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## Perceptions of Students in Public Speaking Activities at The Salman Assalam Islamic Boarding School in Cirebon

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**Abstract:** Public speaking is one of the most essential communication skills in both social and religious life (Lucas, 2019). Within the context of the boarding school environment, this skill functions not only as a means of conveying ideas, but also as a medium for developing self-confidence, leadership, and the ability to communicate Islamic values effectively (Harvy Ghaufar & Foreza, 2020; Muttaqin et al., 2025). In practice, not all students share the same perceptions of public speaking activities, since perception is influenced by cognitive, emotional, and social factors (OpenStax, 2020; Röhner & Schütz, 2023). This study aims to examine the implementation of public speaking activities at Salman Assalam Islamic boarding school Cirebon, to identify the obstacles encountered during their implementation, and to analyze students' perceptions of these activities as part of the process of developing communication skills in the boarding school educational setting. This research employs a descriptive qualitative approach (Creswell, 2014), as its primary objective is to gain an in-depth understanding of students' perceptions of public speaking activities at Salman Assalam Islamic boarding school Cirebon. The research data were collected through in-depth interviews and direct observation of students involved in public speaking activities. Data analysis was conducted through three main stages: data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 1994). Overall, the findings indicate that public speaking activities at Salman Assalam Islamic boarding school Cirebon serve not only as training for speaking in public, but also as a platform for shaping students' communicative character through the sensory, cognitive, emotional, and social experiences they undergo (OpenStax, 2020). These four dimensions of perception are interconnected and form a comprehensive understanding of how students evaluate, experience, and respond to the process of communication learning in the boarding school. The success of public speaking activities is strongly influenced by the support of instructors, a conducive learning environment, and students' reflective experiences at each stage of implementation (Aziz et al., 2020; Röhner & Schütz, 2023). In general, public speaking activities play a significant role in fostering self-confidence, communication skills, and students' character in accordance with the educational values upheld by Salman Assalam Islamic Boarding School Cirebon.

**Keyword:** Perception, Public Speaking, Student.

## INTRODUCTION

Public speaking is one of the most important communication skills in social and religious life (Lucas, 2019). In the context of Islamic boarding schools, this skill not only serves as a means of conveying ideas, but also as a medium for building self-confidence, leadership, and the ability to effectively convey Islamic values (Harvy Ghaufar & Foreza, 2020; Muttaqin et al., 2025). Boarding School, as educational institutions focused on character building and developing the potential of students, have a significant responsibility in fostering good communication skills, including in the aspect of public speaking (Halisa, 2023).

In practice, not all students have the same perception of public speaking activities. Some students view these activities as a fun learning opportunity because they can train their courage and speaking skills (Aziz et al., 2020). On the other hand, there are also students who feel nervous, pressured, or lack confidence when they have to speak in front of many people (Rengganawati, 2024). These differences in perception reveal differences in the psychological experience of students who participate in public speaking activities at Islamic boarding schools. This phenomenon is interesting to study because a person's perception can greatly influence how he/she would respond to a particular activity of communication (OpenStax, 2020; Röhner & Schütz, 2023).

The Salman Assalam Islamic Boarding School in Cirebon is one of the Islamic boarding schools that often hold public speaking activities, especially for 11th and 12th grade students. This activity is one of the programs for self-development, in this case to train speaking and logical thinking skills as well as build confidence so that what was conveyed can be delivered properly in public (Fajar, 2023). In accordance with earlier observations and data received from boarding school the administrators (2025), every week, there are activities related to public speaking, both involving mentors and an audience of students. And yet some students still seem more passive, fidgeting nervously or even awkwardly speaking to an audience (Syah et al., 2022; Rengganawati, 2024). This phenomenon represents discrepancies in how students receive public speaking activities and how they proceed.

Public speaking activities at Salman Assalam Islamic Boarding School in Cirebon follow a specific and tiered learning system. There are several small groups of students, and each of these groups has a scheduled rotation to perform in front of the others. A public speaking script or text to be delivered in front of the groups is prepared by the student prior to performing, and this text is consulted to obtain corrections from a mentor or teacher in terms of content, language, and manner of delivery (Harvy Ghaufar & Foreza, 2020). After the students have passed the revision stage, they perform practice sessions in front of administrators or trainers to enhance their speaking skills, tone, and stage presence (Aziz et al., 2020). This activity is a kind of training and practice that focuses not only on speaking skills but also on discipline, mental preparation, and responsibility in conveying messages to the audience (Muttaqin et al., 2025). This learning process illustrates that the activities of public speaking in Islamic boarding schools are not only additional activities but are also part of the efforts to build character and enhance speaking skills (Halisa, 2023).

