



Propagation Cadre Training by the Islamic Boarding School Development Bureau as an Effort to Improve Public Speaking During Sarwahan Activities

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ABSTRACT

Keywords:

Da'wa; Development Bureau; Public Speaking; Sarwahan

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This study aims to analyze the implementation of the Preaching Cadre Training as an effort to improve students' public speaking skills through the Sarwahan activity. Employing a descriptive qualitative approach, data were collected through observation, interviews, and documentation related to the training process and students' preaching practices. The findings indicate that this training, based on experiential learning, significantly enhances students' self-confidence, public speaking competence, and active participation in Sarwahan forums. Sarwahan has proven effective as a contextual and practical preaching training medium that supports the development of communicative character among students. However, the program faces challenges, including low participant commitment and limited external communication media. Therefore, strengthening training strategies and managerial support such as optimizing digital media and providing intensive mentorship is essential. These findings are expected to contribute to the development of an adaptive and sustainable Islamic boarding school-based preaching training model.

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INTRODUCTION

The Da'wah Cadre Training, organized by the Nurul Jadid Islamic Boarding School Development Bureau, is a systematically designed program to hone students' communication skills, particularly public speaking. This program is crucial because it aims to equip students with religious knowledge and the ability to convey it in an engaging and communicative manner. One method employed in this training is the sarwahan (public speaking) activity, which provides a platform for practicing public speaking while simultaneously supporting students' expression, practice, and self-confidence (Zahri NA & Farhan, 2023). In the Islamic boarding school environment, Public speaking skills

are not only a technical aspect, but are also an important element in the process of developing preachers as agents of change in society who play a role in communicating Islamic values in the public sphere.

Although many students experience difficulties in public speaking, especially due to a lack of self-confidence and minimal experience of appearing in public (Okta et al., 2024). To address this issue, the Islamic Boarding School Development Bureau is holding training for Islamic preachers, aiming to equip students with communication skills, including public speaking. This training emphasizes technical aspects and the ability to deliver Islamic preaching material confidently, in a structured manner, and in a way that touches the hearts of their audiences (Hasanah et al., 2025).

Public speaking skills are not only important in the context of preaching, but also have strategic value in various aspects of life, including in the business and social worlds (Setiawati, 2024). As the younger generation who will become community leaders, students are expected to be able to communicate religious ideas, concepts, and values effectively. These skills support the process of self-development, shape leadership character, and open up opportunities for positive contributions to socio-religious development (Nahrowi et al., 2025). Therefore, the ability to speak in public is no longer merely an additional skill, but a crucial requirement in equipping students to become role models and communicators of Islamic messages in the modern era.

Although this is very important, scientific research that is specifically discussing public speaking training in the context of Islamic boarding schools is still very rare. Previous research has focused more on communication training for the general public, academics, or professionals in business and formal education. This indicates a lack of literature on Islamic boarding school-based communication training (Iswari, 2024). Therefore, this study aims to fill this gap by examining in depth how the da'wah cadre training model is applied to improve the speaking skills of students in internal Islamic boarding school public forums, especially through sarwahan activities as a unique and relevant practice medium.

Sarwahan is a religious tradition a form of religious study that has developed in Javanese society, particularly within the Nahdlatul Ulama (NU) community. Sarwahan generally takes the form of religious study groups that serve as a medium for preaching and as a place to train students in direct communication within the context of preaching. In the training of preaching cadres, Sarwahan serves as an arena for practicing public speaking skills, interacting with listeners, and delivering preaching material in a manner appropriate to the context (Hardyanti et al., 2023). The implementation of sarwahan can vary according to regional customs.

Several studies show that public speaking training can significantly improve communication skills (Razali et al., 2023). However, studies that clearly examine public speaking training with a religious or da'wah approach in Islamic boarding schools are still very limited (Sholeha et al., 2022). This shows the need for training specifically designed to suit the context of Islamic preaching cadres, which not only trains the technical aspects of speaking, but also aligns them with the religious values upheld by Islamic boarding schools (Azima et al., 2023).

Preaching cadres are the spearhead of spreading religious values to society (Fitri, 2021) with good public speaking skills, preaching can be delivered in an interesting and effective manner, especially in sarwah activities as a mass communication medium (Febriana et al., 2024). The training of the Islamic Boarding School Development Bureau is expected to improve the competence of cadres so that the preaching delivered can be well received by the audience (Putri, 2023).

