

Strategies of Elementary School Teacher Education Students in Overcoming Public Speaking Anxiety During Academic Presentation Activities

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ABSTRACT

Academic presentations are part of the pedagogical training of Elementary School Teacher Education (PGSD) students, and many of them experience anxiety about public speaking. This research was an attempt to see how anxiety manifests in the lives of public speakers, how they cope with it, and what factors determine if coping strategies work. The approach used was qualitative descriptive method, number of respondents of PGSD students in the selection of 5 students used purposive sampling at PGRI Ronggolawe University. Semi-structured in-depth interviews and field notes were used to collect data and subsequently analyzed thematically using the Self-Efficacy theory. The results indicate that students are anxious in 3 aspects: the physiological aspect, such as trembling, sweating and fast heartbeat, the cognitive aspect, fear of negative evaluation and difficulty in concentrating, and the behavioral aspect, avoiding eye contact, and speaking too fast. Students employed both problem-focused and emotion-focused coping strategies to manage these situations. Problem-focused approaches included thorough preparation and repeated practice, while emotion-focused coping involved relaxation exercises, breathing techniques, visualization, positive self-talk, and seeking social support. Self-efficacy, previous experience, quality of preparation and support from peers or lecturers are all significant factors in the effectiveness of the strategies. In general, public speaking anxiety could be dealt with by adaptive coping strategies and supportive learning environments to boost students' abilities to communicate.

1. INTRODUCTION

One of the important skills that prospective teachers need to acquire as students in the Elementary School Teacher Education Program (PGSD) is public speaking (Wamena & Kadang, 2025). It is expected that PGSD students can communicate ideas, explain materials and communicate effectively with lecturers and future students in the learning process (Nikmah et al., 2025). The ability to deliver information is not the only part of speaking skills, but also whether they are able to manage the classroom, conduct discussions, and establish active and communicative learning interactions (Listiana & Anam, 2025). So, public speaking skills have become an essential component of pedagogical competence of future elementary school teachers. However, research shows that while public speaking is a task that is mastered by most college, some individuals continue to suffer from public speaking anxiety despite doing academic presentations (Rengganawati, 2024). Public Speaking Anxiety is a kind of situational anxiety that occurs when a person is called upon to make an oral presentation to a group of people and can be manifested by a fear of public speaking, nervousness, lack of confidence, and even some physiological reactions (Bahri & Kholidin, 2024). Factors such as insufficient speaking experience, attitudes to negative evaluation, lack of self-confidence and heavy academic pressure can influence this condition. The most common situations where a collegier experiences speaking anxiety within the PGSD are group presentations, classroom

discussions and oral task presentations. Poor self-management of public speaking anxiety can have a detrimental impact on college's academic success. People with anxiety problems have a hard time organizing thoughts, lack concentration and may experience physical symptoms like trembling hands, sweating, and heart palpitations (Taha et al, 2025). Moreover, gauging with the prolonged anxiety or stress, college end up losing their confidence and fail to be properly prepared to play their professional roles as teachers (Al Fahmi et al., 2025). The lack of class teacher confidence in speaking in front of students can cause problems in delivering learning materials, establishing pedagogical interactions, and effectively managing classes (Masyitoh & Safni, 2024). The study reviewed above has tended to be confined to study those aspects of public speaking anxiety that are related to the level of anxiety, the causal factors, and the correlation between public speaking anxiety, self-confidence, and communication skills of students.

