

## The Relationship between Self-Confidence and Anxiety of Public Speaking in College Students

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DOI : <https://doi.org/10.61796/icossh.v2i3.151>



### Sections Info

#### Article history:

Submitted: April 15, 2025

Final Revised: May 20, 2025

Accepted: June 07, 2025

Published: June 14, 2025

#### Keywords:

Confidence

Anxiety of public speaking

Student

### ABSTRACT

**Objective:** A student is someone who is studying at a college or university. The ability to speak in public becomes very important for students and or becomes a demand that must be fulfilled in the competitive globalization era. **Method:** This study used a correlational quantitative approach with a population of 173 students from Mayjen Sungkono University. The research instruments consisted of a self-confidence scale and a public speaking anxiety scale. **Results:** The results showed that there is a significant negative correlation between self-confidence and public speaking anxiety. Hypothesis test results = 0.001 or said p value is smaller than 0.05) indicates that self-confidence increases, the anxiety of public speaking decreases. And vice versa. **Novelty:** It can be concluded that self-confidence plays an important role for students of the Law Study Program at Mayjen Sungkono University. Students are expected to be able to build and improve their confidence by actively participating in various activities that support public speaking skills. For students who still feel less confident, it is recommended to continue learning and participate in trainings that can help them develop their communication skills gradually.

## INTRODUCTION

A student is someone who is undergoing a learning process at the tertiary level, such as a university, academy, or institute. At this stage, students are required to have a more mature mindset and attitude. Chalidaziah argues that learning activities undertaken by students while in the classroom are part of academic responsibility, while participation in student organizations plays an important role in honing abilities, developing potential, and fostering self-confidence. Meanwhile, according to Hurlock, an inappropriate education system can be an obstacle in developing social skills and intellectual intelligence.[1]. During lectures, students act as both recipients and conveyors of information. One form of assignment that is often given is a presentation, either individually or in groups. This task requires students to have effective communication skills so that the information presented is easily understood clearly by others.[2].

Public speaking is the activity of organizing, designing, and delivering messages orally to a large audience [3]. Speaking in front of a public audience is a competency required by students and is increasingly needed in the competitive world of globalization. This supports Bodie's statement that the ability to convey ideas orally in front of the public is a very important skill for students to achieve success from the classroom environment to activities outside of lectures because this component is a crucial part of college obligations and in the professional realm [4]. Communication does

not always run smoothly or successfully because it is often hampered by personal problems that come from psychological aspects, such as low self-confidence, feelings of anxiety, and lack of confidence when speaking. In addition, anxiety can also cause physical reactions such as increased blood pressure, faster heartbeat, and changes in breathing patterns [5]. Anxiety can arise because of the fear of bad possibilities that may not actually happen, or because of facing a situation that is perceived as threatening, where a person feels unable to deal with it [6]. A person who feels afraid to speak tends to stay away from social situations, speaking only when absolutely necessary, or when they have no other choice. However, if the person is forced to speak or join the conversation, it is often ineffective, as it can trigger a reaction from the other person that makes them even more compelled to speak again, even though they feel uncomfortable [7]. Therefore, this ability is very important so that students are able to convey messages clearly when discussing or speaking in public, so that listeners can understand the information correctly and no misunderstandings occur. [7].

Based on this explanation, mastery of public speaking is a very useful skill for students. The academic world is one environment that can be a source of anxiety for students [8]. Anxiety is an uncomfortable experience related to fear or worry in the form of anxious feelings. In this context, a student tends to feel anxiety when having to perform in front of the public, for example when making presentations, expressing opinions, or participating in seminars. As many student activities tend to generate similar feelings, speaking in front of an audience can cause anxiety. According to Nevid, anxiety can be understood as a state known as apprehension, in which individuals feel worry and believe that a bad situation may occur [9].

Worrying about speaking in front of a crowd can have a significant impact. In the world of university, the ability to communicate is a skill that must be possessed by individual students, especially when facing academic tasks such as presentations. The activity of speaking in front of many people is often considered frightening by some students, because of the fear of judgment from others. This concern often makes students reluctant to be active in social interactions, which ultimately has an impact on the results of oral evaluations. This nervousness is in line with Rogers' opinion which reveals that anxiety when speaking arises when a person feels tense and uncomfortable when delivering a presentation. This condition illustrates the pressure and fear that arises when a person feels required to appear perfect in front of the public, both physically and mentally.[10]. Feelings of performance anxiety can negatively impact one's performance, hinder effective communication processes, and ultimately reduce the chances of success in a variety of situations. The ability to interact with others is an important skill in many aspects of life, whether in the context of education, the work environment, or in everyday social relationships. Even so, many individuals find communicating with others daunting. Among them, a common type of anxiety is the fear of public speaking, also known as glossophobia. This condition can bring about a variety of symptoms, ranging from mild nervousness to severe panic attacks, hindering one's ability to deliver a message effectively. However, public speaking skills are not

instantaneous, but need to be built up through practice. This skill is not only about speaking clearly and in a well-organized manner, but it also relates to how one is able to control themselves when in front of an audience [11].

