

Strengthening Media Literacy and Public Speaking Competence among Junior High Students through Campus-School Collaboration

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Histori Artikel:

Dikirim 4 September 2025; *Diterima dalam bentuk revisi* 8 September 2025; *Diterima* 1 Desember 2025; *Diterbitkan* 10 Januari 2026. Semua hak dilindungi oleh Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) STM IK Indonesia Banda Aceh.

Abstrak

Tingginya keterlibatan remaja dalam media digital tidak secara otomatis diterjemahkan menjadi kompetensi komunikatif, terutama di era komunikasi digital dan di wilayah terpencil dengan keterbatasan sumber daya sekolah. Penelitian ini mengevaluasi efektivitas workshop pengabdian masyarakat sehari penuh yang bertujuan untuk meningkatkan keterampilan berbicara di depan umum dan kompetensi dasar penyiaran pada 40 siswa berusia 13–15 tahun di SMP YPPK Biak, Papua. Workshop ini menerapkan pendekatan pembelajaran partisipatif dan pengalaman (*experiential learning*) yang menggabungkan penjelasan, demonstrasi, praktik terpadu, dan umpan balik antar teman, yang difasilitasi secara bersama oleh dosen universitas dan anggota radio kampus. Data dikumpulkan menggunakan pre-test dan post-test, lembar observasi terstruktur, observasi partisipatif, dan kuesioner kepuasan untuk mengukur kepercayaan diri, pengetahuan, keterampilan praktis, dan keterlibatan peserta. Hasil menunjukkan bahwa kepercayaan diri siswa dalam berbicara di depan umum meningkat dari 33% menjadi 48%, sedangkan pemahaman tentang artikulasi, postur, kontak mata, dan proyeksi suara meningkat dari 45% menjadi 62%, disertai penurunan indikator kecemasan terlihat dari 62% menjadi 49%. Pengetahuan penyiaran meningkat dari 18% menjadi 71%, dengan 85% siswa mempraktikkan penggunaan mikrofon yang benar, 73% menjaga jarak yang tepat, dan 68% meningkatkan ritme serta tempo saat simulasi. Lebih dari 90% peserta melaporkan workshop ini bermanfaat dan menyenangkan, dan guru mengamati peningkatan ekspresivitas serta kesiapan siswa untuk terlibat dalam kolaborasi penyiaran sekolah– universitas. Temuan ini menunjukkan bahwa intervensi jangka pendek yang berorientasi pada praktik dapat secara efektif mengembangkan kompetensi komunikasi, meningkatkan kepercayaan diri, dan memotivasi remaja, sekaligus menyediakan model yang dapat direplikasi untuk pembelajaran partisipatif dan inisiatif penyiaran berbasis sekolah yang berkelanjutan di konteks dengan sumber daya terbatas.

Kata Kunci: Berbicara Di Depan Umum; Literasi Penyiaran; Siswa SMP; Pembelajaran Eksperiensial; Pelatihan/ Lokakarya.

Abstract

Adolescents' high digital media engagement does not automatically translate into communicative competence. In the digital communication era, particularly in peripheral regions with limited school resources. This study evaluated the effectiveness of a one-day community service workshop aimed at enhancing public speaking and foundational broadcasting skills among 40 students aged 13–15 at SMP YPPK Biak, Papua. The workshop employed a participatory, experiential learning approach combining explanation, demonstration, guided practice, and peer feedback, facilitated jointly by university lecturers and campus radio practitioners. Data were collected using pre–post tests, structured observation sheets, participatory observation, and satisfaction questionnaires to measure confidence, knowledge, practical skills, and engagement. Results show that students' confidence in public speaking increased from 33% to 48%, while understanding of articulation, posture, eye contact, and vocal projection rose from 45% to 62%, accompanied by a decrease in visible anxiety from 62% to 49%. Broadcasting knowledge improved from 18% to 71%, with 85% of students demonstrating correct microphone handling, 73% maintaining proper distance, and 68% improving rhythm and pacing during simulations. Over 90% of participants reported the workshop as useful and enjoyable, and teachers observed increased expressiveness and readiness to engage in school–university broadcasting collaborations. These findings indicate that short-term, practice-oriented interventions can effectively develop communication competence, boost confidence, and foster motivation among adolescents, while providing a replicable model for participatory learning and sustainable school-based broadcasting initiatives in resource-limited contexts.

