Community, Innovation, Education, and Empowerment
E-ISSN: xxxx-xxxx
Volume 1, Issue 1, March 2026, pp. 27-39
DOI:

Developing Effective Oral Communication Skills through Speech Training: A Community Service Program

Samsul Huda[1*], Akhmad Fauzi Hamzah[2], Ahmad A'la Farodisil Jinan[3]
[1,2,3] Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia
[1]samsulhuda@uiidalwa.ac.id, [2]akhmadfauzihamzah@uiidalwa.ac.id, [3]ahmadafjinan@student.uiidalwa.ac.id
*Correspondence

Article Information:
Received: 19 January 2026
Revised: 27 March 2026
Accepted: 29 March 2026
Published: 31 March 2026

Keywords:
Oral Communication Skills, Speech Training, Community Service Program, Pesantren Education, Public Speaking.

Abstract

This community service program aims to enhance students' oral communication skills through structured speech training conducted in a pesantren-based educational setting. Many students experience difficulties in public speaking, including low self-confidence, weak speech organization, limited vocal control, and minimal audience awareness. To address these challenges, the program adopted a participatory and practice-based approach emphasizing experiential learning, mentoring, and reflective feedback. The program was implemented at Pondok Pesantren Darullughah Wadda'wah, Indonesia, over a two-month period and involved students actively engaged in educational and religious communication activities. The training followed a systematic cycle consisting of orientation, guided speech practice, mentoring and feedback, and reflection. Data were collected through direct observation, field notes, and participants' reflective responses, and were analyzed descriptively. The findings indicate significant improvements in participants' speaking confidence, organization of ideas, vocal delivery, non-verbal communication, and audience awareness. In addition, participants demonstrated increased willingness to engage in public speaking activities within the pesantren community. These results suggest that structured speech training implemented through a community service framework can effectively develop oral communication competence while fostering psychological readiness and active participation in educational and social contexts.

Kata Kunci:
Keterampilan Komunikasi Lisan, Pelatihan Pidato, Pengabdian Kepada Masyarakat, Pendidikan Pesantren, Public Speaking.

Abstrak

Program pengabdian kepada masyarakat ini bertujuan untuk meningkatkan keterampilan komunikasi lisan mahasiswa melalui pelatihan pidato yang terstruktur di lingkungan pendidikan berbasis pesantren. Permasalahan yang sering dihadapi peserta meliputi rendahnya kepercayaan diri, kurangnya penguasaan struktur pidato, lemahnya vokal dan artikulasi, serta minimnya kesadaran terhadap audiens. Untuk mengatasi hal tersebut, program ini menerapkan pendekatan partisipatif dan berbasis praktik yang menekankan pembelajaran pengalaman, pendampingan, serta refleksi berkelanjutan. Kegiatan dilaksanakan di Pondok Pesantren Darullughah Wadda'wah, Indonesia, selama dua bulan dengan melibatkan mahasiswa yang aktif dalam kegiatan komunikasi pendidikan dan keagamaan. Pelatihan dirancang melalui beberapa tahapan, yaitu orientasi, praktik pidato terbimbing, pemberian umpan balik, dan refleksi. Data dikumpulkan melalui observasi langsung, catatan lapangan, serta respons reflektif peserta, kemudian dianalisis secara deskriptif. Hasil kegiatan menunjukkan adanya peningkatan signifikan pada kepercayaan diri berbicara, kemampuan mengorganisasi gagasan, kualitas vokal, komunikasi nonverbal, serta kesadaran audiens. Selain itu, peserta menjadi lebih aktif dan berani terlibat dalam kegiatan berbicara di lingkungan pesantren. Program ini membuktikan bahwa pelatihan pidato yang terstruktur

dalam kerangka pengabdian kepada masyarakat efektif dalam mengembangkan keterampilan komunikasi lisan secara berkelanjutan.

This is an open access article under the CC–BY-SA license.

