

PODCAST TRAINING FOR STUDENTS AT MBI AMANATUL UMMAH PACET MOJOKERTO

Puji Laksono¹, M. Alfin Fatikh², Achmad Damaio³
Universitas KH. Abdul Chalim, Mojokerto, Indonesia^{1,2,3}
puji@uac.ac.id, alfin@uac.ac.id, achmaddamai@uac.ac.id

Keywords

Podcast,
Students, Cyber
Society

Abstract

This article provides an overview of the enormous potential for podcast development at MBI Amanatul Ummah, as seen from the extracurricular activities, many students are talented, especially in journalism. Many organizational activities are covered and broadcast through the school's social media. The use of foreign languages, such as Arabic and English, in students' daily lives also presents a unique potential for podcast development at this madrasah. Students are already accustomed to public speaking. This provides capital to develop student creativity through podcasts. The author's analysis of podcast development at MBI Amanatul Ummah requires student empowerment to adapt to current developments in the cyber society era. Empowerment refers to students' potential abilities. Based on the results of community service at MBI Amanatul Ummah Pacet Mojokerto using the Asset-Based Community Development (ABCD) approach, the results of the community service 1) Implemented podcast training for students at MBI Amanatul Ummah Pacet Mojokerto such as planning with topic determination, content plan, making podcast cover. Choosing a good topic in making a podcast, and a scenario in a contemporary content design that can attract a potential audience. Making a creative and innovative podcast cover. Opportunities for podcast development for schools and good communication techniques in making podcasts, such as public speaking, body language, good self-performance, choosing language in podcasts, and searching for literature as podcast material. 2) providing material related to equipment preparation in making podcasts, both hardware and software. Good recording or shooting techniques in making podcasts. The process of editing recorded podcast works and publication, such as choosing a hosting service, platform, and podcast promotion. As well as choosing a room, room management, and room interior in the podcast process. Recommendations, 1) increase the participation of all academics of MBI Amanatul Ummah Pacet Mojokerto in developing podcasts as a school education media, 2) increase the participation of students who are members of intra-school and extracurricular organizations to actively participate in developing podcasts as a medium for student creativity at MBI Amanatul Ummah Pacet Mojokerto, 3) increase the participation of the Havara organization as the main organization in the field of journalism to become a driving force for podcast development at MBI Amanatul Ummah Pacet Mojokerto.

INTRODUCTION

The cyber society era is marked by the shift in the use of the internet as the primary basis for mass communication processes, one of which is mass media. The development of mass media is growing rapidly in this cyber society era, one of which is the emergence of new media. The emergence of new media has had a significant impact on existing mainstream media. One of the media that has been impacted is radio broadcasting. Radio broadcasting media that relies solely on audio, building communication with audiences through the power of sound, is now being required to keep up with the development of new mass media. Radio broadcasting is ultimately unavoidable from the impact of the emergence of new media, which then gives rise to new broadcasting innovations with podcasts through new media such as YouTube.

Podcast is an acronym for Pod and Broadcasting, referring to the Apple iPod as the first podcast distribution platform. Broadcasting refers to broadcasting. Simply put, podcasting is a technology used to distribute, receive, and listen to on-demand content produced by both professional and amateur radio stations. (2020) (Syafrina, 2022). Audio podcasts can be an opportunity for audio content developers, including conventional radio broadcasters in Indonesia. According to Geoghegan and Klass, the potential of podcasts lies in their advantages: automatic access, ease of use, and consumer control, portability, and availability.a (2007) (Fadilah et al., n.d.).

Audio content may or may not be associated with the characteristics of broadcast radio. The characteristics of audio podcast content partly reflect the characteristics of broadcast radio, such as its auditory nature, which can stimulate one's imagination. However, audio podcast content published online is part of an interactive medium, unlike audio broadcast material published on conventional radio or online radio, which is part of a linear medium. These similarities and differences create several differences in programming concepts or program strategies for audio podcast content and linear radio broadcasts. Despite these differences, understanding both is essential for those involved in audio content development and radio broadcasts. (Fadilah et al., n.d.).