Keyword: Public Speaking; Broadcasting; Junior High Students; Experiential Learning; Workshop.

1. Introduction

Developing adolescents’ competencies in public speaking and broadcasting has become a pressing educational priority in the digital communication era. Increased engagement with digital media does not inherently translate into effective communication skills. According to UNICEF’s analysis, although children and adolescents spend considerable time online, many lack the expressive, critical, and production skills required for meaningful participation in digital environments (UNICEF Innocenti, 2020). Recent program-focused research highlights that effective digital literacy demands structured curricular interventions and assessment tools to transform media use into purposeful and skilled practice (Buchan *et al.*, 2024). In peripheral areas such as Biak Numfor, Papua, these global trends intersect with local infrastructural limitations. A preliminary needs assessment involving 40 students aged 13–15 at SMP YPPK Biak revealed frequent personal mobile internet use but no formal instruction in public speaking or broadcasting, and the school lacks multimedia and broadcasting equipment to support experiential learning. Comparative studies confirm that disparities in access to educational technology and school resources can significantly constrain the pedagogical benefits of internet exposure, thereby exacerbating educational inequalities (Pierce & Cleary, 2024; OECD, 2023). These international and local insights collectively justify a targeted, practice-oriented intervention that leverages students’ mobile connectivity while providing structured, hands-on opportunities to develop public speaking and basic broadcasting skills.

The needs assessment was conducted from January 4 to 6, 2025, using structured questionnaires and brief observation checklists administered to 40 students at SMP YPPK Biak. The assessment provided a detailed quantitative profile of the target group, identifying both communication challenges and developmental potential. Seventy percent of students reported never having received public speaking training, 62% experienced frequent anxiety when speaking in class, and 62% faced articulation difficulties. Observations further confirmed limited vocal projection (55%), reduced eye contact (60%), and a general lack of structured communication practice. Additionally, none of the students demonstrated foundational broadcasting literacy, despite high daily engagement with digital media. These findings align with studies indicating that communication barriers among adolescents often arise from insufficient practice opportunities and the absence of supportive learning environments (Chan & Lee, 2023). The gap between digital consumption and communicative capability thus provides a strong empirical basis for designing a community service intervention focused on practical skills. To guide the program’s direction and ensure alignment with these empirical conditions, the following research questions frame this initiative:

- 1) How can structured public speaking training be designed to address students’ limited prior communication practice and their high levels of speaking anxiety?
- 2) How can introductory broadcasting activities be integrated into a resource-constrained school setting to enhance students’ communication confidence and digital expression skills?

Table 1. Summary of Preliminary Needs Assessment Results (N = 40)

Category	Indicator	Result	Notes
Student Profile	Age	13–15 years	Classes VII–IX
	Gender	55% female; 45% male	—
	Personal smartphone ownership	85%	Used daily
	Internet use intensity	2–4 hours/day	Mostly video & social media
Public Speaking Experience	Prior formal training	70% never trained	No structured exposure

	Speaking in front of class	37%	Mostly limited to assignments
Main Public Speaking Issues	Anxiety when speaking	62%	High avoidance tendency
	Low self-confidence	60%	Frequently reluctant
	Poor articulation	62%	Observed consistently
	Limited eye contact	60% (observed)	Avoids audience gaze
	Low vocal projection	55% (observed)	Voice unclear at 2-3 m
Broadcasting Literacy	Prior exposure to broadcasting	0%	No school facilities
	Interest in digital media	78%	High online activity
School Facilities	Multimedia/broadcasting equipment	Not available	Classroom only
	School internet access	Limited	Students use personal data
Environmental Potentials	Student enthusiasm	High	90% eager to participate
	School collaboration readiness	High	Supported by teachers

