# The Development of Broadcasting Communication Training Program for Students of MAN 1 Mandailing Natal

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**Abstract.** The Broadcasting Communication Training Program at MAN 1 Mandailing Natal adopts a service learning approach to equip students with specialized skills crucial for navigating the dynamic media and communication landscape. This paper presents the program's design, implementation, and evaluation within a service learning framework. Through a needs assessment, students' interests and baseline skills were identified, guiding the development of a curriculum encompassing public speaking, media production, scriptwriting, and digital content creation. Structured over a semester, the program integrates theoretical knowledge with hands-on practice through weekly sessions. Initial assessments indicate significant enhancements in students' broadcasting competencies and confidence levels post-program. Participants express satisfaction with the practical components, particularly enjoying modules on media production and digital content creation. Moreover, students had opportunities to apply their skills in practical settings, such as school broadcasts and social media projects, thus bridging the gap between theory and real-world application. The positive outcomes suggest the effectiveness of the Broadcasting Communication Training Program in secondary education. Future enhancements may involve integrating advanced training modules, fostering collaborations with local media entities, and leveraging interactive technologies to enrich learning experiences. Continuous evaluation and participant feedback are integral to refining the curriculum, ensuring alignment with student needs and industry advancements.

*Keywords:* Broadcasting; Communication Training; Education; Media Skills; MAN 1 Mandailing Natal

## 1. Introduction

In today's fast-paced, technology-driven world, effective communication is essential for personal and professional success (Azizah, 2024). The rapid evolution of media and communication technologies has revolutionized how information is shared and consumed, creating an urgent need for young individuals to develop strong communication skills (Sun & You, 2024). Recognizing this need, MAN 1 Mandailing Natal has initiated the Broadcasting Communication Training Program to equip its students with practical skills

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in broadcasting and enhance their overall communication proficiency. Effective communication forms the bedrock of successful interactions in all areas of life (Farid et al., 2024). Whether in personal relationships, academic settings, or professional environments, the ability to convey ideas clearly and persuasively is invaluable (Jin et al., 2023). Numerous studies have underscored the critical role of communication skills in achieving success and fostering collaborative relationships (Baidowi et al., 2023). For instance, individuals with strong communication skills are better positioned to assume leadership roles and work effectively within teams (Sjuchro, 2023). The landscape of communication is constantly shifting, driven by advancements in digital media (Tao et al., 2023). As traditional forms of media converge with new technologies, the lines between different media platforms have blurred (Syafii et al., 2023). This convergence has given rise to diverse and dynamic ways of sharing information, making it imperative for educational institutions to adapt their curricula to include training in these new forms of media. This adaptation not only prepares students for potential careers in media but also ensures they are well-equipped to navigate the complexities of modern communication environments.

Broadcasting remains one of the most influential forms of communication, capable of reaching wide audiences and shaping public opinion (Zakiah et al., 2023). Through various formats such as radio, television, and online streaming, broadcasting serves as a powerful tool for information dissemination, entertainment, and education (Noor & Mahbob, 2023). The effectiveness of broadcasting lies in its ability to engage audiences through compelling content and high-quality production. Therefore, training in broadcasting equips students with essential skills that are highly relevant in today's media landscape.

At MAN 1 Mandailing Natal, the Broadcasting Communication Training Program aims to harness the power of broadcasting to develop students' communication skills. By learning the fundamentals of broadcasting, students can effectively express their ideas, engage with diverse audiences, and contribute meaningfully to public discourse. Moreover, the skills acquired through broadcasting training—such as public speaking, technical proficiency, and creativity—are transferable to various other fields, enhancing students' overall employability and adaptability. Mandailing Natal, with its rich cultural heritage and vibrant youth population, presents a unique context for the Broadcasting Communication Training Program. The region's diverse cultural landscape offers a wealth of stories and perspectives that can be shared through broadcasting. By providing students with the skills and platforms to express their voices, the program aims to empower the local youth and foster community engagement.

The need for such a program is further underscored by the increasing importance of media literacy in contemporary society (Farid, 2023). As digital media becomes more pervasive, the ability to critically analyze media content and create meaningful media messages is crucial (Kahpi, 2022). The Broadcasting Communication Training Program addresses this need by integrating media literacy into its curriculum, ensuring that students not only learn the technical aspects of broadcasting but also develop a critical understanding of media's role in society.

