

## **Increasing Public Speaking and Self-Confidence Through the *Muhadharah* Method**

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### **Abstract**

Enhancing one's public speaking abilities and self-assurance is a vital element in the personal growth of individuals, particularly in the pesantren setting, which greatly influences character development. The objective of this study is to investigate the efficacy of the *Muhadharah* method in improving public speaking abilities and self-assurance among students at Pesantren Nurul Huda Cikandri. The research methodology utilizes a qualitative approach, with a case study serving as the primary design. Data is collected through the use of participatory observation, in-depth interviews, and comparisons specifically pertaining to the *Muhadharah* technique. The findings suggest that the *Muhadharah* approach plays a vital role in enhancing students' public speaking skills and self-assurance. Pesantren Nurul Huda Cikandri employs the *Muhadharah* technique by utilizing a participatory and immersive approach. Students participate in public speaking events under the leadership and mentorship of experienced individuals. The data indicates a notable improvement in the students' speaking abilities, understanding of the subject matter, and level of self-assurance. This study enhances our comprehension of the efficacy of the *Muhadharah* approach within the realm of pesantren education. The findings of this research can provide a basis for the creation of educational programs aimed at enhancing public speaking skills and self-assurance, not just in pesantren but also in other educational establishments.

### **Abstrak**

Peningkatan kemampuan *public speaking* dan percaya diri merupakan aspek krusial dalam pengembangan individu, terutama di lingkungan pesantren yang memiliki peran penting dalam pembentukan karakter. Penelitian ini bertujuan untuk menggali potensi metode *Muhadharah* dalam meningkatkan kemampuan *public speaking* dan percaya diri, dengan fokus pada peserta didik Pesantren Nurul Huda Cikandri. Metode penelitian menggunakan pendekatan kualitatif dengan studi kasus sebagai desain utama. Data dikumpulkan melalui observasi partisipatif,

wawancara mendalam, dan perbandingan terkait metode *Muhadharah*. Hasil penelitian menunjukkan bahwa metode *Muhadharah* memberikan kontribusi signifikan dalam peningkatan *public speaking* dan percaya diri peserta didik. Pesantren Nurul Huda Cikandri menerapkan metode *Muhadharah* melalui pendekatan interaktif dan berbasis pengalaman. Peserta didik dilibatkan dalam kegiatan berbicara di depan publik dengan panduan pembinaan yang sistematis. Hasil pengamatan menunjukkan adanya peningkatan keterampilan berbicara, pemahaman materi, serta rasa percaya diri peserta didik. Penelitian ini memberikan kontribusi dalam pemahaman tentang efektivitas metode *Muhadharah* dalam konteks pendidikan pesantren. Implikasi dari penelitian ini dapat menjadi dasar bagi pengembangan program pembelajaran yang berfokus pada peningkatan *public speaking* dan percaya diri, tidak hanya di pesantren tetapi juga di institusi pendidikan lainnya.

### **Keywords**

Public speaking, *muhadharah*, Islamic boarding school

### **INTRODUCTION**

Islamic boarding schools were established from their inception with the purpose of cultivating Islamic cadres capable of perpetuating the traditions and understanding of the Islamic faith. In addition, Islamic boarding schools play a significant role in disseminating Islamic teachings to the general population (Suheri, 2018). The curriculum of Islamic boarding schools primarily focuses on imparting Islamic knowledge derived from diverse works by ulama, such as the yellow book or classical texts.

Islamic boarding schools provide as a strong basis for the Muslim community in Indonesia. Islamic boarding schools have effectively endured and evolved, establishing a comprehensive educational framework that encompasses several facets. Santri get instruction not only in religious knowledge, but also engage in activities that cultivate natural leadership qualities, autonomy, self-confidence, perseverance, empathy, equality, and other positive attitudes (Budiyanto et al., 2022). In addition, it is crucial for students to acquire proficiency in public speaking soft skills in order to confront the demands of the contemporary era. The community expects an integrated model of Islamic boarding schools that incorporate both classical and modern programmes. In order to provide pupils with inherent capabilities to confront global competitors.