The findings are reinforced by the conditions of the school and its surrounding learning environment in coastal Biak, which reveal significant limitations in facilities and pedagogical support for communication and broadcasting skills development. The school currently lacks essential equipment such as microphones, speakers, and dedicated practice spaces that would enable structured speaking exercises. Teachers face challenges in delivering communication-focused training, as instructional time is largely allocated to academic subjects rather than functional communication skills. Additionally, socio-cultural norms prevalent in Papua—emphasizing humility, respect, and avoidance of public display—contribute to students’ reluctance to speak confidently in front of others (Yohanis & Wambrau, 2022). Despite these constraints, students show notable potential, reflected in their strong interest in digital media, particularly video and online content. This alignment between students’ enthusiasm for digital engagement and the program’s objectives highlights the relevance of an intervention focused on public speaking and introductory broadcasting. Based on the competency gaps identified in Table 1, the community service program was designed to address two primary challenges. The first concerns the lack of prior exposure to public speaking training, evidenced by 70% of students reporting no formal instruction in this area. This represents a considerable barrier to developing effective communication skills. The second challenge relates to high levels of speaking anxiety among participants, including fear of public speaking, limited confidence, and persistent difficulties with articulation and vocal clarity. These observations underscore the need for a structured learning environment that offers consistent practice opportunities alongside emotional support to enhance both expressive abilities and psychological readiness. In response, the program aimed to provide foundational public speaking training, foster a safe and supportive practice setting, and introduce basic broadcasting concepts as an applied medium linking students’ daily digital activities to communication skill development. These goals directly reflect the empirical needs identified in the pre-assessment and form the conceptual framework for the intervention strategy. Building on the identified needs and contextual challenges, the training component was delivered through two intensive four-hour sessions. The instructional design responded to students’ limited prior experience with public speaking and broadcasting, as revealed by the assessment.

Accordingly, the sessions combined structured explanations, demonstrations, guided practice, and peer feedback. The program employed an experiential learning approach prioritizing active engagement, which is crucial for addressing anxiety, articulation issues, and confidence deficits highlighted earlier (Kolb, 2014). Throughout the sessions, students delivered brief speeches, practiced basic microphone handling, and participated in introductory broadcasting simulations. These activities were intentionally aligned with the identified needs, consistent with evidence that communication skills improve most effectively through iterative practice supported by formative feedback rather than passive instruction (OECD, 2020; Rohim and Lestari, 2022). The anticipated benefits of the program correspond to the competency gaps and objectives outlined previously. Educationally, the intervention is expected to enhance students' self-efficacy, improve articulation clarity, and increase familiarity with basic media production processes, addressing documented confidence and articulation challenges. Socially, improved communication skills are likely to encourage greater participation in school activities, group discussions, and emerging leadership roles, fitting the socio-cultural context where communication platforms remain limited. Institutionally, the program establishes a sustainable collaboration pathway between the university and school, supporting long-term development of media literacy and student communication initiatives. Academically, it contributes to the discourse on youth communication development by demonstrating how student-led broadcasting communities can serve as effective catalysts for building communication competence in resource-limited educational settings. Contemporary scholarship increasingly emphasizes the importance of enhancing adolescents' public speaking and digital communication skills, especially in educational contexts lacking structured learning environments. Public speaking is widely recognized as a core twenty-first-century skill linked to improved academic outcomes, socio-emotional growth, and employability (OECD, 2021; Trilling and Fadel, 2009). Foundational communication theorists argue that effective speaking requires not only linguistic proficiency but also confidence, audience awareness, and iterative practice (Lucas, 2020; Beebe and Beebe, 2018). These insights provide a conceptual basis for communication-focused interventions at the secondary school level, particularly in underserved areas.