The study on public speaking in Islamic boarding schools from an academic perspective is still limited, particularly in terms of highlighting the psychological perceptions of students. Most previous studies have focused more on the effectiveness of training or teaching methods (Purwosusanto et al., 2024; Olindo & Basri, 2024). In fact, individual perceptions of public speaking experiences are an important factor that can determine the success of communication learning itself (OpenStax, 2020; Röhner & Schütz, 2023). Therefore, this study seeks to explore more deeply the perceptions of students in interpreting, experiencing, and evaluating public speaking activities in the Islamic boarding school environment.

Through this activity, students are not only trained to speak in public, but also guided to develop self-confidence, communication skills, and mental preparedness in conveying ideas in

front of an audience (Lucas, 2019; Aziz et al., 2020). Therefore, this study aims to determine the implementation of public speaking activities at the Salman Assalam Islamic Boarding School in Cirebon, identify the obstacles encountered during the implementation of public speaking activities, and analyze the students' perceptions of these activities as part of the process of developing communication skills in an Islamic boarding school environment. This study is expected to provide a deeper understanding of the students' subjective experiences in participating in public speaking activities, as well as to assist Islamic boarding schools in developing more effective coaching methods that are in line with the psychological needs of students (Creswell, 2014).

## **METHOD**

This study uses a descriptive qualitative approach, as its main objective is to gain an in-depth understanding of the perceptions of students in public speaking activities at the Salman Assalam Islamic Boarding School in Cirebon. Qualitative methods allow researchers to explore the meanings, views, and subjective experiences of students in participating in these activities (Creswell, 2014). This method was chosen so that the researcher could obtain a complete picture of the students' perceptions of public speaking activities, not only from a technical aspect, but also from the psychological, emotional, and social aspects they experienced (Röhner & Schütz, 2023). Qualitative research aims to understand the meaning constructed by individuals of a social phenomenon through their life experiences (Creswell, 2014).

The research design used is descriptive analytical, in which the researcher attempts to describe the phenomena occurring in the field as they are, then analyzes them based on OpenStax's Theory of Perception (2020) and Röhner and Schütz's study of communication psychology (2023). Through this design, the research does not focus on hypothesis testing or statistical analysis, but rather on an in-depth description of the experiences of students in participating in public speaking activities in the Boarding School environment (Creswell, 2014).

The subjects of this study were 11th and 12th grade students at the Salman Assalam Islamic Boarding School in Cirebon who actively participated in public speaking activities, as well as instructors or mentors involved in the implementation of these activities. The subjects were selected using purposive sampling, which is the deliberate selection of informants based on certain considerations, such as their activity and experience in public speaking activities and the role of mentors in the training and mentoring process (Khosiah et al., 2017). This definition is compatible with the results of the study (Khosiah et al., 2017) which explains that purposive sampling is a sampling technique based on certain criteria or considerations aligned with research targets. The study was carried out at the Salman Assalam Islamic Boarding School in Cikalahan Village, Dukupuntang District, Cirebon Regency. The site for the study was chosen as it has a regular and structured program of public speaking training as part of student groups, in line with the aim of this research.

The research data was collected through in-depth interviews with the students who were involved in the activities of public speaking, as well as through direct observation of the students who were involved in the activities of public speaking (Creswell, 2014). In addition, the research team conducted interviews with the coaches or trainers of the activities of public speaking in order to get a wider picture of the activities of public speaking, their goals, their implementation, and their effect on the development of the students' speaking skills. The research team also collected secondary data from the literature, the results of previous research, and the internal documents of the Islamic boarding school regarding the communication training programs. In qualitative research, the researcher acts as the main instrument directly involved in the data collection process through interaction with informants (Zahira et al., 2024). This is in line with the opinion (Zahira et al., 2024) which explains that in qualitative research,

researchers not only act as collectors of information, but also as interpreters of the meaning of the social actions observed. Therefore, this study uses semi-structured interview guidelines and field notes to maintain consistency in the focus of observation and the accuracy of data obtained in the field.

