

Training of Master of Ceremony for Housewives in Rt 09 Griya Sutera Balaraja

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ABSTRACT

This study focuses on a community service initiative to equip homemakers in RT 09, Griya Sutera Balaraja, Tangerang Regency, with Master of Ceremony (MC) skills. The program addressed the participants who still lack public speaking proficiency, often limiting their roles in community events. Thirty housewives aged 27-33 participated in the training conducted from September 27 to 29, 2025. Using a competency-based approach, the training integrates theoretical and practical components. It is structured into six stages: orientation, motivational sessions, mindset opening, technical training, feedback provision, and follow-up activities. Participants used public speaking simulations tailored for formal and informal events, practicing voice modulation, audience engagement, and improvisation. Observation and direct assessment results revealed significant improvements in participants' confidence, material mastery, and communication skills. Feedback showed high participant satisfaction, with many recognizing the program's relevance to their personal and social responsibilities. Recommendations for future training include enhanced pre-training socialization, improved facilities, and advanced follow-up sessions to ensure long-term skill retention. In conclusion, the MC training program enhanced participants' public speaking skills and fostered community solidarity. This initiative highlights the importance of localized, need-based training in empowering individuals and addressing specific community challenges. The program serves as a replicable model for similar contexts.

Keywords: Community Empowerment, Competency-Based Training, Housewives, Master of Ceremony, Public Speaking

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INTRODUCTION

The residents of RT 09 in Griya Sutera Balaraja, Tangerang Regency, consist of 150 families; the number of homemakers registered as prospective participants is 30 individuals (60% of the total households). The age distribution of participants is as follows: 25-35 years old are 10 participants, 36-45 years old are 15 participants, and over 45 years old are 5 participants. Regarding social activity status, active in community activities (religious gatherings/social gatherings) are

20 participants (67%). Less active are 10 are (33%). Most are young families with an average marriage age of no more than 5 years. About 60% of the women in this community work as housewives, with their main activities being managing the household, taking children to school, and engaging in various other activities that support family needs. The remaining 40% are workers in the formal sector, such as factory workers, and other professions like pharmacists, teachers, lecturers, nurses, and midwives.

The community in RT 09, which typically consists of individuals from diverse social backgrounds, demonstrates interaction patterns influenced by traditional customs, strong social values, and close kinship ties. This cultural context significantly affects how they participate in social activities and, more importantly, how they respond to public speaking skills training. In many traditional communities in Indonesia, including RT 09, the values of kinship and cooperation (*gotong royong*) are highly esteemed. This community supports one another in various ways, such as through social and religious activities. For instance, *pengajian* (religious study groups), *artisan* (social gatherings), and other family events are important moments to strengthen resident relationships. However, in public speaking, many community members often feel awkward or lack confidence because they are accustomed to speaking in smaller, more intimate groups, where a sense of security and comfort prevails. The social hierarchy within the community may also shape social norms in RT 09. In many small communities, social roles are often defined by factors such as age, social status, or gender. For example, women, particularly homemakers, are more likely to occupy supporting roles, such as attending social events as participants rather than serving as speakers or event leaders. This may result in disempowerment when it comes to public speaking.

In some local cultures, including that of the RT 09 community, a traditional division of roles exists between men and women. As household managers, homemakers are often expected to focus on domestic responsibilities rather than take on leadership roles in larger social activities. This expectation can undermine their confidence in speaking in public settings. If this public speaking training successfully addresses women's empowerment, it could create opportunities for homemakers to participate more actively in social decision-making within their community. The RT 09 community communicates informally and warmly. Many social activities occur in a familial setting, where individuals interact casually and comfortably. However, a lack of public speaking skills or shyness when addressing a bigger audience might hinder homemakers or other community members who want to participate more actively in social events. This program bridges that gap by providing students with skills relevant to familiar, everyday circumstances, enhancing their confidence in public speaking.

