International Journal of Community Service & Engagement
e-ISSN: 2746-4032
Volume 7 No. 4, November 2026

Improving Public Speaking Skills to Build Self Confidence and Communication Skills at Warung Jaya Mbak Tia (Halal Food), South Korea

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Informasi Artikel:
Received: August 05, 202; Accepted: August 28, 2026; Published: November 21, 2026

Abstract

This international community service program aimed to improve public speaking skills, self-confidence, and communication competence among the managers of Warung Jaya Mbak Tia (Halal Food) in South Korea. Effective communication is an essential competency in supporting customer service, product promotion, business presentations, and interactions with customers from diverse cultural backgrounds. Based on initial observations and interviews, the participants experienced several difficulties in delivering information confidently, organizing messages systematically, and communicating effectively within an international business environment. Therefore, this program was designed to strengthen participants' communication skills through a combination of theoretical understanding and practical training. The program was implemented through observation, interviews, counseling, training, demonstrations, simulations, and direct practice. The training materials covered the basic concepts of public speaking, techniques for building self-confidence, managing anxiety when speaking, verbal and nonverbal communication, storytelling, product presentations, and customer communication strategies. Participants were actively involved in practical sessions, allowing them to apply the knowledge and skills acquired throughout the training. The results indicated that participants demonstrated improved understanding of public speaking principles, greater confidence in delivering information, and enhanced communication skills when introducing halal food products, providing customer service, and interacting with customers. Furthermore, participants became more aware of the importance of effective communication in improving service quality and supporting business development. This community service program is expected to contribute to strengthening communication competencies and encouraging the continuous development of public speaking skills to support sustainable business performance in an international environment.

Keywords: Public Speaking, Self-Confidence, Communication Skills, Community Service, Halal Food.

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1. Introduction

Communication is an essential skill in social, academic, and professional life. Effective communication enables individuals to convey information, ideas, and messages clearly so others can understand them. In an increasingly competitive business environment, communication skills also play an important role in establishing relationships with customers, business partners, and the wider community. One important communication competency is public speaking, which refers to the ability to deliver ideas, information, and messages to an audience in a structured, clear, and effective manner.

Public speaking is not limited to speaking in front of a large audience. It also involves organizing messages, regulating voice volume and intonation, using appropriate body language, maintaining eye contact, and delivering information confidently. These skills can be developed through continuous learning, training, and practical experience. Therefore, public speaking training can help improve communication competence in various situations.

Self-confidence is an important factor influencing an individual's ability to engage in public speaking. Individuals with higher levels of self-confidence tend to communicate more effectively and express their ideas more clearly. Conversely, a lack of self-confidence often becomes a barrier when individuals must speak in front of others. Aprisiliyani et al. (2023) reported that self-confidence has a positive and significant effect on public speaking ability. Similarly, Puspitasari et al. (2024) emphasized that structured learning activities and practical experience can improve self-confidence and readiness for public speaking.

Public speaking skills are also highly relevant to business activities. Business owners need effective communication skills to explain products, provide customer service, communicate business values, and establish positive relationships with customers. In the food service sector, communication plays an important role in providing product information, responding to customer questions, and creating satisfactory service experiences. Thus, communication competence not only supports customer interactions but can also contribute to service quality and business development.

This condition is particularly relevant to Warung Jaya Mbak Tia (Halal Food) in South Korea. As a halal food business operating in an international environment, the business interacts with customers from diverse cultural and linguistic backgrounds. In addition to providing halal food products, effective communication is required to introduce menus, explain product information, serve customers, and build positive relationships. Therefore, clear and confident communication is an important part of supporting business activities.

Based on initial observations and interviews, participants still experienced several difficulties in delivering information confidently, organizing messages systematically, and communicating effectively with customers in an international business environment. These conditions indicate the need to strengthen public speaking skills through activities that combine theoretical understanding with direct practice. The training is expected to help participants understand appropriate communication techniques and improve their readiness to handle various communication situations in business activities.

