

Muhadharah: Growing Students' Confidence in Speaking at MI Al-Istiqomah Katapang, Bandung Regency

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ABSTRACT

This study examines the application of tabligh character (honesty and truth-telling) in Madrasah Ibtida'iyah students, especially in MI Al-Istiqomah Katapang. Tabligh, as one of the praiseworthy traits of Prophet Muhammad, is essential to form a person of integrity. However, observations show that there are still many MI students who tend to hide information or lie, indicating a low understanding and application of this value. Various factors, such as lack of religious understanding, unsupportive environment, and suboptimal learning approaches, contribute to this problem. This study aims to identify the causes of students' lack of confidence in conveying opinions or information. To overcome this, the muhadharah (public speaking practice) method is proposed. The qualitative method is used by providing assistance from mentors (teachers) to students in speaking practice. The results of the study will be based on observations of students' abilities after practice and when performing muhadharah in front of other students at MI Al-Istiqomah Katapang's habituation activities.

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1. INTRODUCTION

Education plays a crucial role in shaping students' intellectual, emotional, social, and spiritual development [1]. In the context of Islamic education, schools are not only responsible for transferring knowledge but also for cultivating moral values, communication skills, and character formation among students [2]. Madrasah Ibtidaiyah (MI), as an Islamic elementary educational institution, has a strategic role in fostering students who are confident, communicative, and capable of conveying truth in accordance with Islamic teachings. Therefore, developing students' confidence in public speaking becomes an essential aspect of educational practice, especially in strengthening Islamic character values such as tabligh [3].

Confidence is one of the most important psychological aspects influencing students' academic and social performance [4]. Students with high self-confidence tend to participate actively in classroom discussions, communicate ideas effectively, and demonstrate greater independence in learning activities. Conversely, students with low confidence often experience fear, anxiety, hesitation, and difficulties expressing opinions in front of others [4]. This condition may hinder students' academic achievement, social interaction, and personal development [5]. In Islamic educational settings, low confidence can also weaken students' ability to convey truth, provide opinions honestly, and practice tabligh values in daily life.

The development of communication skills and self-confidence has become a major concern in modern education. Various educational approaches have been implemented to improve students' speaking abilities, including discussion methods, collaborative learning, role-playing, and public speaking exercises [6]. One educational activity widely implemented in Islamic schools is muhadharah, which refers to structured speech or public speaking practice aimed at training students to deliver Islamic messages confidently before an audience [7]. Muhadharah is not merely an

extracurricular activity but also serves as a medium for character building, leadership training, and communication development [6].

Several previous studies have discussed the role of muhadharah in Islamic education [7]. Research conducted by Nurhayati and Hanif emphasized that habituation activities in madrasahs contribute significantly to character development among elementary students [8]. Other studies revealed that muhadharah activities could improve students' rhetoric, speaking fluency, and courage in public communication [9]. Furthermore, studies on self-confidence indicate that repetitive speaking practice accompanied by teacher guidance positively influences students' psychological readiness and communication competence [10]. These findings demonstrate that public speaking activities have substantial educational benefits for students' personal growth [11].

Although previous studies have highlighted the importance of muhadharah and character education, most research primarily focuses on rhetoric skills, da'wah competence, or general communication ability. Limited studies specifically examine how muhadharah contributes to building students' self-confidence within the context of Islamic elementary schools. In addition, previous research tends to discuss muhadharah conceptually without deeply exploring structured mentoring processes conducted by teachers during the implementation of the program.

Another limitation found in previous studies is the lack of contextual exploration regarding students' psychological barriers in speaking activities. Many studies explain the outcomes of muhadharah programs but provide insufficient attention to practical classroom problems such as fear of making mistakes, low participation, anxiety when speaking before peers, and students' reluctance to express ideas openly. These practical challenges are highly relevant because they directly affect the effectiveness of communication-based learning activities in Madrasah Ibtidaiyah.

