

The Application of Ego State Counseling Techniques in Psychoanalysis to Reduce Glossophobia Among Students at SMP Negeri 33 Makassar

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ABSTRACT

Glossophobia is the fear or anxiety experienced when speaking in public to convey ideas, thoughts, or opinions. This phenomenon was observed at Makassar Public Junior High School No. 33. This study aims to: 1) determine the profile of glossophobia at State Junior High School 33 Makassar; 2) determine the implementation of the ego-state technique in psychoanalysis to reduce glossophobia at State Junior High School 33 Makassar; and 3) determine whether the ego-state technique in psychoanalysis can reduce glossophobia at State Junior High School 33 Makassar. This study employed a quantitative approach using a quasi-experimental design with a non-equivalent control group. Data collection techniques included observation and a glossophobia scale questionnaire. The data sources were eighth-grade students and guidance counselors at State Junior High School 33 Makassar. The researchers then conducted a normality test, a homogeneity test, and a t-test using SPSS 27. The population size in this study was 41 students, while the sample size was 16 students. The results showed that students felt fear or anxiety when speaking in public due to negative past experiences, specifically having been teased or laughed at while speaking in public. The ego-state counseling technique was implemented through group counseling, which involved understanding the clients' problems, identifying the parts of the self involved in glossophobia, uncovering the memories or past experiences causing glossophobia, releasing pent-up emotions and healing the wounded ego states, and reintegrating the healed ego states. The pretest results for the experimental group showed an average score of 75.25, while the posttest results decreased to 53.5. This decrease indicates that a change occurred following the intervention. The application of the Ego State technique offers an alternative approach within guidance and counseling services to help students recognize and manage the emotions, thoughts, and experiences that trigger glossophobia, thereby reducing public speaking anxiety.

KEYWORDS

Glossophobia; Ego State; Group Counseling; Quantitative; Past experiences

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INTRODUCTION

Communication is an important part of people's daily lives, including in educational settings. However, not everyone is able to express their opinions or speak fluently. One of the most common obstacles is glossophobia, or the fear of public speaking. It is estimated that approximately 15% to 30% of the general population suffers from anxiety related to public speaking, which is the most common type of social phobia (Fathikasari et al., 2022). Based on the results of a glossophobia questionnaire administered to students at SMP Negeri 33 Makassar on Tuesday, October 6, 2025, 32 students were classified as having low levels of glossophobia, 180 as having moderate levels, and 41 as having high levels. Subsequently, an interview was conducted with the guidance counselor. According to the counselor, there are some students who have difficulty expressing themselves when they want to convey something, and there are some students who appear nervous or anxious.

There are several factors that cause glossophobia, including shyness, lack of self-confidence, fear of making mistakes, past traumatic experiences, and fear of being judged or criticized by others (Yoioga, 2024). People who experience glossophobia may do so due to negative past experiences, such as being humiliated while speaking in front of the class. The anxiety that arises is influenced by events from the past that are related to communication situations (Oktonika, 2024). The factors causing these past experiences—such as humiliating or stressful experiences during childhood, like being scolded or teased while speaking in front of the class in elementary school—are often linked to the onset of glossophobia.

A counseling approach involving ego states is carried out by identifying the ego state that has been wounded (Vaded) as a result of trauma, and then seeking another ego state that can provide calm or support (Habsy et al., 2024). The study conducted by (Abdi et al., 2024) to reduce glossophobia using the WDEP technique has several limitations, such as a small sample size—only two students with glossophobia—a subjective approach, and the absence of long-term evaluation, all of which should be noted. Furthermore, the study by (Damanik & Murad, 2023), which used assertive training, had several limitations: the number of participants, respondent honesty, and the conditions under which the study was conducted amid the pandemic (“new normal”) were factors that limited the generalizability and depth of the research findings. Furthermore, the study conducted by (Jannah et al., 2022), which used the systematic desensitization technique, has limitations in the form of a single-case study design and the absence of quantitative measurements.

The ego state technique helps clients access the parts of themselves that hold traumatic experiences, such as the humiliating experience of speaking in front of the class. Ego states and trauma counseling are effective methods for addressing psychological issues related to trauma (Habsy et al., 2024). Based on the above discussion, it can be concluded that using the ego state technique can help address issues related to past experiences and is also effective in managing emotions. The population in this study consisted of eighth-grade students; the total population was 41 students, and the sample size was 16 students. The study was conducted at SMP Negeri 33 Makassar because, based on preliminary observations, some students still suffered from glossophobia. This issue affected student engagement in the learning process, and the school had never implemented the ego-state technique as part of its guidance and counseling services to reduce glossophobia.