The potential for podcast development can also be realized in educational settings as a learning and communication medium for students. In today's cyber society, schools must also be sensitive to current developments. One way to do this is by developing podcasts in schools as a platform for student creativity outside of academics. Podcasts have the potential to foster student creativity in today's internet era. Content related to academic and non-academic

activities can be developed by involving students and teachers, utilizing social media, especially YouTube. Developing podcasts in schools can become an educational medium that will hone students' creativity. The benefits of developing podcasts in schools include improving student literacy, critical thinking, and enhancing speaking, listening, and public speaking skills. Many school activities can be used as educational content, both internally and externally.

Seeing the potential for podcast development in schools is the author's basic idea to conduct community service, by conducting podcast training and mentoring in schools. Therefore, the author chose a school in Pacet District, Mojokerto Regency, namely the International Madrasah Amanatul Ummah or commonly called MBI Amanatul Ummah Pacet. This school is a Madrasah that combines national and international curricula with a pesantren-based system. MBI Amanatul Ummah is a private school that has achieved many achievements both nationally and internationally. This Madrasah also develops non-academic extracurricular activities that hone the creative abilities of its students. Such as Lapensa for foreign language development, BKS for student discipline, Wissnu for student organizational development, Amabalan for Scout activities, and Havara for journalism development.

This latter extracurricular activity is what drew the author's attention to the potential for podcast development at the school. The journalism extracurricular at MBI Amanatul Ummah is called Havara. Havara serves as a platform for developing student journalism at MBI Amanatul Ummah. Havara has since evolved into a school-wide publication, a printed magazine. It also develops social media platforms, including activity coverage posted on the school's official social media platforms, such as Instagram, YouTube, and TikTok.



Figure 1.
Extracurricular activities at MBI Amanatul Ummah Pacet

The potential for podcast development at MBI Amanatul Ummah is significant, as the extracurricular activities demonstrate a wealth of student talent, particularly in journalism. Many organizational activities are covered and broadcast through the school's social media channels. The use of foreign languages, such as Arabic and English, in students' daily lives also presents a unique opportunity for podcast development at this madrasah. Students are already accustomed to public speaking on a daily basis, providing valuable capital for developing student creativity through podcasts.

The development of podcasts at MBI Amanatul Ummah, based on the author's analysis, is necessary for the empowerment stage of students who are able to adapt to current developments in the current era of cyber society. Empowerment refers to the potential abilities of students, especially vulnerable and weak groups, so that they have the strength or ability to: (a) fulfill their basic needs so that they have freedom, in the sense of not only being free to express opinions, but also being free from hunger, free from ignorance, free from pain; (b) reaching productive sources that enable them to increase their income and obtain the goods and services they need; (c) participating in the development process and decisions that affect them (Sugarto, 2005). The aim of implementing podcast training at MBI Amanatul Ummah Pacet Mojokerto is to empower students in self-development through information technology-based podcasts.

Many empowerment processes have been carried out with the development of podcasts such as First Faisal Muzzamil and friends entitled "Production Management of Dakwah Podcasts in Mui Purwakarta" the results of this training are based on the results of the implementation of PKM activities, so three main findings were obtained from the results of this PKM, namely: (1) There are two forms of activities in the pre-production stage, namely planning and preparation; (2) There are two forms of activities in the production stage, namely implementation and recording; (3) There are two forms of activities in the post-production stage, namely editing and uploading (Muzzamil et al., 2025). Second, Andi Akifah and his friends, entitled "Presentation of Creative and Quality Podcast Content", the results of this training are producing several new seeds in the field of broadcasting that can be an asset for the Faculty of Social and Political Sciences in general and the Communication Science Study Program in particular (Akifah et al., 2023). The third training session by Dominggo Bayu Baskara and colleagues, entitled "Using Podcasts to Increase Public Awareness of Government Policies in East Java," demonstrated significant audience engagement, particularly through social media. Podcasts have proven effective in reaching a wider audience and raising public awareness

of government policies. For the program's sustainability, it is recommended to increase the frequency of broadcasts, expand the variety of topics, and involve more parties in podcast production. Podcasts can be a strategic tool for strengthening communication between the government and the public (Bayu Baskara et al., 2024). Fourth, Khusnul Fatonah and colleagues conducted a workshop titled "Public Activity Group for Teachers in Creating Podcast Learning Media at Nurul Yaqin Elementary School, Jakarta." The results of this training were that teachers were able to create learning podcasts using the Anchor app. However, their skills in maximizing the app, delivering the material, and presenting it still need to be improved. This certainly requires a process and practice, especially since podcasts are a learning medium that is not yet widely used by teachers in schools. (Fatonah et al., 2022).

