direct practice and reflection on their performance (Gallego & McHugh, 2022; Sloan & Porter, 2023). Documentation of the training activities is presented in the following figure.



Figure1. Participants attending the public speaking training session

### Evaluation of Participants' Understanding

To assess the effectiveness of the training program, an evaluation was conducted using pre-test and post-test instruments. These assessments aimed to measure participants' understanding of fundamental public speaking concepts before and after the training session.

Table 1. Results of Pre-test and Post-test on Participants' Understanding

Level of Understanding	Pre-test	Post-test
High	3 participants	10 participants
Moderate	5 participants	4 participants
Low	7 participants	1 participant
<b>Total</b>	<b>15 participants</b>	<b>15 participants</b>

Source: Primary data, processed (2026)

The results indicate a clear improvement in participants' level of understanding after the training program. During the pre-test stage, most participants were categorized as having low to moderate levels of understanding. However, after completing the training, the majority demonstrated an improved level of comprehension and were categorized within the high understanding group.

These findings suggest that the combination of lecture-based explanation and practical exercises was effective in helping participants better understand the fundamental principles of public communication. This result aligns with previous studies indicating that public speaking training programs can enhance participants' knowledge of effective communication techniques (Fathurohman et al., 2021; Tarigan et al., 2024).

### Observation Results of Public Speaking Practice

In addition to the pre-test and post-test evaluation, participants' performance was also assessed through direct observation during their speaking practice in front of the group. The evaluation focused on several key aspects related to public speaking competence.

Table 2. Observation Results of Participants' Public Speaking Skills

Assessment Aspect	Before Training	After Training
Confidence while speaking	Low	Improved
Message structure	Less systematic	More structured
Eye contact with audience	Limited	Improved
Use of body language	Less expressive	More expressive

Source: Primary data, processed (2026)

The observation results show that most participants experienced improvements in several aspects of public speaking performance, particularly in terms of self-confidence and the ability to present ideas in a more organized manner. Prior to the training, some

participants appeared hesitant and lacked confidence when speaking in front of the group. After participating in the training and receiving opportunities for practice along with direct feedback, participants demonstrated greater willingness and confidence in delivering their ideas before an audience.

### **Discussion**

The results of this community service activity indicate that public speaking training contributes positively to improving students' confidence and communication abilities. This finding is consistent with the concept of communication competence, which suggests that effective communication depends not only on mastery of content but also on the confidence to convey messages to an audience (Bodie et al., 2024). One of the main barriers in public speaking is the fear of speaking in front of others. Many individuals experience anxiety when presenting before an audience due to a lack of self-confidence in their abilities. Previous studies have identified public speaking anxiety as one of the most common forms of communication apprehension among university students (Dwyer & Davidson, 2021). Therefore, training programs that provide opportunities for direct practice play a crucial role in helping participants overcome such fears. The increase in participants' confidence following the training is also consistent with research indicating that public speaking training programs can enhance students' self-confidence when presenting ideas to an audience (Hartini & Chumaeson, 2021; Sulistya et al., 2024). Furthermore, other studies have demonstrated that systematic public speaking training can strengthen students' self-efficacy in delivering speeches or presentations (Maulidha & Tiatri, 2023).

The findings from this activity also support previous research showing that public speaking training is effective in improving communication skills among university students in higher education settings (Nugroho et al., 2024; Rifki, 2024). Training programs designed in an interactive format and supported by direct practice opportunities enable participants to develop more practical and applicable communication skills. In addition, the improvement in participants' confidence is closely related to students' self-concept. Individuals with a positive self-concept tend to demonstrate greater confidence in expressing ideas and interacting with others (Ngefak et al., 2026). Therefore, public speaking training not only develops technical speaking skills but also contributes to strengthening participants' self-confidence.

From an educational development perspective, the results of this activity suggest that public speaking training can serve as an effective strategy for enhancing students' communication abilities. Some studies even indicate that the outcomes of such training can be used to identify students' confidence profiles and support the development of more effective learning approaches aimed at improving communication skills (Sabilirasyad et al., 2024).

Beyond improving communication skills, public speaking training also has important implications for preparing students to meet the demands of both academic and professional environments. The ability to speak effectively before an audience is a critical competency required in various academic activities, including scientific presentations, classroom discussions, and academic seminars (Hidayah & Hasanah, 2026). Therefore, the implementation of public speaking training for YPMAK-supported students provides a positive contribution in strengthening communication competencies and fostering students' confidence in delivering ideas effectively in front of an audience.

## CONCLUSION

The community service program in the form of public speaking training conducted for students supported by the Yayasan Pemberdayaan Masyarakat Amungme dan Kamoro (YPMAK) in Jayapura demonstrates that a training model integrating lectures, practical exercises, and performance evaluation can effectively enhance students' understanding and communication skills. The evaluation results obtained through pre-test and post-test indicate an improvement in participants' comprehension of fundamental public speaking concepts. Furthermore, observations during the practice sessions reveal a noticeable increase in students' confidence when presenting ideas in front of an audience. This training activity also contributes to strengthening students' communication abilities as an essential competency required in both academic environments and professional contexts. Through hands-on practice conducted immediately after the delivery of the material, participants gained more practical learning experiences that enabled them to better understand effective speaking techniques, manage nervousness, and convey messages in a more structured and organized manner. From a conceptual perspective, the outcomes of this activity emphasize the importance of developing communication competence as part of human resource development in the fields of economics and business. Effective public speaking skills not only support students' academic performance in activities such as presentations and discussions, but

also serve as valuable capital for improving professional communication, leadership capacity, and readiness to enter the workforce in the future. Therefore, public speaking training can be considered a relevant capacity-building strategy to enhance the quality of human resources in the field of economics and business.

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