THE TRANSFORMATION OF YOUNG LECTURERS' PUBLIC SPEAKING SKILLS: EXPERIENCES AND IMPACTS OF THE POWERFUL INFLUENCER SCHOOL (PARIS) TRAINING BY PT PARAGON CORP

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ABSTRACT

This article explores the critical role of public speaking skills for young lecturers in higher education, emphasizing the unique challenges they encounter as they strive to engage students and convey complex information effectively. It identifies public speaking anxiety, lack of experience, and insufficient training as significant barriers that inhibit effective communication. The research underscores the necessity of comprehensive training programs that encompass both the technical components of speaking and the emotional strategies needed to build self-confidence. By incorporating affective strategies, the article suggests that addressing psychological factors can foster a more conducive learning environment for young educators. Additionally, it highlights the integration of technology and experiential learning as vital components in public speaking education, allowing lecturers to practice and refine their skills in interactive contexts. Drawing on various scholarly perspectives, the study aims to enhance pedagogical practices, improve student engagement, and establish a culture of effective communication within academic institutions. Ultimately, this research contributes to the ongoing discourse on the professional development of young lecturers, advocating for support mechanisms that maximize their potential as educators and communicators in a rapidly evolving educational landscape.

INTRODUCTION

The transformation of young lecturers' public speaking skills is an essential area of inquiry, particularly in the context of higher education where effective communication is paramount. This introduction aims to explore the experiences and impacts of young lecturers as they navigate the complexities of public speaking, drawing on a variety of scholarly sources to substantiate the discussion. The significance of this research lies in its potential to enhance

pedagogical practices, improve student engagement, and foster a culture of effective communication within academic institutions.

Public speaking is a critical skill that extends beyond mere verbal communication; it encompasses the ability to engage an audience, convey ideas clearly, and foster a connection with listeners. Young lecturers, often at the beginning of their academic careers, face unique challenges in developing these skills. Research indicates that participation in structured speaking programs, such as speaking clubs, can significantly enhance public speaking abilities among students and early-career educators alike. For instance, Jayanti et al., (2022) found that students involved in an English-speaking club reported improvements in their speaking skills due to increased motivation and practice opportunities. This finding is echoed by Yuskar & Suhono, (2023), who emphasize the importance of mental readiness and careful planning in developing public speaking skills. The novelty of this research lies in its focus on young lecturers, a demographic that has not been extensively studied in the context of public speaking. While much of the existing literature centers on students, the experiences of young lecturers provide a unique perspective on the challenges and strategies associated with public speaking in an academic setting. For example, al-Tonsi, (2023) study on deep learning strategies highlights the need for inquiry-based approaches to enhance public speaking skills, suggesting that young lecturers can benefit from similar pedagogical frameworks. This research contributes to the field of education by addressing a gap in the literature concerning the professional development of young lecturers and their public speaking competencies.

As a generation familiar with technological advancements, young lecturers tend to leverage various digital platforms, such as Learning Management Systems (LMS), social media, and interactive learning applications. This enables them to create more dynamic and relevant learning experiences for students. Additionally, young lecturers often act as facilitators, encouraging students to be more active, creative, and critical in the learning process.

Data from the 2020 Higher Education Statistics Report shows that young lecturers dominate in Indonesia. Lecturers aged 26 to 35 years made up the largest group, totaling 91,934 individuals or 29.38% last year. Meanwhile, 88,367 lecturers, or 28.24%, were aged 36 to 45 years. Additionally, Indonesia had 1,161 lecturers, or 0.37%, under the age of 25. Lecturers aged 46 to 55 years numbered 74,557 individuals or 23.83%. Those aged 56 to 65 years totaled 48,805 individuals or 15.6%. There were also 8,066 senior lecturers (aged over 65 years), accounting for 2.58% of the total lecturers in Indonesia.

In total, Indonesia had 312,890 lecturers. Of these, 274,939 individuals (87.87%) held permanent positions, while 37,951 individuals (12.13%) were classified as non-permanent lecturers. Based on employment status, non-civil servant lecturers dominated, numbering 180,494 individuals or 67.36%. The remaining 87,446 lecturers held civil servant status.