Over time, Islamic boarding schools in Indonesia are deteriorating due to their perceived irrelevance to contemporary demands. The primary purpose of this Islamic boarding school is to cater to the requirements of both the present life and the afterlife. Islamic boarding schools not only establish madrasa educational institutions but also provide formal

schooling from elementary to high school levels inside the boarding school setting (Rouf, 2016). This ensures the continued existence of Islamic boarding schools in their provision of education to their students.

This phenomena is intriguing as parents presently prioritise their children's enrolment in formal education over non-formal education, such as Islamic boarding schools, despite the absence of subjects like public speaking and ICT learning in the latter. Effective oral communication or public speaking is a fundamental skill that is essential for all individuals to possess (Wiratama, 2021). Mastering public speaking is crucial for students, as it serves as the fundamental skill for effectively communicating information or expertise to a wide audience.

Public speaking is a crucial competency in the contemporary age. The presence of it leads to unavoidable competition in the pursuit of achievement. While all individuals possess the capacity to communicate verbally, only a select few possess the skill to articulate words effectively and confidently, hence creating an atmosphere of ease and voluntary attention among listeners (Girsang, 2018). Public speaking, also referred to as the capacity to communicate effectively in public settings, encompasses the talent of expressing oneself with confidence in front of an audience.

Observing the aforementioned occurrence, Islamic boarding school institutions should focus on developing educational programmes that cater to the specific requirements of its pupils, particularly in enhancing their public speaking abilities and bolstering their self-assurance. Hence, it is intriguing to examine how Islamic boarding schools facilitate their students in developing their cognitive abilities and enhancing their proficiency in public speaking.

## **METHOD**

The strategy used in this study is qualitative descriptive analysis. This approach entails the sequential execution of description, analysis, and comparison. The descriptive approach is employed as a methodology to elucidate a topic comprehensively, enabling a thorough analysis and facilitating the development of conclusions (Mukhtar & Pd, 2013). The research was conducted at the Nurul Huda Cikandri Islamic Boarding School situated at Jalan Kertajaya No. 56 Cimindi Hamlet, Bunisari Village, Cigugur District, Pangandaran Regency, West Java Province, on December 4, 2023. The study specifically focused on the students of the Nurul Huda Cikandri Islamic Boarding School.

Data collection include the process of doing a thorough examination of existing literature through content analysis, as well as conducting in-depth interviews and observations (Sugiyono, 2016). The process of literature review include gathering pertinent periodicals and publications pertaining to the subjects of public speaking and Islamic residential schools. Conducting comprehensive interviews with officials of the Nurul Huda Cikandri Islamic Boarding School. Concurrently, the

*Muhadharah* activities at the Nurul Huda Cikandri Islamic Boarding School were monitored by observations.

Qualitative approaches focus on gaining insight from an inside perspective, which involves analysing thoughts, describing conditions within a specific context, and considering alternative viewpoints pertaining to everyday experiences. The *Muhadharah* method implemented at the Nurul Huda Cikandri Islamic Boarding School aims to deliver a thorough elucidation on enhancing self-assurance and refining the art of public speaking.

## **RESULTS AND DISSCUSSION**

The name *pesantren* is derived from the word "santri" with the addition of the prefix "pe" and the suffix "an," indicating that it is a dwelling place for santri. Students can be defined as persons who possess a fervent inclination to pursue knowledge, particularly in the realm of comprehending religion, by means of self-improvement within Islamic boarding schools. Conversely, *Kiyai* is regarded as a prominent individual who fulfils the function of a spiritual leader, offering sagacious perspectives (Ilmi, 2021).

