


Strengthening Students' Speaking Competence through Professional Communication Ethics Training: A Case Study of *Santri Patriot Panji Pelopor (SP3)*

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Abstract— *Santri Patriot Panji Pelopor (SP3)* is a community of selected students holding strategic roles in the pesantren, such as institutional administrators, protocol officers, student mentors, and pesantren communicators. These roles require professional communication skills that are polite and aligned with pesantren values. Initial observation showed that most SP3 members lacked a full understanding of communication ethics, tended to use informal language in formal forums, and had low confidence in public speaking. To address this, a 60-minute professional communication ethics training was held at Pantai Duta, attended by 114 SP3 members. The participatory training applied interactive lectures, storytelling, collaborative games, and reflection. The content focused on five principles of communication ethics: honesty, politeness, punctuality, respect for differences, and responsibility. Evaluation through oral and written reflections indicated improved understanding, awareness, and commitment to better communication practices. The pesantren management expressed appreciation and noted positive behavioral changes among participants. This program is expected to serve as an initial step for continuous coaching to strengthen SP3's capacity as professional pesantren communicators.

Keywords— *communication ethics; santri; training*

1 Introduction

The Patriot Panji Pelopor Students (SP3) are a selected community of students consisting of active university students who reside in the pesantren environment. They are specifically prepared to become key figures in various institutional activities of the pesantren, including organizational management, protocol teams for official events, event organizing, and roles as both internal and external communicators [1]. In these capacities, they are required not only to possess strong integrity and religious understanding, but also to demonstrate competent communication skills, as they directly represent the values and public image of the pesantren.

Communication skills are not merely about speaking but also about conveying messages appropriately, ethically, and effectively according to context [2]. In a pesantren environment that is increasingly open and engaged in collaboration with external partners, professional communication skills have become a pressing necessity. Students must be able to speak confidently while maintaining politeness and reflecting the values of the pesantren [3]. Without these abilities, the strategic roles they assume may not be carried out optimally and may even lead to miscommunication that could harm the institution [4].

Healthy and pleasant communication can be achieved when it is grounded in mutual respect among communicators [5]. The willingness to listen humbly to others' opinions is a key aspect in building meaningful communication. Communication becomes more valuable when messages and intentions are conveyed sincerely to the interlocutor [6]. Therefore, the context, timing, and environment of communication must also be considered, as communication conducted at the right

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time and place will lead to more effective and meaningful interactions. Important principles in communication include focusing on the interlocutor, staying on topic, refraining from interrupting, showing respect, and incorporating humor appropriately [7]. Conversely, several behaviors should be avoided, such as using informal or non-standard language, speaking while multitasking, excessive small talk, speaking in a harsh tone, and adopting a commanding or judgmental style of speaking [8]. Communication ethics encompasses both verbal symbols and nonverbal cues that, although not expressed in words, carry significant meaning [9]. Thus, language ethics is inseparable from communication itself [10]. Meanwhile, the increasing use of technology such as e-learning in educational settings has introduced new challenges, including declining social values and communication ethics among students in peer-to-peer interactions and student–teacher communication.

Observations and discussions with pesantren administrators reveal several key issues faced by SP3. First, many students do not yet fully understand the principles of professional communication, especially within institutional contexts. Second, their communication style tends to be informal and lacks the politeness required in formal settings. Third, there is a limited number of training programs specifically designed to equip them with effective and ethical speaking skills for both internal and external forums. Fourth, some students struggle with managing intonation, diction, and sentence structure when speaking in public, resulting in suboptimal message delivery.

These issues need to be addressed through a contextual training program tailored to the students' experiences, integrating both theory and practice, and applying a participatory approach. One selected initiative is a professional communication ethics training designed to provide SP3 members with relevant knowledge, skills, and hands-on experience. This training aims not only to enhance understanding but also to foster awareness and commitment to applying ethical communication principles in daily interactions.

Based on this background, the community service program seeks to answer the following questions: (1) How can the implementation of professional communication ethics training improve the communication skills and understanding of SP3 members? and (2) How do participants respond to the training provided? By addressing these questions, the program is expected to provide a tangible contribution to enhancing the capacity of students as competent and professional communicators within the pesantren.

The purpose of this program is to improve the quality of SP3 students' communication so that it becomes more effective, polite, and professional, thereby strengthening the pesantren's public image through capable communicators. The benefits of this program are expected to be felt not only by the participants but also by the pesantren institution through the development of a communication culture that is healthy, harmonious, and ethical.

2 Method

The implementation of this community service activity was designed to address the needs of the partner, the Patriot Panji Pelopor Students (SP3), in improving their professional communication skills. The training was conducted in a single 60-minute session at Pantai Duta, Paiton, Probolinggo, on May 1, 2025, with a total of 114 participating students.