The data collection procedure was carried out in stages. The first stage was preliminary observation to understand the context of the activities and the communication atmosphere at the Islamic boarding school. After that, the researcher conducted in-depth interviews with several students who were selected based on their activity and experience in public speaking activities. During the interview and observation process, the researcher also took field notes to document expressions, nonverbal behavior, and social situations that occurred during the activities. The observation and interview stages are an important part of qualitative research because they allow researchers to capture the social meanings hidden behind the behavior and actions of informants (Zahira et al., 2024).

To ensure data validity, researchers triangulated sources and methods by comparing the results of interviews, observations, and supporting documents. In addition, member checking was also carried out with informants to ensure that the researchers' interpretations were consistent with their experiences. Data validity in qualitative research is an important requirement and explains that one of the strategies is data triangulation and confirmability (Rahmayati & Prasetyo, 2022).

Data analysis was conducted thematically following the views of Miles and Huberman (1994), who explained that the qualitative analysis process consists of three main stages, namely data reduction, data presentation, and conclusion drawing and verification. The reduction process was carried out by sorting important data from the interviews and observations, then presenting it in narrative form to find patterns of meaning that emerged from the experiences of the students. Through this approach and method, the study aimed to clearly describe the students' perceptions of public speaking activities in Islamic boarding schools in terms of building self-confidence and communication skills in a religious educational environment.

## **RESULT AND DISCUSSION**

Salman Assalam Islamic Boarding School in Cirebon is one of the Islamic educational institutions located in Cikalahang Village, Dukupuntang District, Cirebon Regency. This boarding school is famous for incorporating religious education with modern science in such a way that, apart from providing students with spiritual and moral abilities, it also provides them with academic and social skills that are relevant to the times. The learning system of this boarding school incorporates formal madrasah activities with other self-development programs that aim to develop the character, intelligence, and communication skills of the students.

Public speaking is a flagship program at this Islamic boarding school, which is routinely held weekly for students of Salman Assalam Islam Boarding School in Cirebon. This activity serves as a public speaking practice in the form of speeches, presentations, and so forth. The researcher explained based on the results of interviews with mentors that in its application, students are guided by a mentor or ustadz who becomes a coach and advisor in writing scripts, delivery techniques and self-control while on stage. Activities such as this are in line with the findings (Aziz et al., 2020) which shows that public speaking training in Islamic boarding schools plays an important role in improving students' communication skills effectively through hands-on learning. A similar point was also expressed (Fajar, 2023) which explains that muhadharah (public speaking) activities and speech training in modern Islamic boarding schools can build students' confidence and logical thinking skills when presenting ideas in public. Through structured and regular public speaking activities, the Salman Assalam Islamic Boarding School in Cirebon strives to foster self-confidence, critical thinking skills, and the

courage of students to express their ideas effectively and politely in accordance with Islamic values.

To facilitate analysis, this research section is divided into three discussions in accordance with the formulated objectives, namely to determine the implementation of public speaking activities at the Salman Assalam Islamic Boarding School in Cirebon, to identify the obstacles encountered during the implementation of public speaking activities, and to analyze the perceptions of students in these activities. In addition, the four dimensions of the students' perceptions can be analyzed in a more focused and in-depth way by referring to the four dimensions mentioned above. The results of the research and discussion will be presented in the following way.

### **Implementation of Public Speaking Activities at Salman Assalam Islamic Boarding School in Cirebon**

The public speaking activities in the Salman Assalam Islamic Boarding School in Cirebon are organized in a structured and tiered learning system. Students are split into small groups, on a rotating schedule each week. Before performing, the students prepare a manuscript of their speech and consult this with the supervisor which they use to improve in terms of content, language and delivery. Students correct their scripts during the revision stage and then return to administrators for technical guidance on mastering the stage, delivery style, etc. According to Ustadz Haidar, one of the supervisors of the activity, the students will be divided into several groups, and each student will deliver a speech based on their respective schedules. Before delivering the speech, the students are required to submit their speeches to the supervisor for improvement and then to the administrators for training on how to deliver the speech. As he added, the public speaking activities in this Islamic boarding school are conducted in three languages: Arabic, English, and Indonesian, which are based on the weekly schedule of each group. This system of implementation not only helps students develop their skills in speaking but also helps them develop discipline, mental preparedness, and responsibility in conveying their message to the audience. This observation is in line with other studies that highlight that “public speaking programs at boarding schools can improve students' speaking skills as well as their self-confidence through a well-structured practice with active guidance” (Aziz et al., 2020). This observation has also been highlighted in other studies that mention that “learning communication in public speaking activities at Islamic boarding schools was assisted by mentors as well as a training structure” (Harvy Ghaufar & Foreza, 2020).

