
**PENGARUH PROGRAM PSOP (*PUBLIC SPEAKING ON ONLINE PRESENTATION*)
SEBAGAI SOLUSI MENINGKATKAN KEPERCAYAAN DIRI SISWA**

Zurratul Muna¹, Dwi Iramadhani², Rini Julistia³, Widi Astuti⁴

Program Studi Psikologi Fakultas Kedokteran Universitas Malikussaleh^{1,2,3,4}

e-mail: zurratul.muna@unimal.ac.id¹, dwi.iramadhani@unimal.ac.id², rini.julistia@unimal.ac.id³,
widi.astuti@unimal.ac.id⁴

Received 26 November 2021

Accepted 30 January 2022

Published 30 April 2022

DOI [10.22373/psikoislamedia.v7i1.11440](https://doi.org/10.22373/psikoislamedia.v7i1.11440)

ABSTRAK

Permasalahan utama dalam presentasi secara online adalah adanya rasa khawatir tentang respon atau penilaian orang lain terhadap dirinya, yaitu mengenai apa yang disampaikannya dan bagaimana ia menyampaikannya. Hal yang dapat dilakukan untuk meningkatkan rasa percaya diri melakukan presentasi online adalah dengan meningkatkan kemampuan public speaking secara *online*. *Public speaking* merupakan skill yang harus diperhatikan pada presentasi *online*. Sebagai solusi dari permasalahan ini peneliti tertarik membuat sebuah program pelatihan *Public Speaking on Online Presentation* (PSOP). Penelitian ini menggunakan metode kuantitatif berupa quasi eksperimen dengan desain penelitian *one group pretest posttest design*. Pengambilan sampling menggunakan *purposive sampling*. Pengumpulan data menggunakan skala kepercayaan diri. Hasil analisis *paired sample t-test* diketahui bahwa ada perbedaan signifikan antara *pretest* dan *posttest* setelah pelaksanaan pelatihan. PSOP (*Public Speaking On Online Presentation*) dapat meningkatkan kepercayaan diri siswa dalam menghadapi sistem pembelajaran daring.

Kata Kunci: *PSOP, Kepercayaan Diri, Siswa*

**THE IMPACT OF PSOP (*PUBLIC SPEAKING ON ONLINE PRESENTATION*) PROGRAM
AS A SOLUTION TO INCREASE STUDENTS' SELF-CONFIDENCE**

ABSTRACT

The main issue in online presentation is that there is a sense of worry about people's responses or judgements about oneself, which is about what and how things are delivered. What can be done to increase self-confidence in doing online presentation is increasing online public speaking skills. Public speaking is a skill that must be considered in online presentation. As a solution of this issue, the researcher is interested in creating a Public Speaking on Online Presentation (PSOP) program. This research employs quantitative method namely quasi-experimental research design with one group pretest posttest design. The sampling technique used is purposive sampling. Data are collected by using self-confidence scale. The analysis results of paired sample t-test show that there is a significant difference between pretest and posttest after training is carried out. PSOP (Public Speaking on Online Presentation) can increase students' self-confidence in facing online learning system.

Keywords: *PSOP, Self-confidence, Students*

Introduction

Covid-19 pandemic has affected all aspects of life. One of them is in education sector. Before pandemic, we used to do offline learning and now we are required to adapt to online learning. This change eventually has a number of impacts, such as internet network availability. Furthermore, data from KPAI on educational field state that there have been 246 complaints related to a huge number of homework assigned during online learning (Firmiana & Rahmawati, 2020). A research conducted by Firmiana & Rahmawati, (2020) indicates that online learning makes students lose their confidence of their own abilities in understanding the subjects.

Students' lack of confidence during online learning is evident in a number of aspects, one of them is in online presentation. The number of online presentation is increasing due to a high number of online learning activities (Dahiya, Kapil & Potia, 2020). Based on an FGD results, it is indicated that students show lack of confidence during online presentation. Many students are nervous, scared, and so forth when they do online presentation. Lack of confidence emerges from fear, anxiety, worry, and uncertainty along with pounding chest and body shaking that are related to psychological or children psychological problems caused by external stimulus (Aristiani, 2016).