Some of the community service outcomes that take the podcast theme above emphasize podcast training as an effective communication medium. Compared with previous podcast training, this training takes an unprecedented approach: multilingual podcasts in Islamic boarding schools. The training conducted above shows that many communities have great potential in podcast development, one of which is schools. However, the cyber society era demands the development of student creativity in the process of creating engaging podcasts. Many extracurricular activities can be used as content for developing creative and innovative podcasts. However, limited guidance sometimes creates obstacles to podcast development in schools. This is why the author and team conducted podcast training for students at MBI Amanatul Ummah Pacet Mojokerto, specifically students who are still not adapting to developments in information technology in the podcast creation process. Namely, MBI Amanatul Ummah Pacet Mojokerto students who still face obstacles in creating content in the process of creating podcasts on their social media. Therefore, this podcast training can provide a way for students and mentors to maximize their creative potential through podcasts.

METHOD

This community service program uses the Asset-Based Community-Driven Development (ABCD) method. This method requires a detailed understanding. Here are the tools for finding and mobilizing assets (LPPM UAC, 2024). A method oriented toward community development, based on community strengths and assets. The definition of ABCD is derived from the principles of ABCD's founders, John McKnight and Jody Kretzman (Sugiyono, 2017). In principle, ABCD is an approach that empowers communities by assessing their assets and strengths. Therefore, ABCD is not an approach that looks at problems from a problem-based

perspective, but rather one that begins with something within the community as a positive asset (Haris, 2022). Community assets will become empowering assets that can be developed into asset management. However, to achieve further, ABCD has seven tolls that must be met to conduct research on a supported community. These include appreciative inquiry, mapping with the community, regional tracing (transect), mapping assets through tracing (mapping through transect), financial circulation analysis (leaky bucket), priority scale analysis (low-hanging fruit) consisting of Venn diagrams and flowcharts, and asset pyramids (Rijali, 2019).

The types of data and information consist of primary and secondary data and information. The collection of primary data and information was carried out by direct observation at MBI Amanatul Ummah, Pacet District, Mojokerto Regency. After going through the ABCD method flow and it was found that the priority scale obtained by the author was the development of podcasts for educational media and student creativity at MBI Amanatul Ummah Pacet Mojokerto, in this case the author had discussed it together with the organizational advisor and students who were active in the Havara journalism extracurricular during the Focus Group Discussion (FGD). In accordance with procedures, the author coordinated extensively with relevant parties, particularly the principal, teachers, organizational advisors, and students of MBI Amanatul Ummah Pacet Mojokerto. Through the FGD, we received several suggestions from the school and students to develop the potential of existing resources. Some of the suggestions the author received were to improve students' journalistic skills by developing their creative potential, such as public speaking, literacy, and podcast management. The reason for the podcast training was due to the situation and condition of students and advisors at MBI Amanatul Ummah, who had very little knowledge about podcast creation. By holding the podcast training, the students were very enthusiastic about participating in the training, which was held on October 25-26, 2025.

RESULTS AND DISCUSSION

After going through the ABCD method flow, it was discovered that the priority scale obtained by the author was optimizing student journalism through the development of podcasts with the potential for student creativity, public speaking, and literacy. In this case, the author had discussed with school administrators, organizational mentors, and students who were active in Havara media journalism during the Focus Group Discussion (FGD). In accordance with the procedure, the author coordinated a lot with related parties, especially with the principal, teachers, organizational mentors, and students who were actively involved in the Havara

journalistic media organization MBI Amanatul Ummah Pacet Mojokerto. Through the FGD, we received several suggestions from the principal, teachers, organizational mentors, and students to be able to develop the potential of existing resources. Some of the suggestions the author received were to improve the suggestions the author received were to improve students' journalistic skills by developing students' creative potential such as public speaking, literacy, and podcast management. The reason for the podcast training was because the situation and condition of students and mentors at MBI Amanatul Ummah were very minimal in knowledge about podcast creation. By holding podcast training, the students were very enthusiastic to participate in the training which was held on October 25-26, 2025.