Based on these conditions, Universitas Bina Darma implemented an international community service program entitled “Improving Public Speaking Skills to Build Self-Confidence and

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Communication Skills at Warung Jaya Mbak Tia (Halal Food), South Korea." The program was conducted through counseling and training activities covering the basic concepts of public speaking, techniques for building self-confidence, verbal and nonverbal communication, storytelling, product presentation, and customer communication. Through these activities, participants are expected to improve their communication competence, strengthen their self-confidence, and apply public speaking skills in customer service and business communication.

2. Literature Review

Communication is recognized as a fundamental competency in social, academic, and professional environments. Effective communication enables individuals to convey information, ideas, opinions, and messages clearly, systematically, and persuasively. In everyday life, communication not only transmits information but also builds relationships, creates mutual understanding, and fosters positive interactions with others. In the business sector, communication competence plays a strategic role in establishing relationships with customers, maintaining cooperation with business partners, and improving service quality. Therefore, communication skills are essential to the success of both individuals and organizations.

One of the most important forms of communication competence is public speaking, which refers to the ability to communicate effectively in front of an audience in various formal and informal situations. Public speaking does not simply mean the ability to speak in front of many people; it also includes organizing ideas logically, selecting appropriate language, controlling voice intonation, maintaining eye contact, using body language, and delivering messages confidently. These abilities are essential to ensure the audience can properly understand the information being communicated.

Effective public speaking is also closely related to an individual's ability to organize messages before delivering them. Well-organized messages are easier to understand and help speakers convey information systematically. In a business context, this ability becomes increasingly important because business owners need to communicate information about products, prices, menus, services, and business advantages clearly and convincingly to customers.

Individuals with strong public speaking skills are generally better able to explain information, influence audiences, express ideas, and establish effective interpersonal relationships. Since these competencies are not necessarily acquired naturally, continuous learning, training, and practical experience are required to develop effective communication skills. Training provides participants with opportunities to understand communication principles while developing their abilities through direct experience.

According to Mubarok et al. (2024), public speaking training effectively improves communication competence by giving participants opportunities to understand communication principles while practicing speaking skills in real-life situations. Continuous practice enables participants to gradually improve their speaking abilities, communication effectiveness, and self-confidence. Thus, public speaking training not only provides theoretical knowledge but also helps participants develop skills they can apply in various communication contexts.

Similarly, Marshall-Wheeler et al. (2022) emphasized that experiential learning and repeated presentation activities contribute significantly to improving self-efficacy in public speaking.

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Participants who frequently engage in communication practice tend to become more confident and better able to deliver messages effectively in various contexts. Practical experience also gives participants opportunities to identify their strengths and weaknesses in communication, enabling gradual improvement.

One of the most influential factors affecting public speaking ability is self-confidence. Self-confidence refers to an individual's belief in their ability to successfully perform a particular task, including communicating in front of an audience. Individuals with strong self-confidence generally experience fewer psychological barriers when speaking in public, allowing them to express their ideas more fluently and interact more effectively with listeners.

Conversely, individuals with low self-confidence often experience nervousness, anxiety, hesitation, and fear of making mistakes, which may reduce communication effectiveness. These conditions can make it difficult for individuals to organize their ideas, communicate information clearly, and take opportunities to speak in front of others. Therefore, increasing self-confidence is an important aspect of developing public speaking skills.

Aprisiliyani et al. (2023) reported a positive and significant relationship between self-confidence and public speaking ability. This finding indicates that individuals with higher levels of self-confidence tend to have better communication abilities because they are more willing to express their opinions and interact with audiences. Meutia et al. (2022) reported similar findings, explaining that counseling and effective communication training can improve self-confidence in public speaking among university students.

Through structured guidance and repeated practice, participants can gradually develop greater confidence in expressing ideas and interacting with others. This process demonstrates that self-confidence is not solely related to personal factors but can also be developed through positive communication experiences, supportive environments, and opportunities for continuous practice.

Anxiety in public speaking is another challenge frequently experienced by individuals who lack confidence in communication. Anxiety may appear in the form of excessive nervousness, an unsteady voice, difficulty organizing ideas, and reduced concentration during communication. Such conditions can negatively affect message delivery and audience understanding.

