

Public Speaking Training For Pesantren Teachers To Improve Communication Competence In The Learning Process

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Abstrack

Pesantren Tasdiqul Qur'an in West Bandung Regency faces challenges in teachers' communication competence, particularly in public speaking within the learning process. Teachers encounter difficulties in delivering subject matter in a structured manner, optimally utilizing vocal techniques and body language, and managing classroom dynamics communicatively. This Community Partnership Program aims to enhance pesantren teachers' communication competence through comprehensive and contextual public speaking training. The approach employed is participatory and practice-based, encompassing material delivery, teaching simulations (microteaching), and structured feedback. Activities were carried out in four stages: preparation, implementation, evaluation, and program sustainability. The training results demonstrate significant improvements in the ability to structure material delivery systematically, utilize more varied vocal and body language techniques, and manage classrooms in a more interactive and communicative manner. Teachers became more confident when speaking in front of audiences and were able to create more dynamic learning experiences for students. This program has made a meaningful contribution to improving educational quality in the pesantren environment.

Keywords: public speaking, communication competence, pesantren teachers, training, learning.

INTRODUCTION

Islamic boarding schools (Pesantren) play a strategic role in shaping the character and knowledge of the younger generation through a comprehensive Islamic approach. Within the pesantren ecosystem, teachers hold a central position as transmitters of knowledge, character mentors, and role models for students. The intensity of daily interactions between teachers and students makes oral communication skills an indispensable competency. This ability determines the effectiveness of religious and educational messages. Knowledge can be conveyed, received, and understood by students during the learning process.

The Tasdiqul Qur'an Islamic Boarding School, located at Jl. H. Mukti No. 19A, Cihanjuang, Parongpong District, West Bandung Regency, is a religious educational institution that actively organizes daily learning activities, character development, and ongoing religious activities. In carrying out its educational function, the Islamic boarding school employs several teachers who teach various religious and general subjects. Although the teachers' mastery of the academic content is generally good, initial communication with the Islamic boarding school

revealed that communication competencies in the learning context still require significant strengthening.

Research shows that teachers' instructional communication skills, both verbal and nonverbal, play a significant role in building effective learning interactions and creating a conducive learning environment (Bayaa & El-Henawy, 2020). Teachers who are able to convey messages clearly, systematically, and engagingly tend to be more successful in building student engagement in the learning process. Wahyuni (2018) emphasized that the power of verbal and nonverbal communication, including intonation, facial expressions, and gestures, significantly influences student comprehension and learning motivation. Farid et al. (2023) also demonstrated that the effectiveness of teacher communication at the tertiary level directly impacts the quality of learning and student engagement.

The conditions encountered at the Tasdiqul Qur'an Islamic Boarding School (Pesantren Tasdiqul Qur'an) revealed several concrete challenges. First, some teachers struggled to structure a coherent explanation, from opening the lesson, developing the main material, and closing the session with a strong summary. Second, the variety of delivery techniques remained limited because the one-way lecture method dominated the learning process without adequate vocal technique support. Third, the use of body language, such as eye contact, hand gestures, and facial expressions, was relatively minimal, resulting in a static and less dynamic presentation. Fourth, there had never been any structured public speaking training specifically for Islamic boarding school teachers, resulting in unfocused communication skills development.

Florence et al. (2022) stated that teacher communication skills directly influence teaching effectiveness and their ability to motivate students. Munir et al. (2024) added that teachers' nonverbal communication skills significantly impact the achievement of classroom learning objectives. Based on field conditions and a literature review, this Community Partnership Program (PKM) was designed to address the need to strengthen the communication competencies of teachers at the Tasdiqul Qur'an Islamic Boarding School through comprehensive, applicable public speaking training aligned with the school's learning values.