INTRODUCTION

Effective oral communication skills constitute a fundamental competency for students in educational and social contexts, particularly within community-based and religious educational institutions (Anlimachie et al., 2025; Chowdhury & Alzarrad, 2025; Karwadi et al., 2025; Muttaqin et al., 2025; Ramli et al., 2025). The ability to convey ideas clearly, confidently, and persuasively through speech is not only essential for academic success but also for leadership development, social participation, and professional readiness (Baharun, Hanifansyah, et al., 2025; Habib et al., 2025; Huang et al., 2022; Solehudin & Arisandi, 2024). In many Islamic educational communities, oral communication plays a central role in learning activities, religious discourse, and social interaction, especially through practices such as speeches, sermons, discussions, and public presentations (Hanifansyah et al., 2025). However, despite its importance, oral communication skills among students often remain underdeveloped and receive limited structured pedagogical attention.

In practice, many learners experience significant challenges in delivering speeches effectively (Pahi et al., 2024; Tanaka & Tezuka, 2022). These challenges include limited self-confidence, anxiety when speaking in front of an audience, weak articulation, inadequate organization of ideas, and minimal exposure to systematic speech training (Permatasari, 2024). Traditional instructional approaches frequently emphasize content mastery while overlooking the process of oral skill development itself. As a result, students may possess sufficient knowledge but struggle to express it fluently and convincingly in public settings. This gap highlights the urgent need for targeted interventions that focus specifically on developing oral communication competence through practical and experiential learning activities.

Speech training has been widely recognized as an effective pedagogical strategy for enhancing oral communication skills (Mahmudah et al., 2026; Muhamad Solehudin et al., 2024; Solehudin & Nur Hanifansyah, 2024). Through structured practice, guided feedback, and repeated performance, speech training enables learners to improve pronunciation, intonation, clarity, body language, and rhetorical organization. More importantly, speech training fosters learners' confidence and communicative awareness, allowing them to engage more actively and meaningfully in academic and social interactions. When implemented in a community service context, speech training can function not only as an instructional activity but also as a form of empowerment that strengthens participants' personal and social capacities.

Several community service programs have addressed the development of public speaking skills through training-based and practice-oriented approaches. Nabilla et al. (2024) implemented rhetoric and Friday sermon training for mosque administrators in Bandar Lampung, demonstrating that staged instruction combining theoretical input and guided practice improved participants' readiness to deliver religious speeches. Similarly, WZ et al. (2023) conducted a speech training program for TPA students at Masjid An-Nur Malangjiwan, emphasizing material presentation followed by supervised practice, which enabled participants to confidently convey religious messages in public settings.

Community service initiatives targeting university students have also highlighted the effectiveness of public speaking training. Puspitasari (2023) reported that offline public speaking workshops incorporating short practice sessions and group discussions successfully enhanced students' confidence and forum management skills. In addition, Kholidah et al. (2024) focused on guided practice in writing speech texts for secondary school students, showing that strengthening speech preparation skills contributed positively to oral performance. Meanwhile, a collaborative KKN program by Destiawan et al. (2025) integrated public speaking education within broader community empowerment activities, indicating that even partial inclusion of speaking practice can increase learners' self-confidence.

Although previous community service programs have demonstrated the positive impact of public speaking training, most initiatives remain short-term and context-specific, focusing primarily on sermon delivery, basic speech performance, or integrated KKN activities. As noted in the works of Nabilla et al. (2024) and WZ et al. (2023), training activities often emphasize immediate performance outcomes without sustained mentoring. Likewise, programs reported by Puspitasari (2023) and Kholidah et al. (2024) concentrate on discrete aspects of public speaking such as confidence building or speech preparation rather than developing oral communication competence holistically.

Consequently, there is a clear gap in community service programs that provide structured, continuous, and reflective speech training, particularly within religious educational settings. The present community service program addresses this gap by offering systematic speech training that integrates repeated practice, mentoring, and reflective feedback to develop participants' oral communication skills comprehensively and sustainably.

Community service programs in education aim to bridge the gap between academic knowledge and real-life community needs by providing practical, participatory, and context-sensitive interventions. Within this framework, speech training becomes a strategic form of community engagement that responds directly to learners' communicative challenges. By situating training activities within the learners' own educational and cultural environment, community-based speech programs create a supportive atmosphere that encourages participation, collaboration, and sustained practice. Such programs also contribute to the broader goal of capacity building by equipping participants with transferable communication skills that extend beyond the training setting.

