

Public Speaking Training Strategies for Enhancing the Self-Confidence of Young Children

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Abstract

Keywords: This research aims to identify strategies for public speaking training in early childhood through the roles of parents, teachers, and the PAUD environment. Using a descriptive qualitative approach, data were collected through interviews with parents and teachers, supported by activity documentation. The results of the study show that a supportive parenting style, active parental involvement in accompanying children, and good communication between home and school are important factors in building children's self-confidence. The teacher's strategy, which emphasizes the process and allows children to perform to the best of their ability without pressure, also contributes to creating a safe and enjoyable learning environment. Activities in early childhood education (PAUD) such as storytelling, picture reading, and sharing experiences become the main means of developing children's speaking skills. Additionally, communication media such as WhatsApp and communication books are used effectively to align the roles of teachers and parents. This research concludes that public speaking training for early childhood runs optimally when supported by strong synergy between families and educational institutions with a contextual and sustainable approach.

Abstrak

Kata Kunci: *Penelitian ini bertujuan untuk mengetahui strategi pelatihan public speaking pada anak usia dini melalui peran orang tua, guru, dan lingkungan PAUD. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui wawancara dengan orang tua dan guru serta didukung dokumentasi kegiatan. Hasil penelitian menunjukkan bahwa pola asuh yang supotif, keterlibatan aktif orang tua dalam mendampingi anak, serta komunikasi yang terjalin baik antara rumah dan sekolah menjadi faktor penting dalam membangun kepercayaan diri anak. Strategi guru yang menekankan pada proses dan memberi ruang bagi anak untuk tampil sebisanya tanpa tekanan turut menciptakan*

suasana belajar yang aman dan menyenangkan. Kegiatan di PAUD seperti bercerita, membaca gambar, dan menyampaikan pengalaman menjadi sarana utama dalam membentuk keterampilan berbicara anak. Selain itu, media komunikasi seperti WhatsApp dan buku penghubung digunakan secara efektif untuk menyelaraskan peran guru dan orang tua. Penelitian ini menyimpulkan bahwa pelatihan public speaking pada anak usia dini berjalan optimal ketika didukung sinergi yang kuat antara keluarga dan lembaga pendidikan dengan pendekatan yang kontekstual dan berkelanjutan.

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1. Introduction

Incorrect parenting patterns can cause children to lack self-confidence (Basuki Eka Purnama, n.d.). Because self-confidence is not a quality that everyone possesses from birth, but rather a sense of confidence that begins to grow and is encouraged from an early age. Speaking of early childhood, parents play a crucial role in this matter (Anggriani et al., 2022). As a result, based on research (Nababan & Nasution, 2022), saying that the role of parents is very important in building children's self-confidence from an early age. A child's self-confidence can be enhanced through emotional support, good communication, appreciation of their efforts, and providing opportunities for independence and exploration. Conversely, lack of attention, neglect, or excessive anger can lower a child's self-confidence. Therefore, in accordance with what has been stated above, it is necessary for parents to pay attention to parenting young children by fostering self-confidence so that they can easily speak in front of the public. That is by implementing public speaking training strategies from an early age.

According to research (Osa Mahmudatunnisa et al., 2024) it shows that there is an influence of democratic parenting on children's self-confidence, while authoritarian parenting does not have a significant effect. Furthermore, the research by (Vivilia Vivone Vriska Macarau(1*), n.d.) emphasizes that the role of parents in enhancing a child's self-confidence from an early age is to love the child with unconditional love, use kind words to build, instill responsibility, give children the opportunity to choose and make decisions, and be brave enough to say "no." Research by (Jeni Juniarwati Gea, n.d.) focuses on the balance of roles given by fathers and mothers in building children's self-confidence; parents must be wise and have sufficient knowledge in recognizing and building children's self-confidence.

Recently, research by (Rika Widianita, 2023) shows that parenting styles play an important role in enhancing the self-confidence of children aged 5-6 years. The research conducted on six families in Kalukuang Kampala Village, Jeneponto Regency, found that the parenting styles

applied varied, namely authoritarian, democratic, and laissez-faire. The democratic parenting style proved to be more effective in building children's self-confidence because giving children the opportunity to express their opinions and explore. On the other hand, authoritarian parenting tends to belittle children, thereby reducing their self-confidence.