Parallel research on youth digital participation highlights the growing need for adolescents to develop expressive and ethical communication skills online. UNICEF (2022) reports a persistent digital participation gap in the Asia-Pacific region, where young people in remote or socio-economically disadvantaged areas exhibit lower digital confidence, content creation abilities, and online engagement compared to urban peers. Media literacy scholars stress that structured exposure to digital content production—such as broadcasting, podcasting, and basic audiovisual storytelling—can enhance critical thinking, self-expression, and responsible digital citizenship (Hobbs, 2017; Livingstone and Helsper, 2010). Similar findings in Indonesia indicate that adolescents engaged in supervised media activities tend to develop stronger communication confidence and collaboration skills (Kurnia and Astuti, 2017; Rahmawati, 2021). Collectively, these studies underscore the necessity of school-based initiatives integrating communication education with digital practice. Educational research further highlights the effectiveness of experiential and participatory pedagogies in developing communication skills. Kolb's Experiential Learning Theory (1984; updated 2017) posits that learning through cycles of concrete experience, reflection, conceptualization, and active experimentation leads to more durable competence than traditional lecture-based methods. Indonesian studies support this, showing that participatory, practice-oriented approaches significantly enhance students' communication confidence, clarity, and engagement (Ismail and Syafwandhinata, 2020; Suryani *et al.*, 2021; Mahendra, 2020). This body of work provides a strong theoretical and empirical foundation for intervention models prioritizing hands-on speaking practice, peer interaction, and structured feedback. Complementing these educational perspectives, research on broadcasting and youth media highlights the transformative potential of school-based media activities. International studies reveal that youth media organizations foster creativity, leadership, and communication skills, especially when activities are culturally relevant and relatable (Nassanga and Kiranda, 2022). Indonesian scholarship concurs, noting that school broadcasting clubs and student media platforms boost adolescents' confidence,

teamwork, and digital production competencies (Pratama and Wibowo, 2021; Zainuddin, 2019; Rahman and Suharto, 2020). These findings demonstrate that broadcasting transcends technical aspects, serving as a pedagogical tool supporting holistic communication development. Furthermore, national policy frameworks and socio-economic data provide contextual justification for the intervention. Statistics from the Central Bureau of Statistics (BPS Papua, 2021; BPS Biak Numfor, 2022) indicate disparities in digital access, literacy exposure, and extracurricular opportunities in semi-urban schools in Papua. Indonesian educational regulations mandate communication competence development through active, participatory learning (Ministry of Education and Culture, 2019; Permendikbud No. 22/2016; Government Regulation No. 19/2005). These documents collectively affirm the suitability of a communication- and media-centered community service program targeting secondary students in Biak Numfor.

Within this scholarly and regulatory context, the program's novelty is apparent. While previous studies have examined public speaking training and student broadcasting clubs, few have involved university-based campus radio practitioners as co-facilitators in school communication capacity-building. This hybrid model combines academic expertise with peer mentorship from experienced student broadcasters, aligning with calls for youth-centered, participatory, and contextually grounded digital literacy initiatives. It also applies communication education research findings by bridging theory, practice, and community engagement in a peripheral Papuan setting. Thus, the literature supports both the conceptual foundation and practical relevance of the program. In summary, the empirical evidence, theoretical grounding, and contextual factors presented here justify the implementation of a communication- and media-focused capacity-building program for secondary students at SMP YPPK Biak. The convergence of gaps in public speaking skills, unequal digital participation, and limited experiential learning opportunities highlights the need for an intervention that is pedagogically sound and locally relevant. Building on this foundation, the program integrates structured communication training with practical broadcasting activities, facilitated through a hybrid model involving university lecturers and campus radio practitioners. The following section details the methodological framework, including design, participants, procedures, and evaluation.