There are other studies that have also reported on a general effect of anxiety on students' academic functioning. But, the research study on strategies adopted to tackle public speaking anxiety specifically among PGSD students with regard to academic presentation is still negligible. Indeed, PGSD students are different in their characteristics and communication competency needs from other study programs as they will be elementary school teachers with high verbal communication needs. The review indicates that there is a gap in research regarding few studies which describe the forms of speaking anxiety and coping strategies employed by PGSD students in faced with academic presentations. Most of the previous research studied either the levels of anxiety or causes of anxiety, but not to research what adaptive strategies students used to help cope with anxiety. Thus, the study provides novelty, not only through the identification of public speaking anxiety forms but also by analyzing the coping strategies used and the factors that affect the success of strategies in the context of academic presentations in PGSD students. The objective of this study is to fill the gaps in the previous studies by investigating the public speaking fear that commences in PGSD students, coping mechanism for the public speaking related fear presented by the PGSD students while delivering public speaking skills related presentations, and the factors affecting the coping strategy of the PGSD students in handling the fear of public speaking during the presentation of their public speaking skills. To achieve these objectives, this study employs a descriptive qualitative approach aimed at exploring participants' experiences in public speaking learning activities. The study focuses on two main aspects: the experiences of PGSD collegers in performing academic public speaking tasks and the coping strategies they employ to manage public speaking anxiety during presentation activities. The findings of this study are expected to contribute theoretically to the development of educational psychology and pedagogy studies, particularly regarding public speaking anxiety and students' coping strategies. In addition, the results are expected to serve as a basis for developing learning methods, strengthening soft skills, and improving the communication competence of PGSD students as prospective professional educators.

2. METHODS

The research in this study was done using a qualitative approach with descriptive method to gain in-depth understanding of public speaking anxiety and coping strategies of students in elementary school teacher training program (PGSD) in conducting academic presentations. A qualitative approach was chosen as it is exploratory and interpretative in nature, allowing the researchers to see the subjective experience of the students in a holistic aspect, including perceptions, emotions and behaviors that occur in real situations (Mariyono, 2024). The descriptive qualitative approach was used to allow for the systematical description of the phenomenon without manipulation of variables, thus ensuring that the obtained data remained accurate with respect to the reality that the participants lived in (Juita et al., 2025). This method was used to investigate the form of anxiety

that occurs in students' experiences, its causes and coping strategies for reducing anxiety when speaking in public.

Table 1. Research Subjects

| No | Initials | Gender | Semester | Academic Presentation Experience | Average Duration of Presentation Activities |
|----|----------|--------|----------|----------------------------------|---|
| 1 | AR | Female | 4 | 3 times | 10-15 minutes per presentation |
| 2 | BS | Male | 4 | 2 times | 8-12 minutes per presentation |
| 3 | CM | Female | 4 | 4 times | 10-15 minutes per presentation |
| 4 | DN | Male | 4 | 3 times | 12-15 minutes per presentation |
| 5 | ER | Female | 4 | 2 times | 8-10 minutes per presentation |

The study was carried out in Elementary School Teacher Education Program (PGSD) of PGRI Ronggolawe University. The research site was chosen because PGSD students frequently engage in activities to present their academic results as a learning process and it is relevant to the focus of this study related to public speaking anxiety. The research subjects were five students of PGSD selected through purposive sampling. A Purposive sampling technique was used to make sure that the information collected from the participants had experienced that matched the study phenomenon, which was coping strategies in facing public speaking anxiety in academic presentation. The inclusion criteria were: (1) active PGSD students, (2) students who had participated in at least one academic presentation activity, (3) students willing to participate and share their experiences regarding public speaking anxiety, and (4) students able to communicate verbally during interviews. Meanwhile, the exclusion criteria included students who had never participated in academic presentations, students unwilling to be interviewed, and students with severe communication difficulties that could hinder the interview process. The study focused on depth of data over breadth, so a number of five was deemed appropriate for the program selection of participants in qualitative research. The five participants offered a rich, detailed and meaningful description of their experiences of public speaking anxiety and coping strategy. At the end of the data collection, the interviews were about to make it to data saturation; that is, no new theme, category or significant pattern could be developed from the interviewees' answers. Thus, the five participants was considered adequate to provide analytical depth, conceptual completeness and contextual richness of findings.

