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Analysis of Content Creator-Based Learning Among PGSD' Students on Public Speaking Ability

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ABSTRACT

In today's era of rapid technological advancement and widespread information flow, there remains a gap in individuals' ability to communicate effectively through digital platforms, particularly among university students both in text and video formats. This indicates that technological progress does not necessarily equate to improved digital public speaking skills. Therefore, this study aims to analyze the implementation of content creator-based digital learning on the public speaking abilities of elementary teacher education students at Universitas Madako Tolitoli. Using a qualitative method with a phenomenological approach, the research involved ten sixth-semester students. Data were collected through direct observation, in-depth interviews, and documentation of the produced content. The data were then analyzed through reduction, presentation, and conclusion drawing. The findings reveal that content creator-based learning significantly enhanced students' average confidence (4.57), fluency (5.00), structured delivery (4.76), and creativity (4.72). This study contributes to the development of digital learning models by demonstrating that the integration of content creator-based approaches effectively improves students' public speaking skills while also identifying technical constraints that must be addressed to optimize the use of technology in higher education.

Informasi Artikel

Kata Kunci:

**Konten Kreator;
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ABSTRAK

Saat ini dimana perkembangan teknologi yang pesat serta arus informasi yang tersebar dengan cepat, terdapat kesenjangan dalam kemampuan individu dalam menyampaikan informasi secara digital khususnya kalangan mahasiswa, baik melalui teks maupun video. Hal ini menunjukkan bahwa kemajuan teknologi tidak selalu diiringi dengan peningkatan kemampuan public speaking di platform digital. Oleh karena itu penelitian ini bertujuan untuk menganalisis penerapan pembelajaran digital berbasis content creator terhadap kemampuan public speaking mahasiswa pendidikan guru sekolah dasar di Universitas Madako Tolitoli. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi untuk mengkaji secara mendalam dalam fenomena yang sedang terjadi dengan melibatkan 10 responden mahasiswa semester VI. Pengumpulan data yang digunakan adalah observasi langsung, wawancara mendalam, dan studi dokumentasi pada konten yang dihasilkan. Data yang dikumpulkan kemudian dianalisis dengan mereduksi data, menyajikan data, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa pembelajaran berbasis konten kreator dapat meningkatkan rata-rata kepercayaan diri mahasiswa (4,57), kefasihan berbicara (5.00), struktur penyampaian yang lebih sistematis (4.76), kreativitas konten (4.72). Penelitian ini juga memberikan kontribusi positif terhadap pengembangan model pembelajaran berbasis digital dengan mengungkap bahwa integrasi pembelajaran berbasis content creator secara efektif meningkatkan keterampilan public speaking mahasiswa sekaligus mengidentifikasi kendala teknis untuk optimalisasi implementasi teknologi dalam pendidikan tinggi.

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INTRODUCTION

Public speaking skills are one of the important skills that must be possessed by students, especially for students of the Elementary School Teacher Education Study Program. As an aspiring educator, the ability to speak in public confidently and effectively is indispensable to deliver learning materials to future students. In today's digital age, social media and content-sharing platforms such as YouTube, Instagram, game online and TikTok have grown rapidly, allowing every individual to become a content creator (Anjani & Sudradjat, 2023; Bleier et al., 2024; Dansieh et al., 2021; Sachdeva & Tripathi, 2019; Setiawan et al., 2023; Siddiq et al., 2016). This phenomenon not only involves the entertainment world, but also has an impact on the development of communication skills, including public speaking (Muchlis & Pujiyanto, 2024; Novieyana et al., 2021; Sülter et al., 2022). Therefore, it is important to explore how content creator-based learning can affect public speaking skills among students (Asfiani et al., 2023; Taly & Paramasivam, 2020).

Based on observations made on elementary school teacher education students at Universitas Madako Tolitoli, it was found that although the majority of students feel the importance of public speaking skills in their profession later as teachers, only a few feel confident in their ability to speak in public, this is in line with research conducted by Indraswati et al., (2020) which revealed that low confidence can affect the public speaking ability of elementary school teacher education students.

In addition, the results of observations revealed that many students lack practice and do not have the opportunity to hone Public speaking skills in the context of formal learning in the classroom (Alfi & Amalia, 2024; Kassim et al., 2015; Saalino et al., 2020). However, the phenomenon of content creators that is increasingly popular among students, especially among millennials and generations, shows an increase in students' interest in speaking in public, but with digital mediums. Students often use these platforms to share their opinions, knowledge, or experiences (Ghani et al., 2022; Raja Sambadam & Guru, 2022; Sivakumar et al., 2023). The existence of this content creator, who is able to convey ideas or information in a creative and interesting way, opens up opportunities to integrate content creator-based learning in improving the public speaking skills of elementary school teacher education students (Agustin & Faruk, 2025; Bray et al., 2023).

