STUDENT PUBLIC SPEAKING PRACTICES THROUGH CULTUM AND DA'I CILIK: A CASE STUDY IN CLASS IV ELEMENTARY SCHOOL

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Abstract

The ability to speak in front of a general audience or public speaking needs to be trained as early as possible. Public speaking will provide many benefits for someone to continue to achieve a better career in the future. The purpose of this research is to analyze how public speaking is practiced at MIM PK Wirogunan through the Islamic lecture and young preachers' program that have been implemented since 2015/2016. This study uses a type of qualitative research with a case study research design. The number of respondents used was 7 people consisting of school principals, teachers in class IV A and B, and 2 students each in class A and B. The research data presented was in the form of descriptions accompanied by quotes from the results of interviews conducted with the respondents. This research took place using data collection techniques through three ways, namely observation, interviews, and documentation. Data analysis was carried out through three stages, namely data reduction, data presentation, and conclusions. The validity test was carried out by means of technique and source triangulation. The results of the study show that the two programs implement the expected form of public speaking training, namely the fulfillment of public speaking components such as speakers, material recipients, material content, and feedback. Positive impacts were also received by students, namely having a more courageous mentality, self-confidence, and being able to think more critically. However, there are also a number of obstacles that have been encountered, but so far, they have been handled well through evaluation activities.

Keywords: islamic lecture; public speaking; young preacher

Abstrak

Kemampuan berbicara di depan khalayak umum atau public speaking perlu dilatih sedini mungkin. Public speaking akan memberikan segudang manfaat untuk kelangsungan seseorang mencapai karier yang lebih baik di masa mendatang. Penelitian ini bertujuan untuk menganalisa bagaimana praktik public speaking di MIM PK Wirogunan melalui program kultum dan da'i cilik yang telah dilaksanakan sejak tahun 2015/2016. Penelitian ini menggunakan jenis penelitian kualitatif dengan desain penelitian studi kasus. Jumlah responden yang digunakan berjumlah 7 orang yang terdiri dari kepala sekolah, guru kelas IV A dan B, serta masing-masing 2 siswa kelas A dan B. Data penelitian yang disajikan berupa deskripsi yang disertai kutipan hasil wawancara bersama responden. Penelitian ini berlangsung menggunakan teknik pengumpulan data melalui tiga cara yaitu observasi, wawancara, dan dokumentasi. Analisis data yang dilakukan melalui tiga tahapan yakni reduksi data, penyajian data, serta kesimpulan. Uji keabsahan yang dilakukan adalah dengan cara triangulasi teknik dan sumber. Hasil penelitian menunjukkan bahwa kedua program tersebut mengimplementasikan bentuk pelatihan public speaking yang diharapkan, yakni hampir terpenuhinya komponen public speaking seperti adanya pembicara, penerima materi, isi materi, serta adanya feedback. Dampak positif juga diterima siswa yakni memiliki mental lebih berani, percaya diri, serta mampu berpikir lebih kritis. Akan tetapi terdapat pula beberapa kendala yang turut ditemui, namun sejauh ini dapat diatasi dengan baik melalui kegiatan evaluasi.

Kata Kunci: da'i cilik; kultum; *public speaking*

Introduction

Speaking in front of an audience can be extremely frightening for some people. Even more intense than a fear of heights is a fear of public speaking (Rahmani et al., 2022). In students, the fear of speaking in public also often occurs in the learning process in class. The survey conducted by Zumala shows that students also experience fear in asking questions with a percentage of 59.64%. Some of them are often confused about what to say. The highest cause of this incident is a problem within the individual, starting from the ability to speak in public which often has difficulty conveying what is thought so that it ends in silence. (Kompsiana.com, 2022). From this phenomenon, it is important for every individual to develop public speaking skills from an early age.

Communication is the process of understanding and being understood through ideas, facts, thoughts and emotions. Good communication is determined not by how well we say something but by how well we have been understood (Akilandeswari, 2015). Good public speaking skills are in fact not owned by everyone. To do good public speaking requires training and habituation, because in the practice of public speaking there are techniques that must be mastered. Colvin & Tobler (2013) also mentioned that public speaking training can be done through speaking courses or in daily interactions. Public speaking skills begin with good vocal processing, where there are voice arrangements so that they are heard clearly, easily understood, and the delivery must be carried out with good breathing so that the conversation can take place effectively (Nurcandrani et al., 2020). Someone must possess public speaking abilities for them to be helpful while explaining or discussing a current event.

