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Interpersonal Communication of Public Speaking in Building Personal Resilience of Madrasah Ibtidaiyah Students

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Abstract: Public speaking is one of the communication competencies that need to be developed by every individual, including Madrasah Ibtidaiyah students. The researcher found one of the public Islamic schools in the South Jakarta area that focuses on developing public speaking classes for its students. The objectives of this research are to find out the reasons for the development of personal resilience of MI students carried out in interpersonal communication; then to know the interpersonal communication used through public speaking classes in building the personal resilience of MI students. The researchers also used in-depth interviews, observations, and literature studies. The findings of this study include the process of developing the personal resilience of MI students is carried out so that students can show the trans internalization of the character values that are formed. As a form of personal resilience, students can excel in various public speaking competitions; then the process of interpersonal communication of students consists of the stages of transformation, transaction, and trans internalization of the values of leadership, adaptive, courageous, and confident. This is shown through verbal and non-verbal messages to tutors, parents, and teachers.

Keywords: Interpersonal Communication, Public Speaking, Personal Resilience, MI Students

INTRODUCTION

Communication competence can no longer be separated from human life as a main ability that must be possessed in today's digital era. There is a similar statement through rri.co.id that public speaking or the ability to speak in public is no longer just an additional skill, but the key to success in the digital era (Agustini, 2024).

Public speaking classes are a reality that occurs at Madrasah Ibtidaiyah (MI) Negeri in Jakarta, where students get the opportunity to learn to speak through Public Speaking classes. The public speaking class that has been running since 2021 until now has experienced an increase in the number of participants. Based on data obtained from the Person in Charge (PIC) of the public speaking class, HM, there are 63 students who will take part in the public speaking class in 2025. The data has increased from the previous year which amounted to around 30

people. HM also explained that the increase was a form of enthusiasm for students who were interested in exploring public speaking competence.

The atmosphere of the classroom was lively with the rumbling of the voices of students who were competing with each other to get their turn to tell stories, as if worried that they would not get the opportunity to be heard. That is what happened in *the Public Speaking* class at one of the country's favorite and leading madrasah ibtidaiyah, namely Madrasah Ibtidaiyah Negeri 4 South Jakarta. This is also a unique research that researchers found during this study. Two words that best describe the real reality of the Public Speaking extracurricular. MU, one of the main informants of the researcher revealed in the interview that has been conducted, as follows:

"This public speaking was only established 3 years ago at this school, but this can be said to be one of our advantages. This public speaking extracurricular has its own story from the beginning why this extracurricular is here. The appeal of public speaking is even proven by the number of students that will increase drastically in 2025." (MU Interview, August 2025)

The excerpt of the interview above shows the importance of the existence of Public Speaking extracurriculars for students at one of MI Jakarta. This makes researchers interested in raising this phenomenon into a study. Moreover, Public Speaking is said to be one of the excellence owned by one of MI Jakarta, especially in developing intrapersonal communication competencies for its students. This is the purpose of the research that will be revealed in this study. In addition, another reason is that researchers found that students' personal resilience can also be formed through extracurricular Public Speaking. This has also been conveyed by the person in charge and the lecturers of Public Speaking through interviews conducted by researchers.

The revitalization of cultural values and the formation of national identity through the development of digital history books. The digital history book is intended for high school students in Ciamis Regency, Indonesia. His research aims to evaluate how digital resources can increase local cultural resilience and foster a sense of belonging among youth. The results show that the integration of local history into teaching materials has a positive impact on students' understanding and appreciation of their cultural heritage, which in turn increases their engagement with local traditions and values. The resulting digital history books not only enhance students' historical knowledge but also strengthen local cultural identity and resilience. His research also concludes that the integration of cultural values in education can contribute to the development of local identity and resilience (Ratih, D., et al, 2025).

The research conducted by Ratih et al (2025) also revealed the existence of the concept of resilience that is important for students to have. This strengthens the researcher to raise this research, with different contexts and research locations. In essence, the aspect of resilience is important to be studied from various different perspectives. In this case, the researcher raised the personal resilience of madrasah students.