Before the podcast training was carried out, the author conducted a Group Discussion Forum (FGD) with the academic community of MBI Amanatul Ummah Pacet Mojokerto, especially the organizational mentors and students at MBI Amanatul Ummah Pacet Mojokerto, at the planning stage the author had provided options to the organizational mentors and students regarding the training we wanted to carry out, the FGD aimed to ensure that our training program was supported by students and could be accepted by the academic community of MBI Amanatul Ummah Pacet Mojokerto. The location of the FGD was in the Abdullah MSC building meeting room, 3rd floor, MBI Amanatul Ummah Pacet Mojokerto. In the process of explaining the podcast training, the academic community of MBI Amanatul Ummah Pacet Mojokerto received and provided suggestions to the author regarding the implementation, as well as the community's readiness to participate in the training.

**Figure 2.**

The potential for public speaking in Arabic that can be developed in students' podcast performances

In organizing the podcast training, the author has planned the schedule of events, location, and equipment. In organizing the training, the author divided the tasks into several divisions, conditioning participants, distributing invitations, posting brochures, and preparing

the venue. The author has arranged the implementation of the podcast training, the first day is an explanation of podcast strategy material, utilizing social media opportunities in podcasts, and the second day is podcast practice. To ensure a good realization after the training, the author plans to provide further mentoring through a WhatsApp group with instructors and students.



Figure 3.
The potential for public speaking in English that can be developed in students' podcast performances

The training was held for 2 days, namely on Saturday and Sunday, October 25-26, 2025, with the title "Podcast Training for Students at MBI Amanatul Ummah Pacet Mojokerto". The venue was the Abdullah MSC Building Hall, 3rd Floor, MBI Amanatul Ummah Pacet Mojokerto. The training took place from 09.00 - finished. The event was formal in nature, attended by the Principal, Vice Principal, Organizational Advisor, and students who were active in the Havara MBI Amanatul Ummah Pacet Mojokerto journalism organization. The number of students who attended the training was 40 participants, and 2 English and Arabic teachers. The author was assisted by the first speaker, namely M. Alfin Fatikh, a Broadcasting lecturer in the Islamic Communication and Broadcasting Study Program, KH. Abdul Chalim University, Mojokerto (UAC). Alfin is a communication practitioner in the broadcasting field who has participated in several broadcasting trainings, ranging from SEO to paid advertising. Currently, Alfin manages campus broadcasting and campus social media, such as radio, television, and UAC campus podcasts.

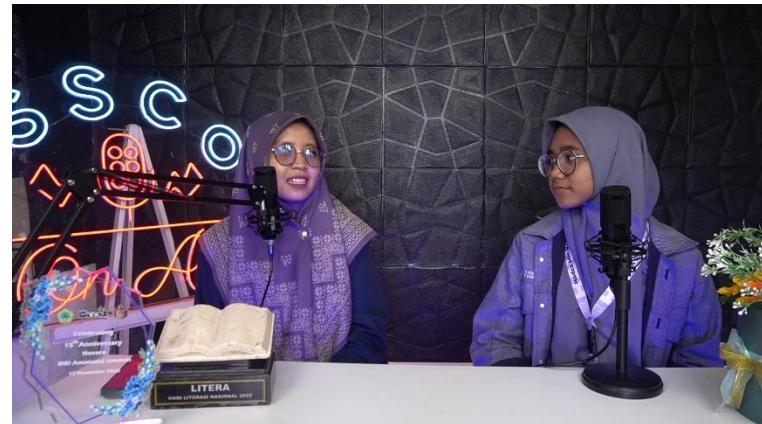


Figure 4.
Podcast practice involving English teachers

On the first day, the speaker explained the introduction and management of podcasts. In his presentation, Alfin explained about podcast preparation, such as planning by determining the topic, content plan, and making a podcast cover. Alfin further explained how to choose a good topic in making a podcast, and the scenario in designing contemporary content that can attract a potential audience. Alfin also explained how to make a creative and innovative podcast cover. After the presentation, the author also participated in providing additional material in the form of podcast development opportunities for schools. The author also further explained about good communication techniques in making podcasts, such as public speaking, body language, good self-performance, language selection in podcasts, and literature search as podcast material.