Developing public speaking skills within the context of Islamic boarding school education is highly relevant. Unlike general communication training, training within the Islamic boarding school environment requires consideration of Islamic values, speaking etiquette within the Islamic scholarly tradition, and the characteristics of the diverse student audience, which comprises diverse backgrounds and ages. Developing contextual training materials rooted in real-world needs is key to the program's success. By integrating modern

communication techniques into the pesantren's values and culture, it is hoped that teachers will not only improve their technical skills but also gain confidence in carrying out their noble role as educators. The public speaking developed in this program is not simply a skill for public speaking, but rather a pedagogical competency that combines the ability to convey knowledge, build emotional connections with students, and create a meaningful learning environment.

IMPLEMENTATION METHOD

This Community Service Program (PKM) activity was conducted at the Tasdiqul Qur'an Islamic Boarding School, Jl. H. Mukti No. 19A, Cihanjuang, Parongpong District, West Bandung Regency, West Java, for eight months during the 2025–2026 period. Twenty-five Islamic boarding school teachers participated in the training. The tools and materials used included audio equipment (wireless microphone and mixer), a documentation camera, presentation software, and printed modules and interactive multimedia-based e-modules.

A participatory and practice-based training approach was chosen because it has proven effective in improving teachers' communication and teaching skills. Participants' active involvement in the training process enables them to understand and apply communication techniques more effectively in real-life learning situations (Rafique & Jumani, 2019). The methods used included delivering theoretical material, facilitator demonstrations, structured exercises, teaching simulations (microteaching), and providing direct feedback.

Implementation Stages

The program is implemented through four interrelated stages. The first stage is preparation, which includes intensive coordination with Islamic boarding schools to map teachers' communication needs, develop relevant training materials, design practice scenarios and teaching simulations, and develop evaluation instruments in the form of observation sheets and questionnaires.

The second stage is the implementation of the training, which is the core of the program. The first session focuses on systematic material preparation and delivery techniques, where teachers are trained to build a strong explanation flow from a strong opening, logical development of the main points, and closing with a clear summary. The second session trains vocal and body language techniques, including intonation, articulation, speech tempo, eye contact, gestures, and facial expressions. The third session trains in managing classroom dynamics communicatively, including how to maintain students' attention, regulate the rhythm of delivery, and respond to questions spontaneously.

The third stage is evaluation, conducted through pre- and post-tests, observations of microteaching performance, and participant reflection questionnaires. The fourth stage is

sustainability, which includes the formation of teacher learning groups, the provision of independent modules, and recommendations for further training such as da'wah rhetoric or individual coaching.

Training Methodology

Program implementation began by exploring the real needs and conditions within the Islamic boarding school environment. The implementation team coordinated with the Islamic boarding school to understand the main challenges experienced by teachers, such as a lack of coherent delivery flow, minimal use of vocal and body language, and challenges in maintaining student attention. This information served as the basis for designing the training content and the training exercises provided, ensuring that each intervention was truly relevant and addressed concrete issues in the field.

Throughout the training, teachers were actively involved in the activities. The delivery of material was not one-way, but rather integrated with discussions, speaking practice, and presentation simulations. Each training session provided space for participants to try, repeat, and refine their communication skills in front of the class. Facilitators provided concrete examples of how to open a lesson, emphasize specific points, use intonation and expression, and conclude the lesson clearly. Teachers were then asked to practice these methods in scenarios that mimic real-life learning situations. The exercises were conducted in stages, from simple practices to increasingly complex teaching simulations, allowing the skills trained to develop progressively according to the needs of each participant.

Feedback was a critical component of each training session. Each teaching simulation is followed by a structured reflection session where the facilitator and fellow participants provide constructive feedback. Teachers are guided to identify demonstrated strengths as well as areas for improvement. The feedback model is two-way: from the facilitator to the participants and between participants, ensuring a collaborative learning process. Through ongoing reflection, teachers not only gain a more comprehensive understanding of their communication skills but also gain concrete directions for improvement that can be directly applied in their daily teaching practice.