However, being a young lecturer also comes with its own set of challenges. On the one hand, they are expected to fulfill responsibilities as educators, researchers, and contributors to community service. On the other hand, they must continuously enhance their academic and professional competencies through advanced education, training, and scientific publications. Another challenge is overcoming stereotypes from students or colleagues who may doubt their capabilities due to their age or limited experience.

In the long term, the presence of competent and dedicated young lecturers can become an asset for higher education institutions. They contribute not only to producing high-quality graduates but also to building the institution's reputation through academic contributions, research, and international collaborations. Therefore, support in the form of mentoring, career development opportunities, and access to educational resources is crucial to maximizing the potential of young lecturers.

The contribution of this research extends to various domains, including educational theory, communication studies, and professional development. By examining the experiences of young lecturers, this study aims to identify effective strategies for improving public speaking

skills, which can subsequently influence teaching methodologies and student learning outcomes. Wei's exploration of teaching software's role in enhancing listening and speaking skills further underscores the importance of integrating technology into public speaking training, suggesting that young lecturers can leverage such tools to improve their effectiveness in the classroom (Wei & Fan, 2024).

The primary aim of this research is to investigate the transformation of young lecturers' public speaking skills through various experiences and training programs. This includes understanding the psychological factors that impact their performance, such as anxiety and self-confidence, which have been shown to significantly affect public speaking abilities (Sugiyati & Indriani, 2021; Truong, 2024). Additionally, the study seeks to explore the instructional support available to young lecturers and how it influences their development as effective communicators. The findings from Truong's research on the factors affecting public speaking performance highlight the importance of addressing these psychological and instructional elements to enhance lecturers' public speaking competencies (Truong, 2024).

In the era of globalization, public speaking skills are also an essential part of the competency's educators must possess. With strong speaking abilities, lecturers can act as a bridge between theory and practice, helping students understand the relevance of the material being taught to the real world. Furthermore, effective public speaking enables lecturers to build closer relationships with students, fostering an inclusive and collaborative learning environment.

One way to improve public speaking skills is through intensive training. Programs like the Powerful Influencer School (PARIS) offer a holistic approach that includes the technical, emotional, and psychological aspects of public speaking. This training is designed to help individuals discover their strengths and uniqueness in their communication style, enabling them to speak confidently and authentically.

Mastering public speaking also has broad impacts beyond the field of education. These skills can be applied in various contexts, such as professional presentations, seminars, workshops, and even everyday communication. Thus, investing in the development of these skills not only provides direct benefits to individuals but also contributes to strengthening social and professional relationships. The PARIS program is one solution to overcome challenges in mastering public speaking. Through a structured and practice-based approach, participants are given the opportunity to learn effective speaking techniques, such as managing intonation, eye contact, body language, and the use of storytelling to convey messages. Additionally, the training emphasizes the importance of emotional management and building connections with the audience.

Public speaking training also offers significant psychological benefits. By learning to speak in public, individuals can overcome fear and anxiety, which are often the main barriers to communication. This process helps boost self-confidence and the courage to express opinions, ultimately positively impacting personal and professional development.

For young lecturers, public speaking training like PARIS offers opportunities to expand their teaching insights and skills. By combining theory and practice, this training helps lecturers develop more interactive and engaging teaching approaches. This is crucial for creating learning experiences that are relevant to the needs of students in the digital era. In the learning process, public speaking not only helps lecturers deliver material but also plays a role in building strong relationships with students. By speaking effectively, lecturers can create a supportive learning environment where students feel motivated to actively participate and develop their potential.

This article aims to analyze how such training impacts the improvement of teaching quality and the personal development of young lecturers. By combining personal experiences and deep reflections, this article also seeks to inspire other educators to continue investing in their skill development.