The main issue with online presentation is sense of worry about other people's responses or judgements towards them, which is about what they are presenting and how they are presenting it. Dependency on other people's judgements is one of the characteristic of people who lack confidence (P Lauster, 1998). One of the things to do to improve self-confidence during online presentation is to increase students' skills in public speaking, especially online public speaking. Public speaking is the main skill to be considered during online presentation (Novaković & Teodosijević, 2017). During pandemic, it is required to have public speaking skills and practice it online. (Priyadi et al., 2013) add that children from early age are required to have public speaking skills. Thus, public speaking is a challenge faced by students during their learning activities.

Therefore, the researcher is interested in conducting a study using quasi-experimental approach. As a solution to this issue, the researcher is intended to create a training program called Public Speaking on Online Presentation (PSOP). This training program is a modified from a module developed by Toatmaster (2015) that aims at increasing participants' public speaking skills. The approach used in this training is a learning approach named experiential learning by Kohler. This approach has 4 stages, namely: 1) concrete experience (emotions), 2) reflective observation (watching), 3) abstract

conceptualization (thinking) and 4) active experimentation (doing). The results can later be used as insight references and knowledge for all readers on the impact of Public Speaking on Online Presentation (PSOP) training in increasing students' confidence. It can then be used as a reference or solution for students who lack confidence during online presentation. That is, by implementing Public Speaking on Online Presentation (PSOP), in which the skills can increase students' confidence.

Literature Review

Public Speaking

Public etymologically comes from English word defined as "society", while speaking means to talk or to make a speech. Rhetoricians define it as talking or speaking skills that have existed and developed before century. The term public speaking is better known as a rhetorical term or in English, rhetoric, originated from Greek word "*rhet*" which means people who are skilled, capable, and agile in speaking in front of many people. According to Noonan (in Tubss and Moss, 2001), public communication is a combination of theater and public statement, which means an art or power as well as simultaneous in-depth delivery to the audience.

Public speaking aspects according to Tubss and Moss (2001) are:

- a. Source credibility, listener availability to trust what is being said and done by someone. Credibility has significant influence on our judgement of a speaker.
- b. Ways to deliver speech, a good speech delivery does not consist only of fluency of speaking, but also effective use of a number of visual and vocal cues: eye contact, hand gestures, posture, physical appearance, vocal quality, voice pitch, volume and rate of speech.
- c. Audience analysis, which can be seen in two methods:
 - Demographic analysis, speaker needs to recognize the nature of the audience. This helps to presume audience's beliefs, attitudes, and values.
 - Goal-oriented analysis, it describes information and goals for the audience after participating in public communication or public speaking.

Self-Confidence

According to P Lauster (1998), self-confidence comes from life experience. Self-confidence is one of personality aspects, that is, confidence in oneself without being influenced by other people and

the ability to act as they desire, to be happy, optimistic, tolerant, and responsible. P Lauster (1998) adds that self-confidence is related to the ability to do something well. This assumption causes the individual to never own true self-confidence. Human abilities are limited to a number of things they can do well and a number of mastered skills.

According to P Lauster (1998), factors that affect self-confidence are as follows:

- a. Personal skills, that is, one's ability to develop themselves, where the individual is not concerned about their actions, not dependent on other people, and recognizes their own abilities.
- b. Social interaction, that is, how an individual relates to their environment and knows their own way in adjusting to the environment, tolerating, accepting, and respecting other people.
- c. Self-concept, that is, how an individual perceives and assesses themselves positively and negatively towards their strengths and weaknesses.

According to P Lauster (1998), aspects of self-confidence are as follows:

1. Self-efficacy: self-efficacy is a positive attitude about themselves, that they are really capable of doing what they do.
2. Optimism: one's positive attitude, that they always see the good in dealing with everything, and they always believe in their own abilities.
3. Objectivity: individuals who see problems or things as they are, and do not rely solely on personal truth or their own judgements.
4. Responsibility: one's willingness to face all the consequences.
5. Rational and realistic: analysis of a problem, a thing, or an occurrence by thinking reasonably and based on reality.