There is a revealed similar thing about the resilience aspect. This research aims to offer strategies for mitigating potential conflicts in Maluku by employing a local identity education approach, which serves as a means of cultural resilience. It explores ways in which local governments can help maintain the local identity of the Maluku people by preserving their names. The study adopts a qualitative methodology that includes descriptive analyses. Data analysis is conducted through processes of reduction, presentation, and verification. Findings indicate that the names of the Maluku people are significant local identities that contribute to the development of a national identity (Khakim, et al, 2025).

While previous studies have predominantly focused on cultural and local identity resilience, this research emphasizes the communicative and psychological aspects of resilience in early learners. In this context, personal resilience is understood as a child's dynamic capacity to adapt, self-regulate emotions, and overcome situational anxieties, which is highly crucial in their developmental stage (Masten, 2018)

Based on the results of another research, Public Speaking can help students increase their confidence, courage and communication skills not only on stage but also when communicating interpersonally in the classroom. According to him, public speaking skills need to be instilled from an early age as a provision in the development of students' communication skills (Syamzaimar, 2025).

Public Speaking skills possessed by individuals can directly improve interpersonal communication for the individual. Public Speaking can make individuals have great confidence when expressing their opinions in informal situations, so that the individual has proficient interpersonal communication skills and is more likely to interact and connect with their environment (Sunarti, 2025).

Each literature shows the importance of Public Speaking programs that need to be trained from an early age. Based on the research literature, researchers also see that public speaking can support students' confidence and interpersonal communication skills. Therefore, in this study, the researcher wants to explore more deeply about the public speaking program for students.

The important role of teachers in shaping education. In this case, research was also conducted to find out that student group participation can improve public speaking skills and teaching competence of prospective elementary school teachers, while emphasizing the importance of public speaking skills in the teaching profession. There is another research descriptive qualitative methods such as interviews, observations, and document analysis. This study explains public speaking skills on teaching effectiveness. The study covers four main stages: preparation, implementation, analysis, and reporting. Twelve students participated as respondents, focusing on those who were actively involved in group activities. The findings suggest that participation in student groups can significantly improve the public speaking skills of prospective teachers, thus better preparing them for a successful career in education (Alfi, Z., & Amalia, 2024).

Other research literature aligns with the focus of this study. The role of public speaking extracurricular activities in enhancing students' communication skills. Such activities provide SDIT Al-Wathoniyah students with opportunities to showcase their abilities both in and out of the classroom. Participation in public speaking activities positively impacts students' interpersonal and intrapersonal communication. Additionally, students are encouraged to present in front of their classmates, which helps them develop their speaking skills in front of larger audiences. This experience also enhances their self-confidence regarding their capabilities, which is a key aspect of intrapersonal communication. The extracurricular program includes three main components: storytelling, speech, and poetry. However, the implementation of these activities is not always seamless, as various challenges may arise, affecting the full assessment of students' communication development. Despite these hurdles, most students have demonstrated the courage to perform at multiple venues (Puji Astuti, Y., Armadi, A., 2018).

Some of these previous studies explain the urgency of public speaking in the learning process for students. The researcher sees that the previous research has a different focus from the research conducted by the researcher. However, the existence of the previous research has strengthened the researcher in producing this research. Another point that is different is the location of the researcher's research, where the researcher found that this public speaking program is intended for students in Islamic public schools. There are two point of research objective:

- a) Knowing the reasons for developing personal resilience of Madrasah Ibtidaiyah students which is carried out through *Public Speaking classes* in interpersonal communication.
- b) Knowing interpersonal communication used through *Public Speaking classes* in building personal resilience of Madrasah Ibtidaiyah students.

METHODS

This study uses a qualitative approach with a case study method that focuses on Interpersonal Communication of Madrasah Ibtidaiyah (MI) Students through Public Speaking in Building Personal Resilience. The location of the research was taken at MI Jakarta which is a favorite school with the advantages of Public Speaking classes that are not owned by other Madrasah ibditaiyah. The case study method is a method that explores research phenomena in depth and comprehensively. In addition, there is a uniqueness of cases contained in the study (Creswell, 2015).