### **Challenges Faced in Public Speaking Activities at Salman Assalam Islamic Boarding School in Cirebon**

The common disruptive factors that students experience are in the form of psychological problems like nervousness, fear and lack of confidence when speaking to the audience. Most students admit that they have these feelings because they are not familiar with performing in front of many people or are afraid of mispronouncing the words and making grammar invalid. One student said, “I was nervous about making mistakes when speaking in front of lots of people, but I got used to it slowly because I wrote a lot.” As one of the mentors explained, “Some students sometimes still shy away from speaking publicly because they are not used to it and they shake and even sweat a lot when speaking in front of the public.”

Moreover, students also face issues with idea organizing and writing public speaking texts. They often struggle to select language that is in line with the theme. This condition demonstrates that, for some students, cognitive and emotional readiness remains a significant hurdle. This obstacle in accordance with the findings (Syah et al., 2022) although between students are required to have good social attitudes, but it is not easy for some students because many of them still do not have confidence and lack public speaking skills, so this public

speaking training needs to be done continuously to encourage courage and communication ability.

In addition, feelings of embarrassment and inferiority also come from the fact that the students have to perform in front of their own friends. However, the students themselves acknowledge that support from friends and the opportunity to perform repeatedly help to minimize this feeling of fear. This is in line with the findings (Rengganawati, 2024) which explains that the general anxiety of public speaking stems from the fear of negative judgment from the audience and lack of confidence. Through repeated practice and positive support, the level of anxiety can be minimized, and confidence and readiness to perform in front of people can be enhanced.

Aside from psychological factors, there are also a number of external barriers that are often encountered during the implementation of public speaking activities. Some students complain about a lack of practice time, considering that the school's busy schedule limits their practice time, and therefore, they are unable to maximize their self-preparation. Another barrier is a lack of conducive practice condition, such as noises coming from other groups and a lack of space.

On the other hand, some students believe that the role of mentors is very important, even though not all mentors have enough time to provide intensive guidance. Some students said, "Mentors always help, but sometimes their guidance time is limited because they have many other activities." This indicates that support from mentors still needs to be improved so that students receive more optimal guidance during the training process. In addition, feelings of embarrassment and low self-esteem also arise when students have to perform in front of their own friends. However, some of them admit that peer support and the opportunity to perform repeatedly help reduce this fear. These results are consistent with research (Sopiah & Suseno, 2025) which shows that public speaking training with role-play-based mentoring and regular practice significantly improves students' confidence and communication skills.

In conclusion, the finding of this study suggest that public speaking activities in Salman Assalam Islamic Boarding School Cirebon have contributed significantly toward the confidence and skills of communication of students. Nonetheless, further doing these activities still faces some challenges which are psychological, environmental and technical. These barriers illustrate that the ultimate success of public speaking activities is influenced not only by the training method used, but also by environmental support and student preparation. To better understand how these experiences influence the students' attitudes and beliefs surrounding communicating in public, the following discussion will elaborate on the four main perception dimensions as participants viewed during their engagement with speaking to an audience: **sensory perception, cognitive perception, emotional and motivational perception, and social and environmental perception.**

### **Perceptions of Islamic Boarding School Students in Public Speaking Activities at Salman Assalam Islamic Boarding School in Cirebon**

Most students admitted that their first experience in participating in public speaking activities made them nervous, tense, and afraid. This was because they were not used to speaking in public, as the activities were formal. However, after participating in a number of activities, their feelings changed from nervousness to familiarity. As one of the students in the twelfth grade expressed, "At first, I was shocked and afraid because I wasn't used to it, but eventually, I got used to it and wasn't afraid anymore."

The sensory responses that developed were not only nervousness but also admiration for the atmosphere of the activity, techniques for delivering messages from their friends, and the attractiveness of the audience. Some students also explained that the tone of voice and intonation of the speakers are the things that caught their attention the most. This proves that

public speaking activities in Islamic boarding schools can produce a strong visual and auditory effect on students, motivating them to study and be active participants. These findings support previous research (Aziz et al., 2020) which explained that public speaking training for students in Islamic boarding schools can enhance students' courage to respond to public communication activities positively.