Content creator-based learning can be a means to help elementary school teacher education students develop oral communication skills, which are essential in the world of education (Setiawan et al., 2023). However, content creator-based learning is still rarely applied by elementary school teacher education students at Universitas Madako Tolitoli, therefore it is important to apply it to find out the extent of content creator-based learning in maximizing Public speaking skills Elementary School Teacher Education. This kind of learning is also constructivism (building knowledge through direct experience).

According to the constructivist learning theory put forward by Piaget and Vygotsky in Arafah et al. (2023), effective learning occurs when students are actively involved in the learning process and build students' own knowledge through hands-on experience. In this context, content creator-based learning can be an effective medium to improve the Public speaking skills of elementary school teacher education students. Students who are involved in content creation, such as videos or podcasts, can gain experience speaking in front of an audience (even if the audience is digital) that allows to practice speaking skills in a more natural and confident way (de la Peña & Cassany, 2024).

Bandura's social-cognitive theory in Tullah (2020) also supports the idea that individuals can learn and improve skills through observation and imitation, where elementary school teacher education students can imitate the speaking style and delivery techniques of successful content creators on digital platforms. This content creator-based learning can also increase students' intrinsic motivation to speak in a more effective and interesting way, because they can see the results of students' efforts directly through audience feedback on social media (Agustian & Salsabila, 2021; Malik et al., 2020; Segundo-Marcos et al., 2023).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes the importance of developing competencies in various fields, including communication skills and public speaking skills, as part of the curriculum that must be taught in educational institutions (Tambun et al., 2020). This law also states that every higher education graduate must have competencies relevant to the needs of the world of work, including good communication skills. In this case, the development of public speaking skills of elementary school teacher education students is the

responsibility of universities in an effort to produce prospective educators who have adequate communication skills.

Permendikbud No. 3 of 2020 concerning National Standards for Higher Education also regulates that learning in higher education integrates competencies that support the development of students' character and skills. Content creator-based learning, which is now part of the digital culture of students, can be seen as one of the learning innovations that can meet these demands, by providing space for students to improve their Public speaking skills through direct practice in a digital context that is increasingly relevant to the times.

The main problem that this study aims to solve is the low level of confidence and public speaking skills among elementary school teacher education students. Although the ability to speak in public is a very important competency for prospective teachers, many students feel that they lack sufficient skills in this regard ([Dewi, 2022](#); [Dumitriu & Dumitru, 2014](#)). Factors that cause this problem include the lack of opportunities to practice speaking in front of an audience in a formal context and theory-focused learning without making room for speaking practice.

Traditional more structured learning often does not provide an interactive or creative medium for students to hone their speaking skills in person ([Kusumadewi & Kusmaryono, 2022](#); [Segundo-Marcos et al., 2023](#)). In addition, several similar recent studies related to content creators have also been conducted several times, research conducted by [Febrina et al., \(2023\)](#) found the fact that social media such as TikTok can have a positive impact among teenagers if used properly. In addition, the integration of social media in teaching speaking skills has been shown to lead to improved speaking skills of learners, increased confidence in speaking, and reduced speech anxiety ([John & Yunus, 2021](#); [Lee, 2023](#)). A study conducted by [Ilyas & Putri \(2020\)](#) showed that there was a significant improvement in students' speaking skills after using YouTube as a learning tool, with SPSS analysis showing a significance value of 0.000, which is less than the probability value of 0.05. This shows that the zero (H_0) hypothesis is rejected, and the alternative hypothesis (H_1) is accepted, confirming YouTube's effectiveness in improving speaking skills.

Research conducted by [Suryana et al., \(2020\)](#) also showed that teaching speaking using the web effectively improves students' English language skills, showing the positive impact of web-based methods on language mastery. In addition, the use of TikTok effectively engages students in the learning process, making it possible to enjoy improved students' speaking skills while freely expressing ideas and creativity through content creation ([Ferstephanie & Pratiwi, 2022](#)).