Practically, the problem of low confidence among students remains evident at MI Al-Istiqomah Katapang, Bandung Regency. Initial observations indicate that many students still hesitate to express opinions, avoid speaking in front of classmates, and demonstrate anxiety during communication activities. Some students also tend to remain passive during classroom discussions and public speaking practices. This condition becomes problematic because confidence is an important foundation for developing communication competence, leadership skills, and Islamic character values, particularly *tabligh*, which emphasizes honesty and the courage to convey truth.

The implementation of muhadharah activities at MI Al-Istiqomah Katapang offers an interesting educational phenomenon to be examined. Through routine speech practice accompanied by teacher mentoring, students are trained to speak systematically, confidently, and responsibly before audiences. The structured habituation process potentially contributes not only to improving speaking skills but also to strengthening students' confidence, discipline, and Islamic character formation. Therefore, investigating the implementation process and educational impact of muhadharah becomes important to enrich studies on Islamic character education and communication learning at the elementary level.

This study is important because it contributes theoretically and practically to the development of Islamic educational strategies that integrate character education with communication training. Theoretically, this research expands the discussion regarding the role of muhadharah in fostering students' self-confidence and *tabligh* character. Practically, the findings are expected to provide educational recommendations for teachers and schools in designing effective communication-based habituation programs to support students' psychological and character development.

Based on the background above, this study aims to analyze the implementation of the muhadharah program in fostering students' confidence at MI Al-Istiqomah Katapang, Bandung Regency. Specifically, this research seeks to identify the factors causing low self-confidence among students, examine the mentoring strategies used by teachers during muhadharah activities, and analyze the contribution of muhadharah in strengthening students' confidence and *tabligh* character in the context of Islamic elementary education.

2. METHOD

This study employed a qualitative research approach using a descriptive case study design to explore the implementation of the Muhadharah program in fostering students' confidence at MI Al-Istiqomah Katapang, Bandung Regency [12]. A qualitative approach was selected because this study aimed to understand social phenomena, student behavior, communication experiences, and mentoring processes occurring naturally within the educational environment. According to Creswell, qualitative research enables researchers to investigate participants' perspectives, interactions, and experiences comprehensively within specific contexts [13]. The descriptive case study design was considered appropriate because this research focused intensively on one educational institution implementing muhadharah activities as part of its character education program [14].

The research was conducted at MI Al-Istiqomah Katapang, Bandung Regency, West Java, Indonesia. The selection of this school was based on several considerations. First, the school routinely implements muhadharah activities as a habituation program aimed at developing students' public speaking abilities and Islamic character. Second, preliminary observations indicated that several students still experienced low self-confidence when speaking before classmates or participating in communication-based learning activities. Third, the school provided accessibility and support for conducting an in-depth investigation regarding the implementation of muhadharah in strengthening students' confidence and *tabligh* character.

The subjects of this study consisted of students in grades V and VI who actively participated in muhadharah

activities, classroom teachers, muhadharah supervisors, and the school principal. Grade V and VI students were selected because they were directly involved in routine muhadharah implementation and had sufficient experience in speech preparation and public speaking practices. Teachers and supervisors were included as participants because they played significant roles in mentoring, evaluating, and guiding students throughout the muhadharah process. Meanwhile, the principal was involved in providing institutional perspectives regarding the objectives, policies, and implementation strategies of the muhadharah program within the school environment.

Data collection in this study was conducted through participatory observation, semi-structured interviews, and documentation techniques. Participatory observation was carried out during muhadharah activities to observe directly students' behavior, confidence levels, communication performance, interaction patterns, and mentoring processes conducted by teachers. Through this observation, the researcher obtained natural and contextual data regarding students' responses during speech practices and public speaking activities.

Semi-structured interviews were conducted with teachers, supervisors, students, and the school principal to gain in-depth information regarding the implementation of muhadharah activities, factors influencing students' confidence, obstacles encountered during the program, and strategies used to overcome communication difficulties. Semi-structured interviews allowed participants to express their experiences and perspectives openly while still enabling the researcher to maintain focus on the research objectives. Interview guidelines were prepared systematically to ensure consistency and relevance of the collected data.

Documentation techniques were also employed to strengthen the validity of the research findings. Documentation data included school activity schedules, students' speech manuscripts, photographs of muhadharah activities, school regulations, mentoring records, and other supporting documents related to the implementation of muhadharah. These documents provided additional contextual information regarding the structure, implementation process, and continuity of the muhadharah program at MI Al-Istiqomah Katapang.