Online Learning

According to Handarini & Wulandari (2020), online learning is learning system carried out by meeting virtually. It uses platform that helps teaching and learning process remotely. This is in line with Cambell (Fuadi et al., 2020) who states that online learning focuses on the use of internet in education. Online learning aims at providing quality learning services in a massive and open network to reach many learning enthusiasts (Sofyana & Rozaq, 2019).

According to Mustofa, Chdzirin, & Sayekti (2019), benefits of online learning are:

1. Enhance learning interaction between students and teachers or instructors (enhance interactivity),
2. Allow learning interaction anywhere and anytime (time and place flexibility),
3. Reach students in a broader range (potential to reach a global audience),
4. Facilitates in completing and archiving learning materials (easy updating of content as well as archivable capabilities).

Methods

This research employed quantitative method with quasi-experimental research design with one group pretest posttest research design. Variables in this research are independent variable named “Online Class Module of Public Speaking on Online Presentation (PSOP)” and dependent variable named “Self-confidence”. This research takes place in Sukma Bangsa Lhokseumawe High School. This research used purposive sampling technique as its technique sampling. There are criteria in this research subjects, which are, their status is active students, they have never had public speaking training, and they have low or average self-confidence pretest score. Among 60 students who took the pretest, there are 10 students with low score of self-confidence. Instruments used in this research is PSOP (Public Speaking on Online Presentation) Module, Knowledge Test, Manipulation Check, Self-confidence Scale, and PSOP Online Evaluation Sheet, distributed to all participants in the end of the session. Data collection technique employed in this research is Likert’s Rating Scale (Likert rating scale method) of self-confidence created by the researcher. The measuring instrument is created based on aspects described by P Lauster (1998). The aspects are self-efficacy, optimism, objectivity, responsibility, rationalism, and realistic. Test results of self-efficacy variable is 0.909. This number indicates that the reliability level of self-confidence scale is highly reliable (Hair, Black, Babin and Anderson, 2010). Furthermore, based on test results of item discrimination index, it is discovered that 6 items are taken out because the total items of correlation coefficient is below 0.3. Meanwhile, 34 items is above 0.3, where total items of correlation coefficient moves from 0.303 to 0.666. Hypothesis test used in this research is T-test. T-test is employed to discover whether there is a significant difference between research subjects’ pretest and posttest scores. The data are measured using parametric statistical test called Paired Sample T-test.

Results

Normality Test, Homogeneity Test, and Heteroscedasticity Test

Subjects in this research are students who lack self-confidence, which is indicated by students' low pretest score. Of 60 students who took the pretest, there were 10 students whose self-confidence are in low category and have never had public speaking training. This research employed T-test. T-test is used to observe effectiveness of PSOP (Public Speaking on Online Presentation) program in increasing students' self-confidence in doing online learning. In the analysis, there are a number of assumptions to fulfill, which are, normality test, homogeneity test, and heteroscedasticity test. Normality test is conducted to discover whether distribution of research data is normal. Normality test conducted in this research employed Shapiro-Wilk test where data distribution is normally distributed if the significance value is $>0,05$ (Agusyana, 2011).

Results Of Shapiro-Wilk Test Self Efficacy Variable

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post	.166	10	.200*	.926	10	.406