The findings obtained from the gap analysis carried out in previous research can be concluded that research related to the use of social media integrated with learning has been carried out a lot, even the use of teaching media in the form of social media such as tiktok and youtube can improve speaking skills, but there are still several problems that still need to be solved, there have been many studies that have examined the use of social media in learning public speaking, but there has been no research that specifically

examines content creator-based learning on various social media platforms such as Facebook, Instagram, and TikTok on students' public speaking skills. There is little or no research that discusses an in-depth analysis related to the use of social media applied to learning students' public speaking skills, especially in the teacher training study program.

It is hoped that by filling this gap, there will be an in-depth overview of the use of social media that can have an impact on students' public speaking skills, both positively and vice versa. This in-depth analysis related to the phenomenon of content creator-based learning is expected to explain how learning in this way, such as video monologues that discuss educational issues and experimental social interview content on social media platforms, can serve as a means to train public speaking skills for elementary school teacher education students, especially at Universitas Madako Tolitoli.

This research is important to carry out considering that there have not been many studies related to this learning in Indonesia, especially among students as an effort to train public speaking skills, so the urgency is very important in contributing to science in the field of public speaking and content creators from the results of the analysis that will be presented. This research aims to provide an overview of the use of social media in learning Public speaking, as well as how students can develop their confidence and speaking skills through digital content creation.

This study also seeks to identify factors that support or hinder the application of content creator-based learning in the context of public speaking learning in Elementary School Teacher Education, focusing on the experiences of students who are directly involved in the content creation process. This research is expected to contribute to the development of creative and technology-based learning methods that can strengthen public speaking skills for prospective teacher students, as well as provide recommendations for higher education in utilizing social media for educational purposes.

Beyond examining the effectiveness of content creator-based learning in enhancing public speaking skills, this study also seeks to identify supporting and inhibiting factors in its implementation, particularly within the Elementary School Teacher Education context. By focusing on the firsthand experiences of students engaged in content creation, this research aims to contribute to the development of innovative, technology-driven learning methods that empower prospective teachers. Furthermore, the findings are expected to provide higher education institutions with valuable recommendations for leveraging social media as an educational tool, fostering a more dynamic and engaging learning environment.

METHOD

This study uses a qualitative approach with a phenomenological method. This approach was chosen to deeply understand the phenomenon of content creator-based learning applied among Elementary School Teacher Education students and how it impacts the public speaking ability of Elementary School Teacher Education students. The research was conducted in the Elementary School Teacher Education Study Program,

Universitas Madako Tolitoli. With the subject of Elementary School Teacher Education students in the sixth semester as many as ten students.

Table 1. Respondent Identities

No.	Initials	Gender	Age	No.	Initials	Gender	Age
1	F	Female	19	6	A	Male	19
2	NRM	Male	20	7	DM	Female	21
3	SW	Male	21	8	NEW	Male	20
4	I	Male	21	9	O	Female	20
5	O	Female	20	10	RB	Female	21

Respondents were recruited through purposive sampling, which is the deliberate selection of participants based on specific criteria that are relevant to the research objectives. In this case, the selected respondents were elementary school teacher education students who had experience in learning activities or had been involved in content creator-based public speaking learning. The selection was made by considering educational background, relevant age (early adulthood), and willingness to participate voluntarily. All respondents are students (prospective teachers) from the elementary school teacher education study program. In this study, respondents acted as informants to explore perceptions or evaluations of a learning approach, not as active teachers or elementary school students.

