



# Quantum public speaking: The basic for character buildings and life skills

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b>            Received: 2023-03-02            Revised: 2023-05-30            Accepted: 2023-05-31            Published: 2023-07-11</p> <p><b>Keywords</b>            Basic educational            Character building            Life skills            Public speaking</p>	<p><i>The formation of quality Human Resources is a final step that must be taken to face the challenges in the industrial era 4.0, which do not only rely on academic abilities; the quality of human resources of Indonesia's young generation also needs to be boosted through various soft skills to improve emotional intelligence which will be able to bring the Indonesian nation as a winning nation in the future. One of the most important soft skills is public speaking. This paper describes the importance of public speaking strategies for elementary school students to be able to compete in improving their quality. The research method used is descriptive qualitative with a case study approach. Data collection elaborates more deeply on public speaking strategies through interviews, observations, and documentation. The subjects in this study were 61 students and 15 teachers of Ma'had Permata Islam. The results of this study are strategies that can be done to equip public speaking elementary school students by improving speaking skills, critical thinking skills, improving self-quality, getting used to speaking in front of crowds, and preparing themselves. Public speaking for elementary school students is the practice of using learning by doing, where students are trained to be confident and dare to come forward and express opinions. Equipping elementary school students with knowledge of public speaking skills to be fully confident when presenting themselves to the public as a basis for character building and life skills.</i></p>
<p><b>Kata Kunci</b>            Kecakapan hidup            Pembangunan karakter            Pendidikan dasar            Public speaking</p>	<p><b>Quantum public speaking: Dasar untuk pembangunan karakter dan keterampilan hidup.</b>            Pembentukan Sumber Daya Manusia yang berkualitas merupakan langkah akhir yang harus dilakukan untuk menghadapi tantangan di era industri 4.0 yang tidak hanya mengandalkan kemampuan akademik; kualitas sumber daya manusia generasi muda Indonesia juga perlu digenjut melalui berbagai soft skill untuk meningkatkan kecerdasan emosional yang akan mampu membawa bangsa Indonesia sebagai pemenang di masa depan. Salah satu soft skill yang paling penting adalah public speaking. Makalah ini menjelaskan pentingnya strategi public speaking bagi siswa sekolah dasar agar mampu bersaing dalam meningkatkan kualitas dirinya. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi kasus. Pengumpulan data mengelaborasi lebih dalam strategi public speaking melalui wawancara, observasi, dan dokumentasi. Subjek dalam penelitian ini adalah 61 siswa dan 15 guru Ma'had Permata Islam. Hasil dari penelitian ini adalah strategi yang dapat dilakukan untuk membekali public speaking siswa sekolah dasar dengan meningkatkan keterampilan berbicara, keterampilan berpikir kritis, meningkatkan kualitas diri, membiasakan berbicara di depan orang banyak, dan mempersiapkan diri. Public speaking bagi siswa sekolah dasar merupakan praktik dengan menggunakan learning by doing, dimana siswa dilatih untuk percaya diri dan berani tampil ke depan dan mengemukakan pendapat. Membekali siswa sekolah dasar dengan pengetahuan public speaking skill agar percaya diri sepenuhnya saat menampilkan diri di depan umum sebagai dasar pembentukan karakter dan life skill.</p> <p style="text-align: right;">Copyright © 2023, Andriyani et al            This is an open access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">CC-BY-SA</a> license</p> <div style="text-align: right;"></div>

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## INTRODUCTION

Public Speaking is public speaking by making ideas to share with others and influence others. Students have the main public speaking requirements for an academic achievement (Rabie et al., 2019). One of the improvements in students' ability to be a plus is to have public speaking skills, as public speaking skills become an individual's need to present and give opinions in meetings, seminars, and conferences as a form of effective communication skills (Balakrishnan et al., 2022). Public speaking is an inevitable part of daily life, becoming an important skill for everyone, even becoming something challenging and a nightmare for many people, from sharing experiences with friends to making presentations for assignments at school or work (Xu et al., 2022). Nowadays, it is very necessary to improve students' public speaking skills by reducing anxiety which puts more emphasis on self-reflection as an important technique in increasing self-confidence (Zhou et al., 2021).