Teaching methodologies at Islamic boarding schools exhibit distinct variations when compared to regular schools. Islamic boarding schools can be categorised into three distinct types based on their characteristics. There exist conventional Islamic boarding schools that impart knowledge by teaching directly from the Yellow Book, without relying on formal classroom settings. Salaf Islamic boarding schools, in contrast, allocate children to acquire the principles of modesty, autonomy, genuineness, accountability towards themselves and the community, and foster a feeling of cohesion. Khalafi Islamic boarding school is a religious educational institution that imparts teachings from the Yellow Books in a structured classroom system. Salafi Islamic boarding schools, while resembling traditional Salafi Islamic boarding schools, typically involve the assembly of all pupils in a single room, where they receive instruction from a single *kiai*. At the Khalafi Islamic boarding school, pupils from different levels are organised into class groups and taught by different teachers according to a set timetable. Maruf (2019).

Contemporary Islamic inclusive schools incorporate teachings from the Islamic holy book, known as the yellow book, throughout their curriculum. Additionally, these schools promote a well-rounded education by offering subjects like physics, science, and computer studies, which are taught in a manner that goes beyond a narrow perspective. Santri at modern Islamic boarding schools engage in the study of diverse global languages, advancements in science and technology, and parts of diplomacy (Khoiri, 2020).

### *Learning Methods in Islamic Boarding Schools*

A method is an approach to achieving a goal that involves various aspects of life such as economic, social, educational, religious and political. This approach is closely related to systematic steps, processes, or techniques in carrying out investigations in certain scientific disciplines to collect information related to the research topic. In other words, methodology refers to knowledge related to methods or scientific disciplines that discuss orderly procedures in a particular context (Amrullah, 2020). Meanwhile, learning is managing data through interaction between teachers and students, both directly and indirectly, including involving learning media as applications connected via a web platform (Nasriani, 2022). The choice of teaching method should be in line with the objectives and material to be delivered, and the use of evaluation instruments aims to assess the success of teacher teaching and the student learning process.

There is a method of learning activities that can be carried out in informal classes such as dormitories, mosques, langar, etc. and in formal classes such as schools or madrasas, one type of learning method used in informal classes is:

#### 1. *Wetonan*

The Wetonan method or often called bandongan is a teaching system given to all students, where the kyai read one book at a certain time, after which the students listen and listen to the kyai, write or note down things that are considered important in their respective books. When ustadz/ustadzah, kiyai or teachers use this method, usually the students are not required to take part in a lesson. How long a student studies for a student is determined by the student's ability to memorize books. Students who complete their book memorization more quickly can continue reading and studying books at a higher level.

#### 2. *Sorogan*

One form of individual teaching where students come to the kyai or their assistants one by one with certain books. The sorogan method is recognized as the most difficult system of all traditional Islamic learning methods, because its application requires a level of fortitude, persistence, words and personal discipline among students. Students are expected to study the book using the sorogan method in order to become pious people and become the beginning of learning in the future or for special students who are considered intelligent.

#### 3. *Muhawarah*

An activity to train students to communicate using Arabic fluently and regularly. This method is usually required by Islamic boarding schools for students while staying at the Pondok. Not all Islamic boarding schools apply this method every day, some Islamic boarding schools apply it once or twice a week with muhadlarah or kitabah practice which aims to train the students' speaking skills (Nasriani, 2022).

#### 4. Memorization (*Muhafzrah*)

The memorization method is a way of learning used by students to maintain the continuity of a particular book or manuscript with the guidance of a kyai or ustadz/ustadzah. In applying this method, students are given instructions to memorize a book within a certain period of time, with the memorization process carried out in the presence of the Kyai/Ustad, sometimes unexpectedly depending on the instructions from the Kyai/Ustad concerned. Learning material using this memorization method is mostly related to the Al-Qur'an, nazham-nazham for nahwu, sharaf, tajwid, or texts for nahwu, sharaf, and fiqh.

#### 5. *Halaqah*

It is a method where the students take part in lessons by sitting in a circle around the kyai or ustadz/ustadzah, and listening to each explanation from the kyai.