Social and religious activities, such as *pengajian* or community meetings, are highly significant in RT 09's cultural fabric. Participation in these events is a social obligation and a demonstration of respect for family values and togetherness (Kusuma & Wulandari, 2021). However, many community members hesitate to speak or lead activities due to a lack of public speaking skills. This training is

expected to enhance their speaking abilities, enabling them to play more significant roles in these events.

This cultural context has a profound influence on the acceptance and participation of the RT 09 community in public speaking skills training. Specifically, it impacts: 1) The RT 09 community promotes unity and mutual support. Therefore, this training is likely well accepted. They are often open to learning new things to improve their social life if the training aligns with local cultural standards (Triana & Kurniawan, 2020). The training can provide opportunities for homemakers and other members to take on more active roles in social activities, which are deeply valued in their culture (Putra & Dewi, 2018). This step could assist in shifting perceptions of women's roles in social settings and open new opportunities for their contributions to the community. 3) By improving their understanding and public speaking skills, RT 09 community members, particularly homemakers, are expected to feel more confident in addressing or leading events in social contexts (Wardani & Santoso, 2019). This improvement could enhance their participation in activities like pengajian, artisan, and family gatherings while strengthening social bonds within the community.

The survey gathered data on participants' experiences as Master of Ceremonies (MC). The results showed that most participants (80%) have never served as an MC before, while 15% have had the experience of being an MC once or twice, and only 5% have experienced MCs. The survey also explored participants' motivations for joining the MC training. The primary reason, cited by 70% of participants, is the desire to increase self-confidence. The second most common reason, chosen by 20%, is developing communication skills. The remaining 10% expressed interest in preparing for community events such as religious gatherings, social events, and birthday parties. Interviews with the head of RT 09 highlighted several training needs. 1) There has been an increase in the demand for MCs at neighborhood events, with an average of four monthly events requiring an MC. 2) The lack of a regular MC from the local community has resulted in hiring external MCs, with an average cost ranging from Rp200,000 to Rp500,000 per event.

Absenteeism at neighborhood events due to a lack of confidence in public speaking is significant, with 30% of participants either not attending or attending as passive observers. This highlights the need for training to boost community confidence and public speaking skills. RT 09 is one of the most active RTs in Griya Sutera Balaraja Housing. Various routine activities are organized, including monthly religious gatherings, Yasin recitals every Friday night, monthly social gatherings, and weekly Qosidah arts and sports activities. All of these activities are managed by the RT administration, focusing on women's empowerment and aiming to foster togetherness, familiarity, and empowerment among the women in the community.

However, amidst these numerous activities, human resource skills in public speaking, particularly as a Master of Ceremony (MC), have become a crucial need. According to the head of RT 09, the need for skilled MCs often arises during RT events, but the lack of public speaking skills among women has become a challenge. Therefore, it is necessary to organize training that can enhance MC and

public speaking skills for the women of RT 09. In fact, according to several studies, including Davis (2014), in his book *Public Speaking and the Power of Confidence*, he revealed that public speaking skills play a major role in increasing individual self-confidence. This is important for homemakers who are often involved in community activities and need high self-confidence to speak in front of people at social and formal events. Farnsworth (2017) states that good communication skills assist individuals in building stronger social relationships and expanding their social networks. For homemakers, the ability to speak in public opens up opportunities to participate in social activities, which can improve their quality of life and support their role in society. As confirmed in research by Lutz (2019), it was found that individuals who are skilled at public speaking are more likely to be involved in various social activities and can influence decisions taken in the community. This is relevant for homemakers who organize social events, such as social gatherings or recitations, where public speaking skills are needed to lead or manage the event.

This training is intended to assist homemakers (and other participants) in enhancing their public speaking abilities. The training is delivered in stages, with a practical and participatory approach to ensure that participants can instantly implement what they have learned. The training begins with an overview of the necessity of public speaking abilities, especially for homemakers. This includes group conversations about the participants' public speaking experiences and the obstacles they confront. The training objectives are to boost self-confidence, communication skills, and the capacity to speak successfully in various social and community settings. Participants also gain a fundamental foundation of communication theory and public speaking. This encompasses key aspects of public speaking, such as voice control, tone, body language, and word choice. Basic speaking strategies will be discussed and practiced, such as how to begin and end a conversation, keep the audience's attention, and present a point effectively and convincingly.

