

**PUBLIC SPEAKING TRAINING IN INDONESIAN LANGUAGE TO
IMPROVE SELF-CONFIDENCE OF TEENAGERS AT THE BENIH
KEBEIKAN MEDAN**

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Abstract

Self-confidence is a crucial aspect of adolescent development, especially for those living in orphanages who often have limited access to self-development training. The partners for this activity were adolescents at the Benih Kebaikan Orphanage in Medan. The main problems faced by the partners were low self-confidence, anxiety when speaking in public, and a lack of understanding of effective public speaking techniques in Indonesian. The methods used in this community service included interactive lectures, simulations/hands-on practice, and positive feedback-based evaluations. The results of the activity showed a significant increase in the participants' self-confidence and speaking skills. Based on post-test results and observations, adolescents in the orphanage are now more confident in expressing themselves, are able to structure their messages well, and show reduced anxiety when appearing in public.

Keywords: Public Speaking, Self-Confidence, Teenagers, Orphanages, Indonesian.

1. INTRODUCTION

Adolescence is a dynamic transitional phase, during which the search for identity and the development of self-confidence are crucial. Strong self-confidence helps adolescents interact socially, express ideas, and prepare for their future. However, children growing up in orphanages face unique challenges. Limited access to non-formal education and interpersonal skills training often leaves them feeling less confident than typical adolescents.

Medan Seeds of Kindness Orphanage is a social institution that fosters school-age children, including teenagers. Based on initial observations and interviews with the orphanage's management, several key issues were identified:

- Teenagers in orphanages tend to be passive and shy when asked to speak in front of forums or visiting guests.
- Lack of understanding of basic speaking techniques (vocal intonation, body language, and eye contact).
- The use of standard and communicative Indonesian is still not optimal in formal situations.

Public speaking ability is not simply an innate talent, but a skill that can be trained. Therefore, an intervention program is needed, including Indonesian Public Speaking Training. This training is specifically designed to build a positive mindset, eliminate mental blocks, and provide practical strategies to help the youth at the Benih Kebaikan Orphanage in Medan demonstrate courage and confidence.

2. IMPLEMENTATION METHOD

This community service activity was held in the hall of the Benih Kebaikan Medan Orphanage, involving all youth aged 12–18. The approach used was experiential learning, divided into three main stages:

[Stage 1: Preparation & Assessment] → [Stage 2: Implementation & Practice] → [Stage 3: Evaluation & Feedback]

Details of Activity Stages:

1. **Preparation Stage:** Coordinate with the orphanage administrators, prepare simple training modules, and conduct a short oral pre-test to measure the participants' initial level of self-confidence.

2. Implementation Stage (Workshop & Simulation):

- **Material Session:** The delivery of material regarding the importance of public speaking, how to overcome stage fright, vocal techniques, body language, and the structuring of the material uses good and correct Indonesian.
 - **Independent Practice Session (Simulation):** Each participant was given the opportunity to come forward to practice self-introduction techniques and tell about their aspirations for 2-3 minutes.
3. **Evaluation Stage:** Providing constructive feedback by the service team, giving appreciation to the best participants, and filling out the final evaluation sheet (post-test).

3. RESULTS AND DISCUSSION

The training was interactive and met with high enthusiasm from the participants. To assess the program's effectiveness, the community service team measured changes in participant performance indicators before (pre-test) and after (post-test) the training.

Comparison Table of Indicators Before and After Training

No	Assessment Indicators	Conditions Before Training	Condition After Training
1	Eye Contact	Tends to look down or look at the floor.	Start to dare to look at the audience evenly.
2	Voice Volume & Intonation	The voice is too soft, shaky, and monotonous.	The sound is louder, articulation is clear, and energetic.
3	Body Language (Gesture)	Stiff, hands hidden in pockets or behind back.	More relaxed, using natural hand movements.
4	Use of Indonesian	Uses a lot of filler words ("eee", "what ya") and slang.	The vocabulary is more organized, the sentence structure is neater and more formal.

DISCUSSION

3.1. Analysis of Initial Conditions and Psychological Barriers of Participants (Pre-Test Analysis)

At the beginning of the activity, before the training intervention, the community service team conducted a pre-test, consisting of behavioral observations and a short interview regarding public speaking readiness. The observations revealed significant psychological barriers and verbal anxiety among the majority of adolescents at the Benih Kebaikan Orphanage in Medan. This phenomenon aligns with the psychological characteristics of adolescents who are in the process of searching for their identity and developing their self-concept.

When asked to stand in front of a forum, the majority of teenagers (around 75%) displayed very visible non-verbal gestures of anxiety. The most common behavioral patterns included wringing their hands, repeatedly straightening their clothes, swaying their feet, and completely avoiding eye contact with the audience. Many chose to stare at the floor, the ceiling, or focus on the back wall of the room during the initial introduction session.

Theoretically, public speaking anxiety (glossophobia) in orphanage adolescents is triggered by the accumulation of two main factors: state anxiety (situational anxiety due to new environments or situations perceived as threatening) and vulnerable self-esteem due to a lack of character education stimulation in non-formal environments. The fear of negative evaluation from others (fear of judgment) locks them in a state of "mental block." Their subconscious minds associate the stage or the front of the class as a "dangerous" area where speech errors will bring rejection or ridicule from peers. This cognitive barrier is exacerbated by the limited vocabulary of standard Indonesian, so that when speaking, they often experience blanks (loss of ideas) and use excessive filler words such as "eee", "apa ya", or "hm".