Reeves et al. (2022) explained that systematic communication training involving repeated exposure to speaking situations can significantly reduce public speaking anxiety. Therefore, training programs should include speaking practice so that participants can gradually adapt to communication situations and increase their confidence. A supportive training environment is also necessary so that participants have opportunities to make mistakes, receive feedback, and improve their communication skills without experiencing excessive pressure.

In public speaking training, repeated practice is an essential component because speaking skills cannot be developed through theoretical understanding alone. Participants need opportunities to deliver messages, use body language, regulate their voices, maintain eye contact, and respond to audiences. Through this process, participants can develop more effective communication habits and improve their readiness to face real communication situations.

Communication competence is also highly important in business activities because business

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owners continuously communicate with customers, suppliers, business partners, and the wider community. Effective communication enables business owners to explain products clearly, answer customer questions, communicate business values, promote products, and build long-term customer relationships. Good communication can also contribute to customer satisfaction because consumers receive accurate information and experience positive interactions during the service process.

In the food business sector, communication is an important part of the service process. Customers not only need products but also information regarding menus, ingredients, flavors, and product characteristics. Therefore, the ability of business owners to explain information clearly and provide appropriate responses can contribute to a better service experience. Effective communication can also help business owners build customer trust and positive relationships.

In the food service industry, communication competence becomes increasingly important because direct interaction between business operators and customers occurs continuously. Business operators must be able to introduce menus, explain food ingredients, provide recommendations, respond politely to customer requests, and provide professional service. Therefore, communication skills directly contribute to increasing customer trust, service quality, and business reputation.

This condition is highly relevant to Warung Jaya Mbak Tia (Halal Food) in South Korea. As a halal food business operating in an international environment, communication becomes increasingly important because customers come from diverse cultural and linguistic backgrounds. In addition to providing halal food products, business operators need to communicate information clearly, explain menus accurately, introduce products confidently, and establish positive relationships with customers.

The international business environment also requires business operators to be more capable of adapting their communication styles to different customer characteristics. Differences in cultural and linguistic backgrounds can influence how information is understood and received. Therefore, the ability to communicate information in a simple, clear, polite, and confident manner is an important component in supporting interactions with customers.

Accordingly, strengthening public speaking competence is expected to improve communication quality while supporting customer service and business development. Good public speaking skills can help participants deliver product information in a more structured manner, answer customer questions more confidently, and create more positive interactions in business activities.

Community service activities are an effective strategy for transferring practical knowledge and communication skills to the community. Through counseling, training, demonstrations, simulations, and direct practice, participants gain both theoretical understanding and practical experience. This approach enables participants not only to understand communication concepts but also to test and apply the skills they have learned in situations that resemble real-life conditions.

Observation and interviews conducted before the training enable instructors to identify participants' communication needs and design learning materials that are appropriate to their

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conditions. This initial stage is important to ensure that the materials provided are directly related to the problems participants encounter in their business activities. Subsequent practical sessions allow participants to apply communication techniques directly while receiving constructive feedback from instructors.

The training implemented in this community service program focused on introducing the basic concepts of public speaking, techniques for building self-confidence, anxiety management, verbal and nonverbal communication, storytelling, product presentation, customer communication, and speaking practice. These materials were selected to strengthen participants' communication competence and improve their ability to interact effectively with customers.

Applying the materials through demonstrations and simulations also gave participants opportunities to observe examples of effective communication before practicing independently. Participants could observe how a product was introduced, how menu information was communicated, and how responses were provided when customers asked questions. Afterward, participants practiced independently under the guidance and evaluation of the instructors.

Continuous practice during the training is expected to help participants develop greater self-confidence, improve communication quality, and apply public speaking skills to support customer service and business activities at Warung Jaya Mbak Tia (Halal Food) in South Korea. Through a combination of theory, practice, simulation, and feedback, participants are expected to develop communication skills better aligned with business needs and the international business environment.

3. Research Method

This international community service program employed a participatory training approach designed to improve public speaking competence, self-confidence, and communication skills among the business operators at Warung Jaya Mbak Tia (Halal Food), South Korea. The participatory approach was selected because it actively involved participants throughout the learning process, allowing them not only to acquire theoretical knowledge but also to develop practical communication skills through direct experience. This approach was considered appropriate for community service activities because communication competence cannot be developed solely through the delivery of theoretical material; it requires continuous practice, reflection, and constructive feedback.