The majority of the training is centered on practical activities. Participants can speak in front of a small group about a topic they have chosen beforehand. During these exercises, the trainer and classmates provide immediate feedback to assist participants improve their speaking skills. Participants will be encouraged to talk boldly, apply their knowledge, and utilize appropriate body language and facial expressions. Participants also practice speaking in circumstances that homemakers frequently encounter, such as delivering a welcoming speech at a religious gathering, leading a social event, or speaking at a family function. These simulations assist participants feel more equipped to handle various communication issues daily. The training ended with a reflection session where participants could share their experiences during the training and note the progress they had made. The final evaluation involves assessing participants' speaking abilities and providing recommendations for further development. After the training, the following outcomes are expected from the participants: first, participants are expected to feel more confident speaking in front of others. They feel more prepared to face various speaking opportunities in the household, community, or formal situations. Next, participants can organize and deliver

messages more clearly and structurally. They can speak with supportive body language, clear voice, and appropriate words for their audience. Finally, participants are expected to master basic public speaking techniques, such as controlling voice intonation, using visual aids (if needed), and adapting to the audience to create better connections with listeners.

Active Involvement in Social Activities. One of the goals of this training is for homemakers to become more actively involved in their social and community activities. After the training, they are expected to contribute more to social events by becoming the MC or event leader, such as organizing religious gatherings, social events, or other activities. With improved public speaking skills, participants are expected to feel more confident speaking at decision-making forums in the family and community activities. They will be more capable of expressing ideas and opinions effectively. This training is also expected to improve communication in participants' family lives. With better speaking skills, homemakers will find it easier to express ideas or feelings to their families, creating a more harmonious relationship.

The Community Service Team from Universitas Nahdlatul Ulama Lampung and Universitas Baturaja intend to organize this MC training as part of their community service efforts. This program aims to provide women with effective public speaking abilities, which will assist in satisfying the human resource demands of the RT 09 community while also increasing their confidence and active engagement in all RT activities. It is envisaged that this training would improve technical abilities, create social bonds, and foster a sense of community within the RT 09 group.

METHOD

The research method used in this training is a training-based approach with a competency-based approach. This approach refers to the competency approach (Mulder, 2017), which focuses on developing professional skills that enable individuals to complete relevant tasks in various work situations. This approach integrates practical and theoretical elements to make learning more effective and directly related to work practice. The selection of training participants is carried out through a structured process to ensure that the participants involved meet the training objectives and can provide real impacts in their communities. The following are the steps taken in the selection process:

1. Determination of Selection Criteria

a. Demographic Criteria

Participants are women aged 27–33 years. This criterion was chosen to target the productive age group who usually participate actively in community social activities, such as religious study groups or social gatherings.

b. Social Status

Participants are housewives who play an active role in the social circle of RT 09. This status is important because they are often involved in community-based activities requiring speaking skills.

c. Interest and Motivation

Participants are expected to be interested in learning public speaking skills, which is determined through a short interview or questionnaire. Motivation is an important indicator to ensure active participation during the training.

2. Recruitment Process

a. Community Approach

Recruitment involves local community leaders, such as RT heads or social group leaders (artisan or religious study administrators). They assist in recommending homemakers who are considered to meet the criteria and have great potential to develop through this training.

b. Information Dissemination

Information about the training is disseminated through community communication channels, such as announcements at *pengajian* events, community WhatsApp groups, or local social media.

3. Selection Method

a. Filling in the Registration Form

Interested participants are asked to fill out a simple form that includes personal data, social activities they often participate in, and reasons for participating in the training.

b. Initial Observation

Initial observation is conducted to identify homemakers actively involved in community activities, such as regular attendance at social events and the ability to speak informally.

c. Short Interview

Prospective participants participate in a short interview to explore their interest and commitment to the training. This interview also aims to understand the challenges they face in public speaking.