According to the study results, Public Speaking skills are useful for training the self-confidence gained through continuous practice after practice to appear in public successfully. There can be no doubt that the need for public speaking skills becomes more profound as individuals develop in education who are more likely to present and express opinions in a meeting, seminar, or conference. Communication skills further emphasize that public speaking skills are specifically given for the primary purpose of school or workplace premises (Balakrishnan et al., 2022). To improve public speaking strategies, a small space becomes a means of program planning to focus the audience on the speaker's (Takac et al., 2019).

The introduction of public speaking in character building at the elementary school level is very important so that children can recognize the confidence of performing in the surrounding environment, be it ethnically, religiously, racially, culturally, or educationally; this means that in this case applying public speaking based on character building values in the education of elementary school children (Suri & Chandra, 2021). Patterns of attention by the audience and eye movements in the social context generally become a feared thing when a person speaks in public. The analysis of the audience's attention index during public speaking explains that the interaction between the fear of public speaking and the gaze to the audience only runs significantly in the first three minutes (Allington et al., 2020).

The presence of education in Islamic boarding schools currently has a dual role and the implantation of character values that can instill the value of nationalism to reduce the influence of radicalism (Sriyanto et al., 2018). The characteristics of life skills are that they include physical and intangible aspects associated with the method of meeting the needs of the individual and his requirements for interaction with life, depending on the nature of the relationship between the individual and society and their impact on each other, helping the individual to interact with others successfully, and developing coping methods to deal with normal daily life situations, as well as something new that may develop (Alajmi, 2019). Thus, students are equipped with more empowering individual analytical competencies to express criticism in society and actively participate in the democratic process (Rönnlund et al., 2019). Partial support for primary school students highlights the satisfaction of students' basic psychological needs and has some positive effects on the development of students' life skills. Thus, the fulfillment of the basic psychological needs of the student should be able to help develop life skills (Cronin et al., 2020).

Public speaking is an important skill for career prospects and for leadership positions, but many people tend to avoid it. We run a field experiment to analyze whether in an incentivized setting men and women show differences in their willingness to speak in public. The experiment involved more than 500 undergraduates who could gain two points to add to the final grade of their exam by presenting solutions to a set problem orally. Students were randomly assigned to give a presentation to the instructor only or in front of a large audience (a class of 100 or more). We find that while women are more willing to do a face-to-face presentation, they are considerably less likely to give a public presentation. We show that female aversion to public speaking does not depend on differences in ability or other psychological attitudes. Such an aversion seems considerably less marked for daughters of working women. The aversion to public speaking cannot be interpreted as strategic avoidance deriving from women anticipating their poor performance in this specific task. From survey data we also show that neither increasing the gains deriving from public speaking nor allowing participants more time to prepare lessens the gender gap.

In this case, character building will greatly affect a person's personality towards oneself, which contributes positively to self-management in improving self-achievement for each individual. Thus, providing materials and practicing public speaking skills is useful for training self-confidence and developing potential. Public speaking strategies for elementary school students by practicing public speaking can be used as character-building and life skills. Thus, this study seeks to provide solutions in the form of public speaking strategies to organize character-building and life skills based on educational values at the elementary school level.

The purpose of this service activity is to realize Ma'had Permata Islam students to have good character and life skills based on quantum public speaking and literacy programs so that quality education can be created in a better community life. This is by one of the SDGs goals, namely so that quantum public speaking and literacy programs can be accessed by quality and equitable education units throughout the world.