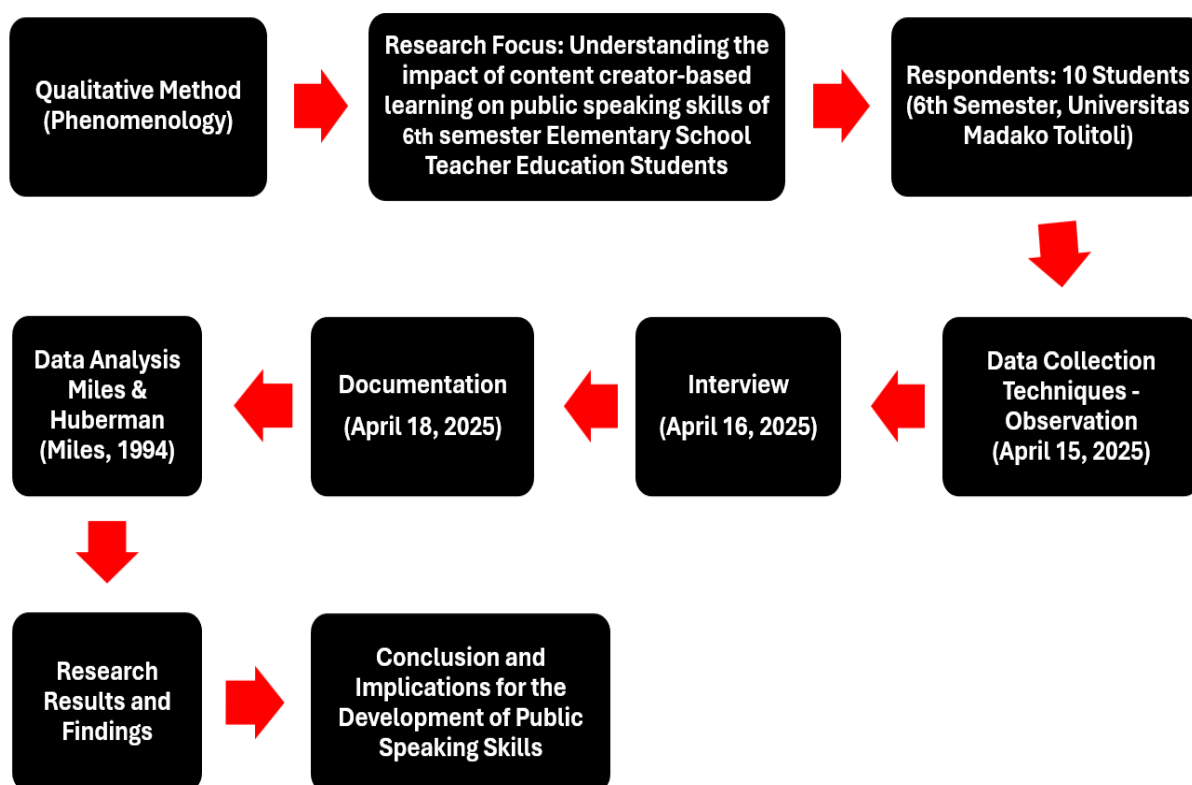


Figure 1. Flowchart of Phenomenological Method Design in Qualitative Research

The data collection techniques used are observation, interviews and documentation. Observations were carried out during learning or when students created content to see firsthand their public speaking skills on April 15, 2025, in-depth interviews were conducted with student respondents to explore the impact of content creator-based learning on students' Public speaking abilities on April 16, 2025, documentation analysis was carried out by collecting student works in the form of videos public seating to be analyzed to see the development of public speaking skills on April 18, 2025.

Data analysis uses the Miles and Huberman technique, which includes data collection, which is the initial process of obtaining data through observation, interviews and documentation with the implementation flow mentioned in the research journal (Yilmaz, 2013). Data reduction is the process of selecting data from observation, interviews, and documentation to obtain clearer and more targeted results. Data presentation is the systematic preparation of data that has been reduced, and conclusion drawing is the process of formulating data that has been reduced and presented. The Miles and Huberman technique is used because it is able to process qualitative data systematically and in-depth compiled from various sources (observations, interviews, documentation) so that it is suitable for phenomenological approaches.

RESULT AND DISCUSSIONS

A. Result

1. Improving Students' Public speaking Skills

Based on the results of the observations that have been made, it is found that content creator-based learning has a significant impact on the public speaking ability of students of the Elementary School Teacher Education Study Program. The process of creating content in the form of videos, provides a hands-on experience that affects the way students speak in public (public speaking). In addition, it was found that students who were involved in creating digital content in the form of social experiments and monologue content that discussed educational issues, the majority of students felt that they experienced an increase in confidence in public speaking, both in the classroom and outside the classroom. Experience in planning, recording, and editing video or audio, allows students to master the material in a more interactive and creative way.

Creative and interactive content creation is impossible if students cannot convey their ideas clearly, therefore students must be able to convey their ideas and develop a logical storyline, and convey information appropriately to diverse audiences. This skill greatly supports the ability to speak in public, because students can learn to speak in a better and structured way. When students create content, there will be repetition in public speaking, for example when recording a video, there are errors in words in speaking or inappropriate results, then they will record again until they get better results than before, this certainly supports positive development for public speaking skills. In addition to direct observation, in-depth interviews were also conducted to further examine the extent to which this affected students' public speaking skills. The following was conveyed by F students:

"This kind of learning is very good and can even train me in improving Public speaking and also the use of standard words when creating content. The main advantage is that I can practice Public speaking directly, not just learning theory in books, and it is effective because students are trained in Public speaking."