Public speaking is a skill that should be honed as early as possible. This ability must be owned since the child is in school or around the age of 10 years (Oktavianti & Rusdi, 2019). Children need to do public speaking training as their potential for adulthood. Saeni et al., (2022) argued that every child must have public speaking as a soft skill to master. Public speaking will form a child's character with a good personality. Children who are accustomed to and trained from an early age will get used to expressing their expressions and opinions on something so that it will support their success in adulthood.

Many students at the junior high school, high school and even university level are found to be less proficient in public speaking. This can be caused by the absence of habituation to practice public speaking in elementary school (Dwiyanti & Budiarti, 2023). From this statement it can be said that public speaking in elementary school is categorized as low. While an ability accustomed from the beginning or from basically making these capabilities better in the future. Public capabilities this speaking can be taught in high grades such as grades IV, V, VI, so that when these students completing his studies in elementary school, at the next level the student already has public provision good speaking. other than as a provision for them to enter a higher level, application public speaking in high school elementary school is very important to train students' self-confidence, train students to become leaders.

An adult who has good public speaking will get numerous benefits. Public speaking can increase someone's career and value. The success of an educator, politician, presenter, instructor, salesperson, and broadcaster demands that this job has good public speaking skills (Hojanto, 2016). In addition, there are many incidents showing that people with high positions usually have good public speaking. Supriyadi (2022) I thought someone who can speak in public has more opportunities to meet many people, including important clients. When someone can promote something well, it will have its own charm so that others can understand it.

Another benefit that can be obtained when someone has good public speaking skills is being able to become a leader. Public speaking will train someone to think critically and convey their thoughts in good language with the right delivery. Those who do not practice public speaking will fall short. A person's inability to speak in public will lower his level of confidence. When asked to appear in front, they will feel a panic attack so that their bodies tremble and even fear. In addition, when you start telling you will feel stuttering, then your palms will sweat, so that your head feels dizzy, and your stomach feels nauseous. Affandi (2019) explained that these were the characteristics of people who were not used to speaking in public, giving speeches, or lacked knowledge about public speaking.

Then, there is a negative impact that will be obtained when someone does not have good public speaking skills, namely they will lose to the existing global competition. Sutrisno et al., (2021) argued that at this time, in the face of global competition requires someone who can communicate well to many people. Global competition necessitates originality, and the person who can best articulate and convey his ideas will be recognized and given authority by the public. According to Fancika & Kurniawan (2022) the ability to communicate is not only needed by some people, such as public speakers or those who have a profession, but this ability is needed by everyone, regardless of age or gender. Confidence is one of the important aspects of personality in a person, without self-confidence will cause many problems in a person. Public speaking needs to be seen as necessary for both children and adults, considering how influential this soft skill is in various areas of people's lives.

Public speaking needs to be trained as early as possible. Mastering public speaking is a competency that must exist in elementary schools (Herbein et al., 2018). The positive impact when a student has good public speaking skills is the realization of effectiveness in the implementation of learning. Student confidence in participating in the learning process is influenced they communicate. A student must be able to voice his heart, thoughts, or opinions well. In Law Number 23 of 2002 concerning child protection, it confirms that there is participation that children can do, which reads "Every child has the right to express and be heard his opinion, receive, seek, and provide information according to his level of intelligence and age for his own development in accordance with values of decency and obedience". Students need to be adept at public speaking since they are the generation that will bring about change in the future.

Research Okoro et al., (2017) concludes that oral communication skills are very important in education, every graduate is expected to be able to develop these essential competencies/soft skills to place themselves in a competitive advantage for job opportunities. One of the factors that impedes the improvement of students' ability in public speaking skills is a lack of self-confidence. To increase confidence in speaking, teachers must provide opportunities for students to practice public speaking skills (Kellam, 2018). Students who have low levels of anxiety, worry, fear and self-confidence in class may experience difficulties in developing their speaking skills (Tridinanti, 2018).

Oral communication skills play an important role in achieving learning objectives (Kusumawati et al., 2015). Some students communicate is something that not difficult, but it is different if students are required to speak in front of the class. They will have no trouble if they communicate with their friends himself in everyday language (Wahyudi, 2016). But they will be in trouble if required speak in front of the class, in front of many friends and in front of their teacher. Especially in terms of expressing opinions, arguments, suggestions and answer questions from the teacher. Most of the students are afraid and difficult to express their

opinion when the lesson is in progress. Student afraid and less confident in presenting their arguments when the teacher asks a question to them.