4. Final Selection

From the selection results, 30 participants were selected based on a combination of predetermined criteria, ensuring diversity in regional representation; participants were selected from various subgroups in RT 09 to provide even representation. Participants were also selected based on different experience levels in public speaking, ranging from those who had never spoken before to those who had spoken in small groups. Data analysis in the competency-based approach focuses on evaluating how well the participants have mastered the expected competencies (Cano et al., 2023). Performance Measurement based on Criteria, Observation, and Direct Assessment methods are used to evaluate participants. The participant's performance is assessed based on the criteria established in the competencies. Qualitative and quantitative data are gathered to assess progress toward competency targets. The researchers use assessment rubrics or work standards to compare participants' performance before and after training. The researchers observe participants' performance during training sessions or in real-world settings for the observation and direct assessment approaches. Observation techniques are used to record how participants apply what they have learned. Observation activities are recorded using assessment

sheets with specific competency indicators. The results of the observations are interpreted to assess the level of competency mastery.

The teaching techniques used in this training are: 1) Interactive learning. The training encourages active participation through group discussions, role-playing, and simulations. For example, participants are asked to simulate speaking in front of a small audience using a specific theme relevant to their social activities, such as social gatherings or religious studies. 2) Demonstration and modeling: the facilitator provides direct examples of public speaking techniques, such as intonation, eye contact, body language, and the structure of opening and closing speeches. 3) Focused practice: each participant can practice speaking skills in front of a group and get feedback from the facilitator and fellow participants to improve their quality. 4) Targeted Assignments: participants are given simple tasks such as creating and delivering short speeches based on their chosen topics. This task aims to encourage courage and independent mastery of the material. 5) Use of supporting media: the training material is equipped with presentation slides, inspiring videos about public speaking, and worksheets to assist participants in understanding the theory while practicing.

The duration of each session is (1) Session 1: Introduction and Understanding Theory (2 hours): Participants are introduced to the basic concept of public speaking, its benefits, and important elements that must be mastered; (2) Session 2: Modelling and Demonstration (2 Hours): The facilitator demonstrates speaking skills by providing examples of effective short MCs; (3) Session 3: Guided practice exercises (3 Hours): Participants try to speak in front of a small group with direct guidance from the facilitator; (4) Session 4: Feedback and group discussion (2 Hours): Participants receive feedback based on the established competency criteria, followed by a discussion to share experiences and challenges faced; and (5) Session 5: Final simulation and competency assessment (3 Hours): Participants perform a public speaking simulation before an audience (other participants and the facilitator). Their performance is assessed based on a competency rubric. Number of training sessions: the training takes place over two days with a total of five main sessions, namely (1) Day One: Session 1 and Sessions 2 and 3; and (2) Day Two: Session 4 and Session 5 (Final Simulation and Assessment).: Each session is designed to be flexible, with breaks between sessions to ensure participants stay focused and do not feel exhausted.

The evaluation is carried out using a combination of the following methods: (1) Performance Measurement Based on Criteria: The assessment is carried out by comparing the pre-test and post-test results using a competency assessment rubric that includes elements such as speech structure, language use, and interaction with the audience; (2) Direct Observation: Participants' performance is observed during the training to see how they apply the skills taught; and (3) Direct Assessment: Participants are assessed during the final simulation to ensure the competency targets meet the skills acquired. This training uses tools and resources to support an effective learning process and assist participants in mastering MC (Master of Ceremony) skills. The following are details of the tools and resources used:

1. Teaching Materials

a. Presentation Slides

The training materials are delivered through attractively designed slides, covering key points such as opening and closing structures, event flow management, and tips for overcoming nervousness when speaking.

b. Training Module

Each participant receives a training module explaining basic public speaking theory. Guidelines for becoming a professional MC, such as compiling event scripts. Case examples and independent exercises for compiling opening and closing sentences for events.

c. Worksheets

Worksheets are used to practice writing and compiling MC scripts according to the theme, such as social or religious themes.