## METHOD

This community service activity is carried out at Ma'had Permata Islam which is located at the western end of the Yogyakarta Special Region, precisely on Kyai Ronggo street, Kidul, Tawang Sari, Pengasih, Kulonprogo (Figure 1). The target audience for this community service activity is Ma'had Permata Islam students. The students involved in this service activity are all Ma'had Permata Islam students with a total of 61 elementary school-level students. The implementation of community service activities is divided into three stages, namely the preparation stage (preparation of training programs, preparation of training materials, preparation of infrastructure, and field coordination), the implementation stage (public speaking training, literacy habituation), and the monitoring stage. The data collection techniques are interviews, observations, and documentation. The stages of data analysis techniques in this study are data collection, data improvement, data processing, data appearance, and triangulation.

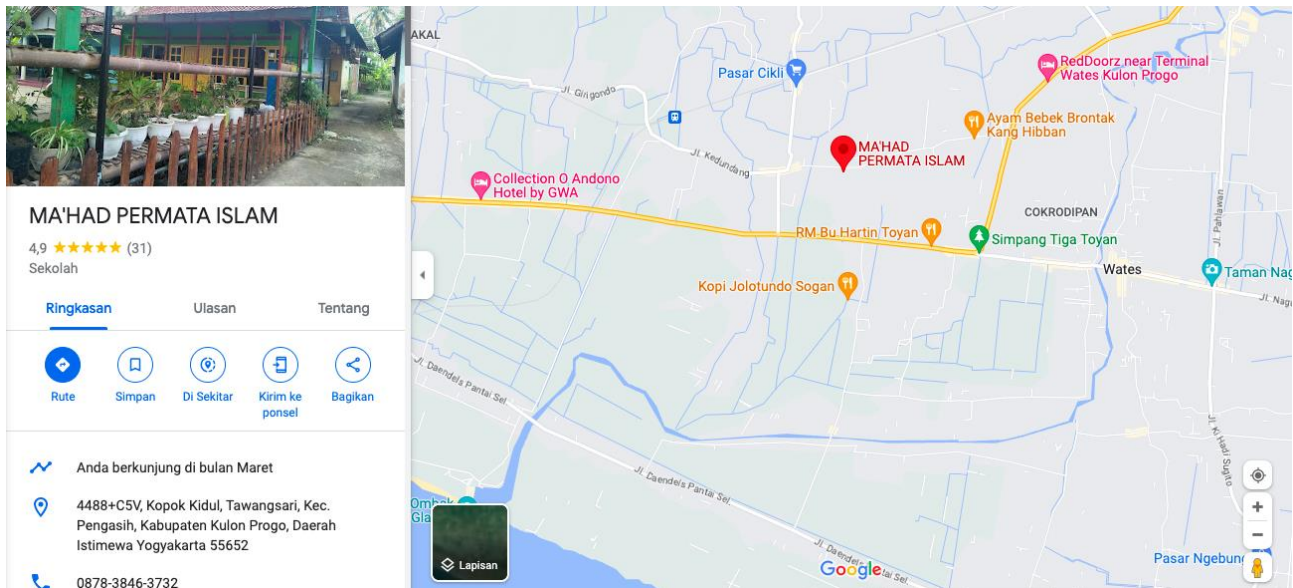


Figure 1. The location of Ma'had Permata Islam

## RESULTS AND DISCUSSION

### Delivery of Public Speaking Material

This training was held in the hall of Ma'had Permata Islam. The material provided is about a basic introduction to public speaking (Figure 2). Participants are taught to compose words, process sentences, answer questions, retell, and so on. At first, the participants were still embarrassed or lacked confidence, but gradually the participants became very interested. The participants were provided with learning media, playing, telling stories, and accompanied during the activity. The atmosphere is relaxed and fun so that participants are comfortable when participating in the training (Figure 3).



Figure 2. Delivery of public speaking materials



Figure 3. Students listen to the delivery of public speaking material

### Public Speaking Practice

This second training is carried out by practicing public speaking directly (Figure 4). This is done by giving questions and guessing words so that students have life skills and are confident to answer questions or guess words asked by the speaker. So that in terms of public speaking practice activities, this is answering questions, discussions, guessing words, telling stories, and reading poems.