The program was carried out in four stages. First, the activity began with intensive coordination between the community service team and the partner, namely the pesantren administrators and SP3 supervisors. At this stage, discussions were held to determine the format of the training, finalize the schedule and venue, and confirm the list of participants. The community service team then prepared a detailed training plan in the form of one main 60-minute session, focusing on the core material of professional communication ethics. The session design adopted a participatory approach by integrating interactive lectures, storytelling, ice-breaking activities, collaborative games, and participant reflections. The material centered on five fundamental principles of ethical communication: honesty, politeness, punctuality, respect for differences, and responsibility. All methods and training media, such as metaplan sheets, markers, and microphones, were prepared prior to implementation.

In the third stage, the training was carried out as planned at Pantai Duta and attended by 114 SP3 students. The facilitator established an interactive and engaging atmosphere from the outset by grouping participants and initiating nonverbal communication games. The core material was delivered through stories relevant to the participants' experiences, followed by discussions on examples of good and poor communication practices. The highlight of the session was a chain-message game, which enabled participants to directly experience the importance of clarity, accuracy,

and responsibility in conveying information. The training concluded with a reflection session where participants wrote a one-sentence commitment expressing the change they intended to make in their communication practices. These commitments were then read aloud and displayed collectively as a symbol of personal and shared responsibility.

The success of the activity was measured using reflective evaluations conducted both orally and in writing. Participants were asked to respond to two questions: (1) what new insights they gained, and (2) how they planned to apply these skills in their pesantren duties. This evaluation was qualitative in nature, with narrative responses analyzed to identify changes in understanding and attitude.

The level of achievement was assessed based on three aspects:

1. Attitudinal change, reflected in participants' awareness and willingness to apply polite communication principles and to accept feedback during simulations.
2. Sociocultural change, measured through participants' commitment to shifting from informal communication styles to more professional communication in formal pesantren activities.
3. Economic potential, although indirect, as improved communication skills are expected to enhance students' opportunities to take roles in external pesantren events with public or commercial value, such as event organizing or serving as masters of ceremony.

The collected reflection data were analyzed thematically to identify recurring keywords and patterns of change in participant understanding. The results of this analysis formed the basis for concluding the overall success of the program.

3 Findings And Discussion

3.1 Finding

The implementation of the Community Service Program (PKM) entitled “ Strengthening Students' Speaking Competence through Professional Communication Ethics Training: A Case Study of *Santri Patriot Panji Pelopor (SP3)*” was successfully carried out in accordance with the planned design. This program aimed to enhance the professional communication skills of SP3 students, who hold strategic roles within the pesantren environment, particularly in institutional tasks such as organizational management, protocol duties, and communication functions across various forums. The entire series of activities was conducted through a systematic, collaborative, and participatory approach.

1. Coordination and Planning

The activity began with a coordination process between the community service team and the partner institution, represented by the pesantren administrators and SP3 supervisors. This coordination aimed to align perspectives regarding the urgency and structure of the program, determine the schedule and venue, and discuss participant involvement. The partner expressed strong enthusiasm and full support for the program, as it aligned with their mission to prepare students who are not only religiously grounded but also communicative and professional.



Figure 1 Formal Meeting with Pesantren Administration

The community service team then developed a training plan based on the partner's needs and participant characteristics. The plan included one main session that introduced the fundamental principles of professional communication ethics, along with practical communication activities through games and reflection. The material was designed to be easy to understand, applicable, and contextualized to the students' daily experiences.

2. Program Implementation

The training was conducted on Thursday, May 1, 2025, in a single 60-minute session attended by 114 SP3 students. The activity took place at Pantai Duta and was facilitated directly by the community service team. The session began with a light introduction and group formation through a gesture-based game as an ice breaker. This initial activity aimed to build a relaxed atmosphere, foster interaction, and raise awareness of the importance of clarity in communication.



Figure 2 Training Section 1

The core content of the training was delivered through storytelling to strengthen the connection between theory and participants' real-life experiences. The facilitator introduced the five main principles of professional communication ethics: honesty, politeness, punctuality, respect for differences, and responsibility. Each principle was explained using contextual stories familiar to the students, such as communication within dormitory rooms, activity coordination, and communication with pesantren leaders.

Participants actively engaged in discussions and shared their perspectives on the cases presented. Their enthusiasm was evident through their participation in answering questions, providing comments, and recounting relevant personal experiences. The discussion flowed warmly and demonstrated critical awareness of the importance of building communication that is not only effective but also dignified.