(Interview: April 14, 2024)

Further, NRM and RB explained that:

"Learning Public speaking is very interesting and easy to understand the material presented, besides that it also trains Public speaking and increases confidence. This kind of learning is also effective because it trains us to utilize technology."

(NRM interview: April 14, 2024)

"Public speaking learning is very interesting because the learning material delivered can be more varied and effective because it can increase my creativity in editing and Public speaking."

(RB Interview: April 14, 2025)

In addition, students also feel helped in learning Public speaking when learning like this is carried out, besides that students feel more helped in developing other skills such as video editing and personal pairing through the *content creator* tasks presented, as conveyed by NA and DM:

"This learning is very effective because it trains me to speak and use good language and better in utilizing editing technology and social media, I hope this kind of learning can continue to be developed."

(NA Interview: April 16, 2025)

"I am more confident when speaking in videos, before creating content I will research the material that I will convey so that this not only trains my Public speaking skills but also trains me in research and storytelling that is more structured and good. I also learned other skills such as editing and others."

(DM Interview: April 16, 2025)

Other student respondents such as AB, A, W, SW also expressed similar things to the respondents above. Based on the results of direct observation and corroborated by the results of interviews from student respondents, it was found that content creator-based learning can improve students' public speaking skills compared to conventional learning.



Figure 2. Data Collection Activities in the form of Interviews

2. The Impact of Social Media Platforms (TikTok, Instagram, Facebook) on Students' Public speaking Skills

One of the outputs of content creation in public speaking learning is the creation of informative content, both monologue and experimental social content, the content created will be posted on students' social media accounts such as Instagram, Facebook, and TikTok social media, and will even collectively be uploaded on the study program's youtube media. This kind of activity has a positive impact on the level of student confidence and even as a learning material to be able to provide information more widely by utilizing social media. This is as stated by F and NA:

"Learning like this makes me more productive in sharing positive information on social media such as Instagram and TikTok, besides that the content I share is content that I make myself such as monologues and social experiments."

(Interview F: April 14, 2024)

"This learning not only trains Public speaking skills, but also trains me in developing positive content on my social media, especially in building personal branding. I also usually use social media such as Instagram and youtube to find ideas for content that I will create."

(NAU interview: April 14, 2024)

Based on the results of interviews with a number of students, it was found that most of the students interviewed gave a positive response to content creator-based learning. The majority feel that this learning is interesting and effective in facilitating easier and more efficient understanding of the material because it can be done anywhere while having good internet. Students can also use social media better, even social media itself has a good impact as a source of reference in creating content that will be presented with the concept of Observe, Imitate, and Modify.

The content creation process using the concepts of observe, imitate, and modify is very effective in this regard, because students not only learn to observe and imitate the way others convey information on social media, but are also given the space to adjust and add their personal elements in each content created. This not only develops students' creativity, but also gives them the freedom to express ideas and ideas in a way that is more interesting and relevant to their intended audience.

This kind of learning can also increase students' confidence in speaking because students practice speaking in front of the camera more often which indirectly occurs in the habit of speaking so as to reduce nervousness in speaking. This is also shown during the interview, all respondents answered questions well and straightforward without any stuttering sentences, this is also an indicator of students' increasing public speaking skills. In addition, this content-based learning can also be the first step for students in building personal branding as prospective teachers and educational content creators on social media.