Tabel 1. Team Duties in Community Partnership Program Activities

| No | Name | Position | Job | Job description |
|----|---|-------------|---|---|
| 1 | Dr. Almadina Rakhmaniar, S.Psi., M.I.Kom. | Team Leader | Coordinate all activities, from the preparation process, proposal preparation, implementation, evaluation and be responsible for the overall implementation of activities until the completion of the final report. | - Coordination with the Implementation Team - Coordination with partners - Providing public speaking materials - Providing outreach and mentoring |
| 2 | Dr. H. Rasman Sonjaya, S.Sos., M.Si. | Member | Coordinating and organizing PKM. | - Providing public speaking material - Guiding discussions and questions and answers |
| 3 | Muhammad Nur Rifa'i | Member | Coordinating training, outreach, coaching and mentoring programs. | Providing counseling and mentoring in public speaking practice |
| 4 | Mochamad Fiky Trisandhi Rahmat | Member | Coordinating training, outreach, coaching and mentoring programs. | Providing counseling and mentoring in public speaking practice |

Tabel 2. Implementation and Expert Team

| Name | Position | Areas of expertise | Expertise |
|---|-------------|-----------------------|---|
| Dr. Almadina Rakhmaniar, S.Psi., M.I.Kom. | Team Leader | Communication Studies | Public Relations, Communication Psychology, Broadcasting Digitalization |
| Dr. H. Rasman Sonjaya, S.Sos., M.Si. | Member | Communication Studies | Public Relations, Cultural Communication and Organizational Communication |
| Muhammad Nur Rifa'i | Member | Communication Studies | Educational Communication |
| Mochamad Fiky Trisandhi Rahmat | Member | Communication Studies | Educational Communication |

RESULTS AND DISCUSSION

The public speaking training conducted for teachers at the Tasdiqul Qur'an Islamic Boarding School successfully achieved its intended goal: improving public speaking skills and

preparing them to face the challenges of teaching. The training used interactive methods and emphasized hands-on practice, ensuring that the teachers not only received theoretical material but also gained real-world practical experience.

Key topics covered in the training included relaxation techniques for managing nervousness, effective use of body language when speaking, how to structure engaging presentations, and skills in building effective interactions with audiences. Furthermore, the teachers were trained to think critically and respond to questions spontaneously, skills that are essential for classroom learning and various educational activities within the Islamic boarding school.

Improved Ability to Develop and Deliver Material

Before the training, most teachers experienced difficulty in developing a structured explanation flow. The presentation of material tended to be inconsistent between the introduction, main points, and closing, resulting in the learning message not always being conveyed optimally to students. After participating in the material development training session, the teachers demonstrated significant improvement. They began to be able to design a coherent explanation framework, select relevant core messages, develop explanations in stages, and conclude the learning session with a clear and memorable summary.

This development aligns with the findings of Rafique & Jumani (2019), which confirmed that structured and guided teaching practices significantly improve teachers' communication skills. The ability to develop a good explanation flow not only facilitates material delivery but also helps students understand the learning content more systematically and more easily.

Vocal Techniques and Body Language

One of the most common weaknesses identified before the training was the minimal use of vocal techniques and body language in the teaching process. Teachers tended to speak in a monotone, with an unvarying volume, and without adequate gestures or facial expressions. This situation can make the presentation seem stiff and boring, even though the content is of high quality.

Through intensive training in the second session, teachers are trained to master the essential elements of nonverbal communication, namely intonation, articulation, speech tempo, volume control, eye contact, hand gestures, posture, and facial expressions. Sajjad et al. (2023) showed that teacher kinesics, including body language and expressions, directly influence the learning environment and student academic achievement. After training, teachers' delivery of material becomes much more lively and dynamic, and they are able to maintain students' attention for longer.