Despite the growing recognition of communication skills as a key component of holistic education, community service initiatives focusing specifically on structured speech training remain relatively underreported in academic literature, particularly within religious and community-based educational settings. Many existing programs emphasize general language development or academic literacy, while systematic training in oral communication is often treated as a supplementary activity rather than a core intervention. This condition underscores the need for well-documented community service programs that demonstrate how speech training can be designed, implemented, and evaluated effectively.

Responding to this gap, the present community service program aims to develop participants' effective oral communication skills through structured speech training activities. The program focuses on practical speech exercises, guided mentoring, and reflective feedback to enhance participants' confidence, clarity, and communicative performance. By documenting the process and outcomes of this program, the study seeks to contribute to the field of community-based education

by providing an evidence-informed model of speech training that can be adapted to similar educational contexts. Ultimately, this program is expected to support the development of confident and competent speakers who are better prepared to participate actively in educational, social, and professional domains.

METHOD

This community service program adopted a participatory and practice-based design aimed at developing effective oral communication skills through structured speech training. The program emphasized active learner involvement (Cornish et al., 2023), experiential learning, and continuous mentoring, enabling participants to improve their public speaking competence in an authentic educational environment. The overall design followed a training–practice–feedback–reflection cycle, ensuring gradual improvement in both technical and affective aspects of oral communication.

The program was conducted at Pondok Pesantren Darullughah Wadda'wah, Indonesia. The activities were implemented over a period of two months, allowing sufficient time for systematic training, repeated practice, and observable improvement in participants' oral communication skills.

Participants consisted of students of Pondok Pesantren Darullughah Wadda'wah who were involved in educational and communicative activities such as speeches, discussions, and religious presentations (Baharun, Solehudin, et al., 2025). Participants were selected based on their motivation to improve speaking skills and their availability to participate consistently throughout the program. The diversity of participants' speaking proficiency levels supported peer learning and collaborative engagement during the training process.

The speech training program was implemented in four main stages. The first stage focused on orientation and needs assessment, during which participants were introduced to the objectives of the program and fundamental principles of effective oral communication, including speech organization, articulation, voice modulation, and non-verbal expression.

The second stage involved guided speech practice, where participants delivered short speeches on topics relevant to religious, educational, and social contexts within the pesantren environment. These practice sessions emphasized fluency, pronunciation, confidence building, and audience awareness. Activities were conducted both individually and in small groups to gradually increase participants' comfort in public speaking situations.

The third stage consisted of mentoring and feedback, in which facilitators provided structured and constructive feedback on participants' performances. Peer feedback was also incorporated to encourage reflection, mutual support, and collaborative learning.

The final stage emphasized reflection and reinforcement, allowing participants to evaluate their progress, identify persistent challenges, and internalize effective speaking strategies. This reflective process played a crucial role in strengthening participants' self-awareness and confidence in oral communication.

Data were collected using qualitative descriptive techniques commonly employed in community service research. These included direct observation of speech performances, field notes recorded during training sessions, and participants' reflective responses gathered through informal interviews and group discussions. These data sources were used to capture changes in participants' speaking abilities and confidence throughout the two-month program.

The collected data were analyzed descriptively and thematically to identify patterns of improvement in participants' oral communication skills. Observational and reflective data were examined to highlight developments in clarity of speech, confidence, organization of ideas, and overall performance across the duration of the program.

Participation in the program was voluntary, and all participants were informed about the objectives and procedures of the community service activities. The program was conducted in a respectful and supportive manner in accordance with ethical principles of educational community engagement.

RESULT AND CONCLUSION

This community service program demonstrates that structured speech training can generate meaningful and sustained improvements in participants' oral communication skills within a pesantren-based educational environment. The results indicate that the intervention not only enhanced technical speaking abilities but also contributed to participants' psychological readiness, confidence, and communicative awareness. These outcomes confirm that oral communication competence is best developed through participatory, practice-oriented, and context-sensitive approaches rather than through content-focused instruction alone.