RESEARCH METHODOLOGY

This study employs a quantitative approach. In this study, the researcher selected a quasi-experimental design. This design involves two sample groups: an experimental group and a control group. The quasi-experimental design uses a non-equivalent control group, which involves administering a pretest before the treatment is implemented and a posttest after the treatment is administered. In their book, Pandang & Anas, (2019) explain that only the experimental group received the treatment, while the control group did not receive any specific treatment.

In the book by Pandang & Anas, (2019), it is explained that a population refers to a group with specific characteristics that serves as the subject of a study and defines the scope of generalization for the study's findings. The population in this study was eighth-grade students. Based on the results of a questionnaire distributed to 253 students, 32 students were classified as low, 180 as moderate, and 41 as high. The sampling method employed in this study is Proportional Random Sampling. The sample size in this study consisted of 8 students in the experimental group and 8 students in the control group, which is consistent with Tohirin, (2019), who states that sample sizes generally range from 8 to 10 participants. The sampling method employed in this study is Proportional Random Sampling, which involves randomly selecting samples from the population without regard to the existence of strata within that population (Pandang & Anas, 2019).

The data collection techniques used in this study were observation and a glossophobia scale questionnaire. Observation was a data collection technique used in this study by directly observing the reactions and changes in students, as well as the group dynamics, during group counseling sessions using the ego-state technique. According to Creswell & Creswell, (2017), a questionnaire is a tool used in quantitative research to collect information from respondents through a series of questions designed to obtain organized and measurable data.

The validity test of the research instrument aims to test and evaluate each item of the instrument by calculating the correlation between each item score and the total score. The questionnaire validity test was conducted using IBM SPSS 27 software on the 24 scale items. All 24 items were found to be valid. Reliability is a measure of how well a questionnaire functions as an indicator of a specific variable or construct.

The data analysis techniques used were descriptive analysis, inferential statistical analysis, and the t-test. Descriptive statistical analysis was intended to describe the patterns of glossophobia at Makassar Public Junior High School No. 33 before and after the implementation of guidance and counseling treatment using the ego-state technique. According to Creswell & Creswell, (2018), descriptive statistics are techniques used to analyze data with the aim of describing, summarizing, and presenting the main characteristics of a set of quantitative data. The characteristics of glossophobia, both before and after the intervention, were analyzed using an interval scale. According to Pandang & Anas, (2019), an interval scale is a type of measurement that uses numbers to measure objects with ordinal properties, supplemented by an additional property: consistent intervals between measurements.

Inferential analysis is used to test proposed hypotheses. The use of the t-test requires that the data for each variable to be analyzed be normally distributed and homogeneous. Therefore, tests for data normality and homogeneity were conducted. To test for data normality, one of the tests that can be used is the one-sample Kolmogorov-Smirnov test. Meanwhile, the test for homogeneity of variance is conducted to determine whether two or more data groups come from populations with similar variances, which is important to ensure the validity of comparisons between groups. The

book Santoso, (2017) explains that the t-test is a statistical test used to test for differences in means between two data groups, whether paired or unpaired.

RESULT AND DISCUSSION

1. Overview of Glossophobia at State Junior High School 33 Makassar

Table 1. Glossophobia Initial Data Description

Early Overview of Glossophobia			
Interval	Category	F	P%
89-103	Very High	1	0,4%
74-88	High	12	4,7%
54-73	Currently	149	59%
39-53	Low	76	30%
24-38	Very Low	15	5,9%
Amount		253	100%

The glossophobia variable was measured using a glossophobia scale consisting of 24 items, resulting in a highest possible score of 96 (24×4). This was then reduced by the lowest possible score of 24 (24×1) and divided into 5 class intervals ($72 : 5 = 14.4$). Based on the distributed questionnaire, it was found that the majority of students at Makassar Public Junior High School 33—59% or 149 students—fell into the moderate category. In the very low category, there were 15 students, representing 5.9%. Furthermore, in the low category, there were 76 students, representing 30%. However, there were approximately 12 students (4.7%) in the high category. In the very high category, there was 1 student (0.4%). Therefore, based on the survey results, there are still students who need to reduce their level of glossophobia. High levels of glossophobia among students at State Junior High School 33 Makassar are characterized by symptoms such as a racing heart, trembling, and cold sweats when speaking in public. They experience feelings of anxiety, fear, and pessimism when asked to speak in public. They also have difficulty concentrating and suddenly forget what they were going to say. They avoid stepping forward when asked to speak in front of their peers.