Communication-Based Classroom Dynamics Management

The third challenge teachers faced before the training was their suboptimal ability to manage classroom dynamics. The learning process, dominated by one-way lectures, made students less engaged, while teachers struggled to maintain audience focus and respond to questions spontaneously. Through microteaching sessions, teachers were trained to implement various classroom communication strategies, ranging from using rhetorical questions to spark engagement, adjusting the rhythm and pauses in explanations, techniques for responding appropriately to student questions, and ways to create a conducive and interactive learning environment.

Observations during the teaching simulations showed significant improvement. Teachers began to be able to manage the learning flow more flexibly and responsively to classroom dynamics. They also gained more confidence in dealing with unexpected situations, such as questions outside the topic or unenthusiastic students. These findings align with Munir et al. (2024), who stated that good nonverbal communication and classroom management skills directly contribute to the achievement of learning objectives.

Program Impact on Teacher Communication Competence

One of the most significant achievements of the program was the teachers' increased confidence in public speaking. Before the training, several teachers admitted to feeling nervous and uncertain about appearing in large-scale forums, both when teaching in class and during religious and ceremonial activities at the Islamic boarding school. After completing the entire training program, these feelings of nervousness significantly diminished, replaced by greater confidence.

Positive feedback from the Islamic boarding school administration reinforced this finding. The boarding school leadership stated that the changes in the way teachers communicated in class were palpable and resulted in a more lively learning atmosphere. Students also appeared more enthusiastic and engaged in the learning process. Florence et al. (2022) suggest that good communication skills not only increase teaching effectiveness but also strengthen the emotional bond between teachers and students, which in turn positively impacts motivation and academic achievement.

The training program also successfully fostered a more dialogic and participatory learning model. The shift from a one-way lecture model to a more dynamic interaction between teachers and students was one of the most visible and long-lasting changes. With more interactive learning, students are no longer passive recipients of information but actively participate in the process of understanding and discussing the religious material presented.

Program Sustainability and Practical Implications

To ensure the program's impact doesn't end after the training ends, the implementation team designed a systematic sustainability mechanism. First, teachers were facilitated to form learning groups or internal learning communities within the Islamic boarding school, which functioned as a space to share good practices in communicative teaching. Through these forums, teachers could provide feedback to each other, discuss challenges faced in the classroom, and collaboratively find appropriate solutions. Such learning communities have proven effective in maintaining and developing the skills acquired through formal training.

Second, training modules, both printed and digital, were prepared so teachers could continue learning independently after the program concluded. These modules were designed to be practical, with exercises that could be done individually or in groups, allowing for ongoing skill development without having to wait for the next training session. Third, the Islamic boarding school, along with the implementation team, formulated follow-up recommendations in the form of more specific training, such as on da'wah rhetoric techniques, persuasive communication in the context of Islamic teaching, or individual coaching for teachers who needed more intensive support.

The practical implications of this program extend beyond the boundaries of the Tasdiqul Qur'an Islamic Boarding School. The experience and training model developed in this program can serve as a reference for other community service institutions wishing to implement programs to improve teacher communication competency in Islamic boarding schools. Adapting the program to different Islamic boarding school contexts will certainly require adjustments to local characteristics, but the methodological framework consisting of needs identification, participatory training, microteaching, feedback, and sustainability can be applied generally. Thus, this program not only provides direct benefits to the Tasdiqul Qur'an Islamic Boarding School but also contributes to the development of a contextual and impactful community service model in the field of religious education.

Partner Participation and Contributing Factors to Success

The success of this training program is inseparable from the active role of the Tasdiqul Qur'an Islamic Boarding School as the implementing partner. The Islamic boarding school demonstrated strong commitment from the outset by providing an adequate venue, coordinating the attendance of all participating teachers, and creating a conducive learning environment. The openness of the Islamic boarding school leadership to the teacher professional development program was a crucial foundation that enabled the entire series of activities to run smoothly and effectively.