2. Supporting Technology

a. Projectors and Laptops

Used to display training materials, demonstration videos, and MC simulations.

b. Inspirational Videos

Videos of professional MCs in various events, such as pengajian, weddings, or community events, are played to provide a real picture of good MC practices.

c. Simulation Video Recordings

Participants' simulations when they become MCs are recorded for evaluation. Participants can review their performance, making it easier to understand areas that need improvement.

d. Loudspeakers and Microphones

Microphones are used during the simulation to provide a real experience of speaking as in a real event. Participants are also taught techniques for using the microphone correctly, such as adjusting the distance and intonation of the voice.

3. Supportive Environment

a. Conducive Training Room

The room is arranged so participants feel comfortable, with flexible seating layouts for group discussions and simulations.

b. Internet Access

Internet facilities are provided to support participants in finding additional references during the training.

RESULTS AND DISCUSSION

The dynamics of the mentoring process involve various activities and actions designed to empower the community to overcome the challenges they face. In this context, the activities carried out receive full support from the Head of RT and the Head of PKK RT 09, who also serves as the leader of the Women's Empowerment Group. This support is crucial to ensure the program's success and enhance the participants' participation and trust.

The activities' stages are as follows: the first stage is the introduction and opening session. This activity begins with an initial meeting to introduce the program, its goals, and the benefits it offers to the participants. This stage aims to

create familiarity and reduce awkwardness (Behnke et al., 1987). The second stage focuses on motivation for learning and building self-confidence. Before diving into technical skills, participants are given material about the importance of motivation in the learning process and how to build self-confidence. This stage is designed to open their perspectives on learning and requires internal drive and self-belief to overcome fear and doubt (Behnke & Sawyer, 1999). The third stage is the opening of the mindset. One of the crucial stages of mentoring is assisting participants understand the importance of public speaking skills, particularly as an MC. The participants are encouraged to discuss the opportunities available in this field, even if they are housewives. With this new understanding, participants are expected to be more motivated to engage enthusiastically in the training process.



Figure 1. Introductory Session

Next, the activities move into the technical aspects, following (Villarreal, 1938). The first activity is public speaking (MC) practice training. After the theoretical presentation, a direct practice session is conducted where participants can speak in front of the group (Holm, 2002). This activity includes simulations of formal and informal events to assist participants become accustomed to various situations. The second activity involves feedback and evaluation. Each participant receives feedback from facilitators and fellow participants to identify strengths and areas for improvement. This evaluation is constructive and aims to enhance individual skills progressively. The third activity is group practice. Participants are grouped to practice collaboratively, to build teamwork and mutual support in developing skills. This practice includes planning a fictitious event to be presented as an MC.



Figure 2. MC Practice Session

The next stage is the program action to solve community problems, as outlined by Ramachandra & Mansor (2014), which includes:

Provide resources and accompanying materials so participants can improve their abilities outside training sessions. Participants can access materials such as training modules, MC scripts, and motivating films at any time. Follow-up activities. This program also includes follow-up activities, such as regular meetings, to assess progress and provide further assistance. The follow-up activities ensure that participants stay engaged and improve their abilities. Community involvement in actual occurrences. In the final level, participants who have demonstrated development are offered the opportunity to serve as MCs at community events arranged by RT. This allows them to use their abilities in real-life circumstances and create an experience portfolio. The following is the instrument employed to observe the training results of MC participants:

Table 1. Observation Instrument for MC Training Participants

No.	Assessment Aspect	Indicators	Score (1-5)	Notes
1.	Mastery of Material	- Able to understand the structure of an event as an MC. - Able to use the MC script fluently.		
2.	Communication Skills	- Clear voice intonation and easy to hear. - Uses language appropriate to the audience. - Speaks fluently without frequent pauses or confusion.		