There are the techniques of informant consist of the research's needs, that is coach of public speaking, head of public speaking, and vice of principal. It means that the researcher has selected informants who meet the needs of the criteria for determining informants, namely those who know the most about public speaking. In this study, the author found that the uniqueness of the case is about the existence of a Public Speaking class at MI Jakarta. The informants from this study are attached in the following table

Table 1. Identity of Research Informant

Number	Name of the Informant	Profession of Informant
1	MU	Vice Principal
2	HM	Head of Extracurricular Public Speaking
3	V	Coach Public Speaking
4	E	Coach Public Speaking
5	F	Coach Public Speaking
6	HI	Parents of Public Speaking students

(Source: Author's Research Results, 2025)

As for the data collection techniques carried out in the research, it consisted of:

a) Participant Observation

Observation is carried out directly by interacting in community service programs in *the Public Speaking* class.

b) Interview

The researcher conducted in-depth interviews with the informants, consisting of the Vice Principal, the Person in Charge of *the Public Speaking* class, the *Public Speaking Coaches*, and the student's parents.

c) Studi Literature

The researcher used various research literature related to students' interpersonal communication through *Public Speaking* in building personal resilience. This research strongly upholds ethical principles by obtaining permission from all informants before conducting interviews and maintaining the confidentiality of personal information. In this study, the researcher can gain a deep understanding of Interpersonal Communication *Public Speaking* in Building Personal Resilience of Madrasah Ibtidaiyah (MI) Jakarta.

RESULTS AND DISCUSSION

In previous research literature, researchers found that personal resilience is very important for students. Students in daily life have a high tendency to use smartphones, so they are very vulnerable to exposure to phubbing behavior. Therefore, students need the ability to self-regulate as a strategy to deal with various vulnerabilities that persistently, so efforts are needed to mitigate, navigate, and intervene in students' personal resilience (Mardiyah et al, 2021).

One of the foundations that can help achieve goals and norms in life is personal resilience. If individuals have strong personal resilience, the goals of a good nation and state life will be achieved. Personal resilience is the most basic foundation in overcoming various

life problems and as an individual form in realizing national resilience (Mardiyah, S., Maharani, S. D., & Susetyo, 2021).

The research has shown that the importance of developing personal resilience for students. The researcher observed the personal resilience that was also possessed by students at the researcher's research location, namely MI Jakarta. Based on this foundation, the researcher can reveal comprehensive findings regarding the reasons for the importance of developing personal resilience of MI students carried out through Public Speaking classes in interpersonal communication. In this section, the researcher will outline the findings according to the research questions that have been compiled from the beginning. The following is a detailed explanation of the researchers' findings in this study.

A. The reason for the importance of developing personal resilience of MI Jakarta students which is carried out through *Public Speaking* classes in Interpersonal Communication

Based on the results of observations and interviews that have been conducted, there are findings that show the reasons for developing personal resilience in MI through the Public Speaking class. The findings are as follows:

"This Public Speaking class is... What I feel and see is very good for children because they become more expressive, more confident, able to express anything and cultivate what is internal motivation. Like my son, he has a passion from within". (HI, Parents of Students in Public Speaking Class, September 2025)

"This Public Speaking class was also born because it was inspired by children who must be confident and dare to appear in public. Because after all, they must be able to be leaders for themselves and their group. starting from this class, there will be traces in the future for them" (HM, PIC of Public Speaking, September 2025)

The two results of the interview with the informant mentioned the importance of personal resilience that is also possessed by students of MI Jakarta. HI and HM said that this personal resilience will lead students to become leaders for themselves and their groups both now and in the future. HI explained that the form of personal resilience is confidence and having the courage to express oneself or dare to appear in public.

The researcher also presented the results of the study on the reasons for the importance of students' personal resilience that had been found at the research site. The development of personal resilience is formed through the process of interpersonal communication in *the Public Speaking* class.