Table 1. Improvements in Participants' Oral Communication Skills after Speech Training Program

No.	Aspect Evaluated	Initial Condition (Before Program)	Condition after Program	Observed Improvement
1	Speaking confidence	Participants showed anxiety, hesitation, and reluctance to speak in public	Participants appeared more confident and willing to speak voluntarily	Increased self-confidence and reduced speaking anxiety
2	Speech organization	Ideas were fragmented and lacked clear structure	Speeches demonstrated clearer introductions, main points, and conclusions	Improved coherence and logical flow of ideas
3	Vocal delivery	Low voice projection and monotonous intonation	Stronger voice projection with varied intonation	Enhanced vocal clarity and audience engagement
4	Pronunciation and articulation	Frequent mispronunciation and unclear articulation	Clearer pronunciation and more accurate articulation	Improved speech intelligibility
5	Non-verbal communication	Limited eye contact and minimal body movement	Better eye contact, posture, and use of gestures	More effective non-verbal expression
6	Audience awareness	Limited interaction and lack of audience focus	Greater awareness of audience presence and response	Improved communicative responsiveness
7	Peer interaction and feedback	Passive participation during peer activities	Active engagement in peer feedback and discussion	Strengthened collaborative learning and reflection
8	Participation in pesantren activities	Limited involvement in public speaking events	Increased participation in speeches, discussions, and religious events	Expanded functional use of oral communication skills

As presented in Table 1, the speech training program resulted in clear and meaningful improvements across multiple dimensions of participants' oral communication skills. The most prominent development was observed in participants' speaking confidence. Initially, many participants demonstrated hesitation, anxiety, and reluctance to speak in front of an audience. After

engaging in repeated speech practice and receiving supportive mentoring, participants showed increased willingness to speak voluntarily and greater composure during delivery. This finding indicates that confidence in public speaking can be effectively developed through structured, practice-oriented training within a supportive educational environment.

Improvements were also evident in the organization of speech content. Prior to the program, participants often delivered speeches with fragmented ideas and limited structural clarity. Following the training, speeches were more systematically organized, featuring clearer introductions, coherent development of main points, and purposeful conclusions. This enhancement reflects the impact of explicit instruction and guided practice in helping participants structure their ideas logically and communicate them more effectively.

In terms of vocal delivery, the program contributed to noticeable progress in voice projection, intonation, and articulation. Early-stage performances were characterized by low volume and monotonous delivery, which limited audience engagement. After the intervention, participants demonstrated stronger vocal presence, clearer pronunciation, and more varied intonation patterns. These changes enhanced speech intelligibility and helped participants convey messages with greater emphasis and clarity.

Non-verbal communication and audience awareness also showed significant improvement. Initially, limited eye contact and minimal use of gestures reduced the effectiveness of speech delivery. Post-training observations revealed that participants employed more purposeful body language, maintained better eye contact, and demonstrated heightened sensitivity to audience responses. This development underscores the importance of integrating non-verbal communication components into speech training programs.

Furthermore, the inclusion of peer feedback and collaborative activities fostered active participation and reflective learning. Participants became more engaged in peer discussions and feedback sessions, which supported mutual learning and reinforced communicative awareness. As a result, participants showed increased involvement in pesantren-based communicative activities such as speeches, discussions, and religious gatherings. Collectively, these findings demonstrate that structured speech training implemented through a community service framework can enhance not only technical speaking skills but also psychological readiness, collaborative engagement, and functional participation in educational and religious contexts.

Improvement in Speaking Confidence and Psychological Readiness

One of the most significant outcomes of the program was the noticeable increase in participants' self-confidence when speaking in front of an audience. At the initial stage of the program, many participants exhibited signs of communication anxiety, such as hesitation, avoidance of eye contact, low voice projection, and reliance on memorized text. These findings align with previous observations in religious educational settings where learners often possess strong content knowledge but lack confidence in public verbal expression.

Following repeated speech practice and mentoring sessions, participants gradually demonstrated improved psychological readiness to speak publicly. Observational data revealed that participants became more willing to volunteer for speaking opportunities, showed greater composure during delivery, and displayed reduced anxiety-related behaviors. This improvement can be attributed to the cyclical training model employed in the program, which emphasized gradual exposure, supportive feedback, and reflective learning. The safe and familiar pesantren environment

also played a crucial role in fostering confidence, as participants felt socially supported by peers and facilitators.