No.	Assessment Aspect	Indicators	Score (1-5)	Notes
3.	Appearance and Confidence	- Displays upright posture and confidence. - Smiles and shows a friendly attitude toward the audience.		
4.	Suitability to Event Theme	- Able to adjust delivery style to match the event's theme. - Highlights key points relevant to the type of event (e.g., formal/informal).		
5.	Improvisation Skills	- Able to handle unexpected situations well. - Provides spontaneous, appropriate, and polite responses.		

Source: (Ahlfeldt, 2009)

The observations conducted during the MC training showed significant progress in the participants' skills from the initial stage to the final stage. At the beginning of the training, participants exhibited common challenges such as stiffness in speaking, especially when introducing themselves or delivering opening statements. Nervousness was evident from trembling voices and a lack of confident body language. Low self-confidence, particularly when asked to speak in front of a group, was also a noticeable issue. However, after receiving comprehensive material and motivation from the instructor, participants showed significant improvement. Several indicators of progress included High enthusiasm for practice after better understanding the material. Their willingness to accept feedback is demonstrated by their ability to address shortcomings during each practice session. Motivation to apply the MC techniques taught, such as variations in intonation, improvisation, and audience interaction.

The assessment results based on participants' skills showed that the average score for each skill aspect ranged from 4 to 5 points, with the final average score of 22.7, indicating excellent performance. Below are the assessments for each element:

1. Mastery of Material

Participants demonstrated a solid understanding of the MC event structure, effectively delivered key points orderly, and successfully applied their newly acquired knowledge in practice.

2. Communication Skills

Participants showed improvements in voice intonation, word choice, and clear delivery. While some still need to refine transitions between event segments, their overall communication was significantly smoother compared to the beginning of the training.

3. Appearance and Confidence

Participants' body language became more relaxed and confident. They also displayed a friendly demeanor, which supported their role as MCs.

4. Alignment with the Event Theme

Participants successfully adapted their delivery style to suit the type of event, whether formal or informal. They were also able to emphasize key points aligned with the theme.

5. Improvisation Skills

Although improvisation was one of the more challenging aspects, participants handled unexpected situations reasonably well, such as responding to spontaneous questions from the audience.

The MC training significantly improved participants' skills, both in technical mastery and confidence. Participants demonstrated readiness to apply their MC abilities in real events. Additionally, we conducted interviews with participants to gather feedback about the training. For example, Ms. WL provided the following responses:

"May Allah bless this day, and may the knowledge gained bring lasting benefit. I would like to express my sincere gratitude to the neighborhood head and the Community Service Team from UNU Lampung for organizing the Master of Ceremony (MC) training program. It is truly unfortunate that I was only able to attend the final session. I am sure the earlier sessions were just as insightful and engaging. I hope the knowledge I've acquired will prove useful to me, even if it has not yet benefited those around me. Wishing the speaker continued success, and thank you once again for sharing such valuable insights." (WL, 29 September 2024).

Second Response from DR:

"Thank you very much, Ms. @Chanti E3 Agustia, for generously sharing your knowledge. May it bring benefit to all the women who participated in this training. I would also like to extend my sincere appreciation to Mrs. @Oktariyani for facilitating such a positive and meaningful activity within our neighborhood community. Additionally, thank you, Ms. @Chanti E3 Agustia, for the thoughtful gift." (DR 29 September 2024).

Response from SR

"I truly appreciate the opportunity to gain new knowledge, it was a valuable experience. Once again, thank you for providing such a meaningful platform for all of us. May all the women involved always be blessed with abundant sustenance and continued ease in their endeavors." (SR, 29 September 2024).

According to the feedback above, the MC training provided by the Community Service Team from UNU Lampung and Universitas Baturaja received positive reviews. Participants thought the program was valuable to them as individuals and the community. Furthermore, the training was viewed as a wonderful opportunity to learn new things while building community ties. Participants expressed gratitude for the training, prayed for the blessings of the knowledge obtained, and showed enthusiasm despite only attending the final session. Participants acknowledged the limited time to participate in the course fully, but it also highlighted their tremendous willingness to learn. Participants also expressed appreciation for the trainer, gratitude for the knowledge shared, and recognition of the RT's initiative in organizing such positive activities. They acknowledged the program's benefits for the community and emphasized the importance of similar events in the future as a platform for learning and growth.