The program was implemented through a combination of counseling, interactive discussions, demonstrations, simulations, practical exercises, mentoring, observation, and reflection. These learning methods were integrated to create an interactive learning environment and encourage participants to engage actively at every stage of the training. Through this approach, participants were expected to improve their ability to communicate confidently, organize information systematically, and interact effectively with customers in various communication situations, both in routine circumstances and when facing particular challenges.

The program consisted of six interconnected stages: needs assessment, preparation, counseling, practical training, evaluation, and reflection. Each stage was systematically designed to ensure that participants experienced gradual development of their competencies throughout the

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community service program.

3.1 Needs Assessment

The program began with an initial observation to identify communication challenges participants experienced in their daily business activities. The observation focused on participants' communication behavior when interacting with customers, introducing products, and explaining menu information. In addition, informal discussions were conducted to gain a deeper understanding of participants' experiences, communication barriers, and expectations regarding the training program.

The initial observations indicated that participants faced several communication challenges. These included limited self-confidence when speaking with customers, difficulties in organizing product explanations systematically, insufficient eye contact, low voice volume, and hesitation when responding to customer questions. Since Warung Jaya Mbak Tia serves customers from diverse cultural and linguistic backgrounds, participants also expressed the need to improve communication strategies suitable for multicultural customer interactions. These findings became the basis for developing the training materials and learning activities.

3.2 Preparation Stage

Based on the needs assessment, the facilitators prepared learning materials tailored to the participants' communication needs. The materials covered the fundamentals of public speaking, strategies for building self-confidence, verbal and nonverbal communication, storytelling techniques, persuasive communication, product presentation, customer service communication, and intercultural communication.

To support an effective learning process, various learning resources were prepared before the training, including presentation slides, discussion materials, speaking guidelines, practical exercises, and simulation scenarios. These learning resources were designed to encourage active participation while providing participants with opportunities to practice communication skills in situations resembling their everyday business activities.

3.3 Counseling and Training Activities

The implementation stage consisted of counseling sessions followed by intensive practical training. During the counseling sessions, the facilitators introduced theoretical concepts related to communication competence, public speaking, self-confidence, customer-oriented communication, and the importance of effective interpersonal interactions in service businesses. Participants were encouraged to discuss their previous communication experiences, identify challenges they had encountered, and exchange ideas regarding effective communication strategies.

Following the theoretical sessions, participants engaged in various practical learning activities. These activities included self-introduction exercises, storytelling practice, impromptu speaking, product presentations, customer service role-playing, question-and-answer sessions, and communication simulations. Each participant was given an opportunity to perform individually while receiving guidance from the facilitators.

The practical sessions emphasized experiential learning, enabling participants to apply communication theories directly in realistic business situations. Repeated exercises allowed

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participants to improve their ability to organize messages, regulate their voice, maintain eye contact, use body language, build self-confidence, and improve their overall communication performance. Constructive feedback was provided after each activity so that participants could identify their strengths and understand aspects that still required improvement.

Customer service simulations were one of the main activities in the training program. Participants practiced welcoming customers, introducing halal food menus, explaining food ingredients, providing recommendations, answering customer questions, and handling simple complaints professionally. These simulations represented real situations that frequently occur in business operations, allowing participants to strengthen their communication competence while improving service quality.

3.4 Evaluation

Evaluation was conducted continuously throughout the training using direct observation. The evaluation did not rely solely on written assessments but also involved observing participants' communication abilities during presentations, simulations, discussions, and role-playing activities.

Several communication aspects were used as evaluation indicators, including confidence when speaking, clarity of information delivery, ability to organize ideas, pronunciation, voice volume, eye contact, body language, interaction with the audience, responsiveness, and overall communication effectiveness. Continuous observation enabled the facilitators to monitor participants' development throughout the learning process while providing immediate recommendations for improvement.

Constructive feedback was an important component of the evaluation process. After each practical session, the facilitators discussed participants' communication performance by highlighting their strengths and providing suggestions to improve speaking effectiveness. This feedback-based evaluation approach encouraged participants to continuously develop their communication competence while reducing anxiety during public speaking activities.