There are many benefits that students who have public speaking skills can have, namely being able to convey ideas coherently and systematically, being able to participate in well-constructed discussions, being able to convey and defend opinions that are felt to be true, having a good level of self-confidence, being able to make speeches in public, as well as various others. In several cases that occurred in the field, there were still many students who experienced problems in carrying out public speaking practices. Andriani & Srisadono (2017) stated that most elementary school students have an elevated level of anxiety in communicating in front of many people, even though it is still in the moderate category. Usually, students feel nervous and insecure about their abilities, so that not a few students stutter when speaking.

The initial capital that students must have in doing public speaking is self-confidence. Sriwartini et al., (2021) argues that the biggest challenge that must be faced in the practice of public speaking is fear and insecurity. Therefore, there is a need for training and habituation to help students master the audience and overcome feelings of nervousness so that they do not stutter when speaking. The school's role is influential in the development of students' public speaking. Several schools are aware that public speaking training for students is important, they organize several school programs that can be used to support students' speaking skills training. Some examples are speech activities, storytelling, Islamic lecture, young preachers, and others.

Previous research that has been carried out by Dwiyanti & Budiarti (2023) reviews that elementary school students are still low in practicing public speaking. This is largely due to a less supportive environment. There are still few policies implemented by schools to train students to speak in public. In addition, the role of teachers and parents is also considered lacking because they do not fully understand the importance of public speaking skills for children. This is different from the reality in the research environment. At MIM PK Wirogunan, it is hoped that children's public speaking training will be fully successful. Various programs are implemented by the school to support students' soft skills in the field of public speaking. In addition, various supports were also present from teachers, high-ranking foundations, as well as parents and the surrounding community.

Then, there is previous research from Wahyudi (2016) which suggests an approach with the every one is a teacher here method in improving student public speaking. This activity is carried out during class learning, with the teacher as the activity facilitator. In contrast to this, this research was carried out in the form of extracurricular activities and school programs. With implementation in the form of lectures or cults which are directly carried out by students.

Furthermore, there is previous research put forward by Mursyid & Yono (2022) which explains students' public speaking activities through muhadharah. This activity is almost the same as the activities of the little student preachers that were carried out at MIM PK WIrogunan. The difference is in the daily training, because the little preacher has started with extracurricular activities beforehand, so this activity can be considered a very structured activity in the hope of minimizing student errors when performing.

One of the schools that carries out public speaking training programs for students is MIM PK Wirogunan. The program is manifested in two activities, namely cult activities and young preachers. This Islamic lecture is carried out in reading Qur'an around activities

(tarling) once a month. While the activities of the young preacher are carried out every Sunday in study activities in front of the community and parents.

The novelty of this research is the cult activities which are packaged in a traveling tadarus program. The previous opinion stated that cult activities were usually carried out only in class or at the mosque as a complement to religious activities. However, in this study, cult activities were focused on training students' public speaking which was carried out in front of classmates, teachers, and student guardians.

Based on the explanation above, it explains that public speaking is able to make a person's character for the better, hone individual potential in society, increase self-confidence, and be able to hone a person's leadership spirit. So, it is important to see and study how public speaking is practiced in schools. Therefore, researchers are interested in studying the application of public speaking practices for MIM PK Wirogunan Kartasura students.

Research methods

This study uses a type of qualitative research with a case study research design. Sugiyono (2020) argues that research using the case study method is research with in-depth exploration of a program, process, an event, activity, to one person or more. The case being studied is bound by time and certain activities, so researchers need to carry out detailed data collection using appropriate collection procedures at a continuous time. This research took place at MI Muhammadiyah Special Wirogunan Program in Kartasura District, Sukoharjo Regency. This location was chosen because the madrasa has implemented two programs that facilitate public speaking training for students.

In this study, the type of data used is qualitative data. Qualitative data, namely data that will be presented not in the form of numbers, but will be presented in the form of verbal words. In this study, the primary data sources selected by the researchers were school principals, teachers in class IV A and B and students in class IV A and B MI Muhammadiyah PK Wirogunan. In this study, the data will describe the object in general. Qualitative research basically does not use populations, this is because qualitative research is lifted from phenomena in certain situations whose results are not applied to a population, but to other places that experience the same phenomena or problems as those being studied.