This article aims to analyze the implementation of the Dakwah Cadre Training which focuses on improving the public speaking skills of Islamic boarding school students, particularly in sarwahan activities as a medium for practicing da'wah. This research will explore various aspects, including the training methods applied, the success rate of the training, and the challenges that arose during implementation. The findings of this study are expected to contribute to the development of an effective public speaking training model that is appropriate to the characteristics of da'wah cadres in Islamic boarding schools, so that the process of conveying religious messages can run smoothly and be more relevant to daily life (MR, 2023).

RESEARCH METHOD

This research uses a field approach with a descriptive qualitative method. This approach was chosen because it is able to describe the actual situation in the field in detail, based on observations, interviews, and documentation, without fabricating or manipulating existing conditions (Septiani et al., 2022).

The research was conducted at the Nurul Jadid Islamic Boarding School, Al-Hasyimiyah Region, Paiton, Probolinggo, with the implementation time from June 2024 to May 2025, following the Da'wah Cadre Training schedule. Data collection techniques were carried out through participatory observation to directly observe the training process and Sarwahan activities, in-depth interviews with eight informants (five training participants: HR, RR, KH, NH, MA; one trainer: UF; and two administrators: UF and UN), and documentation to complement the data obtained.

RESULT AND DISCUSSION

Result

The Strategic Function of the Islamic Boarding School Development Bureau in Increasing the Islamic Boarding School Students' Capacity for Da'wah

The Al-Hasyimiyah Regional Islamic Boarding School Development Bureau is an important institution under the auspices of the Nurul Jadid Islamic Boarding School in Paiton, Probolinggo. This institution not only acts as a Islamic boarding school policy implementing agency. In implementing the student education program, the bureau also serves as a center for empowering students' potential, aiming to develop their da'wah (preaching), leadership, and communication skills relevant to current developments. The bureau's primary focus is to develop students who are not only strong in spirituality and knowledge but also capable of acting as skilled communicators, delivering religious messages contextually.

In carrying out its functions, the Development Bureau has an organizational structure that includes a general coordinator responsible for program planning and supervision, trainers who deliver materials, mentors who accompany students in direct practice, and administrative staff who manage the implementation of activities. Collaboration within this structure is crucial to ensuring the sustainability of the program, which is not only theoretical but also practical.

One of the bureau's flagship programs is the Da'wah Cadre Training, specifically designed to prepare students to become preachers (da'i) capable of communicating effectively in public. This training utilizes an internal forum known as sarwahan, which serves as a medium for students to practice direct da'wah communication. Within this forum, students have the opportunity to deliver da'wah material to their peers in a semi-formal setting, fostering a natural and meaningful learning process.

This training uses a hands-on experience approach, which encourages students to be involved in the entire da'wah process from preparing materials, delivery strategies, to direct speaking practice so that they not only understand the theory, but also have the skills to apply it effectively. From a managerial perspective, this bureau conducts regular evaluations of students' progress using a reflective approach, inviting students to conduct self-assessments after their performances. This aligns with the Islamic boarding school's vision to develop a generation of preachers who can speak clearly and politely, and forge emotional bonds with their audiences through effective communication.

Sarwahan as a means of training to increase self-confidence and public

speaking skills

One of the main challenges faced by Islamic students in improving their preaching skills is low self-confidence. This problem is usually characterized by feelings of nervousness, physical tension such as trembling hands and a shaky voice, and difficulty conveying material in a structured manner.

This issue is not merely technical but also relates to psychological aspects, namely how students can build confidence in their abilities. In this context, sarwahan activities are crucial as a safe space for students to practice and express themselves. Unlike external da'wah forums, which are often full of pressure and expectations, sarwahan is a place of internal learning that is more accepting of mistakes, allowing students to try, fail, receive evaluation, and try again without feeling pressured.