3.5 Reflection

At the end of the program, participants took part in a reflection session to evaluate their learning experiences. Participants were given opportunities to express their opinions regarding the benefits of the training, communication challenges they had experienced, improvements they had noticed during the program, and strategies they intended to apply in their future business activities.

The reflection session also helped the facilitators assess participants' responses to the training program and identify opportunities to improve future community service activities. Participants stated that direct speaking practice, customer service simulations, and feedback were among the most beneficial learning experiences because these activities increased their self-confidence and readiness to communicate with customers from diverse backgrounds.

3.6 Data Analysis

The data obtained during the community service program were analyzed using descriptive qualitative analysis. Observation notes, participant responses, facilitator reflections, and participants' communication performance during practical activities were systematically

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analyzed to identify developments in communication competence throughout the training process.

The analysis focused on observable changes in self-confidence, speaking fluency, communication effectiveness, customer interaction, and presentation skills. The findings were then interpreted by connecting the observed improvements with theories of public speaking, communication competence, self-confidence, and experiential learning discussed in the literature review.

This analytical approach enabled the results of the community service program to be presented systematically while demonstrating the training program's contribution to improving participants' communication competence within an international business environment.

4. Results and Discussion

4.1 Program Implementation

The international community service program entitled “Improving Public Speaking Skills to Build Self-Confidence and Communication Skills at Warung Jaya Mbak Tia (Halal Food), South Korea” was successfully implemented through counseling and training activities conducted by lecturers from Universitas Bina Darma. The program aimed to strengthen participants' communication competence, particularly public speaking skills, as an important ability for improving customer service quality and supporting business development in an international environment.

The program was implemented through several systematic stages, beginning with observation, interviews, counseling, training, demonstrations, simulations, direct practice, and evaluation. These stages were designed based on participants' conditions and needs so that the materials provided could be directly applied to their daily business activities. A participatory approach was employed to ensure that participants did not merely receive theoretical material but also actively engaged in the learning process and communication practices.

During the observation stage, the community service team identified participants' communication conditions when interacting with customers in their daily business activities. The observations indicated that participants were generally able to communicate with customers, but several limitations remained, particularly in terms of self-confidence, message organization, and public speaking ability. Participants occasionally experienced hesitation when introducing products, explaining menu information, and communicating with customers from different cultural backgrounds. These conditions demonstrated the need for training that focused not only on theory but also on providing participants with opportunities for direct practice.

Following the observation stage, interviews and discussions were conducted with the business owner and participants to identify communication problems and determine the most appropriate training materials. The interview results confirmed that participants needed practical guidance to improve self-confidence, organize information systematically, deliver messages clearly, and communicate more effectively with customers. These findings subsequently became the basis for developing the training materials and determining the learning methods used throughout the program.

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The training program was implemented through lectures, demonstrations, discussions, simulations, and direct practice. The instructors introduced the basic concepts of public speaking, communication techniques, strategies for building self-confidence, storytelling, customer communication, verbal and nonverbal communication, and techniques for presenting halal food products. Each topic was presented by connecting communication concepts to real situations participants encountered while operating the business.

Participants were also given opportunities to share their experiences and challenges when communicating with customers. These discussions helped participants understand that communication in business activities is not only concerned with delivering product information but also with building positive relationships with customers. Consequently, participants became more aware of the importance of confidence, appropriate language, eye contact, facial expressions, and body language in providing customer service.

One of the main strengths of this community service program was its emphasis on practical learning. Participants received theoretical explanations and were also encouraged to practice introducing themselves, presenting products, explaining menu information, and interacting with customers through simulation activities. Continuous guidance and constructive feedback from the instructors gradually helped participants improve their communication competence and confidence when speaking in front of others.

During the practical activities, instructors provided feedback regarding voice volume, eye contact, body posture, facial expressions, body language, and the organization of messages to make them easier for customers to understand. Participants were then given opportunities to improve their delivery based on the feedback received. This process was repeated, allowing participants to improve their communication skills.