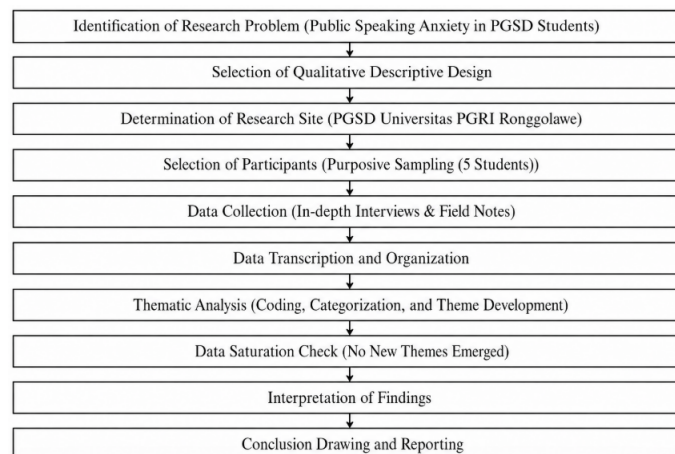


Figure 1. Research Procedure Flowchart

In this study, the research procedure started from identifying the research problem, related to public speaking anxiety among the students of PGSD, is shown in figure 1 below. The study then used a qualitative descriptive design in order to study students' life experiences in-depth. The research site was selected at PGSD Study Program of PGSD Ronggolawe University while the selection of

the participants was taken through purposive sampling, which consisted of five students who met the inclusion criteria. In depth interviews and field notes were taken, transcribed and systematic. Thematic analysis is used to analyze the data by coding, categorizing, and developing themes. The data saturation occurred when there were no new themes that came out of the participants' response during the analysis process. The results obtained from this are then interpreted to give meaning before coming up with conclusions and reporting the outcome of the study.

2.1 Data Collection Technique

In-depth interviews were used as the basic technique for the collection of detailed data on the students' experiences in coping with public speaking anxiety in classroom presentations. Semi-structured interviews were utilised, so the researchers were able to have a number of primary questions prepared, but still have room for people to build up their ideas and come up with their own stories. The interview topics covered were experiences of public speaking anxiety in academic presentations, type of anxiety experienced (physiological, cognitive and behavioral symptoms), coping strategies employed by students (problem-focused coping and emotion-focused coping), and factors that affected students' coping strategies (self-efficacy, prior experiences, and social support). Interviews were supplemented with field notes to document nonverbal behaviors and contextual information, such as facial expressions, body language and emotional responses during the interviews. The interviews were conducted one by one and the duration of each interview was about 45-60 minutes; all interviews were audio-recorded with the consent of the interviewees to facilitate the transcription process. Data collection involved an iterative process until enough and thorough data was gathered for thematic analysis.

2.2 Data Analysis and Trustworthiness

The collected data from interviews and field notes were analyzed using thematic analysis to identify patterns, themes, and meanings emerging from students' experiences in dealing with public speaking anxiety. The analysis process consisted of three stages: data reduction, data presentation, and conclusion drawing with verification. In the data reduction stage, researchers selected and simplified relevant information related to forms of anxiety, coping strategies, and supporting factors. The data were then organized and presented in descriptive narratives and summary tables to facilitate interpretation and comparison among participants. Finally, conclusions were drawn by linking the empirical findings with Albert Bandura's Self-Efficacy Theory to understand how students' beliefs influenced their ability to manage anxiety and apply coping strategies. Interviews and field notes collected were thematically analyzed to find patterns, themes, and meanings that arose from students' experiences with the challenge of public speaking anxiety. Three stages of the analysis process are: reducing data, presenting data, drawing conclusions and verifying. The data reduction process involved choice and condensation of relevant data relating to forms of anxiety, coping strategies, and the factors associated with these. Data were then presented descriptively in narrative texts and in summary tables to enable easy interpretation and comparison between the participants. Finally, conclusions were made based upon the empirical results and the Self Efficacy Theory of Albert Bandura and looked at the way students' beliefs affected their ability to cope with anxiety and apply coping strategies. This study used some validation approaches such as source triangulation, technique triangulation, and member checking in order to have trustworthiness of data. The triangulation of the source was carried out by using the information from participants, which aimed at identifying the consistency that formed a theme or pattern (Susanto & Jailani, 2023). Triangulation technique was implemented by adding the field notes to the interview results to increase the credibility of the results (Fadli, 2024). To verify the accuracy of the researchers' interpretations, member checking was also done by sending the summary of interview to the participants to ensure that the findings were in line