The training method used emphasizes practical experience (learning through action), where students not only listen to the teaching material but also actively participate in creating preaching texts, preparing delivery methods, and practicing speaking direct, experiential learning consists of four stages: concrete experience, reflection, conceptualization, and active experimentation. This model is very suitable for use in training da'wah cadres because students directly experience the process of delivering da'wah through the Sarwahan forum, evaluate their performance, gain theoretical understanding from trainers or mentors, and then perform again to test that understanding. In this way, this training not only provides theoretical provisions to students, but also builds self-confidence and da'wah skills through planned and repeated practice.

The training for Islamic preachers is used to build students' confidence in public speaking, particularly during the Sarwahan (public speaking engagement) activities. Through a series of hands-on exercises, such as lecture simulations and rhetorical exercises, students gain experience that enhances their mental readiness to deliver Islamic preaching. The program also provides students with mentoring and peer evaluations to refine their speaking techniques. With increased frequency of practice and interaction, students experience significant changes in self-confidence, which ultimately increases their participation in various Sarwahan sessions.

The training for Islamic preachers focuses not only on speaking skills but also on the structure and systematic delivery of Islamic preaching materials. Through a practice-based learning approach, students are guided to organize and deliver material in a coherent, logical, and engaging manner for the audience. This approach also involves direct evaluation methods, where students receive feedback on vocal technique, stage presence, and effective language. With this training, the quality of Sarwahan's lectures has significantly improved, both in terms of content and delivery, thereby attracting the audience's attention and

facilitating their understanding.

This training has increased students' interest in actively participating in Sarwahan, whether as speakers, moderators, or discussion participants. Providing direct experience in speaking and interacting with an audience has made students more accustomed to and enthusiastic about contributing to Islamic outreach activities at the Islamic boarding school. Furthermore, the existence of a motivational system, such as awards for the best participants and the opportunity to appear at larger Islamic boarding school events, also encourages students to be more active in Sarwahan activities.

The training for Islamic preachers also trains students in aspects of interaction and response to audiences. In addition to practicing monologues in the form of lectures, students are also taught how to manage question-and-answer sessions, read audience responses, and answer questions effectively and relevantly. These skills are crucial in Sarwahan activities, where two-way communication frequently occurs. By becoming accustomed to dealing with various types of audiences, students become more skilled at delivering Islamic preaching in the community.

Based on interviews with mentors, this method is considered very helpful in building students' self-confidence and assertiveness when conveying information.

Table 1. Researcher's Report May 2025

Informant	Statement	Kode
Coordinator of Training for Cadres of Islamic Propagation Mentors Students	"This training improves the quality of the students' preaching and makes them more prepared to perform"	Improving the Quality of Preaching
Mentor	"The hands-on approach is effective in developing speaking courage and fluency"	Effectiveness of Methods Practice
Student	"I used to be nervous, but after the training, I am more confident in performing in front of an audience, especially in Sarwahan activities"	Increasing Self-Confidence
Administrators	"We saw that the students' participation in da'wah activities increased after this training"	Increasing Student Participation

Furthermore, this training also plays a role in improving technical communication skills, such as intonation, body language, easy-to-understand language, and improvisation when delivering messages that are appropriate to the audience's character. The trainers revealed that students who consistently participate in the program tend to have more diverse communication styles and

are able to convey religious messages in a more lively and touching manner.

Challenges in Training Implementation and Recommended Solutions

Based on observations, the implementation of training at the Nurul Jadid Islamic Boarding School in the Al-Hasyimiyah region faced several major challenges, encompassing two main areas: constraints in external communication strategies and a lack of participant commitment to the training activities. In terms of external communication, the main challenge was limited human and technical resources in managing digital media, resulting in the training's publication media not running optimally. Furthermore, participants' lack of commitment to participating in training and community service activities also hampers the effectiveness of these trainings. However, some participants exhibited low levels of participation, both in terms of attendance and active involvement in the training for Islamic cadres. This could be due to a lack of motivation, personal busyness, or the absence of a follow-up evaluation system that could encourage participant discipline.

To address challenges in external communication and low participant commitment, an appropriate strategy is needed. In terms of external communication, challenges can be addressed with a planned approach, including strengthening communication systems and encouraging active participant involvement. An initial step is to establish a dedicated team tasked with managing digital media. This team can consist of students or staff with an interest in media, having previously received basic training in content creation, social media management, and publication strategies. With a trained and focused team, the dissemination of training messages can be more effective.