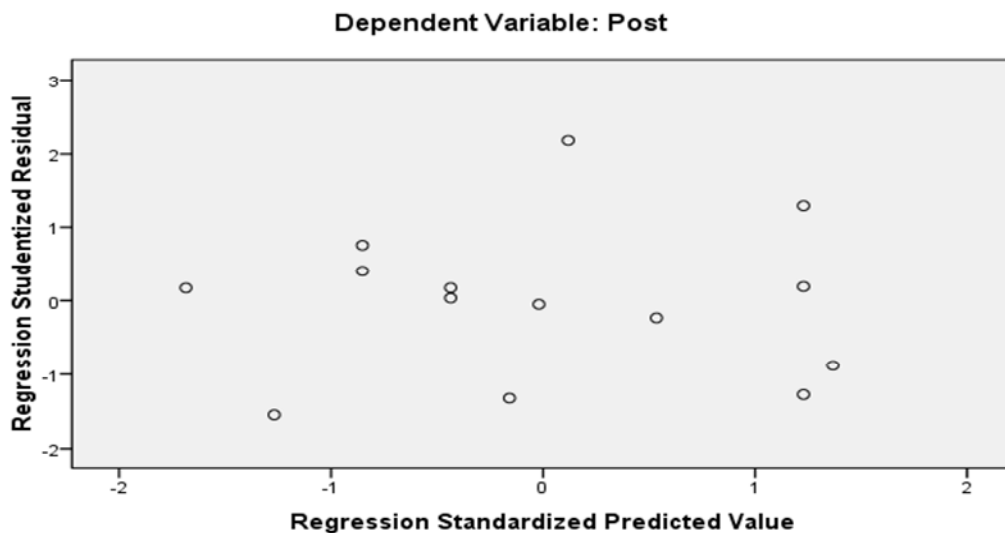
Based on the normality test, the result is 0,406, thus, it can be concluded that data are distributed normally. Homogeneity test is conducted to determine whether or not the research data are homogeneous, by looking at the significance value in homogeneity of variance test. Research data are homogeneous if the significance value is $>0,05$.

Results of Homogeneity test of variance self-efficacy variable

ANOVA						
post						
	Sum	of	df	Mean	F	Sig.
	Squares			Square		
Between	1007.600		8	125.950	3.110	.414
Groups						
Within Groups	40.500		1	40.500		
Total	1048.100		9			

Results of homogeneity test show that self-confidence variable has significance value (p) of 0.414. Those results have significance value (p) > 0.05, thus, it indicates that variants of two or more data population groups are similar or homogeneous. Heteroscedasticity assumption test is conducted to assess if there is variant inequality of the residuals for all observations in linear regression model. Heteroscedasticity test is conducted by observing at the scatterplot of processing results which will form particular pattern.

Heteroscedasticity test of self-confidence



Based on the chart, it can be seen that the distribution of points on the chart spreads randomly (no systematic pattern) at around 0, thus, it can be concluded that there is no indication of heteroscedasticity. In other words, heteroscedasticity test is fulfilled.

Content validity test of PSOP Program Module

PSOP program module in this research is developed by Iramadhani, Astuti, and Julistia (2020). This module has passed validation stage by expert. Results of the research show that PSOP program module has good content validity with validity coefficient value by expert in the range of 0,82 – 0,92 for each part or session (Iramadhani, Astuti, and Julistia, 2020). Good module content validity indicates that content of “PSOP” Online Class Module is in line with the objectives, theories, and indicators to be conveyed and achieved. In addition to assessing the content suitability, objectives and indicators with theories in each parts of the module, this research also demonstrates that experts also assess module

feasibility as learning media of reference for activities implementation for facilitators where validation coefficient as a module is 0,71 – 0,96.

Manipulation Check Data

Manipulation check is conducted to observe if subjects undergo changes caused by treatment provided by the researcher. Therefore, the researcher conducted knowledge test to all training participants. Based on the results, it is discovered that students understand the materials and can answer the questions correctly.

The Impact of PSOP (Public Speaking On Online Presentation) Program In Increasing Students' Self-Confidence

Hypothesis proposed in this research is whether PSOP program can increase students' self-confidence in doing online learning. Data analysis technique employed is t-test. To test the hypothesis, the researcher conducted an initial data screening on Monday, October 4th, 2021, to discover which students have average and low self-confidence. There are 60 students in the population of this research. However, there are only 10 students who meet the criteria. Results of the screening are then used to determine the samples to include in the research. To discover subject grouping, calculation of hypothetical mean, empirical mean, and hypothetical standard deviation are conducted. The results are as follows:

Mean and Standard Deviation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	60	78	132	103.9 5	12.151
Valid (listwise)	N 60				

After hypothetical mean and hypothetical standard deviation are obtained, the data are then used to discover categorization of personal safety skill by using the following formula:

Rules to determine subject categorization

Formula	Range of score	Category
$X \geq (\mu + SD)$	$X \geq 116$	High
$(\mu - SD) \leq X < (\mu + SD)$	$92 \leq X < 116$	Medium
$X < (\mu - SD)$	$X < 92$	Low

Overview of students' self-confidence in each category

Overview of students' self-confidence in each category

Range of score	Category	Total
$X \geq 116$	High	10 students
$92 \leq X < 116$	Medium	40 students
$X < 92$	Low	10 students

Based on the table, it is shown that there are 10 students in high category, 40 students in average category, and 10 students in low category. Therefore, the participants of this research are 10 students who are in low category. This screening results become pretest results for students who are selected in experimental group.

Time and Place of Intervention

PSOP (Public Speaking On Online Presentation) intervention is carried out in a one-day meeting on November 22nd, 2020. Details of the intervention are as follows:

Time and place of intervention

Day/Date	Time	Place
Thursday-Friday/ October 14th-15th, 2021	09.00-18.00 WIB	Sukma Bangsa High School

Observation of PSOP (Public Speaking On Online Presentation) Training Implementation

In general, training was carried out according to the research plan. Subjects of the research were on time, active, and able to follow the instructions well. The following consists of details of the training activity during a one-day meeting.

Description of Research Data

In this research, measurement is conducted twice on October 14th and 15th, 2021. It is conducted to discover the impact of PSOP (Public Speaking On Online Presentation) Program in increasing students' self-confidence.

Data description of the impact of PSOP (Public Speaking On Online Presentation) Program in Increasing Students' Self-confidence

To discover the effectiveness of PSOP (*Public Speaking on Online Presentation*) program in increasing students' self-confidence, the measurement will be conducted twice, which is before training treatment (pretest) and after training (posttest). Description of research data is shown in the following table:

Description Of Self-Confidence Variable Research Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre	10	83	106	94.50	8.155
Post	10	93	125	106.30	10.791
Valid	N 10				
(listwise)					

Based on the table, pretest minimum value on experimental group is 83 and the maximum value is 106. Meanwhile, posttest minimum value is 93 and the maximum value is 125. Based on description of pretest and posttest scores of self-confidence variable, the scores range between 83 to 125. The table also shows that all subjects significantly increase their self-confidence from low to medium category, and from medium to high category.

Results of quantitative data analysis of self-confidence pretest and posttest

T-test analysis results namely paired sample test obtained the following results:

Analysis Results Of Paired Sample T-Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	-11.800	7.743	2.449	-17.339	-6.261	-4.819	9	.001

Based on the table, it is discovered that $P=0.001$, thus, $P<0.05$. Based on the analysis of paired sample t-test, it is indicated that there is a significant difference between pretest and posttest after training is implemented. It means that hypothesis H_a is accepted or in other words, PSOP (Public Speaking On Online Presentation) can increase students' self-confidence in facing the system of online learning.

Discussions

Pandemic has caused a number of impacts especially on education sector, where students are required to study at home online. It requires students to be able to adapt to remote learning system. According to KPAI, it causes a lot of students to be stressed (Bona & Siahaan, 2020). A study conducted by Firmiana & Rahmawati (2020) shows that online learning makes students lose confidence in their ability to understand the lesson well.

Self-confidence is a belief in oneself that they will not be influenced by other people and they can act as desired, be happy, optimistic, tolerant, and responsible, Lauster (1998). In accordance with this, Tanjung & Amelia (2017) state that self-confidence is an attitude or belief in one's abilities, thus they do not worry, they feel free in doing what they want, they are responsible for their actions, polite in interacting with other people, they have achievement motivation, and they are able to recognize their own strengths and weaknesses.

Students' lack of self-confidence during online learning is evident in several aspects, such as in doing online presentation. Furthermore, activities of online presentation or remote learning using online media have become new habitual practice in remote learning these days (Atsani, 2020; Asmuni, 2020). Presentations are often a challenge for a number of students in their academic activities. Especially when the implementation is changed from offline to online.