2. Overview of the Implementation of the Ego State Technique at SMP Negeri 33 Makassar

The group counseling sessions using the ego state technique for the experimental group were conducted over six sessions, beginning on 21 October and ending on 13 November, 2025. The researcher applied the ego state approach as the primary technique in conducting the intervention. The process was carried out in stages, beginning with creating a safe environment and building trust among group members, as well as introducing the ego state concept; followed by identifying the ego states involved in glossophobia; then exploring past experiences that were the root causes of glossophobia, followed by releasing pent-up emotions and healing the wounded ego states, then reuniting the healed ego states and strengthening the participants' self-confidence, and finally reflection and practice speaking in front of their peers.

During the initial meeting, the researcher explained the objectives and stages of the counseling activities to be conducted and worked to build a positive relationship with the students. In this process, the researcher used a conversational approach, discussing light-hearted topics as a way to build rapport and foster a connection between the counselor and the students. During the second session, the researcher asked each group member to share an experience of feeling anxious while speaking in public. Afterward, the researcher probed further and asked questions, such as "What do you typically feel physically when asked to speak in public?" During the third session,

the researcher explained that every experience has an impact on aspects of the self that persist to this day. In other words, using the ego state approach (a counseling approach that emphasizes aspects of the self), the researcher sought to demonstrate that every past experience—whether pleasant or painful—shapes and influences aspects of a person’s personality.

In the fourth session, the researchers gave the students the opportunity to express emotions they had been holding back, such as crying, anger, disappointment, or pain. By allowing these emotions to surface safely within the group setting, this process served as an emotional release for healing. In the fifth session, the researcher explained that we would practice reintegrating the healed parts of ourselves with the positive aspects within us, in order to feel more confident when speaking in public. The researcher then asked the students to formulate positive affirmations, such as, “Imagine yourself standing calmly, speaking clearly, and feeling confident while speaking in public.” In the sixth session, the researcher guided the students through a practice or simulation of public speaking, focusing not on the content but on self-confidence and emotional control. Afterward, the researcher provided affirmation and recognition to the students for the process and effort they had demonstrated throughout the group counseling sessions.

3. The Effect of Ego State Techniques in Reducing Glossophobia in Students of SMP Negeri 33 Makassar

The research findings indicate that there is a difference in glossophobia behavior scores between the experimental group and the control group. The glossophobia variable was measured using a 24-item glossophobia scale, resulting in a highest possible score of 96 (24×4), from which the lowest possible score of 24 (24×1), and then divided into 5 class intervals ($72 : 5 = 14.4$), as shown in Table.

Table 2. Description of Pretest and Posttest Data for the Experimental Group

Experimental Group					
Interval	Category	Pretest		Posttest	
		F	P%	F	P%
89-103	Very high	-	-	-	-
74-88	High	6	75%	-	-
54-73	Currently	2	25%	3	37,5%
39-53	Low	-	-	5	62,5%
24-38	Very Low	-	-	-	-
Amount		8	100%	8	100%

Based on the data above, which provides an overview of the level of glossophobia among students at Makassar State Junior High School 33 in the experimental group during the pretest, there were 2 respondents in the moderate category (25%) and 6 respondents in the high category (75%). After receiving treatment/intervention in the form of group counseling using the ego-state technique, there was a change in the level of glossophobia among students at SMP Negeri 33 Makassar. The results of the posttest for the experimental group showed a decrease, with 5 respondents in the low category (52.5%), 3 respondents in the moderate category (37.5%), and no respondents remaining in the high category.

Table 3 Description of Pretest and Posttest Data for the Control Group

Control Group			
Interval	Category	Pretest	Posttest

		F P%	P%	F
89-103	Very High	1	12,5%	-
-				
74-88	High	5	62,5%	6
75%				
54-73	Currently	2	25%	2
25%				
39-53	Low	-	-	-
-				
29-38	Very Low	-	-	-
-				
Amount		8	100%	8
100%				

Based on the data above, it shows a general picture of the level of glossophobia of students at Smp Negeri 33 Makassar who are classified as the control group. During the pre-test, there was 1 respondent who was in the very high category with a percentage of 12.5%, then 5 respondents who were in the high category with a percentage of 62.5% and 2 respondents who were in the moderate category with a percentage of 25%. Then the results of the post-test in the control group showed a slight change where there were 6 respondents who were in the high category with a percentage of 75%, and 2 respondents who were in the moderate category with a percentage of 25%. Based on the results of the post-test, there was a slight decrease in glossophobia in students. These results can be concluded that there was no significant decrease in the level of glossophobia in the control group.