with their experiences (Husnullail & Jailani, 2024). The research method used is four stages which are preparation, data collection, data analysis, and reporting. In the preparation stage, the researchers prepared the interview guidelines, secured research permission from the university and communicated with participants about the objectives and procedures of the research. Data was collected in an in-depth semi-structured interview and by making contextual observations using field notes. The next phase data analysis was transcription, reduction, identification of themes and interpretation of the results. Lastly, the reporting stage involved summarising the findings into a descriptive scientific report containing relevant theories and literature of public speaking anxiety and self-efficacy in higher education setting.

3. RESULTS AND DISCUSSION

This study yielded data from in-depth interviews and field notes based on the experience of five PGSD students in public speaking anxiety when delivering presentations at school. The data obtained were analyzed thematically and presented in three main themes: (1) public speaking anxiety manifested by students, (2) coping strategies used to deal with anxiety, and (3) factors that affect the ability of coping strategies.

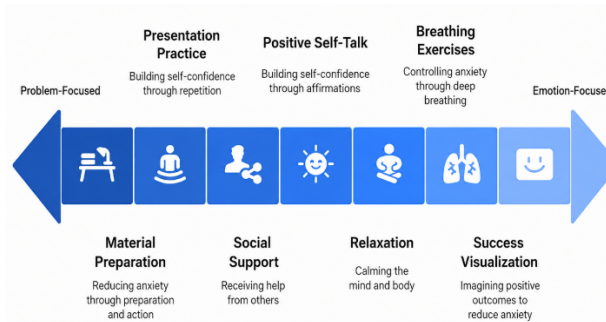


Figure 1. Research Findings on Public Speaking Anxiety and Coping Strategies among PGSD Students

3.1 Forms of Public Speaking Anxiety

The results revealed that the public speaking anxiety of PGSD students seemed to be revealed in three types, namely physiological type, cognitive type and behavioral type. These dimensions were not just related to one another; they had an impact on students' schooling experiences in the context of academic presentations. The physiological dimension was associated with the physical responses that occur prior to and during the presentation. A few students complained of symptoms including heart palpitations, sweating, trembling and dry mouth. When I stand in front of the class I always sweat, always have a rapid heartbeat, and a difficult time concentrating," AR explained. "My mouth is dry and I get shaky voice talking sometimes," said BS, "particularly when lots of classmates are looking my way." This research has shown that students' physiological responses affect their concentration and intermediate performance during presenting their works. The findings correspond with earlier research which indicated that public speaking anxiety has a major effect on physical responses which impact academic achievement (Zahra, 2025). The cognitive dimension was related to negative thoughts and perceptions that were manifested when students were confronted with an audience. There was a concern among the participants about being judged negatively or making a mistake when presenting the talk. "I fear answering wrong answers to the lecturer's questions and sometimes forget the material that has been taught." said by CM ER also said, "I think more about my classmates' reactions to me rather than the material I'm supposed to be delivering. The results of this study revealed that cognitive anxiety has a negative impact on the focus, memory recall and confidence of students in presenting. The behavioral dimension reflected actions shown as responses

to anxiety, such as avoiding eye contact or speaking too quickly. DN explained, "I often lower my head and avoid eye contact with the audience so that I do not look nervous." AR also admitted, "Sometimes I speak too fast because I want to finish quickly, but it actually makes me more nervous." These behaviors indicate that anxiety affects not only students' thoughts and physiological conditions, but also their communication behaviors during presentations