From a pedagogical perspective, this finding reinforces the notion that confidence is not an innate trait but a developable communicative skill. Speech training, when implemented as a continuous and supportive process, functions as a form of psychological empowerment that enables learners to overcome fear and develop a positive speaking identity. In the context of community service, this empowerment dimension represents a significant added value, as it contributes to personal development beyond measurable linguistic outcomes.



Figure 1. A participant delivering a speech during the guided speech training session as part of the community service program at Pondok Pesantren Darullughah Wadda'wah.

Development of Speech Structure and Organization of Ideas

Another key result of the program was the improvement in participants' ability to organize ideas coherently within a speech. Initial observations indicated that many participants struggled to structure their speeches effectively, often presenting ideas in a fragmented or repetitive manner. Speeches at the early stage typically lacked clear openings, logical sequencing, and purposeful conclusions. This condition reflects a common challenge in oral communication education, where learners are rarely trained explicitly in speech organization.

Through guided practice and mentoring, participants showed marked improvement in structuring their speeches. By the mid-point of the program, most participants were able to deliver speeches with a recognizable introduction, body, and conclusion. They demonstrated greater awareness of thematic coherence, logical transitions between ideas, and alignment between speech objectives and content delivery. Facilitator feedback emphasized the importance of clarity and audience orientation, which encouraged participants to move beyond spontaneous expression toward intentional communication.

This improvement highlights the effectiveness of explicit instruction combined with practice in developing rhetorical competence. Speech organization is a critical component of effective communication, particularly in religious and educational contexts where speeches often serve persuasive, instructional, or motivational purposes. The results suggest that structured speech

training can bridge the gap between knowledge possession and communicative performance by equipping learners with practical rhetorical tools.

Enhancement of Vocal Delivery and Non-Verbal Communication

In addition to cognitive and psychological gains, the program yielded observable improvements in participants' vocal delivery and non-verbal communication. Early-stage speech performances were characterized by monotonous intonation, unclear articulation, and limited use of body language. Such delivery issues often diminished the effectiveness of otherwise meaningful content.

After participating in repeated practice sessions with targeted feedback, participants demonstrated better voice modulation, clearer pronunciation, and more purposeful use of gestures and facial expressions. These improvements contributed to more engaging and persuasive speech performances. Observers noted that participants became more aware of their vocal presence and physical posture, which enhanced overall audience engagement.

This finding underscores the importance of addressing paralinguistic and non-verbal aspects of communication in speech training. Oral communication is a multimodal activity that involves not only verbal expression but also vocal and bodily cues. By integrating these elements into the training program, the community service initiative provided participants with a holistic understanding of effective speaking.

Peer Learning and Collaborative Engagement

An important dimension of the program's success was the role of peer learning in supporting participants' development. The inclusion of peer feedback sessions created a collaborative learning environment in which participants learned not only from facilitators but also from one another. Peer observations and comments encouraged reflective thinking and mutual support, reducing hierarchical barriers often present in traditional instructional settings.

Participants reported that observing peers' performances helped them identify effective speaking strategies and common mistakes. Providing feedback to peers also enhanced participants' analytical skills and communicative awareness. This collaborative dynamic contributed to a positive learning climate that sustained motivation and engagement throughout the two-month program.

From a community service perspective, this peer-based interaction represents an important form of social capital development. By fostering cooperation and shared learning, the program strengthened interpersonal relationships and communicative culture within the pesantren community. Such outcomes align with the broader objectives of community engagement, which emphasize collective capacity building rather than individual achievement alone.

Short-Term and Long-Term Impacts on the Pesantren Community

In the short term, the program resulted in tangible improvements in participants' speech performance, confidence, and engagement in communicative activities. Participants became more active in pesantren events that required public speaking, such as religious gatherings, discussions, and organizational meetings. These immediate outcomes indicate that the program successfully addressed participants' communicative needs and enhanced their functional participation in the community.

In the longer term, the program holds potential for sustained institutional impact. Improved oral communication skills among students can contribute to the overall quality of educational and religious activities within the pesantren. As participants apply their skills in various contexts, they

may also serve as role models for peers, thereby promoting a culture of effective communication. This ripple effect illustrates how community service initiatives can generate broader social benefits beyond the immediate target group.