According to Rogers, public speaking anxiety is a state that causes discomfort and is not a permanent part of a person, both when imagining the situation and when actually in front of an audience. According to Rogers, public speaking anxiety consists of three components: the physical aspect appears when a person feels symptoms in their body before starting a presentation, characterized by an intense or fast and irregular heartbeat, a shaky voice, they may suddenly become mute, as well as trembling legs and excessive sweating in other limbs. The cognitive aspect occurs when a person is presenting their views in public. Signs include difficulty in remembering prepared material and repetition of previously spoken words or sentences. Anxiety can interfere with the learning process by affecting an individual's cognitive capacities, such as concentration, memory, concept formation and problem-solving ability. Emotional aspects include emotional responses that impact on physical and mental health. Emotional signs include shyness and helplessness. Fear and panic when it comes to public speaking causes individuals to feel a loss of control. When an individual expresses fear, physiological, cognitive, and behavioral responses reflect the situation, resulting in feelings of fear. This fear triggers anxiety and fear, leading to thoughts that they are unable to deal with public speaking situations. [12]. A person can feel anxiety when speaking in front of many people showing clear signs, so that it can be seen from the physical symptoms that appear, such as cold hands, increased heart rate, cold sweat, and headache.

Studies on anxiety in public speaking were previously conducted by Rahma (2022), who found that 2 students (2%) were in the very high speaking anxiety category, while high levels of speaking anxiety were experienced by 94 students (95%) [12]. Furthermore, the results of Nabila's research (2023) show that 50 students (39%) have anxiety when they have to speak in public in the low category, and 78 students (61%) have moderate public speaking anxiety [13].

Referring to a survey conducted by researchers on 15 students at the University of Mayjen Sungkono, several symptoms were found that indicated the anxiety experienced when speaking in public. All respondents (100%) admitted that their palms sweat when performing in public. As many as 11 students (73%) experienced sweaty feet when delivering opinions, 10 students (67%) felt an abnormal heartbeat, and 15 people (100%) felt confused and did not know what to say next. In addition, 12 students (80%) expressed difficulty in finding words when they had to answer questions from the lecturer, and 13 people (87%) admitted to forgetting the material they had prepared during the presentation. Only 6 students (40%) were able to deliver the material in a coherent and systematic sentence sequence, while 14 students (93%) felt afraid to ask the lecturer during teaching and learning activities. Meanwhile, 9 students (60%) did not feel confident answering questions from friends or lecturers while in class, and only 4 students (27%) dared to express their opinions directly during discussions.

The results of this survey show that the majority of students still face anxiety when speaking in public. This finding is in line with Rogers' theory which states that speaking anxiety is a temporary uncomfortable condition that can arise when someone imagines or when they are in a condition of speaking in front of a large audience. Common symptoms that accompany it include body tremors, sweating in some parts, a flushed face, a fast beating heart, increased blood pressure, and difficulty in composing and pronouncing sentences fluently [12].

In Villar's research on what factors contribute to anxiety when speaking in front of an audience. Factors that can influence this are self-confidence, expectation factors, readiness factors, self-assessment factors, rejection factors, verbal hygiene factors, previous unpleasant experiences [14].

To be involved in various activities in the community later, students need to have good communication skills. Even at the public university level, students are required to be more active, independent, and initiative in seeking and absorbing information during the learning process. Self-confidence is one of the indicators of a qualified person. Alawiyah mentioned that speaking in front of an audience basically requires a number of skills so that the message conveyed can be understood and have an impact on the listeners. Therefore, self-confidence is an important factor in the ability to speak in public.[7]. Having confidence will improve feelings for the better. According to Lautster, self-confidence means believing in your abilities, feeling free to do what you want to do, taking responsibility for your own choices, behaving politely and kindly towards others, being able to accept and appreciate others, and being aware of your strengths and weaknesses. Self-confidence is very important in establishing communication with others, as well as speaking in public, and also communicating well, according to Erniani [15]. In Lauster's opinion, confident people have a good and positive self-image, act freely when making decisions, believe in their own skills, and have the courage to voice their thoughts [16].