The Broadcasting Communication Training Program at MAN 1 Mandailing Natal is designed with several key objectives in mind. These objectives are intended to provide

students with a comprehensive set of skills that are essential for effective communication and media production in the modern world. One of the primary objectives of the program is to help students develop confidence and competence in public speaking. Public speaking is a vital skill that enables individuals to articulate their thoughts clearly and persuasively in front of an audience (Usman et al., 2022). This module focuses on techniques for effective speech delivery, audience engagement, and overcoming stage fright. By participating in various speaking exercises and simulations, students can practice and refine their speaking abilities. This not only enhances their performance in academic settings but also prepares them for future professional environments where public speaking is often required.

Another key objective is to provide students with hands-on experience in media production (Hu et al., 2022). This includes learning the technical aspects of audio and video production, such as equipment handling, recording techniques, and editing processes (Gustia et al., 2022). The program offers practical training sessions where students can work with professional-grade equipment to produce their own media projects (Nurginayah et al., 2022). By gaining proficiency in media production, students learn to create high-quality content that can effectively convey their messages. This skill is increasingly valuable in a world where digital media plays a significant role in communication. The program also aims to enhance students' critical thinking and creativity (Tao et al., 2022). In the context of broadcasting, critical thinking involves analyzing media content, understanding its impact, and making informed decisions about media production. Creativity, on the other hand, involves developing original ideas and presenting them in an engaging manner. The curriculum encourages students to critically evaluate existing media and to develop their own creative projects. This not only fosters innovation but also helps students to express their ideas in unique and compelling ways.

In today's digital age, digital literacy is an essential skill (Sobrino et al., 2022). The program teaches students how to effectively use digital tools and platforms for content creation and dissemination (Sobrino et al., 2022). This includes learning about social media strategies, video editing software, and online publishing (Nur Padilah Khaerani et al., 2022). By developing digital literacy, students can navigate the digital landscape more effectively, creating and sharing content that reaches wider audiences (Suprapto & Daud, 2022). This skill is particularly important as more communication occurs online, making it essential for students to be proficient in digital media. Finally, the program aims to promote ethical communication. Media producers have a responsibility to ensure that their content is accurate, fair, and respectful. This module instills a sense of responsibility and ethical considerations in media production and broadcasting. Students learn about the ethical implications of their work, including issues related to privacy, representation, and the potential impact of their content on audiences. By fostering an understanding of ethical communication, the program ensures that students are not only skilled media producers but also responsible communicators who contribute positively to society.

The Broadcasting Communication Training Program at MAN 1 Mandailing Natal is comprehensive, aiming to equip students with a diverse set of skills that are crucial for effective communication and media production. By focusing on these objectives, the program prepares students to navigate and excel in the rapidly evolving media landscape, empowering them to become confident, skilled, and ethical communicators.

## 2.  Methods

The Broadcasting Communication Training Program at MAN 1 Mandailing Natal employed a service-learning approach to bridge theoretical knowledge with practical application. This method enabled students to gain real-world experience while contributing to their community. The implementation process involved several key steps, To tailor the program effectively, a needs assessment was conducted through surveys and interviews with students and faculty. This step identified the students' interests, existing skills, and the specific areas where they needed development. The assessment provided a clear understanding of the resources and support required for the program's success (Pratiwi, 2021). Based on the needs assessment, a comprehensive curriculum was designed, encompassing theoretical knowledge and practical skills (Naaikuur & Dombo, 2021). The curriculum included modules on public speaking, media production, scriptwriting, and digital content creation (Naaikuur & Dombo, 2021). Each module was structured to offer both classroom instruction and hands-on practice, ensuring a balanced learning experience. To enhance the real-world relevance of the training, partnerships were established with local radio stations, television channels, and digital media platforms. These collaborations provided students with opportunities for internships and mentorship from industry professionals. These partnerships also allowed students to apply their skills in actual media production settings, bridging the gap between classroom learning and professional practice. The program was rolled out over a semester, with weekly sessions conducted by experienced instructors and media professionals. The sessions were a mix of lectures, workshops, and practical projects. Students engaged in various activities, such as producing radio shows, creating video content, and participating in public speaking exercises. This hands-on approach ensured that students could apply theoretical concepts in practical scenarios.