LITERATURE REVIEW

Public Speaking

Public speaking is the art of speaking in front of an audience with the aim of delivering information, influencing, inspiring, or entertaining them. This activity involves effective verbal communication skills, the use of body language, and emotional management to establish a good connection with the audience. Public speaking, according to Dale Carnegie (2018), is the art of conveying ideas to others with confidence and clarity, thereby influencing the thoughts and emotions of the audience.

Stephen Lucas, (2019) defines public speaking as a structured communication process designed to deliver a message to a specific audience in a systematic and planned manner. Public speaking is direct communication between the speaker and the audience with the goal of delivering messages, influencing attitudes, or encouraging audience actions, according to Zarefsky (2020).

Public speaking is the art and practice of effective verbal communication to deliver information, ideas, or persuasion to an audience. According to Stephen Lucas (2019), public speaking involves verbal and nonverbal elements that influence the clarity and impact of the message being conveyed. This skill requires not only technical mastery but also the ability to build an emotional connection with the audience to create meaningful relationships. Core Components of Public Speaking, according to Dale Carnegie (2018), there are three core components of public speaking:

1. Content, the main message must be relevant, informative, and tailored to the audience's needs.
2. Delivery, the manner of presentation, including intonation, facial expressions, and body language.
3. Audience Engagement, building audience involvement through interaction, questions, or the use of compelling stories.

These components work together to create an effective and impactful presentation.

In the context of education, public speaking serves as a vital tool for lecturers to deliver material effectively. Effective communication can enhance student engagement, encourage constructive discussions, and facilitate active learning (Joseph A. Devito, 2018). Additionally, lecturers with strong public speaking skills can inspire students to think critically and creatively.

Young Lecturers

According to the Indonesian Dictionary (KBBI), a lecturer is an educator at a higher education institution. Lecturers are professionals tasked with teaching, developing, and disseminating knowledge, technology, and the arts. The workload carried by a lecturer, as stipulated in Article 72, Paragraph 1 of Law No. 14 of 2005 (on teachers and lecturers), includes planning, implementing, and evaluating the learning process.

Young lecturers refer to those who are new to the higher education field or are relatively young in age. They are also known as novice lecturers. Young lecturers can be either civil servants or non-civil servants, typically holding academic ranks such as Assistant Lecturer or Lecturer. They usually possess high enthusiasm and passion for teaching, developing knowledge, and mentoring students. With an age closer to that of their students, young lecturers often find it easier to adapt to the needs and learning styles of the current generation, including the use of digital technology and innovative teaching methods. In higher education, lecturers are not only tasked with delivering information but also with guiding students to think critically, creatively, and innovatively. This process requires effective communication skills so that the messages conveyed can be well received by students. Public speaking serves as one of the main tools for creating meaningful and profound learning experiences.

Visible Learning Theory

Visible Learning Thery is one of the foundational theories relevant to this study. Is Hattie's Visible Learning framework, which emphasizes the importance of understanding the impact of teaching practices on student learning outcomes. Hattie posits that when educators focus on defining, evaluating, and understanding their impact, it leads to maximized student learning and achievement (Hattie, 2015). This theory is particularly applicable to young lecturers who are in the process of developing their public speaking skills. By adopting an evaluative mindset, young lecturers can identify effective strategies and areas for improvement in their communication practices, ultimately enhancing their effectiveness in the classroom.

Affective Strategies in Public Speaking

The anxiety associated with public speaking is a significant barrier for many young lecturers. Grieve et al. highlight that teaching affective strategies can effectively reduce anxiety related to oral presentations and public speaking (Grieve et al., 2021). This suggests that incorporating emotional and psychological support mechanisms into public speaking training can facilitate a more conducive learning environment for young lecturers. Understanding and addressing these emotional factors is crucial for fostering self-confidence and competence in public speaking.

Role of Technology in Public Speaking Education

The integration of technology in public speaking education has emerged as a vital component of effective teaching practices. Wei discusses how teaching software can enhance listening and speaking skills, particularly in the context of English public speaking training (Wei & Fan, 2024). This aligns with the need for young lecturers to utilize technological tools to prepare for public speaking engagements, thereby alleviating anxiety and improving their overall performance. The use of multimedia and interactive platforms can provide young lecturers with opportunities to practice and refine their public speaking skills in a supportive environment.