This research took place using data collection techniques through three ways, namely observation, interviews, and documentation. Data analysis was carried out through three stages, namely data reduction, data presentation, and conclusions. Data reduction is an activity of summarizing and selecting things that are considered to be the main problem, so that it can be focused on things that are said to be important, then patterns and themes can be looked for, and not using data that is not needed. In qualitative research, the presentation of data will be in the form of a brief description or description. In addition, the data will be presented in the form of narrative text. Presenting the data carried out will make it easier for researchers or other people to understand the problems that occur. Drawing conclusions on qualitative research can answer the formulation of the problems that have been made or maybe not. This is not completely certain because the formulation of problems in qualitative research has a temporary nature which then develops when researchers go into the field. Conclusions in qualitative research can be said to be new discoveries that have never existed. This finding will explain something that is not yet clear that becomes clear after the research is carried out.

The validity test was carried out by means of technique and source triangulation. Triangulation is a test of the validity of data that is carried out from three things, namely from

various sources, various techniques or methods, and various times. In this study, two techniques of triangulation were carried out, namely source and technique triangulation. The validity test using technical triangulation is carried out by checking data from the same source using different techniques. For example, at one source, data checking was carried out using the interview method, then at another source, observation and documentation techniques were carried out. Then, the validity test using source triangulation is a test that carries out a checking process on data taken from sources. The implementation of the member check aims to find out the data that has been obtained to what extent it is valid with what has been given by the source. In this case, if the data obtained shows the same results as those given by the source, then the data can be said to be valid, so that this data is data that can be trusted or credible. This member check activity step is carried out after the researcher conducts the interview, then the researcher asks the interviewee to sign the interview guidelines that have been given so that they have authentic evidence, then the results of the data collected are shown to the interviewee.

Results and Discussion

Case study research on the practice of public speaking through the Islamic lecture and young preachers' program at MIM PK Wirogunan has produced some data and findings taken from December 2022 to March 2023. The research data were obtained through in-depth interviews with school principals, class IV A teachers and B, as well as students in class IV A and B. Apart from interviews, the findings data were also obtained by observation and field notes. The data obtained will be checked again from the informants and research subjects so valid data is obtained. Following are the identities of informants and research subjects, namely:

Table 1. Identity of Research Respondents and Informants

Name	Gender	Status
UM	P	Principal
CF	P	Class A teacher
FH	P	Class B teacher
MA	L	Islamic lecture student from IV A
LK	L	Young preacher student from IV A
AK	P	Islamic lecture student from IV B
IS	P	Young preacher student from IV B

The presentation of the data carried out aims to answer the questions encountered during the research with reference to the problem formulation described. Public speaking training at MIM PK Wirogunan is implemented in Islamic lecture and young preachers' activities. The background of these two programs is the school's aspiration to build an educational institution with a special program in the religious field in 2015/2016. The following is an excerpt from an interview with Mrs. Umi Mahmudah, S. Pd. I as the Principal of the MIM PK Wirogunan School, with the results of the quotation namely:

"*The goal to provide the best education became the beginning of activities that honed the abilities of these students. With these two programs it is hoped that they will be able to practice speaking skills which are very much needed at this time*."

This opinion was corroborated by the results of interviews with class IV A and B teachers, namely Mrs. Catur Fitriana, S. Pd and Mrs. Fariah Hidayati, S. Ag. They added that

it was not only children's abilities that were trained, but the character of the students was also educated in these two programs. Even from this activity, schools can build a stronger religious profile:

"*Islamic lecture and young preacher are religious-based activities that are useful for shaping student character. MIM PK Wirogunan really wants to build a religious image to make student character. So, it can be said that this activity is an event for school to introduce themselves.*"

Based on the explanation of the interview results, the background to the existence of programs to support students' speaking skills has existed since the school was founded. Seeing how important the ability to speak in public is one of the soft skills that must be possessed, this makes the school highlight it as the right benchmark for holding public speaking training programs for students. The purpose of having a school program to support the practice of public speaking is in line with the opinion of Silva & Ratnasari (2022) who argued that public speaking possessed by a student would help in training his confidence in facing problems in class so that achievement can be proud of, because students are active in speaking and able to convey the information presented.