Overall, the implementation process demonstrated active participation from the participants throughout the program. The combination of theoretical explanations, discussions, simulations, and practical experiences enabled participants to understand communication concepts more comprehensively and apply them directly in the business environment. This approach also provided a learning experience that was relevant to participants' communication needs in serving customers and promoting their products.

4.2 Improvement of Public Speaking Skills

The training activities positively contributed to improving participants' understanding of public speaking principles and effective communication techniques. Before the program was implemented, participants tended to communicate based on personal experience without fully understanding the principles of effective message delivery. Most participants were not yet accustomed to applying techniques such as voice volume control, message organization, eye contact, body language, and storytelling in their communication activities.

During the training sessions, participants received explanations regarding the importance of systematically organizing ideas before communicating with customers. The instructors emphasized that successful communication depends not only on the information delivered but also on clarity, confidence, and effective delivery. Participants learned how to organize product explanations, introduce menus, and deliver promotional information more systematically.

Participants were also trained to adjust their message delivery according to customers'

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conditions and needs. In the context of a halal food business operating in an international environment, the ability to explain products in easy-to-understand language is an important aspect of customer service. Participants were guided to provide information about menus and products briefly, clearly, and systematically so that customers could obtain the information they needed.

The simulation sessions became an important learning experience because participants practiced real communication situations similar to those encountered in their daily business activities. Participants were encouraged to introduce halal food products, explain menu ingredients, answer customer questions, and provide recommendations using appropriate communication techniques. Throughout these activities, the instructors provided continuous feedback regarding pronunciation, voice volume, body posture, facial expressions, eye contact, and overall communication effectiveness.

Through these practical activities, participants had opportunities to evaluate the way they delivered messages. Mistakes or weaknesses in communication were not merely assessed but were addressed through subsequent practice. Thus, the learning process took place gradually and provided participants with opportunities to develop communication skills through direct experience.

The practical approach significantly strengthened participants' communication competence. Participants became more capable of expressing ideas clearly, organizing information logically, maintaining audience attention, and delivering messages confidently. Repeated practice also enabled participants to become more comfortable when speaking in front of others and reduced hesitation during communication.

These findings indicate that practice-based public speaking training can strengthen communication competence among small business operators. The combination of demonstrations, simulations, and direct practice gave participants opportunities to turn theoretical knowledge into practical communication skills they can apply to customer service and business promotion.

4.3 Improvement of Self-Confidence

Another important outcome of the community service program was improved self-confidence among participants. During the initial observation, some participants appeared hesitant to communicate in front of others, particularly when they were required to introduce products or explain business-related information. Nervousness, fear of making mistakes, and limited speaking experience affected their communication abilities.

The self-confidence-building activities implemented during the training gradually reduced these psychological barriers. Participants were encouraged to actively participate in discussions, simulations, and speaking exercises within a supportive learning environment. Constructive feedback from the instructors helped participants recognize their strengths and identify areas that still needed improvement without adding pressure.

Repeated communication practice became an effective strategy for increasing participants' self-confidence. As they gained more opportunities to speak in front of others, participants gradually became more comfortable expressing ideas, answering questions, and interacting with customers. Their willingness to participate in discussions and presentation activities also

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increased throughout the training process.

The improvement in self-confidence was not only reflected in participants' speaking abilities but also in their willingness to communicate more actively during customer service simulations. Participants demonstrated greater confidence when introducing products, explaining menu information, maintaining eye contact, and responding to customer questions. These changes indicate that direct communication experiences play an important role in strengthening self-confidence in public speaking.

For a business operating in an international environment such as Warung Jaya Mbak Tia (Halal Food), self-confidence is an important communication asset. Confident communication enables business operators to establish stronger relationships with customers, provide better service, and create more positive business interactions. Therefore, increased self-confidence contributes not only to individual communication competence but also to overall business performance.

4.4 Discussion

The results of this community service program indicate that integrating counseling, demonstrations, simulations, and practical public speaking exercises improved participants' communication competence and self-confidence. The implementation approach enabled participants to acquire theoretical knowledge while applying communication techniques directly in situations related to their business activities. The combination of theory and practice created a more meaningful learning experience and supported the gradual improvement of participants' communication abilities.