Based on cognitive aspects, the students know that the activities in public speaking are intended to develop their speaking skills, build their mental toughness, and equip them to deal with the outside world after leaving the boarding school. The students link these activities with values such as responsibility, discipline, and leadership from character education. A student said, "The goal is for students to be able to speak well and get used to speaking in public, because that will be useful in society later on."

Moreover, students understand that implementing this activity has long-term advantages, such as gaining more confidence and being able to express ideas in order. Some students associate it with organizational accountability, Jonathan explains, where public speaking is a leading quality for empowerment and persuasion. These results support the Cognitive Perception Theory from OpenStax (2020), in which the previous knowledge and expectations impacts how an experience is translates.

The emotional responses of the students both before and during their public speaking engagements. Almost all of the informants mentioned that they felt nervous and embarrassed, and that they sweated or trembled. However, through repeated experiences and mentorship, these negative emotions were replaced by confidence and pride. The student mentioned, "I am more confident because every time I perform, I correct my previous mistakes."

Internal motivation comes from the belief that they want to be a good speaker and the will to learn from teachers or mentors whom they admire External factors, like the support of teachers are also important for retaining students' motivation to keep participating. In accordance with the perspective (Röhner & Schütz 2023) that emotional and motivational facets constitute crucial factors in the process behind interpersonal communication.

The influence of a boarding school environment on students ideas about public speaking. Universally positive learning climate consists of social relationships among students, in addition mentoring support and collaborative atmosphere. Students say that friends readily praise and critique them after performances, while mentors routinely assess and motivate.

Public speaking is also encouraged through a division of roles, such as speakers, MCs, reciters, and room managers, in public speaking activities. This is because social interactions help students learn to appreciate the roles played by others, which then promotes a sense of solidity among members. This is consistent with the results of research on (Halisa, 2023) which indicates that public speaking activities in Islamic boarding schools can enhance a sense of togetherness among students and improve their communication skills through practice.

In general, the results of the study in this paper have shown that the implementation of public speaking activities at the Salman Assalam Islamic Boarding School in Cirebon is not only intended as an activity to train students in public speaking, but also as an activity that aims to form the communicative character of students through the sensory, cognitive, emotional, and social perceptions experienced by the students in the learning process. These four perceptions are interconnected and represent the overall perception of the students in assessing, feeling, and responding to the learning process of communication at the boarding school. These results have confirmed that the success of the implementation of public speaking activities is greatly influenced by the support of mentors, the learning environment, and the students' reflective experiences at each stage of the implementation. Therefore, the following section will present the conclusions of the study, where the implications of the study can be used as a reference in the development of public speaking activities in the boarding school learning environment.

## CONCLUSION

Results of the research conducted at Salman Assalam Islamic Boarding School Cirebon indicated that public speaking activities are well organized and organized from structured steps such as script preparation, consultative mentoring with mentors, practice, and performance (Harvy Ghaufar & Foreza, 2020; Aziz et al., 2020). This exercise not only trains speaking skills but also gets the students used to thinking systemically and managing emotions as well as taking responsibility for what they are saying (Lucas, 2019; Muttaqin et al., 2025). However, there are still some challenges that public speaking activities encounter. On the internal side, the challenges are nervousness, fear of error, and idea organization and language style (Rengganawati, 2024). On the external side, the challenges are limited practice time, lack of intensive guidance from mentors, and less-than-optimal practice environments (Syah et al., 2022; Sopiah & Suseno, 2025). These challenges show that the success of public speaking activities relies heavily on the mental preparation of students and the environment of the Islamic boarding school (Röhner & Schütz, 2023).

From a perceptual point of view, the students perceive public speaking as an important activity for self-development (OpenStax, 2020). Based on the four dimensions of sensory, cognitive, emotional, and social perception, it is clear that this activity has the ability to enhance self-confidence, improve motivation, and create awareness about the significance of polite and effective communication (OpenStax, 2020; Röhner & Schütz, 2023). Continuous support and evaluation from the boarding school are essential for the sustainability of this program (Aziz et al., 2020). In general, activities in public speaking at Salman Assalam Islamic Boarding School in Cirebon not only function as a means to develop speaking skills, but also as a tool to mold the character of students in terms of communication in accordance with Islamic values (Halisa, 2023; Fajar, 2023). The results of this study are expected to become a reference for educational institutions in Islamic boarding schools in developing more participatory, reflective, and psychologically-based approaches to communication skills (Creswell, 2014).

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