Figure 3 Chain Message Activity

In the final part of the training, participants took part in a collaborative activity known as the "chain message" game (Figure 3) to test the accuracy of information delivery. Participants

realized that messages delivered without attention to ethics, clarity, and responsibility are prone to distortion and may lead to misunderstanding. This activity became a key moment for internalizing communication ethics in a practical and experiential manner.

3. Participant Reflection and Commitment

After the session, participants were asked to write a one-sentence commitment describing how they intended to improve their communication style moving forward. The metaplan sheets containing these commitments were then read aloud collectively and displayed as symbols of shared responsibility. Some examples of commitments included: "I will learn to listen before speaking," "I will maintain politeness when speaking with friends and teachers," and "I will take responsibility for every word I speak."

In addition to written commitments, a verbal reflection session was conducted. Several participants voluntarily shared their experiences during the training, including communication mistakes they had made and the improvements they hoped to implement afterward. This reflection indicated that the training had reached the affective domain and was capable of encouraging meaningful changes in participants' attitudes toward their daily communication practices.

4. Partner Response and Program Impact

The partner expressed strong appreciation for the program, both in terms of its substance and delivery methods. SP3 supervisors noted that the training was highly relevant to the needs of students who often appear in public settings or engage in institutional communication. They also observed increased confidence and ethical awareness among several students following the training.

After the activity, some students who previously lacked confidence in formal forums began to show initiative in taking on communication-related tasks, such as serving as MCs in pesantren events, leading collective prayers, or presenting reports to supervisors. This demonstrates that the program was not only informative but also contributed to real changes in participants' behavior and readiness.

Furthermore, the program strengthened the relationship between the community service team and the partner institution, opening opportunities for future collaborative activities. The partner even expressed interest in developing similar internal training programs on a weekly or monthly basis as part of SP3's ongoing development.

3.2 Discussion

The findings of this program underscore the effectiveness of a brief, participatory training model in enhancing ethical communication awareness among SP3 students. The observable increase in confidence, clarity, and responsibility in communication suggests that the intervention successfully fulfilled its initial objective of strengthening professional speaking skills within a pesantren-based leadership context. These outcomes highlight that communication ethics training, when delivered through experiential and contextually relevant activities, can produce meaningful cognitive and behavioral shifts even within a limited session duration.

The significance of these findings becomes clearer when linked to the broader purpose of SP3 as a leadership cadre within the pesantren. The students' increased willingness to take communication roles after the training reflects not only individual skill development but also a strengthened readiness to represent institutional values. This demonstrates that communication ethics is a foundational competence that supports the pesantren's organizational functioning and public image. The experiential approach, combining storytelling, collaborative games, and reflection, appears to have played a central role in facilitating internalization by making abstract principles tangible and emotionally engaging. These results reinforce previous studies that highlight the importance of ethical communication as part of character development in educational [7], [8].

The emergence of behavioral changes, particularly increased confidence and willingness to take communication roles, aligns with the theoretical view that ethical communication training contributes to both cognitive and affective learning domains. In this context, SP3 students not only acquired conceptual knowledge but also demonstrated shifts in attitudes and interpersonal conduct. This is consistent with research suggesting that communication ethics influences social interactions, institutional harmony, and the public image of an educational organization [3], [5].

Moreover, the partner's expectation to replicate the training in regular intervals indicates that the program filled a critical gap in students' soft-skill development. The possibility of forming an

internal communication learning community further suggests sustainability and scalability of the program's impact. Such follow-up activities may serve as a foundation for long-term capacity building and institutional strengthening within the pesantren.

Overall, the results confirm that the PKM program achieved its primary goal of improving SP3 students' communication competencies. The program also provided evidence that short-term interventions, when well-designed, can contribute to lasting behavioral transformation. The discussion should explore the significance of the results of the work, not repeat them.

4 Conclusion

The Community Service Program entitled Professional Communication Ethics Training for SP3 Students to Strengthen Speaking Skills was successfully implemented according to plan and achieved the expected outcomes. Through a single interactive session combining participatory lectures, storytelling, collaborative games, and self-reflection, participants gained a deep understanding of the five core principles of professional communication ethics: honesty, politeness, punctuality, respect for differences, and responsibility. The positive responses from participants were reflected in their enthusiasm, active involvement, and commitment to improving their communication styles, as well as in the strong support from the partner institution, which recognized the program's tangible impact on enhancing the students' communication capacities. Behavioral changes, particularly the participants' increased confidence and readiness to take on communication roles in institutional forums, demonstrated that the program's objectives were successfully met. Moving forward, similar training is recommended to be conducted regularly, supported by the establishment of an internal communication learning community to ensure the sustainability of the program's benefits.

5 References

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