Public speaking training is an effective strategy for boosting the self-confidence of young children because it trains them to speak clearly and boldly in front of others. Based on the *Presentation, Practice, and Production (PPP)* model (Hadi & Dewi, 2024), public speaking skills can be developed in three stages. Presentation introduces children to the basic concepts of speaking, including clear articulation, proper body language, and simple ways to overcome nervousness. Practice gives children the opportunity to try speaking in small groups through activities like role-playing and storytelling while receiving feedback. Finally, Production encourages children to speak independently in front of a larger audience, such as during class presentations or storytelling sessions. This structured approach not only reduces communication anxiety but also gradually builds confidence, making children more communicative and ready to face social challenges.

Previous studies have shown the positive impact of public speaking training on the development of young children. For example, (Rais et al., 2023) found that public speaking activities, such as storytelling and show and tell, significantly improved the confidence and verbal abilities of children aged 5–6 years in PAUD Rezky Syafaat. Similarly, (Nurcandrani et al., 2020) highlighted that repetitive public speaking training through role-playing and guided storytelling successfully enhanced children's self-confidence and speaking fluency in community-based learning settings.

The novelty of this research lies in its collaborative and sustainable approach that integrates parental involvement and teacher strategies in early childhood public speaking training. While previous studies mostly focused on school-based or extracurricular training, this research emphasizes continuous synergy between home and school, ensuring that public speaking skills are reinforced in both environments. This approach provides contextual and practical insights for early childhood education institutions to develop effective programs that build self-confidence holistically.

2. Methods

This study employed a qualitative case study approach to explore public speaking training strategies for young children. The research was conducted at TK and PAUD Tunas Islam Geblagan, Tamantirto, Yogyakarta, involving teachers and parents as informants who were selected purposively based on the research criteria. Data were collected through in-depth interviews with teachers and parents, observations of children's public speaking activities, and documentation in the form of activity notes and development portfolios. Data analysis used the Miles & Huberman model (Kase et al., 2023), which includes data reduction,

data display, and conclusion drawing and verification. To ensure data validity, this study applied source and technique triangulation.

The findings indicate that supportive parenting and active parental involvement play a crucial role in developing children's self-confidence. Daily communication at home, such as giving children opportunities to share stories, contributes to the improvement of their speaking abilities. Teacher strategies that focus on a process-oriented and pressure-free approach encourage children to speak naturally and confidently in class. In addition, collaborative and continuous communication between home and school, facilitated through WhatsApp groups and communication books, effectively ensures learning continuity. Overall, the children demonstrated increased independence, courage, and enthusiasm in speaking after receiving consistent public speaking training in the PAUD environment.

3. Result and Discussion

Result

Based on data obtained through in-depth interviews with two main informants, namely the parents of students and early childhood education (PAUD/TK) teachers, the findings were categorized into several themes according to the research focus, namely public speaking training strategies related to the improvement of early childhood self-confidence.

Each theme is constructed based on the analysis of informants' statements and qualitatively interpreted to illustrate the meanings and trends that emerge from the field. The presentation of the research results is carried out systematically by quoting direct statements from informants as data support, thereby providing a real picture of the experiences, perceptions, and practices that occur in the context of early childhood education.

Table 1. Results of the Interview with Informant UF (Parent)

Theme	Informant's Statement	Meaning/Analysis
Parenting Patterns & Parental Involvement	"I open a catfish pecel stall... in the evening when the stall is quiet, I teach my child."	Parents continue to involve themselves in accompanying their children despite being busy, showing emotional concern.
Everyday Communication	"Ask what they want to eat... they can choose fried rice themselves... choose the place themselves."	Children are trained to make decisions and express opinions in everyday contexts.
Support When the Child Performs	"Usually, I continuously support and encourage them"	Providing encouragement and training at home to foster the child's

Changes After Entering Early Childhood Education (PAUD)	and train them at home." "Before entering PAUD... now they dare to buy on their own..."	readiness to speak in public. The child experiences an increase in independence and self-confidence after participating in activities at PAUD.
Child's Enthusiasm	"Talking about the outing... filming the cooking lesson... then practicing it at home."	The child shows high enthusiasm by recounting and repeating the school experience independently.
The Importance of Speaking Skills	"It's important, sis... if someone asks you something, you have to answer, be brave, bold, you know, sis."	This shows the parents' awareness that public speaking should be honed from an early age as a social skill for the child's future.