A significant component of the service-learning method was the inclusion of community engagement projects (Madani et al., 2021). Students worked on media projects that addressed local community issues, such as public health campaigns, educational programs, and cultural promotions. These projects allowed students to use their broadcasting skills to benefit the community, fostering a sense of social responsibility and civic engagement. To measure the program's effectiveness, pre- and post-program assessments were conducted. These assessments evaluated students' skills in public speaking, media production, and digital literacy. Additionally, feedback was gathered from participants through questionnaires and focus group discussions. This feedback was used to refine the curriculum and improve future iterations of the program.

Reflection sessions were integrated into the program to encourage students to critically analyze their learning experiences and the impact of their work on the community. These sessions included group discussions, journaling, and presentations, allowing students to reflect on their growth, challenges faced, and lessons learned. The service-learning approach used in the Broadcasting Communication Training Program at MAN 1 Mandailing Natal effectively combined theoretical learning with practical application and community service. By engaging in real-world media projects and working closely with local media outlets, students not only enhanced their broadcasting skills but also developed a strong sense of social responsibility. This method ensured a holistic learning experience, preparing students for future careers in media while making a positive impact on their community.

## 3.    Results and Discussion

The implementation of the Broadcasting Communication Training Program at MAN 1 Mandailing Natal yielded significant results, reflecting the program's effectiveness in enhancing students' communication skills and media literacy. This section discusses the key outcomes observed from the program, as well as the implications for future iterations.

### 3.1. Improvement in Public Speaking Skills

The improvement in public speaking skills among the students of MAN 1 Mandailing Natal through the Broadcasting Communication Training Program is a multifaceted achievement that reflects both the challenges students faced initially and the significant progress they made over the course of the program. This improvement is a testament to the effectiveness of the program's design, the dedication of its instructors, and the commitment of the students themselves. Before the program began, assessments conducted among the students revealed a common challenge: many lacked confidence in public speaking and struggled with stage fright. These challenges were not uncommon among students, as public speaking anxiety is a widespread phenomenon that can inhibit individuals from effectively conveying their ideas and engaging with audiences. For students aiming to succeed in academia, as well as in future careers, the ability to communicate confidently and persuasively is essential. Recognizing this, the program was designed to address these challenges head-on and provide students with the skills and support needed to overcome them.

As the program progressed, it became evident that the structured approach adopted by the instructors played a crucial role in facilitating the students' improvement. Through a series of practice sessions, workshops, and constructive feedback, students were given the opportunity to hone their public speaking skills in a supportive and nurturing environment. These sessions provided students with practical experience and allowed them to gradually build confidence in their abilities. The incorporation of real-world scenarios, such as mock presentations and group discussions, helped students to develop the skills needed to articulate their ideas clearly and engage with their audience effectively. Furthermore, the frequent practice sessions allowed students to identify areas for improvement and receive personalized feedback from instructors. This feedback was instrumental in guiding students' development and helping them to refine their speaking techniques. By addressing specific areas of weakness and providing guidance on how to improve, instructors played a critical role in facilitating the students' progress.

Moreover, the program fostered a culture of peer support and collaboration, where students could learn from each other's experiences and offer encouragement to one another. This supportive atmosphere encouraged students to step out of their comfort zones and push themselves to excel in their public speaking endeavors. Through group activities and collaborative projects, students had the opportunity to learn from their peers, share insights, and gain valuable feedback on their performance. As the program drew to a close, post-program assessments and feedback from students revealed significant gains in both confidence and competence in public speaking. Students demonstrated improved articulation, better audience engagement, and enhanced overall presentation skills. These improvements were a testament to the students' hard work and dedication throughout the program, as well as the effectiveness of the program's instructional approach.

Looking ahead, the improvements observed in students' public speaking skills have far-reaching implications for their academic and professional success. Effective communication is a critical skill in virtually every aspect of life, from academic presentations to job interviews and beyond. By equipping students with the confidence and competence to communicate effectively, the program has not only enhanced their academic performance but also prepared them for success in their future careers and personal endeavors. The improvement in public speaking skills among the students of MAN 1 Mandailing Natal through the Broadcasting Communication Training Program is a testament to the program's effectiveness in addressing the challenges students faced initially and empowering them to become more confident and articulate communicators. Through a structured approach, personalized feedback, and a supportive learning environment, students were able to overcome their initial apprehensions and make significant strides in their public speaking abilities. As they move forward, these newfound skills will serve them well in their academic pursuits and beyond, enabling them to succeed in a world where effective communication is paramount.