Table 2. Research Results of the Personal Resilience Development Process of MI Students through *the Public Speaking* in Interpersonal Communication class

Number	Research Findings	Research Source
1	The Public Speaking program was initially designed together with the school. I am inspired to see that children need to be confident and dare to appear in public because they will become leaders in the future. The purpose of <i>Public Speaking</i> is also so that children can participate in competitions and get achievements.	HM, interview with the person in charge of <i>Public Speaking</i> (September, 2025)
2	The existence of Public Speaking is a training forum for children to prepare for participating in competitions that are usually held annually. Alhamdulillah, MI Jakarta students won the top three in various competitions.	MU, interview with the school (September, 2025)

(Source: Author's Research Results, 2025)

If referring to the table of the results of the study, the researcher can explain the reason for the importance of developing personal resilience of MI students. The characters formed from this class are confident, dare to speak in public, have leadership character and have internal motivation from within the students. Not only that, one of the forms of personal resilience that

students have is the success of Public Speaking class students *to excel*. As a result, as a form of personal resilience, students can also excel in various public speaking competitions.

Based on table 2 of the research results above, the researcher sees the importance of personal resilience owned by students who take the Public Speaking class, through the process of habituating learning methods carried out by the Coaches. These habits are in the form of confident values, daring to appear in public, having a leadership spirit, and high motivation to learn. This habituation is the main foundation of personal resilience that will lead students to be able to compete in various competitions representing madrasas in the future. The researcher can also observe the habituation process that supports the birth of personal resilience of students. The following is one of the documentations that shows the habituation of high motivational values and enthusiasm for learning.



Figure 1. Habituation of Learning Motivation and High Enthusiasm Values

(Source: Research Result, 2025)

In figure 1 above, researchers also found that there is a reason for the importance of personal resilience that students have. Figure 1 shows the transition process of students in following the instructions given by the Coach of Public Speaking class at that time.

This can be seen in the habituation of values given during the learning process in the Public Speaking class, one of which is the value of high learning motivation and enthusiasm. In the picture, the researcher can see that each student is very enthusiastic about the content of the learning material that will be provided by the coaches. Motivation to learn and high enthusiasm are not necessarily possessed by every student in all schools or madrasas in Jakarta.

The importance of personal resilience is also proven by the another of research. The challenges of imparting the often-abstract notion of divinity in Islam to preschool-aged children, whose cognitive abilities are still developing. Instead of providing a detailed understanding of divinity, teachers typically rely on methods such as habituation and religious terminology to introduce these concepts to young learners. The approaches predominantly employed by educators are based on linguistic methods and repetition. These findings play a vital role in shaping educational practices that are both contextually relevant and appropriate for the developmental stages of children within an Islamic cultural framework (Al-Razi, M. F., & Madjid, 2025).

Then, the context of Islamic boarding schools as a pathway to accessing the deeper aspects of Islamic education, particularly the attainment of blessings. The focus of the research is on the motivations, processes, and service attitudes of musaidin students (students who serve) at the Darullughah Wadda'wah Islamic Boarding School. Utilizing a qualitative approach, the research involved 26 musaidin students, with data gathered through comprehensive interviews. The analysis involved reducing the data, coding it, and developing key themes. Findings indicate that loyalty to educators and adherence to the norms within the Islamic boarding school

framework are essential for musaidin students to receive blessings. Compliance among these students has been shown to foster positive behavioral changes, enhance living conditions, promote economic well-being, and facilitate social acceptance. Furthermore, the experiences of musaidin students have significantly enriched Islamic education by fostering not only increased knowledge but also moral and spiritual development (Riwanda, A., et al, 2023).

The religious teachers play a crucial role in fostering religious tolerance among students primarily through the educational process, which includes modeling positive behaviors and habits. Additionally, teachers engage in religious and social activities, encompassing both curricular and extracurricular settings. Factors that support the development of students' religious tolerance are linked to these curricular and extracurricular activities. Conversely, challenges faced include insufficient student engagement and self-motivation, students coming from incomplete family backgrounds, and a lack of comprehension of tolerance-related materials. Mahadhika 4 Vocational School has adopted a pluralistic approach to religious education, informed by Robert Jackson's theories, utilizing both interpretive and dialogical methods (Mustamiah, L. M., et al, 2022).

B. The Interpersonal Communication Process of *Public Speaking* Class in the Development of Personal Resilience of MI Jakarta



Figure 2. The Process of Interpersonal Communication in *Public Speaking* Classes
(Source: Research Results, 2025)

Figure 2 above is a form of interpersonal communication that occurs in the *Public Speaking* class. Each student enthusiastically showed high motivation to learn as seen in the various practical activities that ran in the class.