Strengths and Limitations of the Program

One of the primary strengths of the program lies in its contextual relevance and participatory design. By situating speech training within the pesantren environment and aligning it with participants' real communicative practices, the program ensured high relevance and acceptance. The emphasis on practice, mentoring, and reflection allowed for holistic skill development that addressed cognitive, affective, and behavioral dimensions of communication.

However, the program also faced certain limitations. The qualitative nature of data collection, while appropriate for community service research, limits the generalizability of findings. Additionally, variations in participants' initial proficiency levels and availability occasionally affected the pace of progress. Time constraints also restricted the depth of individualized mentoring that facilitators could provide.

Despite these limitations, the program demonstrates strong potential for scalability and adaptation. Future initiatives could incorporate quantitative assessment tools to complement qualitative findings, extend the duration of training, or integrate digital media to support blended speech learning.

Opportunities for Future Development

The outcomes of this community service program suggest several avenues for future development. First, the speech training model can be institutionalized as a regular program within the pesantren curriculum or extracurricular activities. Second, similar interventions can be adapted for other community-based educational settings, such as madrasahs or youth organizations. Third, integrating speech training with leadership development programs may further enhance its impact.

From an academic perspective, documenting and disseminating such programs contributes to the growing body of literature on community-based communication education. By demonstrating how speech training can be effectively implemented and evaluated, this study provides a practical reference for educators and community service practitioners seeking to strengthen oral communication competence in similar contexts.

Contribution to Community Service Scholarship

This program contributes to community service scholarship by offering an evidence-informed model of speech training that emphasizes participation, contextualization, and reflective practice. Unlike many general language development initiatives, this program foregrounds oral communication as a core competence and positions speech training as a strategic intervention for personal and social empowerment. The findings underscore the importance of integrating communication skills development into community engagement efforts, particularly within religious and educational institutions.

Overall, the results affirm that structured speech training, when implemented through a community service framework, can produce meaningful and multidimensional benefits. By enhancing confidence, clarity, and communicative effectiveness, the program supports participants' active engagement in educational, social, and professional domains. These outcomes reinforce the value of community-based pedagogical interventions in addressing real-world communicative challenges and fostering sustainable skill development.

Several community service programs have addressed the development of public speaking skills through training-based and practice-oriented approaches. Nabilla et al. (2024) implemented rhetoric and Friday sermon training for mosque administrators in Bandar Lampung, demonstrating that staged instruction combining theoretical input and guided practice improved participants' readiness to deliver religious speeches. Similarly, WZ et al. (2023) conducted a speech training program for TPA students at Masjid An-Nur Malangjiwan, emphasizing material presentation followed by supervised practice, which enabled participants to confidently convey religious messages in public settings.

Community service initiatives targeting university students have also highlighted the effectiveness of public speaking training. Puspitasari (2023) reported that offline public speaking workshops incorporating short practice sessions and group discussions successfully enhanced students' confidence and forum management skills. In addition, Kholidah et al. (2024) focused on guided practice in writing speech texts for secondary school students, showing that strengthening speech preparation skills contributed positively to oral performance. Meanwhile, a collaborative KKN program by Destiawan et al. (2025) integrated public speaking education within broader community empowerment activities, indicating that even partial inclusion of speaking practice can increase learners' self-confidence.

Although previous community service programs have demonstrated the positive impact of public speaking training, most initiatives remain short-term and context-specific, focusing primarily on sermon delivery, basic speech performance, or integrated KKN activities. As noted in the works of Nabilla et al. (2024) and WZ et al. (2023), training activities often emphasize immediate performance outcomes without sustained mentoring. Likewise, programs reported by Puspitasari (2023) and Kholidah et al. (2024) concentrate on discrete aspects of public speaking such as confidence building or speech preparation—rather than developing oral communication competence holistically.

Consequently, there is a clear gap in community service programs that provide structured, continuous, and reflective speech training, particularly within religious educational settings. The present community service program addresses this gap by offering systematic speech training that integrates repeated practice, mentoring, and reflective feedback to develop participants' oral communication skills comprehensively and sustainably.

CONCLUSION

This community service program demonstrates that structured speech training implemented through a participatory and practice-based approach can effectively enhance participants' oral communication skills within a pesantren-based educational context. The program resulted in notable improvements in speaking confidence, speech organization, vocal delivery, non-verbal communication, and audience awareness. Beyond technical speaking abilities, the training also strengthened participants' psychological readiness and willingness to engage actively in communicative activities, indicating that oral communication competence can be developed through sustained practice, mentoring, and reflective feedback.