Lack of self-confidence during online presentation is seen in results of the research, which show that there are 40 students with average self-confidence and 10 students with low self-confidence. Low self-confidence during online presentation comes from fear of trying new things, fear of becoming the

center of attention, fear of being underestimated by other people, and so forth. These assumptions are what cause most teenagers to fail to improve themselves and unable to practice the skills that they have (Zainal et al., 2021). One of the skills that students can practice is public speaking skills.

It is in accordance with Novaković & Teodosijević (2017) who state that public speaking is the main skills in online presentation. According to Priyadi (2013), children from early age should have public speaking skills. To optimize students' skills in public speaking especially in online presentation, there should be efforts to improve the skills. The researcher proposed a training called Public Speaking on Online Presentation (PSOP). This training is a modification of a module developed by Toatmaster (2015). This present research conducted by Iramadhani, Astuti dan Julistia (2021) discovered that there is an impact of PSOP program in improving students' self-efficacy. Hence, the researcher is interested in observing the impact of PSOP program on students' self-confidence.

The researcher modified the module and adjusted it to the implementation of online public speaking. Based on analysis of paired sample t-test in this research (the result is $P = 0.001$ so $P < 0.05$), it is discovered that there is a significant difference between pretest and posttest after the training is carried out. It indicates that the hypothesis is accepted or in other words, PSOP (Public Speaking On Online Presentation) can increase students' self-confidence in doing online learning.

This is in line with previous studies which state that public speaking can increase the level of students' self-confidence (Mashudi dkk, 2021; Munasyirah, 2020; Priyadi et al., 2013). Findings of this research proves that PSOP (Public Speaking On Online Presentation) program can increase students' self-confidence.

There are a number of reasons that explain the effectiveness of this research. The first one is that the module used in this research has undergone validation test with validity coefficient value by experts in the range of 0,82 – 0,92 for each part or session. In addition, the experts also assess the module feasibility module as learning media of reference for activities implementation for facilitators where validation coefficient as a module is 0,71 – 0,96. Furthermore, good module content validity shows that the content of PSOP module is in line with the objectives, theories, and indicators which are aimed. Good module condition is definitely able to contribute to the effectiveness of activity implementation process.

The second is that the students who took the training so far have never taken public speaking training. Increase of scores by all subjects shows that all subjects managed to join all sessions with the

aim of improving their self-confidence. Students' ability in increasing their self-confidence is not evident only in the increase of scores, it is also seen in the observation results conducted during the activities.

Observation results show that students are able to use the right intonation when providing information. They have also understood pauses between sentences, they do not rush during speech delivery and they are able to search for topics and materials well. After taking the training, there are a number of things that students feel, which are, they feel that there is a change where some students can use the right intonation when providing information. Furthermore, they can also make pauses between sentences and they do not rush during speech delivery. In addition, participants can prepare discussion topics and they can find the points and meanings to be conveyed and it is all delivered well using the visual aid. However, there are several students who need support and practice in order to be more confident in practicing public speaking.

Conclusions

Pandemic has enabled students to adapt to learning activities, where the whole activities are carried out from offline to online. This habitual activities eventually cause students to lack confidence, especially during online presentation. Therefore, public speaking skills are required to increase self-confidence. Based on the screening results, there are 10 students with low self-confidence, 40 students with average self-confidence, and 10 students with high self-confidence. Based on the data, 10 students with low self-confidence are selected as the research samples. The results of this research demonstrate that there is a significant difference between pretest and posttest results after training is provided. It indicated that PSOP (Public Speaking on Online Presentation) can increase students' self-confidence in online learning.

Suggestions

Based on findings and limitations of the research, there are several recommendations for future studies. They are, future researchers with similar topic are advised to use control group as comparison group, thus, the emergence of dependent variables purely comes from treatment that is provided. In addition, it is expected that future researchers conduct the study in a wider range of subjects in order to reach broader generalization areas.