The research procedure was conducted through several stages. The first stage involved preliminary observation to identify students' confidence conditions and understand the implementation pattern of muhadharah activities in the school. The second stage involved preparing research instruments, including observation sheets, interview guidelines, and documentation checklists. The third stage consisted of conducting field observations and interviews during the implementation of muhadharah activities. During this stage, researchers observed students' participation, communication abilities, emotional responses, and interactions with mentors and peers. The final stage involved organizing, analyzing, and interpreting the collected data to identify patterns, themes, and relationships related to students' confidence development through muhadharah activities.

Data analysis in this study used an interactive analysis model consisting of data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting, categorizing, and simplifying field data relevant to the research focus. In this stage, researchers identified important information related to students' confidence, mentoring strategies, communication barriers, and character formation processes. The reduced data were then organized systematically in the form of descriptive narratives and thematic categories to facilitate interpretation.

The next stage was data display, where the collected information was presented descriptively in the form of explanations, matrices, and thematic interpretations. This process enabled researchers to identify relationships among findings and understand patterns emerging from observations and interviews. Finally, conclusion drawing and verification were carried out continuously throughout the research process to ensure consistency and validity of interpretations. Conclusions were developed based on recurring themes, participant perspectives, and observational evidence obtained during fieldwork.

To ensure the trustworthiness and validity of the findings, this study applied triangulation techniques involving multiple data sources and collection methods. Source triangulation was conducted by comparing information obtained from students, teachers, supervisors, and the school principal. Method triangulation was achieved by comparing observational data, interview results, and documentation findings. In addition, member checking was conducted by confirming several interview results and interpretations with participants to ensure the accuracy and credibility of the collected information.

Ethically, this study maintained participants' confidentiality and ensured that all collected data were used solely for academic purposes. Prior to conducting observations and interviews, the researcher requested permission from the school authorities and explained the objectives of the research to participants. Participants were informed that their involvement was voluntary and that their identities would remain confidential throughout the research process and publication of findings.

Through these methodological procedures, this study aimed to provide a comprehensive and in-depth understanding of how the muhadharah program contributes to fostering students' confidence and strengthening tabligh character within the context of Islamic elementary education at MI Al-Istiqomah Katapang, Bandung Regency.