Table 4. Analysis Results for Testing Hypotheses with Independent Sample Test

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Glossophob Ia	Experimental Group	8	-21,75	11,805	4,174
	Control Group	8	2,75	14,724	5,206

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Glossophobi a	Equal variance s assumed	0,343	0,568	-3,672	14	0,003	-24,500	6,672	-38,810 -10,190

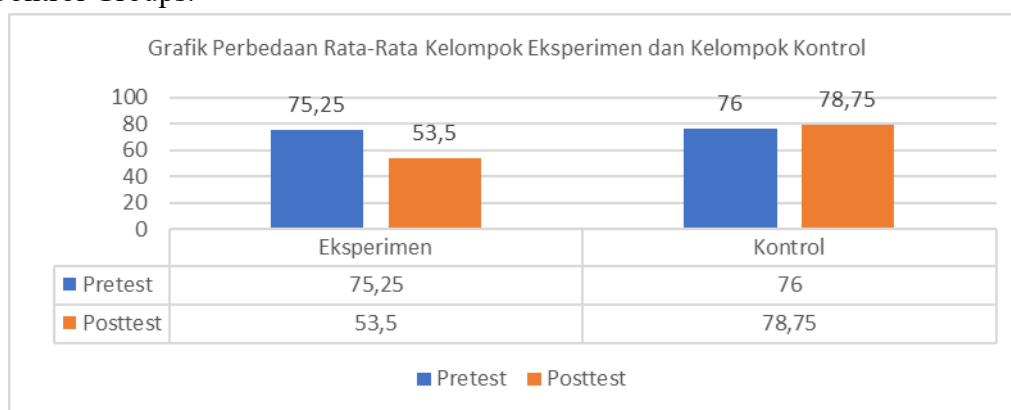
Equal variance s		-3,672	13,368	0,003	-24,500	6,672	-	-
not assumed							38,874	10,126

Independent Samples Test

Based on the table above, the Sig (2-tailed) values are 0.000 and 0.000, which means that the calculated significance values of 0.000 and 0.003 are less than $\alpha = 0.05$; therefore, H_0 is rejected and H_1 is accepted. Thus, the null hypothesis (H_0), which states that “There is no effect of the ego-state technique on reducing glossophobia among students at SMP Negeri 33 Makassar,” is rejected. Conversely, the alternative hypothesis (H_a), which states that “The ego-state technique has an effect on reducing glossophobia among students at SMP Negeri 33 Makassar,” is accepted. It can therefore be concluded that the ego-state technique is effective in reducing glossophobia at SMP Negeri 33 Makassar.

The effect of the ego-state technique in reducing glossophobia among students at Makassar Public Junior High School No. 33 can be seen from the difference in the mean scores between the experimental group and the control group in the bar graph below:

Graph 1. Graph of the Difference in Average Pretest and Posttest Scores of the Experimental and Control Groups.



After implementing all stages of the ego-state technique, the researcher drew conclusions based on observations of the students' engagement during the counseling sessions and used the evaluation results as a basis for follow-up actions following the group counseling sessions using the ego-state technique. The students' engagement is shown in the following table:

Table 5. Data on Student Participation in the Service Process

Percentage	Criteria	Topic					
		I	II	III	IV	V	VI
80%-100%	Very High	4	3	4	5	5	5
60%-79%	High	3	5	3	3	3	2
40%-59%	Currently	1	-	1	-	-	1
20%-39%	Low	-	-	-	-	-	-
0%-19%	Very Low	-	-	-	-	-	-
Amount		8	8	8	8	8	8

DISCUSSION

The average glossophobia score in the experimental group was initially 75,25 after receiving the intervention using the ego-state technique, it decreased to an average of 53,5. This indicates that the ego-state technique can reduce glossophobia among students at State Junior High School 33 in Makassar. In line with the views of Razak & Murdiana, (2023), who state that past failures and successes are among the factors contributing to public speaking anxiety. Successful experiences can boost self-confidence, while failures can diminish self-confidence and leave a lasting negative impression. Meanwhile, the control group, which did not receive any treatment or intervention, showed no significant change in glossophobia levels. Although some students experienced a slight decrease in their scores, these changes were not consistent overall. The reduction in glossophobia in the experimental group, as reflected in their mood, was evident in students who were no longer restless or panicked and were no longer afraid to speak in public. Psychological reactions when a person experiences anxiety include feelings of panic and fear (Nurhasanah et al., 2023). In terms of cognitive aspects, it is evident that students are now able to concentrate better when speaking in public. In terms of somatic aspects, students no longer sweat, tremble, experience a racing heartbeat, or feel weak. The physical symptoms of anxiety experienced by students are evident in their bodies, such as excessive sweating and an increased heart rate (Dewi, 2022). In terms of motor skills, students who previously exhibited avoidant behavior and spoke very little when asked to speak in public are now willing and better prepared to do so. These motor aspects reflect a high level of cognitive and somatic processing in individuals and represent an effort to protect themselves from whatever they are feeling (Pane, 2022).