Lauster asserts that self-confidence includes 5 aspects in individuals, namely:

- a). Belief in one's own potential, a person with high self-confidence becomes confident in their potential, which is a positive attitude about themselves. When someone believes in their abilities, they will be able to commit to doing whatever they want to achieve.
- b). Optimism, Confident individuals will show a high level of optimism. Optimism is a mental response that makes him always able to find positive value from various things that happen to him and his abilities.
- c). Objectivity, people with confidence will show an objective attitude. This means that someone with self-confidence will assess problems or situations based on the actual truth, not based on their personal point of view or views.
- d). Responsibility, people who have self-confidence tend to know their responsibilities, which means they are ready to accept all the results of the choices they have made.
- e). Rational and Practical, people with self-confidence always show a rational and realistic approach, namely analyzing situations, events, or problems in a logical way of thinking and in accordance with reality. [12].

The ability to speak in public is important for students, both when expressing opinions in various discussion forums and also when making presentations. In this context, one needs to have strong self-confidence. Lauster explains that self-confidence is a behavior that reflects an individual's ability to do what they like, where the individual is also able to take responsibility for their actions, respect and accept others, be polite and friendly when interacting and realize both their shortcomings and strengths. Generally, anxiety will arise in students with low ability and insight, before performing in public. Amin in his research shows that someone who is anxious when asserting an opinion in front of the public tends to have difficulty when speaking, which can be seen from the appearance of physical and psychological symptoms. Physical indications mentioned include a fast rhythmic heart, sweat pouring, a flushed face, a trembling voice, cold sweat, and tense muscles. Meanwhile, psychological symptoms can be characterized by a sense of confusion, difficulty concentrating, an empty mind, and a lack of courage to express oneself [14]. Low self-expression often leads to nervousness and anxiety when speaking in public. Someone who has a low level of self-confidence is usually more afraid to express their views. On the other hand, those with high confidence tend to be able to accept themselves and communicate openly with others [17]. According to Hakim, there are various characteristics in a person who is confident, such as appearing calm when completing various tasks, having appropriate potential, being able to manage tension in many public, sufficient intelligence, having relevant skills, abilities such as strong resilience in the face of life's difficulties [17].

Previous research on the relationship between self-confidence and public speaking anxiety has been done by several researchers such as Limbong who examined students who are members of student organizations [1]; Wati & Baharudin who examined students [17]; Amin who took the subject of Madrasah Ibtidaiyah Teacher Education students. The difference from previous research is that this research takes subjects in law study program students. Students of law study programs need to have confidence when they speak in public because this skill is crucial in the legal profession, both in court practice, negotiations, case presentations, and interactions with clients [14].

Based on the results of the data and theoretical studies that have been described above, the researcher's question arises regarding the relationship between the level of self-confidence and anxiety when speaking in front of the public in students who take the Law study program. Therefore, this study has the aim of understanding the relationship between the level of self-confidence and the level of anxiety experienced by students when speaking in public. By referring to the theory that has been explained, the researcher develops a hypothesis that there is a negative relationship between self-confidence and anxiety when speaking in public. This means that the higher the self-confidence a person has, the lower the sense of anxiety when having to speak in front of the public, but on the contrary, if the higher the anxiety felt by the individual, the level of self-confidence tends to decrease.

## RESEARCH METHOD

Quantitative correlational methodology was used in this study. From the data acquisition stage to its interpretation, quantitative research methodology makes extensive use of numbers.[18]. Correlational research is research that focuses on the characteristics of the problem and the relationship between two or more variables [19]. In this study, self-confidence is the independent variable and public speaking anxiety is the dependent variable.

The research population to be taken is law students at the University of Mayjen Sungkono Mojokerto with a total of 178 students. The sampling technique applied in this study is saturated sampling technique. The sample comes from the entire population. The sample taken was 173 students.

The data collection technique was carried out using a self-confidence scale adopted from M. Rahman's research [16] based on the elements of self-confidence according to Lautser, namely a.) belief in one's own abilities, b.) optimistic attitude, c.) objective attitude, d.) have a sense of responsibility, e.) and think rationally and realistically. The anxiety scale when speaking in public is an adopted scale from research that adapts aspects of anxiety when speaking in public according to Rogers, namely a.) Physical aspects, b.) Cognitive aspects, c.) Emotional aspects belonging to Rahma Maulina Fajrin [12]. Both scales were designed using a Likert scale which aims to assess attitudes and opinions. Both scales used for data collection are structured using the Likert Scale model.