Figure 5.
Implementation of podcast training

On the second day of the podcast training for students at MBI Amantul Ummah, the author was assisted by students, as a form of collaboration between Community Service and students. The author was assisted by Ahmad Damaio, a 7th-semester student in the KPI Study Program at UAC Mojokerto. Damaio is a student who is active in website development and broadcasting. Currently, Damaio is an assistant at the UAC Information Technology Development Center (PPTI). In his presentation, Damaio conveyed the preparation of equipment in making podcasts, both hardware and software. The speaker further explained the techniques for recording or taking good pictures for making podcasts. Then continued with the process of editing the recorded podcast work and publication, such as choosing a hosting service, platform, and podcast promotion. The speaker also explained about room selection, room management, and room interior in the podcast process.

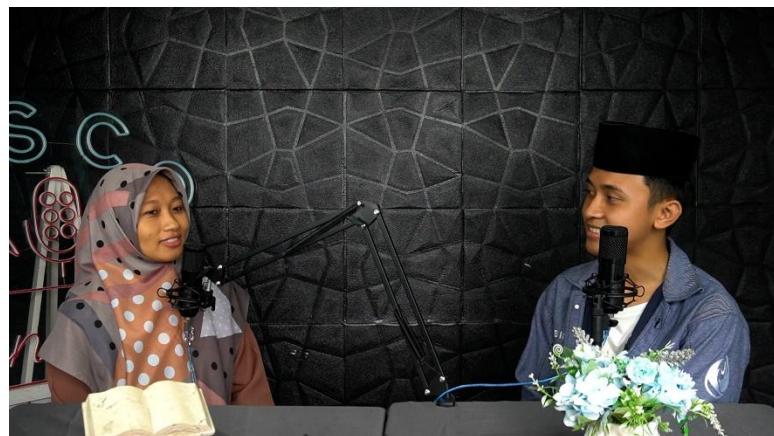


Figure 6.
Podcast practice involving Arabic language teachers

Following the presentation, the training continued with podcast practice. The podcast practice involved English and Arabic language teachers to hone students' public speaking skills in both English and Arabic. The practice took place in the organization room, with the ideal room layout designed for podcasting. The training process ran smoothly and was enthusiastically attended by students accompanied by their mentors. The students at MBI Amanatul Ummah can continue to develop their immense public speaking potential. The podcast practice results from this training demonstrate that students are able to practice basic public speaking skills, audiovisual video shooting techniques, and video editing.

This research demonstrates the benefits experienced by partners, in this case, the MBI Amanatul Ummah Mojokerto school. These include the availability of alternative media that can serve as an alternative medium for students to develop themselves through podcasts.

Students' skills in multilingual public speaking are further channeled through this podcast activity. This activity will continue through the extracurricular organization, Havara. The author and his team are committed to maintaining communication with MBI Amanatul Ummah and providing ongoing mentoring to students in podcast development at MBI Amanatul Ummah Pacet Mojokerto.

Podcasting is an audiovisual communication activity. This allows students to disseminate messages to the public to influence their perceptions. In podcasting, messages are designed to be targeted and influence the audience. This is similar to the agenda-setting theory proposed by Maxwell McCombs and Donald Shaw (1972, 1993), who proposed the theory of mass media effects. Agenda-setting theory states that mass media actors, such as editors and broadcast media managers, play a crucial role in shaping social reality in society because of their work in selecting and producing news. The impact of mass media ultimately influences individual cognitive changes and shapes their thinking. This is the most important aspect of mass communication: its ability to mentally organize and structure our world for us. (Morissan, 2013) (Laksono, 2023).

Theoretically, every media outlet has a predetermined "media agenda." This agenda and gatekeeping are what "control our access to news, information, and entertainment" (Wilson). From a (mass) communication theory perspective, this is known as "media agenda-setting theory." The Agenda-Setting Theory states that the media (especially the news media) are not always successful in telling us what to think, but they are quite successful in telling us what to think (Efendi, n.d.). Likewise, in the podcast activities carried out by MBI Amanatul Ummah students, it is also necessary to have an agenda setting for the message to be conveyed so that the persuasive effect can be right on target.