Interpersonal and Communication Skills Development

The role of interpersonal and communication skills in effective teaching cannot be overstated. Alfi emphasizes that public speaking is essential for educators, as teaching often involves verbal communication and interaction with students (Alfi, 2024). Young lecturers must develop these skills not only to convey information effectively but also to engage and motivate their students. This highlights the necessity of incorporating training that focuses on interpersonal communication within public speaking curricula.

Experiential Learning Theory

Experiential learning theory, as proposed by Kolb, posits that learning is a process whereby knowledge is created through the transformation of experience. This theory is relevant to the experiences of young lecturers as they engage in public speaking training and practice. The iterative cycle of experiencing, reflecting, thinking, and acting allows young lecturers to continuously refine their skills based on real-world feedback and experiences. This aligns with the findings of Jayanti et al., who demonstrate that participation in speaking clubs can significantly enhance students' speaking abilities through practical engagement (Jayanti et al., 2022).

Public Speaking Anxiety and Self-Efficacy

Public speaking anxiety is a prevalent issue among young lecturers, impacting their confidence and performance. Research by Pontillas indicates that structured programs can effectively reduce public speaking anxiety, leading to improved self-efficacy among participants (Pontillas, 2020). This underscores the importance of addressing anxiety through targeted training programs that build confidence and competence in public speaking.

RESEARCH METHODS

This study employs a descriptive approach with a narrative method, based on personal experiences in participating in the PARIS program. Data was obtained through in-depth reflections on the training process, its implementation in teaching, and feedback from students. This approach aims to provide a detailed depiction of the transformation that occurred during the development of public speaking skills. The steps undertaken include:

1. Participating in intensive training sessions, including mastery of speaking techniques, voice management, and message delivery.
2. Applying the results of the training in classroom teaching activities.
3. Analyzing personal and student changes through observation and evaluation.

RESULT AND DISCUSSION

The Powerful Influencer School (PARIS) program provided a solid foundation in public speaking skills. Participants were taught various techniques, such as emotional management, proper use of intonation, and developing authenticity in speaking. One of the key values of this training was encouraging participants to discover a speaking style that aligns with their personal identity.

As a Public Speaking lecturer, the training outcomes were applied to creative and interactive teaching methods. For example, students were asked to introduce themselves using poetry or motivational quotes and to practice roles as content creators or hosts. These activities not only increased student participation but also helped them overcome the fear of speaking in public.

The training had a significant impact on self-confidence and the ability to build connections with the audience. Additionally, it opened opportunities to serve as a Master of Ceremony (MC) at various major events, such as Women's Space. These experiences underscored the importance of public speaking skills as a tool for building relationships and expanding professional networks.

Public speaking is an essential skill for educators, particularly for young lecturers who are often tasked with engaging students and conveying complex information effectively (Bailey, 2019; Buser & Yuan, 2023; Madzlan et al., 2020). The ability to communicate clearly and confidently can significantly influence student engagement and learning outcomes. However, many young lecturers face challenges such as anxiety, lack of experience, and insufficient training in public speaking. Public speaking anxiety is prevalent among students and educators alike, often stemming from perfectionist tendencies and fear of negative evaluation (Grieve et al., 2021). This underscores the need for comprehensive training programs that address both skill development and the psychological barriers associated with public speaking.

The Powerful Influencer School, as facilitated by PT Paragon Corp, represents a structured approach to enhancing public speaking skills among young lecturers. Training programs like this are designed to provide participants with practical skills, strategies, and confidence to improve their public speaking abilities. Najib et al (2023) emphasizes the importance of soft skills training, noting that such programs not only enhance communication skills but also contribute to self-confidence and overall professional development. This aligns with the objectives of the Powerful Influencer School, which aims to equip young lecturers with the necessary tools to excel in their teaching roles.