Likert scale, this scale serves as a means to measure the perceptions, beliefs, and attitudes of individuals or groups regarding the social event in question. The statements that form the stimulus on the Likert scale are in line with behavioral markers. (favorable) and those whose content is contrary to the indicators (unfavorable) of this scale are strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). For each answer option mentioned above, a score is given which is considered positive, namely strongly agree (SS) 4, agree (S) 3, disagree (TS) 2 and strongly disagree (STS) 1. While those that are considered negative, namely strongly agree (SS) 1, agree (S) 2, disagree (TS) 3 and strongly disagree (STS) 4 [20].

The results of the study were then analyzed using Product Moment correlation statistics, with the support of Windows-based JASP software to support the calculation process.

## RESULTS AND DISCUSSION

### *Results*

**Table 1.** Categorization Norming Formula

<b>Data Categorization</b>	
Low	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$

**Data Categorization**

High	$M + 1SD \leq X$
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In this study, the researcher describes the condition of the two research variables, namely the description of the category of self-confidence and anxiety when having to deliver a voice in public. The results show the level of self-confidence and public speaking anxiety possessed by the participants. The table above is the formula and results of categorization of self-confidence and anxiety when speaking in public.

**Table 2.** Self-Confidence Category

Category	Interval	Frequency	Percentage
Low	$X < 55$	26	15.03 %
Medium	$54 \leq X < 78$	125	72.2 %
High	$68 < X$	22	12.7 %
Sum		173	100 %

From table 2 above, it can be seen that the level of self-confidence obtained from 173 respondents shows the results of self-confidence categorization. Most of them are categorized as moderate, as many as 125 students with a percentage of 72.2%, while 26 students with a percentage of 15.03% fall into the low category. Then in the high category as many as 22 students with a percentage of 12.7% entered the high category.

**Table 3.** Speaking Anxiety Category

Category	Interval	Frequency	Percentage
Low	$X < 60$	25	14.45 %
Medium	$60 \leq X < 82$	127	73.41 %
High	$82 < X$	21	12.14 %
Sum		173	100 %

From table 3 above, it can be seen that the level of self-confidence obtained from 173 respondents shows the results of self-confidence categorization. Most of them are categorized as moderate, as many as 127 students with a total percentage of 73.41%, on the other hand 25 students with a percentage of 14.45% fall into the low category. Then in the high category as many as 21 students with a percentage of 12.41% entered the high category.

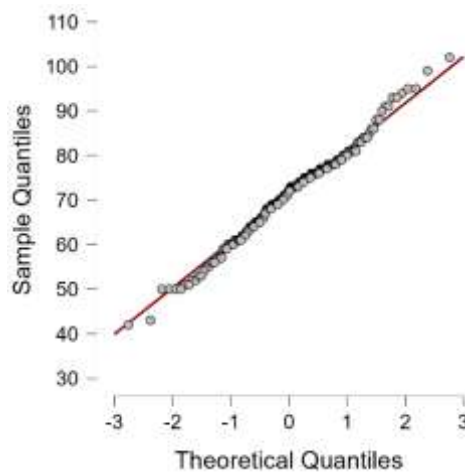
The next step is to test the assumptions as the first step that must be fulfilled before implementing hypothesis testing. Assumption tests that will be carried out include normality tests to determine whether the data is normally distributed, linearity testing to find whether the relationship between the two variables is linear.

**Table 4.** Normality Test Results

*Shapiro-Wilk Test for Bivariate Normality*

		Shapiro-Wilk	p
Confidence	- Anxiety	0.990	0.249

On the basis of table 4 above, the researcher conducted an assumption test using the Shapiro-Wilk test, indicating that the two variables with the Shapiro Wilk value = 0.990, p = .0249. It can be concluded that the two variables in the normality test are fulfilled or the normality test is not violated.



**Figure 1.** Linearity test results

Furthermore, the linearity test was carried out using jasp software. Based on Figure 1 above, it indicates that the distribution of points on the data follows the diagonal line, so it can be concluded that the independent and dependent variables have a linear relationship.

After the assumption test, hypothesis testing was carried out to find out whether there is a relationship between students' ability in their own level of self-confidence and their tendency to experience anxiety when they have to speak in front of many people.