Meanwhile, to address low participant commitment, incentives are needed to motivate students to actively participate. Providing certificates, awards, or recognition in the form of profiles of active participants published in the Islamic boarding school's internal media can be a major draw for participants. A personal approach is equally important, including the involvement of mentors who directly assist and monitor the participant's participation process. With this support, participants will feel more cared for and encouraged to participate more seriously.

Discussion

The findings indicate that the Development Bureau plays a strategic role in enhancing students' capacity for Islamic preaching (da'wah). This institution functions not only as a policy executor in the Islamic boarding school's education system but also as a center for empowering students' potential in communication, leadership, and contextual religious messaging. With an

organized structure comprising coordinators, trainers, mentors, and administrative staff, the bureau provides both theoretical and practical platforms for developing competent da'wah cadres who are spiritually grounded and effective communicators (Aida et al., 2024).

The Sarwahan forum has proven to be an effective internal platform for building students' public speaking confidence. Unlike external preaching arenas, Sarwahan provides a pressure-free environment where students can learn through trial and error. Using Kolb's experiential learning model consisting of concrete experience, reflection, conceptualization, and active experimentation students are able to build both theoretical and practical competence (McLeod, 2017). This hands-on learning process significantly helps students overcome anxiety and develop the confidence needed to deliver da'wah effectively (Utari, 2023).

The da'wah training improves students' technical communication abilities, such as tone control, body language, structured material delivery, and audience interaction. The program encourages students to prepare, perform, receive feedback, and re-perform, which collectively enhances their communication quality. As noted in interview data, students reported improved readiness, fluency, and participation in Sarwahan sessions after attending the training (Elnur et al., 2022). Incentives like awards and public speaking opportunities at major events further increase student enthusiasm and engagement (Ahmad, 2020).

Despite its success, the training program faces key challenges, primarily in external communication strategies and student commitment. Limited human and technical resources hinder the effective management of digital media for outreach and publication (Ilhamuddin et al., 2022). Moreover, low participation rates and a lack of consistent attendance reflect motivational and structural gaps. These challenges suggest the need for a stronger system of follow-up, evaluation, and personalized mentoring to maintain program effectiveness and participant dedication (Nasrulloh, 2025).

To address these issues, the study recommends forming a dedicated digital media team trained in content creation and social media management to enhance the program's external reach. Additionally, motivational strategies such as certificates, public recognition, and personalized mentoring are vital for encouraging sustained student engagement. With these improvements, the da'wah training program could evolve into an adaptive and sustainable model that aligns with contemporary communication trends and strengthens the role of Islamic boarding schools in producing competent and confident religious communicators (Taufiqurrohman, 2024).

CONCLUSION

Based on the results of research on the training of Islamic missionary cadres by the Islamic Boarding School Development Bureau as an effort to improve public speaking in Sarwahan activities, it can be concluded that this program makes a significant contribution to improving the communication capacity of students. The Nurul Jadid Islamic Boarding School Development Bureau makes a strategic contribution in forming Islamic missionary cadres who not only excel in understanding religious knowledge, but also have good communication skills in conveying Islamic messages to the public. With an organized organizational structure and a practice-based training approach, this bureau is able to create an applicable and progressive learning space for students, especially through the Sarwahan forum which serves as the main training medium.

The Sarwahan activity itself has proven effective in encouraging students to improve their self-confidence and public speaking skills. The application of the experiential learning model in this training allows students to be directly involved in the process of developing material, practicing preaching, and providing constructive evaluation and reflection. Through this learning cycle, students gain not only theory but also concrete experiences that gradually strengthen their public communication skills. Furthermore, the increasing frequency of participation in Sarwahan activities demonstrates the growing enthusiasm and active participation of the training participants.

However, the implementation of this training still faces several obstacles that require serious attention, such as the limited number of competent trainers, inadequate supporting facilities, and the low level of commitment of some participants to consistently participate in the program. To address these challenges, strengthening the managerial and strategic aspects of the training is necessary, including optimizing the use of digital media for publication, providing motivation in the form of awards or certification for active participants, and increasing the role of mentors in assisting students in the learning process in a more personal manner. With these improvements, the training of Islamic preachers is expected to be more effective and become a model for sustainable student empowerment in Islamic boarding schools.

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