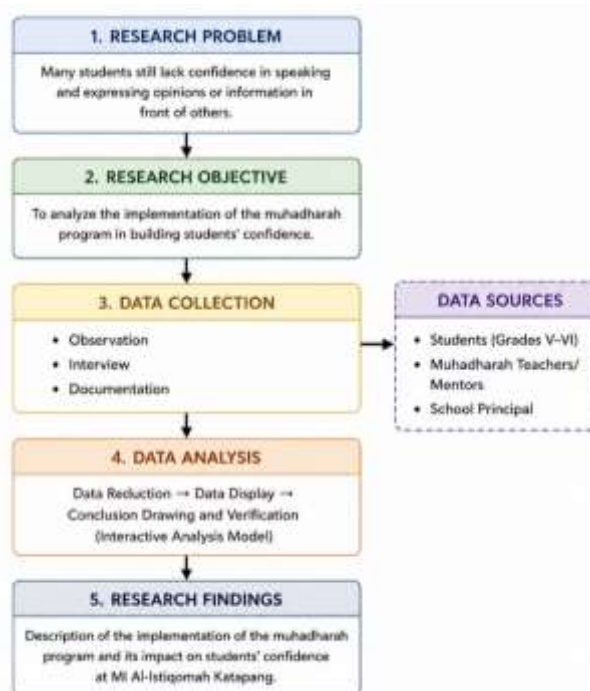


Figure 1. Qualitative Research Methodology of Muhadharah Implementation

3. RESULTS AND DISCUSSION

In the implementation of the Muhadharah program at Madrasah Ibtidaiyah Al-Istiqomah Katapang, Bandung Regency, of course, there is a background behind the process of forming this Muhadharah program, namely, by the vision and mission that is the school's goal in producing skilled and confident graduates in terms of public speaking. In this vision, of course, it has a connection with the Muhadharah program, namely, in order to form a confident character in the educational system. One of the character values that needs to be instilled from an early age is the nature of tabligh, which is to speak the truth, convey the truth, and not hide information that should be known by others. This trait is one of the commendable traits of the Prophet Muhammad SAW that is relevant to be applied in daily life, including in the school environment. The Muhadharah program is considered very relevant and important to make students confident in their ability to speak in front of a crowd. The definition of muhadharah is known as the activity for practicing oral lectures or da'wah bil, which emphasizes the ability of a student. Muhadharah is an activity that trains students so that they are active and able to speak well in public in order to spread Islamic teachings to the public, also known as oral Da'wah. Muhadharah is also an activity for students to practice speech and public speaking well. The purpose of muhadharah activities is to develop students' abilities, especially in terms of lectures as well as oral preaching, so that students have a good mentality when appearing in front of their friends with confidence.

3.1. The Meaning of Muhadharah

Muhadharah comes from the Arabic language, namely al-muhadharatu, which means lecture, lecture [16]. As it is understood that the definition of Muhadharah is identified with activities or exercises of speeches or lectures that emphasize students' skills. Muhadharah is intended to educate students to be skilled and able to speak in front of the public to convey the teachings of Islam in public with confidence. The Great Dictionary of the Indonesian Language reveals that a lecture is "a speech discussing a problem," in addition to revealing that a speech is "a well-composed speech that is addressed to people or a crowd to express congratulations, welcome arrivals, and so on." [12] Meanwhile, According to Tanjung (1988), speech is "speaking in front of a number of people [18] In Muhadharah, students are required to lecture with mastery of techniques, materials, and language styles as much as possible. Therefore, one of the knowledge that students must have is the knowledge of 4 ways to present and convey da'wah material in front of the da'wah target (mad'u) called rhetoric. Kuswata and Kuswara Suryakusumah (1990) stated that "rhetoric, or rhetoric, is an art of speaking: the art of speech, in English. Or "de kunstder welspreken heid" in Dutch [19].

Thus, the emphasis of rhetoric is an art or practical intelligence and is considered not a science. Thus, rhetoric is a good speaking style/art that is achieved based on natural talent and technical skills. Nowadays, rhetoric is interpreted as the art of speaking well, which is used in the process of communication between humans. The art of speaking is not just speaking fluently without a clear and contentless way of thinking, but an ability to speak and speak briefly, clearly, concisely, and impressively. Rhetoric is a science that studies the intricacies of speech, so that from rhetoric will be born good, interesting talks, and in the end, be able to attract the attention of the congregation to listen and pay attention to the message (material) of the sermon itself. Another consideration that must be considered in rhetoric is the ability of an

orator or da'i in terms of logic, on the grounds that each speaker is not only conveying but also needs a form of conclusion in order to avoid a wrong conclusion from the audience or listener.

The functions of Muhadharah are:

1. To train students to speak in public.
2. Improve the quality of speaking
3. Beirbicara series tells me to get the job done well and with confidence.

Muhadharah is a series of activities or processes in the context of a certain goal. The word da'watun means a call or invitation. In addition, the purpose of muhadharah is also to train students' mentality to dare to speak in front of many people, develop students' courage, teach how to make good speeches, and practice how to convey the content of the material clearly.

3.2. The implementation of the Muhadharah Program activities in the formation of the confident character of MI Al-Istiqomah Katapang Bandung Regency

Table 1. Findings of Muhadharah Implementation at MI Al-Istiqomah Katapang

Research Aspect	Findings
Frequency of Activities	Conducted routinely every Friday morning
Participants	Students in grades V and VI
Main Activities	Speech preparation, memorization, and public speaking
Teacher Involvement	Mentoring, manuscript correction, and evaluation
Main Objective	Improving students' confidence in speaking
Character Developed	Confidence, discipline, responsibility, tabligh

The findings presented in Table 1 indicate that the muhadharah program was implemented systematically through regular habituation activities. The routine implementation allowed students to become accustomed to speaking before audiences gradually. Teacher involvement was also identified as an important factor supporting students' confidence development because students received direct guidance and motivation before and after presentations.