References

- Agusyana, Y. (2011). *Olah data skripsi dan penelitian dengan spss 19*. Jakarta : PT Elex Media Komputindo.
- Aristiani, R. (2016). Meningkatkan Percaya Diri Siswa Melalui Layanan Informasi Berbantuan Audiovisual. *Jurnal Konseling Gusjigang*, 2(2), 182–189. <https://doi.org/10.24176/jkg.v2i2.717>
- Atsani, K. L. (2020). Transformasi media pembelajaran pada masa pandemi covid-19. *Jurnal Teknologi Pendidikan*, 22(1)
- Asmuni, A. (2020) Problematika Pembelajaran Daring di Masa Pandemi Covid-19 dan Solusi Pemecahannya. *Jurnal Paedagogy*, 7(4) 281-288
- Bona, M. F., & Siahaan, E. A. (2020, April 27). <https://www.beritasatu.com>. Retrieved Agustus 5, 2020, from <https://www.beritasatu.com/nasional/625917-satu-bulan-belajar-online728-siswa-mengeluh-penumpukan-tugas>.
- Dahiya, Kapil & Potia, A. (2020). Generous : COVID-19 ' s Impact on Indonesian Consumer Sentiment. *McKinsey and Company, April*.
- Firmiana, M. E., & Rahmawati, S. (2020). Meningkatkan Keyakinan Diri Siswa di Masa Pembelajaran Online selama Pandemi Covid-19. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Fuadi, T. M., Musriandi, R., & Linda, S. (2020). Covid-19 : Penerapan Pembelajaran Daring di Perguruan Tinggi. *Dedikasi Pendidikan*, 4(2), 193–200.
- Handarini, O. I., & Wulandari, S. S. (2020). Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(3), 496–503.
- Hair, Joseph F, Black, William C, Babin Barry J and Anderson Rolph E. (2010). *Multivariate Data Analysis A Global Perspective*. Seventh Edition. Pearson.
- Iramadhani, Astuti dan Julistia (2020). Modul Public Speaking on Online Presentation).
- Mustofa, M. I., Chodzirin, M., Sayekti, L., & Fauzan, R. (2019). Formulasi Model Perkuliahan Daring Sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi. *Walisongo Journal of Information Technology*, 1(2), 151–160. <https://doi.org/10.21580/wjit.2019.1.2.4067>
- Novaković, N., & Teodosijević, B. (2017). Basics of Public Speaking. *Bizinfo Blace Journal of Economics, Management and Informatics*, 8(2), 33–46. <https://doi.org/10.5937/bizinfo1702033n>
- P Lauster. (1998). Tes Kepribadian (Terjemahan: D.H. Gulo). In *Jakarta: PT. Gramedia Pustaka Utama*.
- Priyadi, U., Prabowo, W. A., Sari, D. M., Ilmu, J., Fakultas, E., Universitas, E., Indonesia, I., Teknik, J., Fakultas, I., Industri, T., Indonesia, U. I., & Indonesia, U. I. (2013). Membangun Kepercayaan Diri Anak Melalui Pelatihan Public Speaking Guna Persiapkan Generasi Berkarakter. *Jurnal Inovasi Dan Kewirausahaan*, 2(2), 88–93.
- Sofyana, L., & Rozaq, A. (2019). Pembelajaran Daring Kombinasi Berbasis Whatsapp pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun. *Jurnal Nasional Pendidikan Teknik Informatika*, 8(1), 81–86.

- Tanjung, Z., & Amelia, S. H. (2017). Menumbuhkan Kepercayaan Diri Siswa. *Jurnal Riset Tindakan Indonesia*, 2(2), 1-5.
doi:<http://dx.doi.org/10.29210/3003205000>
- Toatmaster. (2015). Component Communication. www.toastmasters.org. USA
- Tubs, L Stewart dan Moss Sylvia. (2001). *Human Communication (Konteks-Konteks Komunikasi)*. Bandung: Remaja Rosda Karya.
- Zainal, Dkk. (2021). Modul Edukasi Untuk Meningkatkan Kepercayaan Diri Melalui Public Speaking Dan Personal Branding Di SMA Dharma Wanita Surabaya. Surabaya :Universitas Pembangunan Nasional “Veteran”