The results of the interview with the school principal explain how the implementation of the Islamic lecture at MIM PK Wirogunan has been implemented so far:

"*This activity has been going on for a long time. As for the cultic activities themselves, they are packaged in the reading Qur'an around program which has been held since the start of the school. Reading Qur'an around activities are held once a month on Friday in the first week at the student's home.*"

Then, in more detail explained by the class IV A and B teachers about how the Islamic lecture is implemented at MIM PK Wirogunan in class IV A and B:

"*The implementation of the Islamic lecture begins with the selection of students who will be on duty. For Islamic lecture activities it is divided according to attendance numbers, because the activities are carried out at the students' homes. This program contains murojaah activities, a presenter, remarks from the host from students, and Islamic lecture. All these activities are carried out by students. It can be concluded that this activity is from students, for students, and back for students. The teacher's role is as an activity facilitator. The Islamic lecture is carried out by opening, followed by the usual contents of the Islamic lecture about the story of the prophet, and closing. The teacher will provide reinforcement at the end of the activity.*"

The Islamic lecture program is also explained in the study of Hawa et al., (2021) who first saw that this activity could be used as training for students to speak in front of many people. Islamic lecture also aims to convey useful information and advice to listeners. Most of the material from Islamic lecture activities at MIM PK Wirogunan is taken from the stories of the Prophet, so that they can be used as role models for students.

Then there are opinions from Qohar (2022) who also explained the public speaking program through the activities of young preacher which can be used as training for students. This activity is also the same as Islamic lecture activities. However, the phenomena that occur at MIM PK Wirogunan between the Islamic lecture and the young preachers are different. Both in terms of time, execution, audience, results, and training applied. In the following, there are quotes from class IV A and B teachers about the actual implementation of young preacher:

"*There are several steps in carrying out the activities of the young preacher, namely: 1) The teacher determines the students in charge, by selecting candidates who are considered more capable than others. The reason is that this activity involves the community so that this activity also builds the image of the school to perform well; 2) Selected students who have attended training in dacil (young preacher)*"

extracurricular activities; 3) Young preacher activities are held once a week on Sunday morning, at a Islamic lecturing program with the congregation of the mosque; 4) Classes on duty must send one child who will be a young preacher in front of the congregation of the mosque. Initially, the teacher will select students who will be assigned about 2 weeks beforehand. 5) Then, these students will be given texts and training on the sidelines of school activities. The teacher always provides assistance until the D-day. 6) This young preacher activity is carried out after the murojaah event together, usually the children will start the activity with greetings, followed by greetings to the community, only then will they enter the contents of the conversation. The implementation of the young preacher did not take long, approximately 7 minutes."

Of the two programs implemented at this school, namely Islamic lecture and young preacher, the implementation of public speaking practices can be said to be going according to purpose and carried out quite well. This policy, which has been going on for several years, will have a major impact on the soft skills students have in the field of communication.

Implementation of the Islamic lecture and young preacher has been going on for several years after the school was founded. This policy has the support of relevant parties such as foundations, school members, parents, and the surrounding community. In practice, children have gone through several mentoring and training processes to master public speaking. Hawa *et al.*, (2021) argues that in conducting a conversation there must be 3 essential elements, namely the presence of a speaker, an audience, and the message or advice conveyed. If we look again, the two MIM PK Wirogunan programs have implemented these three essential elements.

According to Sarmento *et al.*, (2019) Public speaking is a process of composing words in front of an audience that aims to train students' speaking skills to express opinions orally. Public speaking is a process of communicating with a large group. In the cult practice at MIM PK Wirogunan, the audience who attended consisted of class students and teachers, totaling around 24 people. Then, for young preacher activities, the audience who attends often reaches approximately 100 people who attend and most of them are the community around the school. Of course, with this phenomenon it can be considered that the burden on children can certainly be felt especially for children who are just starting to train themselves to be brave enough to appear either in front of friends or in front of a large audience.

However, in practice these two programs have significant differences in their implementation. The first is on Islamic lecture activities, because this is considered the first steppingstone and is only witnessed internally, namely classmates and class teachers, so there is only assistance during the implementation of the Islamic lecture. The following are excerpts from interviews with students in class IV A and B about the training they got:

"*There is no training, only the teacher accompanies when the Islamic lecture takes place. Because Islamic lectures are sometimes conducted by reading the text.*"

In fact, students who are doing Islamic lecture are sometimes still fixated on the text given by the teacher. In contrast to the second activity, namely the activities of the young preacher, there is training that is carried out such as extracurricular and personal training between study breaks. So that the activities of the young preacher are more conceptualized and can be implemented better. This was conveyed in interviews with teachers of class IV A and B:

"*There is training for students in charge of performing. Usually, the students who are selected to appear are students who also take part in the extracurricular activities of the young preachers on Saturday mornings. The teacher also accompanies the training activities until the D-day. At the young preacher training, students are taught important points that must be mastered. 1) Procedures for opening*

conversations politely, for example greeting and asking how the audience is doing; 2) Use of gestures in accordance with the material presented; 3) Pronunciation of clear and concise vocabulary; 4) The conversation is easy to understand and does not seem to memorize the text; 5) Closing the conversation with material conclusions."