CONCLUSION

Based on the results of community service at MBI Amantul Ummah Pacet Mojokerto with the Asset Based Community Development (ABCD) approach, the results of the service 1) Implementation of podcast training for students at MBI Amantul Ummah Pacet Mojokerto such as planning by determining topics, content plans, making podcast covers. Choosing good topics in making podcasts, and scenarios in contemporary content designs that can attract a potential audience. Making creative and innovative podcast covers. Opportunities for podcast development for schools and good communication techniques in making podcasts, such as public speaking, body language, good self-performance, choosing language in podcasts, and searching for literature as podcast material. 2) providing material related to equipment

preparation in making podcasts, both hardware and software. Good recording or shooting techniques in making podcasts. The process of editing recorded podcast works and publication, such as choosing a hosting service, platform, and podcast promotion, as well as room selection, room management, and room interior design for the podcasting process.

Recommendations, 1) increase the participation of all academics of MBI Amanatul Ummah Pacet Mojokerto in developing podcasts as a school education media, 2) increase the participation of students who are members of intra-school and extracurricular organizations to actively participate in developing podcasts as a medium for student creativity at MBI Amanatul Ummah Pacet Mojokerto, 3) increase the participation of the Havara organization as the main organization in the field of journalism to become a driving force for podcast development at MBI Amanatul Ummah Pacet Mojokerto.

REFERENCES

Akifah, A., Kudratullah, Rahmi, & Rodiah. (2023). Penyajian Konten Podcast Kreatif dan Berkualitas. *Jurnal Pengabdian Masyarakat Indonesia (JPMI)*, 3(1), 19–24. <https://doi.org/10.52436/1.jpmi.894>

Bayu Baskara, D., Aditasari, K., & Istiqomah, S. (2024). Penggunaan Podcast untuk Kesadaran Masyarakat terhadap Kebijakan Pemerintah di Jawa Timur. *ABDIMAS AWANG LONG*, 7(2).

Efendi, E. (n.d.). Teori Agenda Setting. *Jurnal Pendidikan Tambusai*, 7(1), 2023.

Fadilah, E., Yudhapramesti, P., & Aristi, N. (n.d.). Podcast sebagai Alternatif Distribusi Konten Audio. *Kajian Jurnalisme*, 1(1).

Fatonah, K., Alfian, & Saputra, D. S. (2022). PKM Kelompok Guru Dalam Pembuatan Media Pembelajaran Podcast Di Madrasah Ibtidaiyah Nurul Yaqin Jakarta. *Jurnal Abdimas*, 8(3).

Geoghegan, W., M., & Klass. (2007). Podcast Solutions: The Complete Guide to Audio and Video Podcasting. USA: Friends of.

Haris, M. (2022). Pendampingan Budaya Literasi Dengan Metode ABCD. *Jurnal Pengabdian Masyarakat Bestari (JPMB)*, 11(01), 29.

Laksono, P. (2023). Risalah Teori-Teori Komunikasi Massa. *Al-Tsiqoh: Jurnal Ekonomi Dan Dakwah Islam*, 8(1), 1–12. <https://doi.org/10.31538/altsiq.v8i1.3634>

LPPM UAC. (2024). *Buku Pedoman Kuliah Kerja Asset Based Community-Driven Development (ABCD)* (pp. 30–31). LPPM UAC.

Muzzamil, F., Laelatun Hasanah, H., Fricilla Agnia, S., Khoeriyatul, R., Basyariyyah, & Rodiah. (2025). Manajemen Produksi Podcast Dakwah di Mui Purwakarta. *Jamas: Jurnal Abdi Masyarakat*, 3(1), 747–760.

Rijali, A. (2019). Analisis Data Kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81. <https://doi.org/10.18592/alhadharah.v17i33.2374>

Silaban, Daniel, A., Amirollah, M., & Rafianti, L. (2020). Podcast: Penyiaran atau Layanan Konten Audio Melalui Internet (Over the Top) Berdasarkan Hukum Positif di Indonesia. *Jurnal Legalitas*, 2(13), 129–143.

Sugarto, E. (2005). *Membangun Masyarakat Memberdayakan Rakayat Kajian Strategis Pembangunan Kesejahteraan Sosial Dan Pekerja Sosial* (1st ed.). PT Ravika Adimatama.

Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D.* "Cet Ke-25. Alfabeta.

Syafrina, A. E. (2022). Penggunaan Podcast Sebagai Media Informasi Di Kalangan Mahasiswa Fakultas Ilmu Komunikasi Universitas Bhayangkara Jakarta Raya. *Jurnal Komunikasi, Massa Media dan Keamanan (KOMASKAM)*, 4(2).