#### 6. *Muhadharah*

The first step of this method is an initiative in preparing prospective preachers who can change students from initially not daring to make speeches, lacking skills, to being able to even improve their ability to deliver lecture material to fellow students (Ainiyah, 2019).

Metode pengajaran yang telah dijelaskan diatas bisa dijadikan sebuah acuan untuk bdapa mengukur tingkat pengetahuan dan keterampilan kyai, ustadz/ustadzah, dan guru dalam mengimplementasikan setiap jenis metode di Pondok Pesantren Nurul Huda Cikandri.

#### *Muhadharah Concept*

According to Roestiyah, practice is a strategy which can be interpreted as a technique to help direct students in carrying out preparatory exercises, so as to obtain better skills or abilities in achieving a perfect level of expertise (Yuliantoro et al., 2023.).

According to Hendrikus, a speech is a demonstration of speaking in front of many people or delivering a speech to convey an assessment or provide an outline of something. Speech is a kind of correspondence with people, both independently and taking everything into account. Communicative da'wah activities are also lecturing, which is an effort to educate the public about Islamic teachings so they can understand them and apply them in everyday life. Speech is considered a way to express one's thoughts to many people through words (Adinda & Holida Mahmud, 2021).

Apart from that, according to (Yuliantoro et al., 2023.) the expression of ideas conveyed or addressed to other people is called speech. The ability to speak is considered an important skill in everyday life. A successful speech is one that is able to communicate the message to the audience effectively and has a positive impact on the listeners.

*Muhadharah* is an activity that can help achieve a goal by providing guidance or direction that can train students at the Nurul Huda Islamic Boarding School, so that they can participate and be active, able to speak

well without any symptoms that hinder them in delivering speeches at in public to spread Islamic teachings to many people. In carrying out *Muhadharah* activities at the Nurul Huda Islamic Boarding School, the focus is more on delivering speeches and channeling the talents of the students.

The supporting structure for *Muhadharah* activities at the Nurul Huda Islamic Boarding School is the existence of a Master of Ceremony (MC), reading of the holy verses of the Koran and a speech. This *Muhadharah* activity schedule is held every Friday night, after the evening prayer is finished and ends at 21.00 – 22.00 WIB. The implementation of this *Muhadharah* involves all students. The background for holding this *Muhadharah* activity is to train students' courage or efforts to increase their self-confidence, students' language skills, students' public speaking, and how to convey their knowledge so that it can be understood by many people, so that the Islamic boarding school can then produce quality output.

Students' responses to *Muhadharah* activities at the Nurul Huda Cikandri Islamic Boarding School vary. There were students who initially did not know what *Muhadharah* was, then after being given an explanation about *Muhadharah* the students began to understand more, and this *Muhadharah* activity supported the students to challenge themselves so they could appear confidently in public. Some students consider this activity fun because of the amount of knowledge they gain. Almost all the students were enthusiastic about taking part in this *Muhadharah* activity.

In order to achieve a goal, the role of the supervisor is very important in *Muhadharah* training activities, namely by providing training, direction, providing material, theory, knowledge, assessing and evaluating the results at the end of each *Muhadharah* activity. Things that can be obstacles that students often face are the difficulty of memorizing *Muhadharah* texts, the mentality of new students who are not used to *Muhadharah* activities, lack of public speaking, lack of self-confidence and the emergence of feelings of worry, anxiety, panic, excessive fear or which are usually called stage fright symptoms. In this case, the supervisor's role must be extra patient in teaching speech techniques step by step.

To reduce symptoms of stage fright during *Muhadharah* activities, there are several actions that can be taken, such as practicing, understanding the theme, maintaining calm and focus, maintaining excellent physical condition, and paying attention to appropriate appearance (Siti Khadijah & Nurmisda Ramayani, 2023). The way for students to overcome stage fright when carrying out *Muhadharah* activities is by preparing everything carefully, starting from understanding the material of the speech that will be delivered to the audience, preparing a good physical appearance, calming the body & mind (relaxed), often practicing speaking in public, having confidence. yourself about your own abilities, and pray before the *Muhadharah* activity begins.