3.2 Coping Strategies Used by Students

The results indicated that a variety of coping strategies helped PGSD students deal with public speaking anxiety. The coping strategies identified in this study were categorized into two broad groups: problem-focused coping and emotion-focused coping. In addition, participants relied on social support and positive self-talk to manage their anxiety. Problem-focused coping primarily involved thorough preparation before presentations and repeated practice to improve performance and increase confidence. "I will always make notes and rehearse several times in front of a mirror to feel my presentation with more confidence," said CM. Practicing at home while recording myself helps me to find the errors and fix them," added BS. The results revealed that repeated practice and preparation helped enhance students' self-confidence and readiness prior to their presentations. Emotion-focused coping included relaxation techniques to reduce physiological tension and breathing regulation. When asked about how she calms herself, AR explained, "I take deep breaths prior to speaking, as this brings me calm." The other comment I gave was, "I imagine myself doing so successfully to make them not nervous," DN added. The strategies were used successfully to help students refocus negative thoughts while practicing positive mental visualization prior to speaking. Students also were using social support and positive self-talk to bolster their self-assurance. Before presentations, my friends encourage me, and it makes me calmer," said ER. "All the time I say to myself: 'You can do this, you have practiced,'" said the CM. The results showed that emotional encouragement and self-talk were important in decreasing anxiety among students and enhancing their self-confidence in giving presentations.

3.3 Factors Influencing the Success of Coping Strategies

The findings revealed that the main factor that determines the success of coping strategy for students of PGSD is self-efficacy. The students who had high self-efficacy tended to be more confident, and have better ability in managing anxiety effectively. "If I practice and do well at presentations, I feel like I can do it, so the more I do, the less nervous I get," said AR. These findings suggest that students' anxiety gradually decreased while their confidence increased through repeated experiences of successful performance. In addition, observing the achievements of their peers contributed positively to the development of their self-confidence. To me, BS said, "When I see my friends get successful in presenting I think I can do the same. This is a result of Bandura's theorizing on modeling, and the more people see successful individuals, they think they can do the same. The other important one which was influencing the coping strategies of success was social support from others, especially peers and lecturers. Pupils became more calm and confident prior to presentations through encouragement, constructive criticism and emotional support. Along with that, students' anxiety control was affected by previous experiences, preparation quality and presentation frequency. Compared to less-prepared students, students who regularly engaged in and had well-prepared presentation materials were more able to manage their physiological and cognitive anxiety response to a presentation. Note that this study was conducted only from five PGSD students of PGRI Ronggolawe University. Thus, the findings are more about local living experiences and less about statistical generalization, and the sample is small and context specific.