3.2. Intervention Dynamics through Ice Breaking and Classroom Atmosphere Conditioning

To address these initial psychological barriers, the community service team implemented anxiety mitigation strategies through an inclusive and interactive communicative approach. A crucial first step before moving on to the main topic is

icebreaking. Icebreaking activities are designed not just for entertainment but also have a neurological function, activating participants' parasympathetic nervous systems, thereby reducing muscle tension and heart rate triggered by anxiety.

Through group word games and cheerful articulation exercises, the classroom atmosphere, which was previously tense and tense, transformed into a more fluid, open, and joyful atmosphere. Creating a supportive learning environment is crucial for building trust between participants and the community service team. The community service team consistently instilled the basic principles of modern public speaking, namely:

"Public speaking is not about pursuing flawless perfection, but rather about how we convey a message sincerely from the heart so that it reaches the hearts of the audience."

This principle effectively reduces the mental burden on participants. When the goal shifts from "performing perfectly without error" to "conveying a message/story sufficiently," the orphanage youth feel they have a safe space to make mistakes without fear of judgment. This teaching model adopts the theory of Humanistic Education, which prioritizes the emotional well-being of students as a primary prerequisite for skill transfer.

3.3. Implementation of the Speech Structure Formula: The 3P Method

One of the main causes of failure in public speaking for beginners is not knowing what to say after the opening greeting. To overcome this technical obstacle in organizing ideas, the community service team provided teenagers with a practical, structured formula called the 3P Method (Opening, Discussion, Closing). This method is adapted from classical rhetorical techniques and simplified to be easily understood and directly applied by teenagers within the framework of good, correct, and persuasive Indonesian.

[1. OPENING]

- Smile & Eye Contact
- Firm & Respectful Greetings
- Self-Introduction Identity



[2. DISCUSSION]

- Core Message (Aspirations)
- Specific Reason/Motivation
- Steps Taken



[3. CLOSING]

- Conclusion/Wise Sentence
- Appreciation (Thank You)
- Closing Greeting & Smile

1. **Opening:**In this section, participants are trained to master the golden moments (the first 30 seconds). Participants are required to stand up straight, smile sincerely at the audience, make eye contact in at least three corners of the room, and then greet with a firm and energetic voice. A mandatory component of this opening is introducing the full name and title with clear articulation without rushing.
2. **Discussion:**This section is the core of the message structure. To facilitate the simulation, the community service team chose a single, emotional topic close to their lives: "My Biggest Aspirations and Dreams." Using this personal topic proved highly effective, as each child possesses memories and imaginations about their own future. Participants were trained to explore the main point (what their aspirations are) followed by the logical reasoning or emotional motivation behind it (why they chose those aspirations). This structure forces participants' brains to think chronologically and thematically using formal Indonesian.

3. **Closing:** The ending serves to create a lasting impression. Participants are taught not to end the conversation abruptly (for example, by saying "that's all.") They are trained to use neat closing sentences, such as inserting a simple motivational rhyme, a call to action, a sentence of appreciation/thank you for the audience's attention, and ending with a warm closing greeting.

3.4. Self-Confidence Transformation and Success Analysis (Post-Test)

After a briefing on the 3P Method and repeated drills in pairs, each participant is required to come forward one by one to the podium for a 2-3-minute independent presentation. This independent practice session serves as the primary indicator for the post-test evaluation, measuring the training's success both quantitatively and qualitatively.

The performance changes demonstrated by the youth at the Benih Kebajikan Orphanage in Medan were significant and touching. The youth, who had been trembling violently and nearly crying with fear at the beginning of the pre-test, were able to stand upright in front of the class during the post-test. Although some nervousness remained, they were able to control themselves, structure their speech from beginning to end based on the 3P Method, and complete it thoroughly.

In general, the behavioral transformation resulting from this intervention can be analyzed based on four dimensions of communication:

- **Vocal Dimensions:** There was a drastic increase in voice volume. The soft, trembling voice gave way to a full, loud voice, with much clearer and more powerful articulation.
- **Visual/Gesture Dimension:** The use of hand gestures began to appear natural to emphasize speaking points. Body postures became more upright (no longer leaning on the table or hunching), and eye contact with the audience increased to 70% of the speaking time.
- **Language Dimensions:** The use of filler words has been drastically reduced. Indonesian sentence structure has become more structured, polite, and effective.
- **Emotional Dimension:** A sense of pride and new achievement (sense of achievement) emerged in the participants after successfully conquering their greatest fear.

The success of this transformation is inseparable from the consistent application of Positive Reinforcement techniques by the service team and fellow participants. Each time a participant finishes speaking, the entire room is required to give a standing ovation. The service team then provides constructive feedback, beginning by first highlighting two to three strengths of their performance, followed by one suggestion for improvement, using polite and motivating language.

Furthermore, the provision of small rewards (stationery and motivational books) for participants who demonstrated the greatest courage and progress was proven to increase the drive for healthy competition among them. This positive reinforcement psychologically changed the orphanage children's perception of public speaking activities: from what was initially considered a moment of "scary judgment" to a moment of "appreciated self-actualization." Ultimately, this training succeeded in cultivating strong seeds of self-confidence in the souls of the partner youth, which will become valuable social capital for their future academic and professional lives.

4. CONCLUSION

The Indonesian Public Speaking Training program at the Benih Kebaikan Orphanage in Medan has proven effective in improving the self-confidence and communication skills of teenagers. Through a combination of theoretical methods and hands-on practice, participants successfully overcame verbal and non-verbal anxiety and developed a more structured Indonesian language message.

Suggestion

To maintain the sustainability of the impact of the activities, it is recommended that orphanage administrators create a regular weekly agenda, such as "Kultum" (seven-minute lecture) or rotating story-sharing sessions for the orphanage children to consistently hone their public speaking skills.

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- This bibliography is compiled using the APA Style format which is commonly used in scientific journals in Indonesia:
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Attachment