2. Method

2.1 Types and Design of Activities

The implementation of this community service program employed a participatory approach designed to ensure active engagement of the target participants throughout all stages. This approach aligns with the program's objective to enhance students' communication and broadcasting competencies through direct practice and collaborative learning. The activity was organized into four systematic phases: preparation, implementation, evaluation, and follow-up, to ensure clarity, effectiveness, and sustainability. The methodological framework is detailed as follows:

1) Preparation

This phase ensured that the program was grounded in empirical needs and tailored to the characteristics of the participants. Key activities included:

- a) Preliminary Needs Assessment: Conducted using structured questionnaires and observation checklists with 40 students aged 13–15 at SMP YPPK Biak. The assessment identified high speaking anxiety, low articulation clarity, absence of prior public speaking training, and no prior broadcasting exposure, which directly informed program design.
- b) Stakeholder Coordination: Meetings with the school principal, teachers, and student representatives confirmed participant selection, scheduling, and classroom readiness.
- c) Material and Instrument Preparation: Development of learning modules, demonstration scripts, speaking practice prompts, and microphone-handling guidelines based on competency gaps. Evaluation tools including pre- and post-test questionnaires, observation sheets, and satisfaction surveys were finalized.

- d) Learning Method Design: The program incorporated experiential learning principles through cycles of explanation, demonstration, guided practice, and peer feedback, ensuring alignment with students' needs and research objectives.

2) Implementation

The workshop was conducted over one day, divided into two intensive two-hour sessions combining conceptual input and practical exercises designed to encourage active participation and reduce speaking anxiety. The components included:

- a) Introductory Session: Briefing on communication goals, program expectations, and workshop flow.
- b) Public Speaking Fundamentals: Explanation and demonstration of vocal clarity, articulation, posture, eye contact, and audience awareness, followed by student practice delivering 1–2 minute speeches using prepared prompts.
- c) Broadcasting Introduction: Basic broadcasting concepts, microphone handling, recording etiquette, and speaking rhythm. Students engaged in simulated “student radio” announcements and group mini-broadcasts.
- d) Peer Practice and Feedback: Small group activities enabled students to provide supportive feedback under lecturer facilitation, focusing on anxiety reduction and clarity improvement through repeated practice. All sessions were facilitated jointly by university lecturers and student practitioners from the campus radio unit, IYB Radiostreaming IISIP YAPIS Biak.

3) Evaluation

The evaluation aimed to measure short-term outcomes related to the two research questions, using multiple instruments to collect quantitative and qualitative data:

- a) Pre-test and Post-test: Administered before and after the workshop to assess changes in self-reported speaking confidence, understanding of public speaking fundamentals, and initial broadcasting knowledge.
- b) Structured Observation: Lecturers assessed articulation clarity, vocal projection, posture, and microphone handling during practice using observation sheets.
- c) Participatory Observation: Notes documented student engagement, anxiety reduction, and group interaction.
- d) Satisfaction Questionnaire: A brief survey evaluated participants' perceptions of the activities' usefulness, clarity, and relevance. Data were analyzed descriptively to determine the extent of improvement achieved through the workshop.

4) Follow-Up

Although the intervention was conducted in a single day, a follow-up plan was established in coordination with the school to promote sustainability:

- a) Resource Sharing: Workshop materials, practice scripts, and simplified broadcasting guidelines were provided to teachers for ongoing classroom use.
- b) Future Collaboration Pathway: The program laid groundwork for future student-led media activities and the potential formation of a school broadcasting club supported by the university. A formal collaboration plan enables selected students to participate weekly in the IYB Streaming radio program, integrating communication and media learning experiences. Concurrently, university students, particularly campus radio team members, will conduct regular school visits to provide mentoring, training, and practical guidance in public speaking and broadcasting. This ongoing engagement is expected to foster sustainability and gradually establish a school-based broadcasting culture.

2.2 Location and Time of Activity

The community service program was conducted at SMP YPPK Biak, located in the coastal region of Biak Numfor Regency, Papua Province, Indonesia. This location was selected due to its representative characteristics of peripheral educational settings with limited infrastructure and resources for communication and broadcasting skills development. The intervention took place over a single day on January 10, 2025. The workshop was organized into two intensive sessions held consecutively within school hours to maximize student participation while minimizing disruption to the regular academic schedule. The timing was coordinated in collaboration with the school administration to ensure optimal engagement and logistical support.