Figure 4. Students practice public speaking

### Delivery of Literacy material

In this literacy material, what is given is about the basic introduction of literacy. Participants are taught to get used to reading, writing and so on (Figure 5). The participants were provided with learning media such as puzzles, reading, writing, and looking for sources of information that were accompanied during the activity (Figure 6). The atmosphere is relaxed and fun so that participants are comfortable when participating in the training.



Figure 5. Delivery of Literacy material



Figure 6 Literacy Habituation

From the results of interviews, observations, and documentation, it can be seen that the public speaking debriefing strategy for elementary school students is more about improving speaking skills, critical thinking skills, improving self-quality, getting used to speaking in front of crowds, and preparing themselves. It can be seen that some students have a talent for entertaining so that they can keep the audience listening to their stories without getting bored. Some participants even told stories interspersed with the humming of songs and poems. This proves that public speaking skills can build a confident and courageous character. In addition, public speaking is also the basis of life skills such as skilled speaking and skilled in critical thinking.

Research conducted by Nurcandrani et al. (2020) proves that public speaking can build self-confidence. The same thing was also found in Priyadi et al. (2013), which stated that self-confidence can be built by training children with public speaking training programs. Confidence is the capital to achieve something like success in any case. If someone don't have self-confidence, they will definitely have difficulty doing something, especially when they are in a public place (Novita, 2019). Therefore, this taste needs to be improved. It turns out that public speaking ability can not only increase self-confidence but conversely. Selwen et al. (2021) found that on the contrary, self-confidence has an influence on a person's ability to be able to speak in public.

Surveys on the development of life skills and the value of character building with quantum public speaking are influenced by the development of communication and presentation skills. It is also shown that quantum public speaking is invaluable in introducing opportunities in various professional fields. Eighty-four percent of respondents used professional and personal evaluation and decision-making skills. All respondents pointed out that the benefits of quantum public speaking activity are enormous in the positive building of character and life skills. This was mention by Sa'diyah and Arbarini (2021) that actually child literacy learning is integrated life skills. Likewise, Tawami et al. (2022) states that the goal of public speaking ability is to achieve a better public life. This means that through public speaking children get life extension and can channel and have positive activities in their lives.

The positive characteristics of the quantum public speaking strategy are self-esteem, self-confidence, responsibility, caring, passion, commitment to goals, happiness, trust, and positive self-perception. Meanwhile, the development of life skills that are manifested is such as critical thinking, communication, interpersonal skills, competence, ability, public speaking, decision making, leadership, close friendship, and self-discipline. The results of this study show the positive impact of the quantum public speaking program on the formation of character and live skills (Mauliza & Herawati, 2020). Therefore, the government must support and continue to focus on developing character education and life skills in Indonesia to produce more positive characteristics and positive life skills in Indonesia's golden generation.

Based on the results of the analysis of research data carried out, strategies were found that can be implemented continuously to increase knowledge, understanding, and implementation of public speaking so that students can develop their life skills such as personal skills, which include skills in understanding themselves and thinking skills. In the development of life skills, this research is carried out for the development of student characteristics such as daring to appear in front of friends to tell stories and complacency, being critical in scientific debates, being creative in telling stories, being honest in answering various questions, and fostering students' sensitivity to the surrounding environment. In addition to personal skills, students can also develop their social skills, which include communication skills and cooperation skills. This can be realized by students forming groups, naming groups, discussing with groups, and collaborating in groups. The form of the public speaking development strategy can foster students' enthusiasm for learning, answering teacher questions, being active in learning activities, paying attention to learning delivery, and being orderly in participating in learning activities.

## CONCLUSION

Equipping elementary school students with knowledge related to public speaking skills aims to make students fully confident when presenting themselves to the public as a basis for character building and life skills. Public speaking in the short term will allow elementary school students to express their opinions in front of friends and teachers, even though some students still feel scared or nervous when speaking in public. In the long term, it can be used as a soft skill to welcome higher education and the next life.

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