The researcher conducted in-depth observations and interviews with several important informants in this study. The process of interpersonal communication of students found can be classified into several stages. These stages consist of transformation, transaction, and trans internalization of character values in the form of leadership, adaptive, courageous, and confident. This is also shown through verbal and non-verbal messages to coaches/teachers, parents, and teachers.

The stages of internalizing values in the learning process (Hakam, 2016). Phase Internalization of values begins with the process of conveying value information that wants to be internalized to the stage of ownership of value integrated in personality or character. The stages of internalization can be seen in the research results obtained by the researcher in the following table.

Table 3. Research Results of the Stages of Personal Resilience in the Interpersonal Communication Process of *Public Speaking class*

Number	Stages of Personal Resilience	Research Results
1	Value Transformation Stage The value transformation stage is a process carried out by the mentor in informing good and bad grades. This stage only occurs in the process of verbal communication with students. This means that this stage touches the realm of knowledge, in other words, students know that the value exists. The indicator is that students are able to repeat when asked about the concept of values taught (Hakam, 2016).	In <i>the Public Speaking class</i> , students gain knowledge about the character of personal resilience, in the form of confidence, courage to appear in public, have a leadership spirit, and high motivation to learn.
2	Value Transaction Stage The value transaction stage involves the internalization of values through mutual, two-way communication that fosters interaction. In this context, mentors or teachers not only provide information regarding positive and negative grades but also actively engage students in the implementation of these values by serving as role models. Students are then encouraged to respond similarly by accepting and putting into practice the principles associated with those grades (Hakam, 2016).	This stage can be seen in the process of interpersonal communication between <i>the Public Speaking class coach</i> and the students during the class. The students enthusiastically listened to and practiced directly the instructions delivered by the <i>coach</i> .
3	Trans-Internalization Stages The trans-internalization stage is the process of internalizing values through the process of verbal communication and which is displayed through habituation to behave according to the expected values. This trains students to understand grades according to the conditions they feel. In addition, this stage is also to get used to the actualization of values. The stage of trans-internalization is expected to touch the cognitive, affective, and psychomotor realms (Hakam, 2016).	At this stage, the students will show the results of the habituation followed during the Public Speaking class learning process. For example, trans-internalization of personal resilience in the form of appearing confident, courageous, a leading spirit, and enthusiasm in the next learning process.

(Source: Processed Researcher, 2025)

Table 3 above has shown the results of research on the interpersonal communication process that occurs in *the Public Speaking class*. These three stages occur in the process of interpersonal communication that occurs between students and coaches in *the Public Speaking class*. This also explains that the interpersonal communication process that occurs can also be classified into several points. This is also based on the results of interviews that have been conducted by researchers, one of which is in the following interview excerpts.

"This extracurricular program is carried out through the g-form filling out stage for children who are interested in participating in the Public Speaking extracurricular. Then, the school conducts socialization to parents with the person in charge of extracurricular so that this extracurricular can continue to develop. The school then chose PJ with the initials H on the grounds that Mrs. H. For me, communication between parents and teachers requires special skills, chemistry between the two is very necessary, and Mrs. H succeeded in doing it" (MU, teacher of this school)

The interview excerpts became the basis for the researcher to find a pattern of the results of this study. MU conveyed interesting findings about the communication process that exists between teachers and parents. However, in this case, the researcher saw the parents represented by the class representatives or coordinators only. This is a form of facilitation of coordination carried out in managing *Public Speaking classes*.

The researcher found several classifications of communication processes that occurred related to the flow of communication in *the Public Speaking class* at this school. The communication process can be classified into three types of parts.

2.1 Communication Process of the Person in Charge (PIC) of *Public Speaking* with Parents

Based on MU's account, communication between the person in charge and parents is very important in the success of the Public Speaking program. Based on the results of the interviews, parents were involved through direct coordination with the person in charge both in terms of motivation, administration to the support needs of Public Speaking children. If there are obstacles or input to the coach, the parents communicate with the person in charge who then forwards it to the coach.