**Table 5.** Product Moment Correlation Hypothesis Test

Variable		Confidence	Anxiety
1. Confidence	Pearson's r	—	
	p-value	—	
2. Anxiety	Pearson's r	-0.550	—

Variable	Confidence	Anxiety
	P-value	< .001
		–

*Note.* All tests one-tailed, for negative correlation.

Table 5 shows that the correlation value is  $r = -0.550$ ,  $p < .05$ . It is stated that there is a relationship between the level of self-confidence and anxiety when speaking in public [there are students, which indicates that the research hypothesis can be accepted.

### *Discussion*

The results of the hypothesis test prove that in this study there is a significant negative relationship between the variables of self-confidence and public speaking anxiety in students of Major General Sungkono Mojokerto University. The findings of the hypothesis test show that this study can be said to be approved, this is evidenced by the results of the hypothesis test which produces a correlation value ( $r = -0.550$ ,  $p < 0.05$ ). The purpose of this research is to identify whether there is a relationship between the level of self-confidence and the level of public speaking anxiety in students.

The findings in the research that has been conducted are in accordance with limbong's research entitled *The Relationship between Self-Confidence and Anxiety in Public Speaking in Students Joined in a Society at Malikussale University* which states that if there is a negative correlation between the level of self-confidence and the level of anxiety when speaking in public, which indicates that increased self-confidence can reduce anxiety in public speaking, while decreased self-confidence actually causes anxiety to increase.

The findings of the research prepared by Mulyana Amin with the title “*The Relationship between Self-Confidence and Anxiety in Public Speaking in Madrasah Ibtidaiyah Teacher Education Students Stambuk 2018*” show a negative relationship between the level of self-confidence and anxiety in public speaking. The results are evidenced by the correlation coefficient value  $r_{xy} = -0.562$  and  $p = 0.000$  greater than 0.05. This indicates that as confidence increases, public speaking anxiety tends to decrease, but when confidence decreases, public speaking anxiety increases. Through this finding, the hypothesis that has been proposed can be accepted.

The findings in this study are in line with the theoretical view presented by Villar in his research, which states that among the factors that can affect anxiety when speaking in public is the level of self-confidence. Self-confidence is a person's attitude towards their ability to act, feel free to do the activities they like, and be able to take responsibility for their actions. A confident person generally shows a friendly and polite attitude when interacting socially, is able to appreciate and accept others, and understands his strengths and limitations. According to Lauster, self-confidence is an important factor that affects the level of anxiety a person feels when having to speak in public. A person with low self-confidence is more likely to experience disruptions in their performance due to doubts about their potential, which then creates inner tension and leads to anxiety.

Although this study indicates a link between confidence and anxiety levels when speaking in public, Villar adds that anxiety is not only influenced by one factor. There are a number of other factors that also play a role, such as expectations of the outcome of the presentation, the level of preparedness, how the individual assesses themselves, fear of rejection, ability to speak fluently, and previous unpleasant experiences.

Based on the results of data grouping in this study, the majority of students were classified as having a moderate level of self-confidence, which amounted to 72.2%. The same also applies to the level of anxiety when speaking in public, dominated by the moderate category which has a percentage of 73.41%. From these findings, the researcher concluded that overall, students already have a sufficient level of confidence to perform public speaking.

However, this study has limitations, mainly because it only focuses on one factor that causes anxiety when speaking in public, namely the self-confidence factor. In addition, the number of samples used is still relatively small, which is only 173 students from the Law study program. Therefore, it is recommended that similar research be carried out with a larger number of respondents, so that the results can reflect broader conditions and take into account diverse characteristics.

## CONCLUSION

**Fundamental Finding :** This study reveals a significant negative correlation between personal beliefs and nervousness in public speaking among students of the Law Study Program at Major General Sungkono University, indicating that higher self-confidence is associated with lower levels of anxiety when speaking before a large audience ( $p = 0.001$ ,  $p < 0.05$ ). **Implication :** These findings underscore the critical role of self-confidence in reducing psychological pressure during oral communication, suggesting that fostering personal belief in one's abilities can enhance students' public speaking performance and overall academic engagement. **Limitation :** The study is limited by its focus on a specific academic program and institution, which may constrain the generalizability of the results to broader student populations. **Future Research :** Further investigations should include diverse academic disciplines and institutions, explore additional psychological factors such as self-efficacy and personality traits, and assess the long-term impact of public speaking training programs in enhancing student confidence and communication competence.

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