The observation results further revealed that repeated participation in muhadharah activities positively influenced students' courage in expressing opinions publicly. Students who initially appeared nervous and hesitant gradually demonstrated improved communication fluency and better emotional control during presentations. This finding shows that habituation-based speaking activities contribute significantly to confidence development among elementary school students.



Figure 2. Relationship between Muhadharah Activities and Students' Confidence Development

Figure 2 illustrates that students' confidence development was influenced by continuous speaking practice accompanied by teacher mentoring. The process began with routine muhadharah implementation, where students repeatedly practiced speaking before audiences. Through continuous exposure to public speaking situations, students gradually reduced anxiety and fear, which eventually improved their communication skills and confidence. The findings also indicate that mentoring and constructive feedback from teachers played an important role in supporting students psychologically. Students who received motivation and intensive guidance tended to demonstrate better confidence development compared to students who lacked active participation during muhadharah sessions.

Madrasah Ibtidaiyah Al-Istiqomah Katapang Bandung Regency has made a commitment to producing positive

character in students through various kinds of useful activities. This approach is realized through learning programs, extracurriculars, and habituation efforts. One of the efforts to get used to this school is through the Muhadharah event, which is carried out every Friday morning. Muhadharah activities are planned and determined in the school semester meeting. Not only can students appear to speak in front of many people, but the essence of this activity must be achieved with the target goals packaged by the school's vision and mission. One of the ways to achieve the planned goals is the existence of a strategy for carrying out these activities. The strategy in the Muhadharah Program at MI Al-Istiqomah Katapang in training students' public speaking skills and confidence is to make a muhadharah schedule, but in making the muhadharah text itself, the school frees students to look for it, choosing a muhadharah place so that students are comfortable in doing it, participating in competitions. With this planning strategy, it is hoped that the goals of the Muhadharah program at MI Al-Istiqomah Katapang can be achieved to the maximum [15].

Muhadharah activities are a means for students to speak in front of their friends in the form of speeches. This program is mandatory for all students, starting from grade V and grade VI, and involves the use of verses from the Qur'an and Hadith. The Muhadharah program at MI Al-Istiqomah Katapang is scheduled every Friday, from 06.45 to 07.40 am, which takes place in the school field. This activity aims to train public speaking skills, build confidence, and instill discipline and responsibility values in students. Before the implementation of muhadharah activities at MI Al-Istiqomah Katapang, the students were asked to write a script of the speech a week before. This manuscript is then collected from the supervisor for correction first. The goal is to ensure that the material to be delivered at the time of the speech is in accordance with the educational goals without deviating. Speech materials are allowed to be taken from books, the internet, or so on. The structure of the speech follows 3 main parts, namely opening, content, and closing. However, the material delivered in the speech must have a focus on science and religion. Maximum in delivering material, students are given 5 to 10 minutes for implementation. So with that time, students are expected to be able to summarize and convey the content of the speech text in a short, concise, and clear manner.

3.3. Evaluation of the Muhadharah Program in the formation of students' character to become self-confident at MI Al-Istiqomah, Katapang, Bandung Regency

Evaluation is the process of determining the extent to which a goal has been achieved, as well as understanding, meaning, and communicating information to aid decision-making. [16]. In achieving a goal, of course, there are obstacles that are not in harmony with the plan that has been planned and designed from scratch with various concepts. These inhibiting factors are obstacles that affect the achievement of goals. In the practice of the Muhadharah program at MI Al-Istiqomah Katapang, Bandung Regency, there are several obstacles, including those that must be evaluated after students deliver the material they have made. Each mentor assesses students carefully when the muhadharah takes place to be a future evaluation for students who appear for follow-up.