Next, the six themes obtained from the interviews with the first informant, namely the students' parents, will be reinforced through the subsequent interviews with the second informant, namely the students' teachers.

Table 2. Results of the Interview with Informant NY (Early Childhood Education Teacher)

Theme	Informant's Statement	Meaning/Analysis
Teaching Experience & Educational Background	"I have been teaching for 3 years." "I have a Bachelor's degree in Guidance and Counseling from UPY."	Three years of teaching experience allows the teacher to understand children's characters and choose the right teaching strategies. The background in Guidance and Counseling supports teachers in building effective and empathetic communication with students.
Public Speaking Activities in Early Childhood Education & Training Consistency	"Yes, there are, usually asking them to share experiences... or read storybooks even though they can't read yet..."	The teacher encourages children to speak through enjoyable and contextual activities without pressure.
Learning Objectives of Public Speaking	"The first one is clearly to build confidence, and to practice vocabulary,"	Public speaking is aimed at building confidence, expanding vocabulary, and

Teaching Strategy	then to instill a sense of responsibility..." "Usually, it's okay to do your best, motivated like that, later what you can tell is what will be told."	instilling a sense of responsibility. The teacher applies a supportive approach, focusing on the process so that the child feels comfortable and not afraid of making mistakes when speaking.
Children's Interest	"Usually, they are enthusiastic, meaning 'me, me,' showing off their excitement."	The children show high enthusiasm; public speaking activities become enjoyable and popular.
Changes in Children's Attitudes	"Yes, many who used to be shy and didn't want to share, now they do."	The teacher observes significant development in the children's courage and self-confidence after participating in regular activities.
Communication Media	"Usually, if it's not through WhatsApp in the group, it's also through private messages or using a communication book once a week..."	Teachers maintain regular communication with parents to ensure continuity and support in the child's learning process.
Child's Obstacles	"His vocabulary is still limited... his pronunciation is unclear... his vocabulary is reversed."	The child's main obstacles lie in the limitations of vocabulary and pronunciation, which are challenges in the learning process.
Effective strategy	"Maybe it could be from outside, taking sources from outside... then he can tell a story, later ask him to retell it... but from outside people, not just his teacher, so we can see his courage and how he imitates it,"	To overcome these obstacles, the teacher implemented innovative strategies, one of which involved bringing in external sources besides the teacher as learning catalysts.

Integration of Islamic Values in Early Childhood Public Speaking Training

Public speaking training in early childhood not only develops speaking skills but also serves as a medium to instill Islamic values, such as speaking etiquette and the courage to convey goodness (*amar ma'ruf*). In Islamic-based education, teachers and parents guide children gently and empathetically, in line with the principle of *rahmatan*

lil 'alamin and the concept of *ta'dib*, so that speaking becomes a form of trust and responsibility rather than prestige. The findings show that parental support at home and teacher strategies in PAUD through storytelling, memorization, and class discussions effectively enhance children's self-confidence. Although challenges such as limited vocabulary and lack of information for parents remain, collaboration between families and schools generally succeeds in shaping children who are more confident, independent, and expressive.

Discussion

The results of the research, the researchers found that the importance of parental involvement in supporting the development of children's speaking skills is in line with findings from several studies. According to (Ulya et al., 2021), interactions such as accompanying children while studying and listening to their stories contribute to the formation of children's self-confidence and verbal communication skills. This is also supported by (Khairina & Soedirham, 2022) who state that a warm and responsive democratic parenting style, by incorporating quality time even if brief, can significantly impact a child's emotional and social development.

The statement about the importance of daily communication within the family and efforts to build the self-confidence of early childhood is strongly supported both theoretically and empirically. Research (Wahyuni & Nasution, 2017) shows that children's self-confidence can be enhanced through storytelling methods that allow children to be more open in expressing themselves, building trust in their abilities, and reducing dependence on others. This is in line with the findings of (Jatmikowati, 2022), which state that effective communication between parents and children, especially two-way communication filled with empathy and recognition of the child's opinions, can enhance intrapersonal intelligence, including self-confidence and independence.