One of the main strengths of this program lies in its contextual relevance and holistic design, which integrates preparation, delivery, peer feedback, and reflection into a continuous training cycle. By situating speech training within participants' real educational and religious practices, the program achieved high acceptance and meaningful impact. However, this initiative also has

limitations, particularly the qualitative nature of data collection and the relatively limited duration of individualized mentoring, which may affect the generalizability of findings.

Despite these limitations, the program offers significant potential for further development and replication. Future community service initiatives may expand the duration of training, incorporate quantitative assessment instruments, or integrate digital media to support blended speech learning. Overall, this program contributes to community service scholarship by providing an evidence-informed and adaptable model of speech training that supports sustainable oral communication development in religious and community-based educational institutions.

REFERENCES

Anlimachie, M. A., Abreh, M. K., Acheampong, D. Y., Samuel, B., Alluake, S., & Newman, D. (2025). Enacting culturally responsive pedagogy for rural schooling in Ghana: A school-community-based enquiry. *Pedagogy, Culture & Society*, *33*(1), 141–159. https://doi.org/10.1080/14681366.2023.2205861

Baharun, S., Hanifansyah, N., & Salsabil, A. H. (2025). Creative Arabic Learning through Student-Made Storytelling: A Constructivist Approach in Malaysian Islamic Schools. *Arabi : Journal of Arabic Studies*, *10*(2), 149–161. https://doi.org/10.24865/ajas.v10i2.1008

Baharun, S., Solehudin, M., Masnun, & Syaheed, S. M. (2025). The I'rab Method of Habib Hasan Baharun: Impact on Arabic Grammar Instruction. *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab*, *1*(1), 23–35. https://doi.org/10.38073/almuhawaroh.v1i1.2636

Chowdhury, S., & Alzarrad, A. (2025). Advancing Community-Based Education: Strategies, Challenges, and Future Directions for Scaling Impact in Higher Education. *Trends in Higher Education*, *4*(2), 21. https://doi.org/10.3390/higheredu4020021

Cornish, F., Breton, N., Moreno-Tabarez, U., Delgado, J., Rua, M., de-Graft Aikins, A., & Hodgetts, D. (2023). Participatory action research. *Nature Reviews Methods Primers*, *3*(1), 34. https://doi.org/10.1038/s43586-023-00214-1

Destiawan, R. A., Maulina Arianta, C. O., Putra, F. D. M., Nafila, A. E. P., Hasanudin, M. N., Sa'diah, H., Wibowo, M. L., Aziz, H., Khofifah, S. N., Wikoyah, N. U., Kusdianti, E., & Putri, D. A. (2025). KKN Kolaboratif 080 Jember: Literasi Digital, Edukasi Public Speaking, dan Sosialisasi Pola Hidup Sehat di Desa Sukamakmur. *Catimore: Jurnal Pengabdian Kepada Masyarakat*, *4*(2), 21–30. https://doi.org/10.56921/cpkm.v4i2.322

Habib, Moh. T., Masnun, M., Mahmudah, M., & Syakur, S. A. (2025). A Psycholinguistic Approach to Enhancing Arabic Vocabulary and Morphology Mastery Through Inspirational Quotes. *An Nabighoh*, *27*(1), 1–24. https://doi.org/10.32332/an-nabighoh.v27i1.1-24

Hanifansyah, N., Baharun, S., Solehudin, M., Arisandi, Y., Mahmudah, M., & Syakur, S. A. (2025). Enhancing Arabic Literacy in Islamic Boarding School: The Role and Pedagogical Implications of Interactive Whiteboard Technology. *Journal of Arabic Language Learning and Teaching (JALLT)*, *3*(2), 119–134. https://doi.org/10.23971/jallt.v3i2.361

Huang, X., Erduran, S., Zhang, P., Luo, K., & Li, C. (2022). Enhancing teachers' STEM understanding through observation, discussion and reflection. *Journal of Education for Teaching*, *48*(5), 576–591. https://doi.org/10.1080/02607476.2021.2006571