The improvements observed during the training are consistent with the findings of Aprisiliyani et al. (2023), who reported that self-confidence positively affects public speaking ability. Participants who experienced increased self-confidence during the training also demonstrated better communication skills when conducting presentations and customer service simulations. Similarly, Mubarok et al. (2024) emphasized that structured public speaking training provides an effective opportunity to improve communication skills through continuous practice and guided learning.

The implementation of demonstrations and repeated speaking practice also supports the findings of Marshall-Wheeler et al. (2022), which demonstrated that experiential learning can significantly improve self-efficacy in public speaking. Participants in this program became increasingly confident after engaging in various communication exercises repeatedly. This finding demonstrates that practical experience is an important component of communication training.

Furthermore, the reduction in participants' nervousness during speaking activities is consistent with Reeves et al. (2022), who explained that repeated exposure to public speaking situations can help reduce communication anxiety. The supportive learning environment created during this community service program allowed participants to practice communication without excessive fear of making mistakes, thereby contributing to improvements in self-confidence and speaking ability.

From a practical perspective, the improvement in communication competence obtained through the training is expected to strengthen customer service quality at Warung Jaya Mbak Tia (Halal Food). Participants became better prepared to introduce products, explain menu information,

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communicate with customers from different cultural backgrounds, and establish positive relationships through more effective interpersonal communication. These competencies represent important assets in supporting business sustainability within an increasingly competitive international environment.

Overall, the community service program successfully achieved its primary objective of improving participants' public speaking competence and self-confidence. Although continuous practice is still required to maintain and further develop these communication skills, the program provided practical competencies that can be applied to customer service, business promotion, and everyday communication. The program also demonstrates the important contribution of higher education institutions in strengthening community capacity through international community service activities that address practical communication needs in real business environments.

In addition to improving individual communication abilities, the results also indicate that public speaking skills are closely related to operational business needs. The ability to communicate information clearly and confidently can help participants explain products, provide services, and respond to customer questions. Thus, the training benefits not only participants' personal development but also their ability to meet communication needs in everyday business activities.

Based on these findings, a training approach that combines theoretical understanding with direct practice can be maintained as a strategy for developing communication competence. Participants were given opportunities to learn, practice, receive feedback, and gradually improve their abilities. This process is important because public speaking skills require continuous practice so that the communication abilities and self-confidence developed during the program can be maintained and further improved in future business activities.

5. Conclusion

The international community service program entitled “Improving Public Speaking Skills to Build Self-Confidence and Communication Skills at Warung Jaya Mbak Tia (Halal Food), South Korea” successfully achieved its primary objective of improving participants' communication competence and self-confidence. Through a combination of observation, interviews, counseling, demonstrations, simulations, and practical exercises, participants gained both theoretical knowledge and direct experience in applying effective public speaking techniques.

The training helped participants understand the importance of organizing messages systematically, using appropriate verbal and nonverbal communication, maintaining eye contact, managing voice delivery, and interacting with customers more confidently in various business situations.

Implementing interactive, practice-oriented learning activities proved an effective way to improve participants' communication skills. Throughout the program, participants showed significant improvement in delivering information more clearly, introducing products more systematically, and communicating with greater confidence when interacting with customers.

A supportive learning environment, combined with continuous guidance and constructive feedback from the facilitators, helped participants overcome communication barriers and encouraged them to become more active in developing their speaking abilities.

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These improvements are expected to contribute positively to service quality, customer satisfaction, and the professionalism of Warung Jaya Mbak Tia (Halal Food) in South Korea. Furthermore, this community service activity demonstrates the important role of higher education institutions in strengthening small business capacity through knowledge transfer and practice-based training.

Public speaking competence not only improves interpersonal communication skills but also serves as a strategic asset in product promotion, customer relationship management, and business development in an increasingly competitive international market. Therefore, similar training programs should be conducted continuously to ensure the sustained improvement of participants' communication skills.

Future community service activities could be expanded by incorporating additional materials such as intercultural communication, digital communication strategies, and customer relationship management (CRM) to further strengthen participants' professional competencies and support the long-term sustainability of their businesses.

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