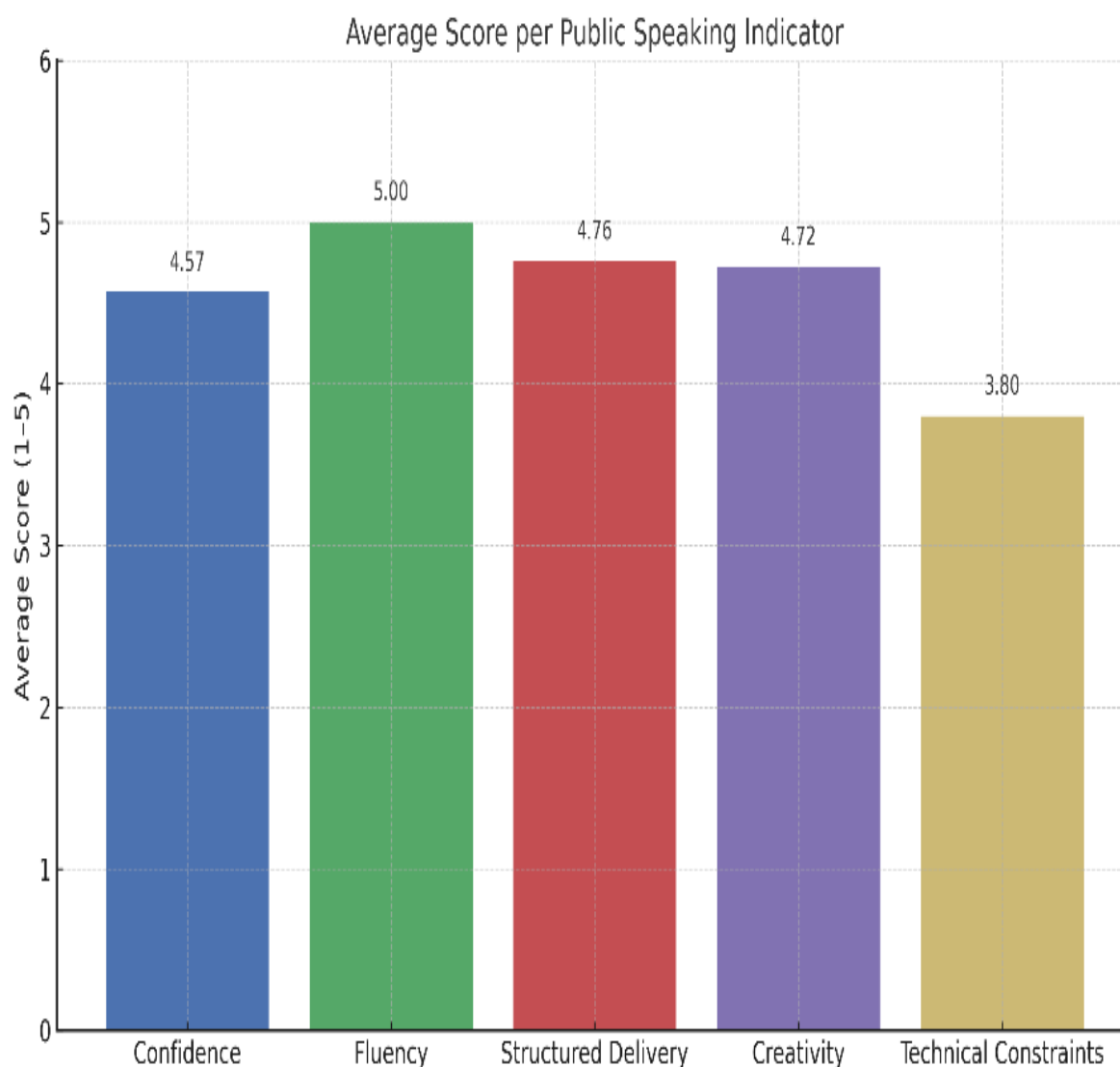


Figure 2. The Chart of Public Speaking Indicators

The chart above illustrates the average scores of five key indicators in public speaking skills, based on the analysis of responses from nine student participants. These indicators include confidence, fluency in speaking, the structure of speech delivery, creativity in presenting content, and technical constraints encountered during the content creator-based learning process. The analysis reveals that fluency in speaking achieved the highest average score of 5.00, indicating that all students experienced significant improvement in their speaking flow after engaging in social media-based learning activities. This is followed by structured delivery with an average score of 4.76, and creativity with 4.72, which suggests that students were able to organize their ideas more systematically and deliver them in engaging and varied formats, especially through video content. The confidence indicator reached an average score of 4.57, reflecting that most students felt more assured and comfortable speaking either in front of the camera or in public settings.

Meanwhile, technical constraints received the lowest average score of 3.80, highlighting persistent issues such as limited device capabilities, insufficient storage space, and subpar audio-visual quality. Nevertheless, the chart as a whole reinforces the study's findings that content creator-based learning through digital platforms positively impacts students' public speaking development, albeit with a continued need for technical support enhancements.

3. Challenges and Obstacles in Content Creator-Based Learning

Although content creator-based learning has many benefits as explained, behind these benefits some students also face challenges and technical obstacles in content creation. This obstacle is mainly related to the limitations of facilities, such as inadequate recording equipment, unstable signals, and difficulties in editing videos at the beginning of learning. This was conveyed by the students:

"The obstacle faced is that the means do not support such as mobile phones that are difficult to edit and require large storage."