The experiences of young lecturers participating in the Powerful Influencer School training are pivotal in understanding the transformation of their public speaking skills. Participants often report a range of experiences, from initial anxiety and self-doubt to increased confidence and competence following the training. Research on remote video-based training indicates that the accessibility of training can significantly reduce the aversive nature of public speaking, allowing participants to practice in a comfortable environment (Laske & DiGennaro Reed, 2022). This aspect of the training is particularly relevant for young lecturers who may feel intimidated by traditional public speaking settings. Moreover, the training likely incorporates

various pedagogical techniques, such as role-playing and peer feedback, which have been shown to enhance speaking abilities (Liani & Sari, 2023). These experiential learning opportunities allow young lecturers to practice their skills in a supportive environment, facilitating a deeper understanding of effective communication strategies.

The impact of the Powerful Influencer School training on young lecturers' public speaking skills can be assessed through various dimensions, including self-efficacy, anxiety reduction, and overall performance improvement. Studies have shown that structured public speaking programs can lead to significant decreases in public speaking anxiety and increases in self-efficacy (Beligeanu, 2021; Essandoh & Da-Costa, 2024). This is particularly important for young lecturers, as self-efficacy is closely linked to their willingness to engage in public speaking and their perceived competence in delivering effective presentations. Furthermore, the training's emphasis on practical application and real-world scenarios can enhance the lecturers' ability to communicate effectively in diverse contexts. The importance of awareness training in reducing nervous habits during public speaking, suggesting that such training can lead to more polished and confident presentations (Ortiz et al., 2022). This aligns with the goals of the Powerful Influencer School, which aims to foster a culture of confident and effective communication among young lecturers.

The long-term benefits of the training extend beyond immediate improvements in public speaking skills. Young lecturers who undergo such training are likely to experience enhanced career prospects, as effective communication is a critical competency in academia and beyond. Research by (Marshall-Wheeler & Meng, 2022) indicates that strong communication skills are essential for personal and professional success, reinforcing the value of public speaking training in the development of future leaders. Moreover, the training can contribute to a positive feedback loop, where improved public speaking skills lead to greater engagement with students, which in turn fosters a more dynamic and interactive learning environment. This aligns with the findings of Taly and Paramasivam, who emphasize the importance of motivating students to overcome speaking anxiety and embrace public speaking as a valuable skill (Taly & Paramasivam, 2020).

Despite the positive impacts of the Powerful Influencer School training, challenges remain. Young lecturers may still grapple with residual anxiety and self-doubt, even after completing the program. Gallego et al (2022) suggest that physiological responses during public speaking can persist, indicating that ongoing support and practice are necessary for sustained improvement. Additionally, the effectiveness of the training may vary based on individual differences, such as prior experience, personality traits, and learning styles. Therefore, it is crucial for training programs to be adaptable and responsive to the diverse needs of participants. This can be achieved through personalized feedback and continuous assessment of progress, ensuring that each lecturer receives the support they need to thrive.

CONCLUSION

Public speaking skills are not only about the technical ability to speak in front of an audience but also involve emotional management, the development of self-confidence, and the ability to build emotional connections with the audience. The experience of participating in the Powerful Influencer School (PARIS) program demonstrates that comprehensive training can have a positive impact on teaching quality, personal development, and career opportunities.

The transformation of young lecturers' public speaking skills through the Powerful Influencer School training by PT Paragon Corp represents a significant advancement in professional development within higher education. The experiences of participants, coupled with the training's focus on practical application and psychological support, contribute to enhanced self-efficacy and reduced anxiety. As young lecturers become more confident and effective communicators, they are better equipped to engage their students and foster a positive learning environment. The implications of this training extend beyond individual skill development, influencing the broader educational landscape by promoting effective

communication practices among educators. As the demand for skilled communicators continues to grow in various professional fields, initiatives like the Powerful Influencer School will play a crucial role in shaping the future of education and empowering young lecturers to excel in their careers. Therefore, investing in public speaking training is highly recommended, especially for educators who wish to enhance the quality of their interactions with students.

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