Students who succeed and have met the target of the goal of muhadharah will later become mentors (*peer-tutors*) with other students, while students who are less than optimal in delivering material will be fostered and given time and a schedule for the next muhadharah. In addition to direct criticism by the mentor, there are other problems, such as the lack of interest of students in participating in muhadharah coaching, lack of confidence, inadequate facilities, different student characters, and the delivery of material that students do not understand [17]. As a result of the obstacles above, stemming from various conditions, it will certainly have an impact on goals that will not be achieved as needed. Therefore, the school needs to evaluate how the future of students can face these activities optimally, and in sync with the expectations of the school's goals in the scope of muhadharah activities, it is important to provide motivation and rewards in the form of activities that are interesting, entertaining, orderly, and sometimes carried out outdoors, so that students do not feel bored. Therefore, effective cooperation and communication between the supervisor/mentor and the principal are very necessary to overcome the obstacles that may arise in the Muhadharah activity program.

To achieve the goals of an activity, the factors that support the activity are very important. Based on the results of observations and interviews with students, several supporting factors are the routine implementation of Muhadharah activities every Friday, the existence of a learning evaluation mechanism, reprimands and even punishments for violations of the rules, and the quality of the supervisor is guaranteed. When an activity is carried out consistently, it tends to become the norm. Likewise, using Muhadharah activities, if held and followed regularly, it will hone the ability to speak in public.

3.4. Discussion on Students' Confidence Development through Muhadharah

The findings of this study support previous research stating that communication-based habituation activities contribute positively to students' confidence development. Jamil explained that habituation programs in Islamic elementary schools are effective in strengthening students' character formation through repetitive activities and continuous supervision. Similarly, studies on public speaking activities revealed that students who participate regularly in speech practices demonstrate greater courage and communication competence in classroom interactions.

However, this study differs from several previous studies in terms of research focus and participant characteristics. Previous studies generally emphasized rhetoric competence and da'wah skills among secondary school or pesantren students, whereas this research specifically focused on confidence development among Madrasah Ibtidaiyah students. Elementary-level students possess different emotional and psychological characteristics, requiring more intensive mentoring and motivation during speaking activities.

Another difference lies in the implementation approach. Previous studies mainly discussed the muhadharah

conceptually, while this study explored directly how teacher mentoring, repeated practice, and habituation processes influenced students' confidence psychologically and socially. This explains why the present study found that mentoring strategies significantly affected students' willingness to participate actively during public speaking activities.

The similarity between this study and previous findings may be caused by the consistent use of habituation approaches in Islamic education. Repetitive speaking practice, supportive learning environments, and constructive feedback consistently appear as major factors influencing students' confidence improvement. Therefore, the findings strengthen the theoretical assumption that confidence can be developed gradually through continuous educational experiences and positive social interaction.

Practically, this study contributes to the implementation of communication-based character education in Madrasah Ibtidaiyah. Schools may adopt structured muhadharah activities as routine programs to improve students' speaking confidence, communication competence, and Islamic character simultaneously. Teachers are also encouraged to provide intensive mentoring, emotional support, and positive reinforcement to reduce students' anxiety during public speaking activities.

Theoretically, this research contributes to Islamic education studies by emphasizing that muhadharah is not merely a religious speech activity but also an effective educational strategy for developing psychological readiness, communication ability, and tabligh character among elementary school students. These findings enrich the discussion regarding the integration of character education and communication learning in Islamic elementary education contexts.

4. CONCLUSION

Based on the results and discussions that have been presented, this study concludes that the Muhadharah program at MI Al-Istiqomah Katapang Bandung Regency is effective in fostering students' confidence in public speaking, as well as strengthening the character of tabligh. What was expected in the introductory section, namely the need for special efforts to inculcate the nature of tabligh and increase students' confidence through the muhadharah method, has been shown to have a positive impact on the results and discussion sections. The Muhadharah program has careful planning, involving the school's vision and mission to produce graduates who are skilled in public speaking and confident. Routine scheduling strategies, students' freedom in preparing materials, and intensive mentoring by mentors play an important role in this process. Despite facing several obstacles such as students' lack of interest, varying levels of confidence, limited facilities, and differences in learner characteristics, evaluations show that structured guidance, motivation, and rewards can overcome these challenges.

The consistent and structured application of the muhadharah method has proven its ability to train students to speak in public naturally through habituation. This not only enhances their verbal communication skills but also significantly forms a confident and courageous character. The role of teachers or coaches is crucial in accompanying, evaluating, and motivating students during the process.

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