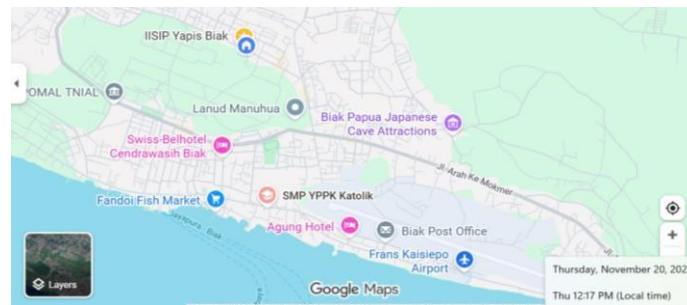


Figure 1. Activity Location Map

3. Results and Discussion

3.1 Results

The outcomes of the community service program are presented in accordance with the two research questions: (1) whether the one-day workshop improved students' foundational public speaking skills, and (2) whether students acquired an initial understanding of basic broadcasting concepts. Data were collected through pre-test and post-test questionnaires, structured and participatory observations during practice sessions, and a brief satisfaction survey administered at the conclusion of the workshop.

3.1.1 Improvement in Foundational Public Speaking Skills

Pre- and post-test comparisons reveal significant gains in students' self-reported confidence and conceptual grasp of fundamental public speaking principles. As illustrated in Table 2, the training yielded measurable improvements across multiple indicators of public speaking competence and introductory broadcasting skills. Students' confidence in public speaking increased from 33% in the pre-test to 48% in the post-test, reflecting a 15-percentage-point gain. Understanding of core public speaking components including articulation, posture, eye contact, and vocal projection rose from 45% to 62%, an increase of 17 percentage points. Furthermore, clarity of articulation and control of vocal projection improved by 12% and 11%, respectively, while awareness of eye contact and posture increased by 15%. Technical competencies such as microphone handling and basic broadcasting knowledge demonstrated notable enhancements of 18% each. Active participation during practice sessions also increased from 52% to 68%, indicating heightened engagement and motivation among students. Concurrently, observable signs of speaking anxiety decreased from 62% to 49%, suggesting that students felt more confident and at ease when speaking publicly. Collectively, these results indicate that the intervention effectively strengthened students' foundational public speaking abilities and introduced them successfully to basic broadcasting skills.

Table 2. Pre–Post Changes in Public Speaking Confidence and Foundational Broadcasting Skills

Indicator	Pre-Test (%)	Post-Test (%)	Change
Students reporting confidence in public speaking	33%	48%	+15%
Understanding of public speaking components (articulation, posture, eye contact, vocal projection)	45%	62%	+17%
Clarity of articulation	38%	50%	+12%
Vocal projection control	36%	47%	+11%
Eye contact and posture awareness	40%	55%	+15%
Proper microphone handling	20%	38%	+18%
Basic broadcasting knowledge	25%	43%	+18%
Active participation during practice sessions	52%	68%	+16%
Visible anxiety indicators (students showing nervous behaviours)	62%	49%	-13%

Pre–post comparisons demonstrate significant improvements in students’ confidence and understanding of foundational public speaking skills. Prior to the workshop, only 33% of students reported feeling confident when speaking before their peers. Following the one-day intervention, this figure increased to 48%, indicating a notable short-term gain. Similarly, students’ comprehension of essential public speaking elements—such as articulation, posture, eye contact, and vocal projection—rose from 45% in the pre-test to 62% in the post-test, reflecting enhanced conceptual knowledge and readiness to apply these skills. Lecturer observations corroborated these improvements in practical performance. Clarity of articulation improved in 50% of participants, vocal projection control in 47%, and awareness of eye contact and posture in 55%. Technical skills, including proper microphone handling, showed improvement in 38% of students, while active participation during practice sessions increased to 68%. These results suggest that the explanation–demonstration–guided practice methodology effectively facilitated immediate behavioral adjustments within the workshop’s limited timeframe. Moreover, visible signs of anxiety decreased from 62% to 49% by the workshop’s conclusion, indicating reduced nervousness and increased comfort during speaking tasks. Many initially hesitant students successfully delivered short speeches with improved clarity, vocal projection, and confidence. Overall engagement also increased, as students demonstrated greater willingness to volunteer, participate in peer feedback, and sustain longer speaking durations. Collectively, these quantitative and qualitative findings confirm that the workshop effectively enhanced foundational public speaking competence and introductory broadcasting skills while reducing short-term speaking anxiety. Thus, the activity successfully improved students’ foundational public speaking abilities, as evidenced by increased confidence, deeper understanding of key components, enhanced articulation and vocal projection, higher participation rates, and diminished visible anxiety.