Basically, the teacher provides training on initial capital when speaking in public. In the young preacher training, students are taught important points that must be mastered. From the several training points conveyed by the teacher, there were also opinions from Anggraeni,. *et al* (2021) which states that there are several components of public speaking that should be applied. The five components are: 1) There is a speaker who must master vocal and verbal techniques; 2) Information is presented in a coherent and clear manner; 3) Recipients of information must be right on target according to the material being discussed; 4) There are media; 5) And there is feedback.

Research Goldin-Meadow & Alibali (2013) also states that in conducting a conversation there must also be movement by the speaker, this will support the meaning conveyed by the speaker. Some of the gestures mentioned in Goldin's research can be classified as follows: (a) Gestures reflect the speaker's thoughts, often their unspoken thoughts, and thus can serve as a window into cognition. Thus, encouraging speakers to gesture can provide another route for teachers, doctors, interviewers, etc., to better understand their communication partners; (b) Gestures can change the speaker's mind. Such encouraging moves have the potential to change the way students, patients, witnesses, etc. think about an issue and, consequently, change the course of learning, therapy, or exchange; (c) Gestures provide building blocks that can be used to construct a language. By noticing how both children and adults who do this do not yet have the language that holds these blocks together, we can observe the process of language creation. Our hands are with us at all times and thus provide researchers and students with an ever-present tool for understanding how we speak and think.

When viewed from these five components, the practice of public speaking at MIM PK Wirogunan for the elementary school level can be said to meet the standards. Moreover, interview data shows that students have experienced positive results such as being more confident and having a braver mentality after participating in cult activities and young preacher. This positive impact is a manifestation of the school's aspirations to train students' soft skills. Nurcandrani *et al.,* (2020) argues that every child must have public speaking as a soft skill mastered. Public speaking will basically form a child's character with a good personality. Children who are accustomed to and trained from an early age will get used to expressing their expressions and opinions on something so that it will support their success in adulthood.

Over the past few years, almost all of the obstacles encountered have been overcome. Some of the obstacles experienced were transportation difficulties to students' homes that were far away, difficulties in placing Islamic lecture events at several parents' homes, some students who had difficulty memorizing and controlling themselves, and when meeting students who were shy to carry out Islamic lecture practices because they had not started yet, there were many things that think about, moreover this activity is contrary to the personality that is owned.

From this quote, for the obstacles encountered so far, solutions have been offered. Just as the foundation and parents support each other by providing transportation using a car rental service instead of a rabbit train, then providing options for parents who have difficulty finding a place to use the mosque's foyer, then students who still have problems are given

more routine training. Solutions from teachers for shy students, of course, always entrust students to try. This was explained in interviews with teachers of class IV A and B:

"*For the obstacles that have been experienced, namely in Islamic lecture activities when persuading students to want to carry out Islamic lecture. There are some students who are quiet sometimes embarrassed to start speaking in public.*"

In this phenomenon, through Islamic lecture activities, students are trained to start conversations with internal audiences, namely from their friends only. The teacher also motivates students, if there are many benefits when someone is able to have public speaking skills, one of them is more confident and can even become a leader. As stated by Purwati & Darussyamsu (2021) who argue that someone who has advantages and is able to influence others with what is conveyed is suitable to be a leader. Public speaking will train someone to think critically and convey their thoughts in good language with the right delivery.

The research "Student Public Speaking Practices Through the Cultum and Da'i Cilik Programs: Case Studies at MIM PK Wirogunan" still has drawbacks due to research limitations. This is more influenced because the research location is included in a new school. Therefore the administration owned is also still limited. These two programs to support student public speaking are only carried out according to routine without any administration, either journals or documents.

Conclusion

The importance of public speaking training must be known by elementary school education institutions. This is because public speaking skills should be honed for children as early as possible. Through the two programs implemented at MIM PK Wirogunan namely in Islamic lecture activities and young preachers, students' soft skills to be able to get used to speaking in public can be facilitated properly. From the implementation of these two programs, there are training, extracurricular activities, as well as mentoring activities carried out by teachers to make these activities carried out quite well over the past few years. Of course, there are several obstacles such as transportation difficulties, event venues, and constraints from shy students that make the school always evaluate and look for solutions to improve future programs. However, behind the obstacles encountered, there are meaningful results that have been shown by students, namely students are braver, more confident, and able to think critically. The results expressed by the students about their better feelings when they finished serving the cult and the little preachers were the answers expected by the school.

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