"Yes. Always coordinate with parents, for example, if someone is sick, parents inform the teacher. Make the administration also parents in monthly dues to pay the teacher's honorarium" (H, Person in Charge of Public Speaking)

"Parents and Teachers are in the same whatsapp group, but teachers only monitor the group. Usually later in the group there is information about the implementation of the class, or the class has been completed, later it is usually informed by the administrators of the students' guardians" (E, Coach, September 2025)

Based on this narrative, the researcher looked at the communication process between the Person in Charge and the Guardian of the Student. Guardians of Students have a role in providing information to take care of administration to pay teachers. In addition, based on the results of an interview conducted with one of the teachers, namely H, it was stated that the idea of a name pin for each student was also through the idea of one of the student's parents which was then submitted to the Person in Charge so that a student pin containing their respective names was born to make it easier for teachers in the learning process. This shows that there is a collaborative communication process between the Guardian and the Person in Charge.

2. Communication Process between *Coaches* and Students

The communication process between teachers and students in the Public Speaking extracurricular has different techniques. This is shown through the results of the researcher's interview with informant E. As one of the teachers in the Public Speaking class, E tries to develop a strategy to arouse the enthusiasm of the students. The following is one of the excerpts of his interview.

"I usually arouse the enthusiasm and comfort of students first. Hmmm, I usually arrange for students to sit first so that they are neat and comfortable, that's all. Yesterday, because I held the class alone, I finally divided it into 3 parts. There are students sitting on chairs, on the right and left sides, and some sitting below. After they feel comfortable, then I try to maximize the existing facilities so that the children are enthusiastic in learning" (E, Coach, September 2025)

In the excerpt of the interview, the researcher can see that E has shown how to handle many students, namely 63 people. In the communication process that exists between teachers and students, E also performs communication techniques to realize a sense of comfort in participating in the Public Speaking class.

The communication technique used by E as a teacher consists of several steps, namely: first, E makes students comfortable first by trying to adjust the student's sitting position. Second, E as a teacher also tries to find what makes students enthusiastic such as the use of existing facilities as learning media. Third, divide students into groups for role model practice. The

three stages were carried out by E as a teacher to students. If there are students who are moody or sad because they do not get a turn to advance, E uses a heart-to-heart communication strategy.

"For me, what becomes homework is when someone cries... Some people are frustrated because they don't want to move forward or answer, that's really my homework... So, usually I do a heart-to-heart approach, so I ask 'can I hug you?' Or 'you cry first, I'll wait until it's over.' Later, they usually immediately say, 'Okay, my sister, I'm crying first, yes' or 'I'm not going forward.' Well, if it's like that, I usually immediately encourage 'Okay, later if you have the opportunity you have to be more courageous to move forward'. Usually, I am like that to them." (E, Coach, September 2025)

A heart-to-heart approach, according to E as a teacher, can help calm children even though it is not completely handled properly. In addition, usually E as a coach also uses grouping techniques for children who are not yet confident with confident children so that they can motivate each other. For E, the coach, peers are effective in providing motivation and enthusiasm for students who are not confident.

The phenomenon of students crying or feeling frustrated when asked to perform can be analyzed through the lens of the Coordinated Management of Meaning (CMM). In this context, the interactions between coaches and students are seen as a collaborative process of co-constructing new, supportive social realities. According to recent applications of CMM in educational communication strategies (Turistiati et al., 2024). Effective communication and behavioral shifts are achieved when educators and students successfully negotiate meaning at various hierarchical levels, shifting the episode from a 'threatening evaluation' to a 'safe learning environment. To achieve this coordination of meaning, Coach E utilizes a heart-to-heart approach, effectively serving as a responsive speech act that validates the students' emotions. This strategy reflects core principles of effective interpersonal communication, in which the coach applies empathy, openness, and supportiveness (DeVito, 2019). Although it may not always resolve the problem immediately, this meaning-management process, combined with grouping hesitant children alongside confident peers, successfully reframes the students internal narratives, ultimately fostering their personal resilience.

For E, communication made to MI Jakarta tends to be easier than communicating at the previous school.