Parental support for children who are asked to perform in public has a significant impact on building their confidence and readiness to speak. This is reinforced by research (Usman et al., 2021) which shows that parental social support, whether in the form of emotional encouragement, practice at home, or presence during the child's performance, has a significant impact on the child's confidence and motivation. Then, (Gea, 2023) also emphasizes that the involvement of both father and mother in providing time, examples, and space for expression to the child in a balanced manner can shape a more independent, brave, and confident child.

The statement that early childhood education (PAUD) has a significant impact on children's self-development, particularly in aspects of self-confidence and independence, is strongly supported empirically. Research results (Noviampura & Watini, 2022) show that through active learning methods such as role-playing and the "Asyik" reward approach, children demonstrate significant improvements in self-confidence, including in terms of speaking courage, social interaction, and performing independent activities such as expressing opinions or buying food on their own. Research (Yunifia & Wardhani, 2023) emphasizes that

these changes do not occur instantly, but rather through a gradual adaptation process in early childhood education (PAUD) environments that provide appropriate social and emotional stimulation. Thus, the positive changes in children after attending early childhood education (ECE), as indicated in the informant's quotes, indeed reflect the effectiveness of early childhood education in fostering children's courage and independence.

The statement regarding public speaking activities in early childhood education (PAUD) that involve children in activities such as storytelling, reciting memorized verses, or reading picture books to foster courage and speaking skills is supported by several research findings. (Rais et al., 2023) State that activities such as storytelling, show and tell, and role play significantly improve the speaking abilities of children aged 5–6 years, both in delivering sentences orally and expressing emotions with confidence. This is supported by (Asfadillah et al., 2025) who found that the use of show and tell and role play methods in public speaking learning at TK ABA Boronguntia had a significant impact on the structured and enjoyable improvement of children's speaking skills.

The teacher's strategy in training children to speak in public through a supportive and pressure-free approach is strongly supported by scientific findings. (Sufiati & Afifah, 2019) Emphasizing the importance of flexible and adaptive lesson planning to the child's conditions. Teachers who understand the learning plan, rather than just memorizing the lesson plan, will appear more confident, flexible, and able to respond to children's learning needs naturally, including encouraging children to speak up without fear. Meanwhile, (Wardani et al., 2021) explain that the role of the teacher as a motivator and facilitator who does not demand perfection but provides space for children's expression can enhance children's confidence and comfort in communicating. Thus, a strategy that emphasizes the process rather than the outcome, as indicated in the informant's quote "it's okay as long as you do your best... the main thing is to be motivated," aligns with the pedagogical principle that respects the rhythm of individual development in early childhood.

In the statement regarding the use of communication media such as WhatsApp and weekly communication books to bridge the gap between school and home, it has proven relevant to the findings, namely: according to (Pakpahan et al., 2024) in the *Ta'rim* journal, effective communication between teachers and parents is a key element in supporting the learning process and development of early childhood. One of the recommended strategies is the selection of appropriate communication media, both traditional and modern, such as digital applications and communication books. This is important to ensure the continuity of learning from school to home and to strengthen parental involvement in their child's education.

In line with that, (Juniaris & Wijayaningsih, 2022) in the *Journal of Obsession* emphasize that more intensive communication between teachers and parents greatly contributes to children's development, especially in terms of independence. Communication media such as

WhatsApp and communication books are routinely used by teachers to convey assignments, children's development, and activity reminders, which greatly assist parents with time constraints. Thus, a structured and routine two-way communication system, as exemplified by the informant's quotes in this study, has been scientifically proven to be an effective strategy in supporting the success of early childhood education processes.

4. Conclusion

This study concludes that public speaking training in early childhood education is most effective when supported by collaboration between parents and teachers with a fun, process-oriented, and pressure-free approach. Supportive parenting, active parental involvement, and consistent daily communication at home significantly contribute to building children's self-confidence. Meanwhile, teacher strategies that emphasize habitual practice, storytelling, and encouraging participation create a safe learning environment that motivates children to speak naturally.

The findings also highlight that continuous synergy between home and school, facilitated by communication media such as WhatsApp and communication books, ensures learning continuity and strengthens public speaking skills. Through this integrated approach, children demonstrate increased independence, courage, and enthusiasm in speaking, which aligns with the research aim to explore strategies that enhance self-confidence in early childhood through public speaking training.

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