The participating teachers also demonstrated high enthusiasm and commitment in participating in each training session. They were willing to actively engage in speaking exercises, provide and receive feedback openly, and are willing to try new communication techniques that may have initially felt unfamiliar. The enthusiasm shown by the participants for learning was a key factor in the program's success. Furthermore, the support of two student team members who acted as field facilitators facilitated the smooth running of the training, particularly during the practical and simulation sessions, which required intensive mentoring.

From a methodological perspective, the choice of a participatory and practice-based approach proved appropriate for this training context. Pesantren teachers, accustomed to text-based and lecture-based learning, responded very well to being actively involved in simulations, role-plays, and presentation exercises. The use of direct feedback from facilitators and fellow participants created a safe, supportive learning environment that encouraged continuous improvement. The combination of concise theoretical explanations, hands-on demonstrations, and repeated practice proved effective in helping teachers internalize new skills and apply them in real-world contexts.

Tabel 3. Overview of Science and Technology Applied in the PKM Program

| Science and technology aspects | Scientific Description | Implementation for Islamic Boarding School Teachers |
|--------------------------------------|---|---|
| Field of Science | Communication Science – Educational and Instructional Communication | Used as a basis for designing teacher learning communication |
| Key Concepts | Pedagogical public speaking, persuasive oral communication | Teachers are trained to compile and deliver learning materials in a communicative manner. |
| Principles of Science and Technology | Message structure, verbal & nonverbal language, intonation, audience management | Applied in simulations of delivering learning materials in class |
| Contextualization | Adaptation of communication techniques to Islamic boarding school culture | Public speaking techniques are adapted to Islamic boarding school values and ethics |
| Expected Impact | Increasing learning communication competence | The learning process is clearer, more interesting and interactive |

Tabel 4. PKM Program Problem and Solution Matrix

| No | Problem | Implemented Solutions | Outcome Target |
|----|---|--|--|
| 1 | The delivery of the material is not yet coherent and communicative; the flow of explanation from the opening to the closing is not yet consistent | Training in preparing educational public speaking-based materials: techniques for opening, developing the core, emphasizing the message, and closing the lesson. | Teachers are able to compile and deliver material in a structured, clear, focused and effective manner. |
| 2 | The teacher's vocal techniques, intonation, body language, and expressions are still limited so that the delivery is less dynamic. | Vocal and body language technique training: intonation, voice volume, word emphasis, eye contact, gestures, and facial expressions. | Teachers are able to strengthen the attractiveness of delivery and the assertiveness of messages through effective vocal techniques and body language. |
| 3 | Teachers are not yet optimal in managing class dynamics: maintaining audience focus, setting the rhythm, and responding to questions. | Classroom communication strategy training: building audience attention, managing questions, maintaining rhythm, and creating conducive interactions. | Teachers are able to manage the class communicatively so that learning is more focused, interactive, and effective. |

CONCLUSION

The implementation of the Community Partnership Program (PKM), which focused on public speaking training for teachers at the Tasdiqul Qur'an Islamic Boarding School, has had a significant impact on improving the communication skills of the participants. Through this program, the teachers experienced increased self-confidence, reduced nervousness when speaking in public, and acquired communication skills useful in various situations, both during classroom learning and in social and religious activities within the Islamic boarding school.

The success of this program is evident in the positive responses received from partners and teachers who participated in the training. They felt more adaptable and responsive in dealing with various communication situations. This training not only improved public speaking skills but also equipped the teachers with highly relevant communication skills to support their roles as educators, particularly in delivering material effectively and building better interactions with students.

To increase the effectiveness and benefits of the program in the future, it is recommended:
(1) Develop training materials to include persuasion techniques, persuasive communication,

and teamwork communication skills; (2) Provide ongoing mentoring and periodic evaluation to ensure the continued development of acquired skills; (3) Strengthening cooperation with other educational institutions and related institutions to expand the reach of the program; (4) Utilization of digital technology in training, such as online learning platforms, interactive presentation media, and social media as a means of educational communication.

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