DISCUSSION

The results revealed that public speaking anxiety in PGSD students is a multidimensional experience of the psychological nature of the students, which are physiological, cognitive, and behavioral responses. Physiological symptoms (trembling, sweating, heart palpitations) indicated automatic bodily responses of stressful social situations. Cognitive responses were forms of fear of negative evaluation, overthinking, and decreased concentration; behavioral responses were avoidance of eye-to-eye gaze and increased speaking rate. The result of this research is consistent with the results of the previous studies about public speaking anxiety, which recorded that this anxiety not only affects the emotional aspect, but also affects the effectiveness of communication and academic performance (Rengganawati, 2024). Albert Bandura's Self-efficacy Theory could be applied in the analysis of coping strategies used by the students because it suggests that students' self-efficacy beliefs affect their motivation, stress management, and task performance. Pupils who rehearsed and made a comprehensive presentation material exhibited greater confidence and reduced anxiety. This result agrees with earlier studies that show that practicing repeatedly increases self-confidence and decreases academic anxiety (Blegur, 2020). The positive experiences students had led to increased self-efficacy and became more confident presenting. Other coping skills were also effective in reducing anxiety, including techniques that entrained emotion like relaxation, regulation of breathing, visualization, and positive self-talk. The strategies assisted students in coping with physiological tension and in changing their negative thoughts to positive ones. The results showed that relaxation techniques and positive visualization methods were effective in coping with anxiety symptoms and mental focus during presentation, which is in line with previous studies which concluded that these methods were effective in coping with anxiety symptoms (Lestari, 2025). Positive self-talk was also shown to build students' confidence and help develop their self-efficacy; which suggests that positive internal dialogue plays a role in regulating the student's emotions in order to strengthen self-efficacy. (Malihah, 2023). Another significant finding was the influence of peers and lecturers' social support. Students are more confident and emotionally ready for presentation with encouragement and the constructive feedback. The results are in keeping with Bandura's modelling theory which states that when successful peers are observed and when social reinforcement occurs, it will enhance one's confidence in his or her capabilities. Pupils who could see examples of successful presentations and hear positive feedback were more inclined to be motivated and cope better with anxiety. These results suggest that prospective elementary school teachers should be knowledgeable not only in academic aspects but also in communication and psychological aspects in developing their pedagogical competence. The training for public speaking, repeated presentation practices, positive learning environments and emotional support should be part and parcel of the PGSD curriculum. This research theoretically adds to the growth of Educational psychology and self-efficacy research in the area of public speaking anxiety. The result can practically be used as a guideline for the lecture and education producers in creating learning strategies in academic presentations for students' communication competence and emotional development.

4. CONCLUSION

Based on the results of this study, it concludes that public speaking anxiety among PGSD students is manifested in three ways that are interconnected, namely physiological response, cognitive response and behavioral response. Physiologically, students have an increased heart rate, tremors, sweating and a dry mouth during presentations, which cannot help but distract them from focusing on the material. Cognitive: Anxiety is marked by an anticipation of being judged negatively, by ruminating about errors, and by not being able to focus on the material taught. On the behavioral

level, students are inclined to avoidance behaviors where they don't make eye contact, speak too rapidly or withdraw to decrease the effectiveness of communicating in academic presentations. PGSD students cope with these conditions by using a range of coping strategies, both problem-focused and emotion-focused coping. Problem-focused coping primarily involves repeated practice, preparation of presentation materials and rehearsal activities that help to build readiness and confidence. In the meantime, emotion-focused coping is offered using relaxation techniques, breathing control, visualization training and positive self-talk, which are strategies that will aid pupils to decrease emotional tension and stabilize their psychological reactions prior to and during a presentation. Emotional stability and confidence of the students are also enhanced by the presence of peers and lecturers for social support. Several factors, especially self-efficacy and previous coping experiences, the quality of preparation, and social support, have been shown to influence the success of these coping strategies. The students with higher self-efficacy will more likely exhibit confidence and lessen anxiety. Learners' confidence is reinforced by positive learning experiences from previous presentations and observing successful peers. Furthermore, the regular preparation and positive learning atmosphere play an important role in reducing students' public speaking anxiety and performance. In all, anxiety in public speaking among PGSD students is a psychological problem and it is also a developmental problem that can be managed to an appropriate level using appropriate coping mechanism and supporting educational environment. The present study is limited with its qualitative design using only 5 students from PGSD, PGRI Ronggolawe University, and only leads to in-depth description of local experiences but not to generalize the findings. The findings are limited to the scope of this small scale and qualitative study. It is recommended in the future that quantitative study be conducted to test the effect of coping strategies found in this research, especially the coping through problem-focused and emotion-focused on reducing the anxiety of public speaking of PGSD students. In future research, a larger number of students collected from different institutions can be used to know the generalizability of these findings, as well as to create models of intervention that can be used to reduce public speaking anxiety in teacher training programs in general.

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