Public speaking is a part and skill of handling the sentences you want to convey, especially speaking. As a skill, it will never reach the hands of practitioners, but there needs to be a cycle. Charles Bonar Sirait, a prominent public speaker, characterizes public speaking as a work that combines all the information and capacities we have. He must be able to convey data, involve and persuade his group (Fauziyati, 2022).

One of the advantages of holding *Muhadharah* activities at the Nurul Huda Cikandri Islamic Boarding School is that it is a means of preparing students with public speaking skills. In facing the fact that not all students have the ability to speak in public, this Islamic boarding school tries to overcome this by holding activities where every student can learn, practice and get used to speaking in public. In each *Muhadharah* session, it is hoped that each student can choose to dominate the pulpit without lowering themselves in front of the audience, so that the students who are responsible as event entertainers really prepare their material and mindset. Apart from that, *Muhadharah* activities can also play a role in shaping students' personalities so that they become individuals who are brave, firm, respect other people's opinions, easily accept change, and can work under pressure (Rifal Luthfi MR, 2023).

Self-confidence can serve as a catalyst for a student to adopt a proactive and decisive approach towards their attitude and behaviour. Self-confidence in the English language can be defined as the unwavering belief in one's own capabilities, strengths, and ability to make sound judgements. Self-affirmation serves as a catalyst for individuals to enhance their self-appreciation. (Suwarni & Putri, 2021). Self-confidence plays a crucial role in the growth and formation of pupils' personalities. Typically, every student possesses a degree of self-assurance, but with individual variations. Certain students exhibit poor self-esteem, while others demonstrate great self-esteem.

The systematic approach employed in *Muhadharah* training proved highly effective, leading to a huge boost in pupils' self-assurance. The *Muhadharah* training activity conducted at the Nurul Huda Islamic Boarding School aims to transform the students' mindset, specifically addressing their initial shyness and discomfort during the activity. The goal is to instill mental confidence in them, enabling them to deliver speeches in front of large audiences. If pupils possess a thorough understanding of the content presented in written texts but lack the ability to effectively communicate and convey this knowledge, it will be of no practical value in society. Hence, via their involvement in *Muhadharah* training, students can enhance their societal value and religious standing by effectively disseminating the teachings of Islam to a broader audience (Ibrahim, 2021).

## **CONCLUSION**

In summary, this study offers a comprehensive analysis of the efficacy of the *Muhadharah* technique in enhancing students' public



speaking abilities and boosting their self-assurance at the Nurul Huda Cikandri Islamic Boarding School. The research findings indicated that the interactive and experiential approach employed in the *Muhadharah* technique had a notable and beneficial effect on the participants. The method's efficacy in fostering a favourable learning environment is evidenced by noticeable enhancements in speaking proficiency and comprehension of the subject matter. Engaging in public speaking activities enhances students' self-assurance and enables them to effectively articulate their viewpoints with persuasion. This not only enhances their academic performance, but also equips students with the skills to effectively communicate in many real-life scenarios.

Santri Nurul Huda Cikandri shown notable changes in their psychological well-being, level of shyness, and ability to apply the abilities acquired through the *Muhadharah* technique. These events offer tangible opportunities for students to utilise improved public speaking abilities and contribute to their holistic personal growth. The ramifications of this research extend beyond the particular setting of Pesantren Nurul Huda Cikandri, offering useful insights for other educational institutions seeking to cultivate proficient communication abilities and self-assurance in their students. Subsequent investigations could delve into the enduring consequences of the *Muhadharah* technique and its viability in other educational environments. To summarise, the *Muhadharah* technique shows potential as an effective teaching approach for enhancing public speaking abilities and self-assurance. This method makes a vital contribution to the wider discussion on character education and the development of communication skills.

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