3.1.2 Initial Acquisition of Basic Broadcasting Concepts

Post-test results revealed significant improvements in students’ understanding of foundational broadcasting concepts. Correct responses on items assessing knowledge of broadcasting fundamentals—including the definition of broadcasting, basic microphone etiquette, and speaking rhythm and clarity for recorded audio—increased markedly from 18% in the pre-test to 71% in the post-test. This substantial gain reflects the novelty of the topic for most students, who had no prior exposure to broadcasting activities. Practical simulations, such as “student radio” announcements, further demonstrated rapid acquisition of broadcasting skills. Structured observations indicated that 85% of students correctly handled the microphone after demonstration, 73% maintained appropriate distance from the microphone, and 68% showed improved rhythm and pacing compared to their initial attempts. Despite the introductory nature of these exercises, students exhibited high enthusiasm and engagement, suggesting strong potential for continued skill

development through hands-on practice. Student engagement and perceived workshop usefulness were notably high. According to a satisfaction survey of 40 participants, 92% rated the workshop as “very useful” or “useful,” 88% found the activities clear and easy to follow, and 90% expressed interest in follow-up training or the establishment of a school broadcasting club. Additionally, 95% of students appreciated learning alongside university students from IYB Radiostreaming, consistently highlighting hands-on activities—such as speech practice, microphone handling, and mini-broadcast simulations—as the most valuable components. Observations and informal discussions with teachers confirmed strong institutional support for sustained collaboration. Students became more expressive in classroom discussions, the program addressed a gap in the communication skills curriculum, and the school committed to integrating weekly participation in IYB Streaming activities. Collectively, these findings indicate that the one-day intervention not only enhanced students’ foundational broadcasting knowledge and practical skills but also fostered enthusiasm, reduced speaking anxiety, and established a foundation for ongoing school–university collaboration. As shown in Table 3, students demonstrated substantial gains in broadcasting knowledge and practical skills following the workshop.

Table 3. Pre–Post Changes in Students’ Foundational Broadcasting Knowledge and Skills

Indicator	Pre-Testn (%)	Post-Test / Observation (%)	Change / Note
Understanding of broadcasting	18	71	+53%
Basic microphone etiquette	18	71	+53%
Speaking rhythm and clarity for recorded audio	18	71	+53%
Correct microphone handling during simulation	–	85	Observed after demonstration
Appropriate distance from microphone	–	73	Observed after demonstration
Improved rhythm and pacing in speech	–	68	Compared to first attempt
Students rating workshop as “useful” or “very useful”	–	92	Satisfaction survey (N = 40)
Activities clear and easy to follow	–	88	Satisfaction survey
Desire for follow-up training / broadcasting club	–	90	Satisfaction survey
Enjoyed learning with IYB Radiostreaming	–	95	Satisfaction survey



(a) Broadcasting Workshop



(b) Participants and speakers posing together after the workshop session

Figure 2. Documentation Activity

3.2 Discussion

The substantial gains in students' broadcasting knowledge and skills following the one-day workshop indicate that the intervention effectively addressed a significant gap in their prior exposure. The increase from 18% to 71% in correct responses on broadcasting conceptual items is particularly noteworthy, demonstrating that the content was both novel and well comprehended. This finding underscores the importance of introducing broadcasting fundamentals through a structured, participatory approach. The use of a participatory learning model aligns with existing community empowerment research. For instance, Palenti and Jasman (2021) demonstrated that participatory learning significantly enhances communication skills among community members. Furthermore, the high performance observed in simulated radio announcements—85% of students correctly handling the microphone, 73% maintaining appropriate microphone distance, and 68% improving speech rhythm—suggests that hands-on, demonstration-based pedagogy effectively translates conceptual knowledge into practiced skills. These outcomes support experiential learning theory, which posits that learning by doing strengthens retention and competence. Within the context of community service, such active learning approaches not only engage participants but also foster confidence, consistent with findings from similar public speaking interventions (Arlinda, Hastuti & Herawati, 2025).