Karwadi, Bin Zakaria, A. R., Setiyawan, A., & Ferdi Hasan, Moh. (2025). Integration of critical pedagogy in Islamic education: A case study of pre-service teacher training. *British Journal of Religious Education*, 1–22. https://doi.org/10.1080/01416200.2025.2560905

Kholidah, U., Rosidah, A., Rakhmawati, D., & Solikhin, S. (2024). PELATIHAN PENULISAN TEKS PIDATO DI SMA MUHAMMADIYAH PRINGSEWU. *Bagimu Negeri : Jurnal Pengabdian Kepada Masyarakat*, *8*(1), 84–87. https://doi.org/10.52657/bagimunegeri.v8i1.2370

Mahmudah, M., Mahliatussikah, H., Solehudin, M., Masnun, & Batrisya, N. A. (2026). A Multimodal Instructional Design Model: Integrating Infographics and Interactive Videos in Arabic Language Learning. *International Journal of Arabic Language Teaching*, *8*(01), 1–15. https://doi.org/10.32332/ijalt.v8i01.11671

Muhamad Solehudin, Nurhanifansyah, N., & Syaheed Kholid. (2024). The Effectiveness of using the Kitab Muhawarah in Enhancing Arabic Speaking Proficiency in Malaysia. *An Nabighoh*, *26*(2), 251–268. https://doi.org/10.32332/an-nabighoh.v26i2.251-268

Muttaqin, S., Rohmah, Z., & Junining, E. (2025). Modelling an English learning community of practice (CoP) to promote bilingualism. *International Journal of Educational Research Open*, *9*, 100521. https://doi.org/10.1016/j.ijedro.2025.100521

Nabilla, Miftahur Rohman, Joni Putra, Ida Faridatul Hasanah, Ade Imelda Frimayanti, Rina Mida Hayati, & Wakib Kurniawan. (2024). Pelatihan Retorika Dakwah dan Khutbah Jumat bagi Takmir Masjid di Kota Bandar Lampung. *Jurnal Pengabdian Multidisiplin*, *4*(2). https://doi.org/10.51214/002024041049000

Pahi, K., Hawlader, S., Hicks, E., Zaman, A., & Phan, V. (2024). Enhancing active learning through collaboration between human teachers and generative AI. *Computers and Education Open*, *6*, 100183. https://doi.org/10.1016/j.caeo.2024.100183

Permatasari, W. (2024). *THE ANALYSIS OF STUDENTS' DIFFICULTIES ON IMITATIVE SPEAKING AT THE SEVENTH GRADE OF SMPN 4 MAJENE* [Thesis]. State Islamic Institute Parepare.

Puspitasari, N. (2023). Peningkatan Kapasitas Mahasiswa Melalui Pelatihan Public Speaking. *Jurnal Pengabdian Masyarakat Akademisi*, *2*(2), 89–96. https://doi.org/10.54099/jpma.v2i2.622

Ramli, R., Razali, R., Gadeng, A. N., Diana, N., & Hariadi, J. (2025). Integrating Local Knowledge into Higher Education: A Qualitative Study of Curriculum Innovation in Aceh, Indonesia. *Education Sciences*, *15*(9), 1214. https://doi.org/10.3390/educsci15091214

Solehudin, M., & Arisandi, Y. (2024). Language Interference in Arabic Learning: A Case Study of Islamic Boarding Schools in Indonesia. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *12*(2), 423–438. https://doi.org/10.23971/altarib.v12i2.9170

Solehudin, M. & Nur Hanifansyah. (2024). Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics. *International Journal of Arabic Language Teaching*, *6*(02), 143–156. https://doi.org/10.32332/ijalt.v6i02.9920

Tanaka, M., & Tezuka, S. (2022). A scoping review of alternative methods of delivering ethics education in nursing. *Nursing Open*, *9*(6), 2572–2585. https://doi.org/10.1002/nop2.987

Wz, S., Rauf, S. A. A., Hafidah, H., & Maslamah, M. (2023). Pelatihan Keterampilan Berpidato pada Santri TPA Masjid An-Nur Malangjiwan. *DEDIKASI: Jurnal Pengabdian Masyarakat*, *4*(2), 164. https://doi.org/10.32332/d.v4i2.5327