(Interview F: April 14, 2024)

"Incomplete facilities such as poor smartphone specs."

(NRM interview: April 14, 2024)

"Insufficient smartphone memory storage so that it cannot create long content."

(SW Interview: April 14, 2024)

"I didn't know how to edit at first, so it was a bit difficult if I wanted to upload content on social media, besides that my smartphone camera was also not good."

(Interview A: April 14, 2024)

"The inadequate attributes of recording equipment such as mics and cameras are not good, besides that awkwardness at the beginning of speaking in front of the camera is also an obstacle, but if you practice often, the awkwardness will disappear."
(Interview W: April 14, 2024)

"The sound produced in the video content is not good because it is mixed with outside noise (noise), this is because I only record using a smartphone without an external mic addition."
(Interview AB: April 14, 2024)

"Inadequate facilities are blurry smartphone cameras so that the video content results are not clear."
(DM interview: April 14, 2024)

"Difficulties in determining the material to be delivered and prepared, besides that smartphone storage is also inadequate so that it affects the content produced."
(NAU Interview: April 14, 2024)

The challenges faced by students in creator-based learning are varied, such as inadequate cameras (the video results are blurry), unclear video sound (there is noise due to not using an external mic), and full storage memory. Although there are some technical challenges, students can do it easily because they collaborate with their classmates, for example when the device storage is inadequate, you can borrow your friend's device, so that this learning can still be carried out properly without the slightest obstacle.

Table 2. Content-Based Learning Analysis
Creators in Improving Public speaking (Scale 1-5)

Respons	Content Presentation Creativity	Communication Effectiveness	Improving Public speaking	Constraints (Facilities & Storage)
N.A.U.	5.0	4.8	5.0	3.5
D.M.	4.0	5.0	4.7	4.2
A.B.	4.1	4.6	4.8	3.8
I	5.0	5.0	5.0	3.7
A.	4.2	4.0	4.5	3.9
S.W.	5.0	5.0	4.8	3.8
R.B.	5.0	4.6	4.6	3.6
N.R.M.	4.0	5.0	4.4	3.7
F.	4.8	4.7	5.0	4.0
N.A.U.	5.0	4.8	5.0	3.5

In the table above, the results of observational analysis and interviews show that creator-based learning is very interesting, even the majority of students feel that this kind of learning is very effective and attracts students' interest in learning public speaking. In addition, learning like this also improves students' public speaking skills. This table also confirms that despite the technical challenges related to facilities, creator-based learning is very effective and interesting for students in developing public speaking skills. Students feel more confident and skilled in public speaking after participating in this learning.

The link to the video content and monologue can be accessed via this link:

- <https://youtu.be/NAFwKUFfzzo?si=ODYKCQ1HsvIw6R5>
- <https://youtu.be/xU15b4Php0A?si=efKSpFXebfxuRxnI>
- <https://youtu.be/9E2SxPsjPe0?si=yN-g7dkvSuXmSRuw>
- <https://youtu.be/2-JFcBsGlG4?si=7FWqXZrKV9uKNXzi>



Figure 3. The Process of Creating Content in the Form of Content Monologues and Social Experiments

B. Discussions

Digital-based learning activities in the 5.0 era are very important to carry out (Tuhuteru et al., 2023; Wahyuni et al., 2025). Learning integrated with digital-based technology is excellent at improving the student learning experience (Anastasopoulou et al., 2024; Saidalvi & Mansor, 2012). Currently, there are many technology-based learning methods that can be implemented in learning, such as the use of virtual reality (VR), quizizz websites, canva, and so on (Clark & Jones, 2001; Degirmenci, 2021; Jannah et al., 2023).

In addition to digital-based learning, public speaking learning is also very important because it can improve communication skills. Public speaking skills can improve a person's ability to convey information (Pontillas, 2020; Soeparan & Handayani, 2024). It was further explained that effective communication encourages better understanding and collaboration between individuals and groups (Galih et al., 2024; Herbein, Golle, Tibus, Zettler, et al., 2018). In addition, learning to speak in public also helps a person overcome fear and anxiety when facing an audience, which ultimately increases

confidence in both students and society at large ([Herbein, Golle, Tibus, Schiefer, et al., 2018](#); [Lestari et al., 2021](#)).