From a motivational standpoint, the exceptionally high satisfaction rates and willingness to continue (92% rated the workshop as useful, 90% expressed interest in follow-up training, and 95% enjoyed collaborating with university students) indicate strong intrinsic motivation among participants. This resonates with Knowles' adult learning theory, which asserts that learners are most effective when material is relevant, practical, and self-directed. The enthusiasm for participation and future training suggests promising potential for sustainable impact. Teacher feedback further reinforced these findings, noting increased student expressiveness in classroom discussions and readiness to integrate weekly university-school broadcasting collaborations. This institutional support enhances the feasibility of long-term partnership and program sustainability. However, several limitations warrant consideration. The workshop's brief duration may constrain long-term retention and mastery of broadcasting techniques. While immediate improvements were evident, sustaining and deepening these skills likely requires ongoing practice and reinforcement, consistent with community service literature emphasizing the value of follow-up modules and continuous mentorship (Kartika Sari *et al.*, 2025, in Matappa).

Moreover, scaling participatory interventions may demand additional institutional resources, alignment with school curricula, and sustained stakeholder engagement to ensure effectiveness and integration. Theoretically, this study contributes to an emerging model of school-based community service that employs participatory and experiential learning strategies to transfer knowledge, build confidence, and foster institutional partnerships. By integrating needs analysis, demonstration, and follow-up planning, this model offers a replicable framework for similar contexts. Practically, the study suggests several recommendations: extending the duration of training, establishing a broadcasting club or mentoring system, and leveraging school-university collaborations to institutionalize the intervention. These recommendations align with best practices documented in community service and empowerment research. In summary, the one-day broadcasting workshop achieved meaningful short-term impacts on knowledge, skills, and attitudes. When combined with continued engagement and institutional support, there is strong potential for these gains to be sustained and further developed. This aligns with theoretical frameworks and empirical evidence emphasizing the effectiveness of participatory, hands-on interventions in educational settings.

4. Conclusion and Recommendations

The one-day community service workshop effectively enhanced students' foundational public speaking and broadcasting skills. Students' confidence in public speaking increased from 33% to 48%, while their understanding of key components such as articulation, posture, eye contact, and

vocal projection improved from 45% to 62%. Concurrently, visible signs of anxiety decreased from 62% to 49%, demonstrating that participatory, hands-on practice successfully fostered both competence and self-assurance. Regarding broadcasting skills, students' conceptual knowledge substantially increased from 18% to 71%. Practical performance during simulated radio announcements was also notable, with 85% of students correctly handling microphones, 73% maintaining appropriate distance, and 68% improving their rhythm and pacing. These results indicate that the workshop enabled rapid acquisition and application of foundational broadcasting skills within a brief intervention period. The activities further positively influenced student engagement and motivation. Over 90% of participants rated the workshop as useful and enjoyable, while teachers reported increased student expressiveness and readiness to engage in ongoing school–university broadcasting collaborations. Overall, the intervention successfully improved knowledge, skills, confidence, and intrinsic motivation, providing a replicable model of participatory and experiential learning. These findings suggest that similar short-term, context-sensitive workshops can yield meaningful learning outcomes and support sustainable skill development in educational settings.

5. Acknowledgments

The authors would like to sincerely thank the school administration and all students who participated as members of the IYB Radiostreaming team for their enthusiastic involvement and support during the implementation of this community service activity. Their active participation and cooperation were essential in achieving the objectives of the workshop and ensuring its success.

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