The participants expressed joy at the opportunity to learn and gain new insights. Their satisfaction and happiness indicated that the training successfully met their expectations. Their feedback also highlighted that the MC training

provided technical skills and boosted the enthusiasm, confidence, and sense of community among the mothers of RT 09. The appreciation shown towards the trainer, organizers, and the community reflects the success of this program. Moving forward, it is recommended to conduct more intensive initial outreach. Some participants, such as Ms. WL, regretted missing previous sessions. For future training, stronger promotion efforts could increase full participation. Participants also expressed excitement about the possibility of improved facilities and rewards. Participants like Ms. DR appreciated the presence of "gifts," which could be used to motivate participants in future activities.

The Master of Ceremony (MC) training organized by the Community Service Team from UNU Lampung and Universitas Baturaja received highly positive participant feedback. Evaluating their responses highlights the program's success in making a significant impact on individual skill development and social benefits. Below is an in-depth analysis of participants' feedback and recommendations for future training programs.

1. The Importance of Community-Based Training Programs

This training demonstrated that community-based programs hold great potential to enhance individual skills and foster a sense of togetherness. According to Ms. WL, the training was "a valuable opportunity to gain new knowledge" while cultivating enthusiasm despite time constraints being a limitation. This aligns with Suarez-Balcazar et al. (2014), who emphasized that community-based training not only imparts technical skills but also serves as a tool for community empowerment, strengthening bonds among members.

2. Success in Boosting Enthusiasm and Confidence

Participants' responses indicated that the training addressed technical learning and psychological aspects such as building confidence and enthusiasm for growth. For example, Ms. SR expressed satisfaction and happiness at gaining new knowledge delivered enjoyably. This reflects the success of the methods employed by the instructor, where interactive and relevant approaches effectively built participants' confidence. According to Bandura (2015), an individual's increased confidence is closely linked to their success in overcoming new challenges, such as becoming an MC.

3. The Role of Trainers and Organizers in Creating a Positive Environment

Feedback from participants, such as Ms. DR, highlighted a high level of appreciation for the trainers and organizers. This underscores the importance of facilitators in creating a supportive learning environment. Warm delivery and a focus on community needs made participants feel valued and motivated. According to Peterson (2019), a key principle in adult learning is relevance and respect for participants' experiences. This approach was effectively applied in the MC training, which fostered greater engagement and enthusiasm among participants.

CONCLUSION

The Community Service Team of UNU Lampung and Universitas Baturaja's Master of Ceremony (MC) program met its primary goal of empowering participants by improving technical skills, instilling confidence, and establishing a

feeling of community. The program garnered overwhelmingly good participant feedback and support from organizers, including community leaders such as the neighborhood head and the PKK's RT 09. The program effectively improved participants' abilities Through a planned approach comprising introductions, motivational learning, attitude development, and technical instruction. Observations revealed that participants first experienced difficulties such as anxiousness, stiffness in speech, and a lack of confidence. However, after completing the instruction, there was a considerable improvement in content mastery, communication skills, confidence, and improvisation ability.

In addition to improving individual skills, the training provided social advantages by developing relationships among community members. Participants expressed gratitude to the trainers and organizers, emphasizing the importance of community-based approaches in empowerment programs. Key Recommendations for Future Improvements: (1) More Intensive Socialization: More effective outreach efforts are recommended to ensure full participation from the beginning; (2) Strengthening Participant Motivation: Providing rewards or recognition, such as gifts or certificates, could enhance motivation; and (3) Advanced Training Opportunities: Offering more in-depth follow-up training sessions could assist in reinforcing MC skills or developing other relevant skills. Overall, this training improved participants' technical MC skills and had positive psychological and social impacts. It demonstrated the significant potential of community-based programs to empower individuals while strengthening community solidarity.

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