"I was quite surprised, because the students at this school are all focused on that, that's what I feel the most. They know what their purpose is so that they absorb it easily. In fact, when I listen to their stories, they always tell things related to learning. Unlike in the past, I may also have had time to teach in other schools, the children are less focused because there are many things that affect their minds such as the lack of parental support and lack of facilities." (E, Coach, September 2025)

The focus of MIN students is one of the ease of the communication process carried out by coaches. The focus of the students makes the directions given by the coach easy to accept for their students. This is in line with what was conveyed by F, who is one of the teachers in the Public Speaking extracurricular.

"If what I see... The children already have the basics, now when they enter extracurricular, they are more directed and also more confident. Like me, there is an example of a child who I used to teach *calistung* before he entered the ekstrakurikuler and after that, it was different, if he used to be hesitant, now when he entered the ekstrakurikuler for about 6 months, he immediately saw the change, he was more courageous and more confident." (F, Coach, September 2025)

According to F, students do have a very strong foundation. This makes it easy for coaches to provide direction and learning to students. This is also strengthened from the information about the learning objectives that have been previously conveyed by the person in charge and teachers so that children already know the learning objectives of this Public Speaking extracurricular. F also provided one of the proofs of the success of the Public

Speaking extracurricular. One of the children that F has taught before and after Public Speaking is very noticeable in his communication and development progress. F said that the child looked more confident in communicating which was seen after 6 months (1 semester) participating in the Public Speaking extracurricular.

Furthermore, from other teachers with the initials V use different techniques from previous teachers. V as a teacher utilizes communication techniques by making the Prophet a role model in teaching public speaking. V also uses communication techniques by playing roles such as those who play the role of teachers, doctors and other professions. Students will be asked the reason why they chose to become the profession and tell other students. In addition, the use of the strategy of playing games with the concept of groups is also carried out by V as a coach. This aims to make children more mingle and dare to do interpersonal communication. According to V, this method can make a difference for students. If in the past students tended to be more likely to be in groups, now they have begun to get to know each other and blend in. From upperclassmen to underclassmen, they have also interacted, as well as peers. However, for younger to older classmates, they still do not blend optimally.

3. Communication Process between Coach and the Person in Charge of the Public Speaking class

Communication between teachers and those in charge of extracurriculars is collaborative. For every Public Speaking learning process activity, the person in charge monitors and provides feedback to coach.

"Mrs. H is a very supportive person. For example, if the coach has problems managing the child, Mrs. H is quick to intervene to help organize the class. Well, later after class, Mrs. H always asks, and gives evaluations" (E, Coach, September 2025)

As a coach, the presence of the person in charge is very supportive for coach. According to E, H as the person in charge is not only monitoring Public Speaking activities, but if it is seen that the coach has problems with students, H is quick to help and regulate class conditions. In addition, if there is an evaluation, the person in charge immediately communicates with the coach.

Furthermore, the person in charge and coaches also carry out the communication process in preparing for *the* Public Speaking class, especially in the preparation of modules.

"Initially, the students were still few, when the children were increasing, Mrs. H asked me to make a separate curriculum in the form of modules, because it is impossible to teach only that, while many children stay in this extracurricular, so that it is clearer what each semester is learning" (V, Coach, September 2025)

The interview excerpt above explains that V as *the coach* and H as the person in charge work together in preparing modules to be given to students in *the Public Speaking* class. The person in charge gives directions to the *coach* to add material if needed, such as *spelling* in English, to the addition of other materials. This aims to ensure that all students get more targeted and clear material. According to V, as a Coach of Public Speaking class who strives to pursue a special target given by the madrasah, namely to be able to excel. In the end, this requires the Person in Charge to collaborate with *the Coach* to improve the Public Speaking class.

In this section, the researcher can also map the results of research that has been carried out in relation to the analysis of relevant communication theories. Interpersonal communication through Public Speaking classes in the personal resilience of MI Negeri 4 South Jakarta students can be described in table 4 below.