The implementation of group counseling services using the ego state technique at Makassar Public Junior High School No. 33 was designed systematically and in stages through six sessions, each lasting approximately 45 minutes in the guidance counseling room. This intervention targeted students exhibiting glossophobia, selected based on their responses to a glossophobia questionnaire. Each counseling session was structured according to Corey and Yalom's group stages as outlined in Lubis & Hasnida, (2016) the formation stage, the transition stage, the core stage, and the termination stage. The ego-state technique was applied to help students recall and process past experiences that were the root cause of their anxiety about public speaking. During the initial session, the researcher explained the objectives and stages of the counseling program and worked to establish a positive rapport with the students. In the second session, the researcher asked each group member to share an experience in which they felt anxious while speaking in public. In the third session, the researcher explained that every experience has an impact on a part of the self that persists to this day. In the fourth session, the researcher gave the students the opportunity to express emotions they had been holding back. In the fifth session, the researcher explained that they would practice reintegrating the healed parts of themselves with their positive inner selves, in order to feel more confident when speaking in public. In the sixth session, the researcher invited the students to practice or simulate public speaking. Support from previous research reinforces the effectiveness of this technique. A study conducted by Bakhrudin All Habsy et al., (2024) found that the ego-state approach and techniques are effective in helping clients who have experienced trauma, while also preventing the emergence and development of negative emotions. The results of the implementation showed significant changes, particularly in how students responded when invited to come forward and speak in public. Most students were also calmer when speaking in public.

In the experimental group during the pretest, there were 2 respondents in the moderate category (25%) and 6 respondents in the high category (75%). After receiving the treatment/intervention in the form of group counseling using the ego-state technique, there was a

change in the level of glossophobia among students at SMP Negeri 33 Makassar. The results of the posttest in the experimental group showed a decrease, with 5 respondents in the low category (52.5%), 3 respondents in the moderate category (37.5%), and no respondents remaining in the high category. The intervention produced significant changes in how students behaved when asked to speak in front of others and when speaking in public. They also began to appear calmer when speaking in public. This is because they have been able to heal the wounded parts of themselves. This is in line with Watkins's opinion as cited in Bakhrudin All Habsy et al., (2024) defines ego states as a technique that uses individual, family, and group approaches to access and engage with ego states, with the aim of releasing and resolving ego state conflicts that arise. The application of this technique not only helps reduce glossophobia in students but also equips them for their future, as strong public speaking skills are essential for anyone. Public speaking is an important skill for everyone, as it enables individuals to convey their ideas to others (Pratiwi et al., 2022).

The study conducted by Hidayat, (2023) has several limitations compared to the results of my research; for example, the study only describes students' ego status without proposing or testing guidance and counseling services that could be used to develop a more adaptive ego status. This study merely describes students' ego states without analyzing the factors that influence the formation of ego states or the relationship between ego states and other variables, such as anxiety, academic achievement, or social skills. In contrast, in my study, I used ego-state techniques to reduce glossophobia and analyzed that glossophobia.

CONCLUSION

Students' glossophobia symptoms are mostly in the moderate category, but some fall into the high and very high categories. These are characterized by a racing heart, trembling, and cold sweats when speaking in public. They experience feelings of anxiety, fear, and pessimism when asked to speak in public. They also have difficulty concentrating or suddenly forget what they were going to say. They avoid stepping forward when asked to speak in front of their peers. However, after receiving intervention using the ego state technique, a change occurred, marked by the students no longer panicking or feeling anxious when speaking in public. Students were also able to concentrate better when speaking in public. Furthermore, they no longer sweated profusely and no longer exhibited avoidance behavior when asked to speak in front of their peers.

Group counseling using the ego state technique was conducted over six sessions. The series of activities included asking participants to express their thoughts, emotions, and feelings when speaking in public; to share experiences of feeling anxious while speaking in public; to imagine that their wounded ego state receives a hug or support from their strong inner self; to imagine that the wounded part of themselves is now united with the strong, brave, and confident part of themselves; simulating public speaking, assigning tasks, and follow-up and evaluation. This entire process provides a safe space for participants to share their experiences with one another and manage their emotions.

The results of the data analysis show that the application of the ego-state technique was effective in reducing the level of glossophobia among students at Makassar Public Junior High School No. 33. This is evidenced by a decrease in the average glossophobia score from 75.75 on the pretest to 53.5 on the posttest. These findings indicate that the ego-state technique is effective in reducing the level of glossophobia among students.

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