One of the efforts to improve public speaking skills is to implement creator-based learning, such as making monologue videos and experimental social videos. This aims to increase student confidence in public speaking. The implementation of creator content-based learning has been shown to improve students' speaking skills, including fluency, pronunciation, and vocabulary. For example, research conducted on students at Bumigora University experienced a significant improvement in their public speaking skills, with an average score increasing from 56.37 to 74.05 after being involved in multimedia projects ([Anderson et al., 2018](#)). Likewise, the use of vlog videos, which has been proven to be effective in increasing students' creativity and speaking proficiency. Through vlogging activities, students show improvements in vocabulary mastery, fluency, and pronunciation, which ultimately contributes to the development of their Public speaking skills ([Lestari et al., 2021](#); [Rachmijati et al., 2019](#)). Creator-based learning significantly improves students' public speaking skills by speaking through videos allowing students to explore their speaking style freely and more creatively, without direct pressure from the audience, so that students can focus on important aspects such as pronunciation, intonation, and facial expressions ([Osman et al., 2010](#); [Sakuliampaiboon et al., 2015](#)).

This kind of learning also allows students to access feedback from the audience (netizens) online either through the react like feature on social media and the comment column, this can help in receiving input from the audience periodically so that with this it is hoped that students can continue to hone their speaking skills. Over time, this experience also builds greater confidence because students can see real progress in their speaking skills through video recordings that they can watch regularly as well as input and support from netizens through the comment column. This is in line with research conducted by [Arifatin et al., \(2023\)](#) which shows that students who use social media to create vlogs or content show a positive improvement in their public speaking skills, including fluency in using good and correct language.

This is also supported by research by [Quiñal et al., \(2024\)](#) with [Pollock et al. \(2023\)](#) who explain that content in the form of video content such as vlogs functions effectively for students to practice and improve speaking skills, which is shown by higher post-test scores compared to traditional learning methods. This shows that regular speaking practice by recording or creating video content not only improves speaking skills but also builds student confidence. Similar research suggests that the experience of speaking in front of a camera helps students become more comfortable speaking in public, which ultimately increases their confidence in various speaking contexts ([Aydın, 2016](#); [Basarah & Sunendar, 2024](#); [Liu, 2025](#); [Nikkels et al., 2023](#); [Sari & Trisnawati, 2019](#)).

Although digital platforms offer many advantages, the potential for over-reliance on technology can also occur, this can trigger students to be more active on social media than in the real world, this is also supported by other research that shows that more than 63% of public respondents prefer online communication to in-person conversations ([Battiston](#)

et al., 2021). Therefore, to ensure the development of better and balanced Public speaking skills, it is important to balance the use of creator-based content-based learning methods with traditional learning approaches that involve face-to-face communication.

Therefore, it is important to combine face-to-face learning with content creator-based learning to improve students' public speaking skills, learning that combines face-to-face and technology such as social media has been proven to improve various student skills, especially in the context of public speaking (Hossain, 2023; Santos et al., 2023). This is in line with previous research that said that the combination of these two methods allows students to practice speaking in front of a live audience, while also utilizing digital platforms for independent practice. This not only improves students' speaking skills but also builds greater confidence in communicating in public (Razali et al., 2023; Saad et al., 2024; Yeh et al., 2019).

CONCLUSIONS

Students experienced a notable increase in self-confidence when speaking in public, both in classroom settings and through digital platforms. This improvement was especially visible in their willingness to perform in front of a camera and in their overall classroom engagement. Their speaking fluency also improved due to repeated practice while recording and editing video content. The repetition process allowed them to refine their pronunciation, reduce hesitation, and build smoother articulation. Furthermore, students were able to deliver their speech more structurally and coherently, as content creation required them to plan their scripts carefully and organize their ideas clearly. Creativity also flourished as students developed original content in the form of monologues and social experiments, enhancing their expression and storytelling abilities. However, students encountered several technical constraints during the process, such as limited smartphone storage, poor audio and video quality, and lack of experience in video editing. Despite these challenges, students overcame many obstacles through collaboration and peer support, which made the learning process more manageable. This study, while insightful, has several limitations. The small sample size of only ten students restricts the generalizability of the findings. The use of purposive sampling may also introduce bias, as it focused on students who were already interested in or capable of using digital platforms. Additionally, technical limitations, such as inadequate recording devices and insufficient storage, could have influenced the quality and consistency of the created content. The relatively short duration of the study also prevented researchers from capturing long-term developments in students' public speaking abilities. These limitations justify the recommendation for further research involving a larger sample, longer implementation time, and more comprehensive technological support. Such efforts would help validate these findings and expand the knowledge on the integration of digital tools in public speaking education.

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