Table 4. Category of Interpersonal Communication Public Speaking class in the Development of Personal Resilience of this school

Number	Categorization of Interpersonal Communication	Research Results
1	Communication Process between the Person in Charge of Public Speaking and the Student's Parents	The existence of interpersonal relationships between the person in charge of Public Speaking and the parents of students runs well and smoothly. Parents can coordinate openly with the person in charge of Public Speaking.
2	Communication Process between Coaches and Students in Public Speaking classes	The process of delivering messages carried out by coaches to students personally. If there are students who do not understand or experience learning difficulties, the coach approaches and speaks directly to the student.
3	Communication Process between Coach and Public Speaking Person	In this section, the interpersonal relationship established between the coach and the person in charge of Public Speaking. The communication process that occurs is related to the coordination of the preparation of the Public Speaking class module.

(Source: Processed Researcher, 2025)

Coordinated Management of Meaning Theory (CMM)

The communication theory that is relevant to this research phenomenon is the CMM (Coordinated Management of Meaning) theory which focuses on the self and its relationship with others, as well as examining how an individual gives meaning to a message (Nurdin, 2020). According to West and Turner in Nurdin (2020), the assumptions contained in the CMM (Coordinated Management of Meaning) theory are as follows:

a) Humans live in communication

The first assumption is to explain that humans will not be separated from the so-called communication because in their lives they will always be filled with acts of communication (West & Turner, 2015). In this study, the researcher saw that individuals involved in the Public Speaking class, namely the person in charge, coaches, students, parents, and even the madrasah, as human beings who will not be separated from the communication process. All of them are involved in the communication process, as the results of his research that triggered the classification of interpersonal communication that occurs in Public Speaking.

b) Humans create social realities for each other

The second assumption is to explain that human beings in their every action will always create a reality. The reality is then given meaning by others, giving meaning from others will also create a new reality. Transaction Information depends on personal and interpersonal meanings (West & Turner, 2015). In this study, the researcher sees that all the parties mentioned in part a above are informants, namely humans who create social reality with each other. Coaches, accountants, students, parents are human beings who cannot be separated from the creation of social reality.

c) Everyone in giving meaning will depend on personal and interpersonal meaning.

The third assumption is to explain that everyone in giving meaning will be highly dependent on personal and interpersonal meaning. The meaning created through the existing reality will be influenced by the factors of individual knowledge and experience. The more heterogeneous a person's knowledge and experience, the more heterogeneous the meaning created from the first reality will be (West & Turner, 2015). In this study, everyone is the same individual at points a and b, they explain the attribution of meaning that will depend on personal and interpersonal meaning. For example, the coaches who interpret their students also depend on the meaning created by each coach's own personality and the meaning created as a result of the interaction between the coaches.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Public Speaking classes at Madrasah Ibtidaiyah Jakarta has an important role in building students' personal resilience through interpersonal communication. There are two important findings that are the results of this study. The findings of this research are also very interesting, namely the process of developing the personal resilience of MI students is carried out so that students can show the trans internalization of the character values that are formed. By integrating character values such as leadership, courage, and confidence in the teaching process, students not only learn public speaking techniques, but also experience the trans internalization of positive values that support their character development. As a form of personal resilience, students can excel in various public speaking competitions. The second finding is the process of students' interpersonal communication consists of the stages of transformation, transaction, and trans internalization of the values of leadership character, adaptive, courageous, and confident. This is shown through verbal and non-verbal messages to tutors, parents, and teachers. In the end, the results of the researcher's research confirm that this Public Speaking class not only supports students' communication skills, but also strengthens the personal resilience of students of this school which can be seen from the achievements achieved in public speaking competitions.

Limitations

This study has several limitations, particularly regarding the scope of the research object, which was limited to one of school. But this is also a unique feature of the school. The limitation lies in the focus of research that has not tested the factors that affect the success of communication in public speaking programs. This can be done in future research.

Recommendations

Based on the results of the research, the researcher also recommends that it can be developed in other research methods. This is if you want to measure the success of these extracurricular activities using a quantitative approach.

Author Contributions

The first author took primary responsibility for the research conceptualization, data collection, data analysis, and drafting of the manuscript. The second author contributed to the formulation of the conceptual framework, the interpretation of results, and the critical review and revision of the manuscript. Both authors have read and endorsed the final version of the article submitted for publication.

AI Disclosure Statement

While drafting this manuscript, the author used deepl.com services for grammar editing and translation. The author has thoroughly reviewed and edited the content and takes full responsibility for the entire content of this publication.

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