### 3.2. Proficiency in Media Production

The program also significantly advanced students' proficiency in media production. Initial assessments showed that most students had minimal experience with technical aspects of audio and video production. Through hands-on training with professional-grade equipment, students learned essential skills such as recording, editing, and scriptwriting. By the program's conclusion, students successfully produced various media projects, including radio shows and short films. These projects showcased their ability to handle equipment, execute production techniques, and create cohesive media content. The enhancement of students' proficiency in media production represents a significant achievement of the Broadcasting Communication Training Program at MAN 1 Mandailing Natal. Initial assessments revealed that the majority of students had limited experience with the technical aspects of audio and video production. This lack of familiarity with media production tools and techniques presented a barrier to their ability to effectively convey messages through multimedia formats. Recognizing this gap, the program aimed to equip students with the essential skills needed to produce high-quality media content.

Throughout the program, students were provided with hands-on training using professional-grade equipment. Through practical exercises and workshops, students gained proficiency in various aspects of media production, including recording, editing, and scriptwriting. These hands-on experiences allowed students to familiarize themselves with the tools and techniques used in the production process, empowering them to create engaging and impactful media content. By the conclusion of the program, students successfully produced a range of media projects, including radio shows and short films. These projects served as tangible demonstrations of the students' newfound proficiency in media production. They showcased the students' ability to handle equipment effectively, execute production techniques with precision, and create cohesive and compelling media narratives. Moreover, the successful completion of these media projects highlighted the students' creativity and innovation in utilizing multimedia formats to convey messages effectively. Students demonstrated a deep understanding of storytelling principles and employed creative strategies to engage their audience and communicate their ideas persuasively. These projects not only showcased the students' technical skills but also their ability to conceptualize and execute media projects from inception to

completion. The hands-on nature of the program, coupled with the opportunity to work with professional-grade equipment, was instrumental in facilitating students' development in media production. By providing students with practical experience in a real-world setting, the program bridged the gap between theoretical knowledge and practical application. Students were able to apply the concepts and techniques learned in the classroom to real-world projects, gaining valuable insights into the complexities of media production.

Furthermore, the successful completion of media projects instilled a sense of accomplishment and pride among students, boosting their confidence and motivation to further explore and pursue opportunities in media production. The program not only enhanced students' technical skills but also fostered a passion for media creation and storytelling, laying the foundation for future endeavors in the field of media and communication. The proficiency gained by students in media production through the Broadcasting Communication Training Program signifies a significant achievement in their educational journey. The program provided students with the necessary skills and experiences to effectively navigate the complexities of media production, empowering them to create impactful and meaningful media content. As they continue to refine and expand their skills, students are well-equipped to pursue future opportunities in the dynamic and evolving field of media and communication.

### 3.3. Enhanced Critical Thinking and Creativity

Critical thinking and creativity were other areas where students showed notable progress. The program encouraged students to critically analyze media content, understand its impact, and create their own media projects. This approach fostered an environment of innovation and thoughtful media production. Students demonstrated increased creativity in their projects, developing original concepts and effectively translating them into compelling media narratives. This improvement was evident in the diversity and quality of the student-produced content, which ranged from educational videos to community-oriented radio segments. Throughout the program, students were encouraged to critically analyze media content, question assumptions, and evaluate the reliability and validity of information presented to them. By engaging in discussions, debates, and reflective exercises, students developed a deeper understanding of the role of media in shaping opinions, attitudes, and behaviors. They learned to identify bias, misinformation, and propaganda in media messages and to approach media consumption with a discerning eye.

Moreover, the program provided students with opportunities to create their own media projects, allowing them to express their creativity and develop original concepts. Students were encouraged to think outside the box, experiment with different formats and styles, and explore innovative approaches to media production. This emphasis on creativity sparked students' imagination and inspired them to explore new ideas and perspectives. As a result, students demonstrated increased creativity in their media projects, developing original concepts and effectively translating them into compelling narratives. Whether producing educational videos, community-oriented radio segments, or multimedia presentations, students showcased their creativity and innovation in conveying messages effectively. The diversity and quality of the student-produced content underscored the students' ability to think critically, generate ideas, and execute projects with creativity and precision.

Furthermore, the program fostered an environment of collaboration and mutual support, where students could learn from each other's experiences, share insights, and offer constructive feedback. By working together on group projects and collaborative assignments, students were able to leverage their collective creativity and expertise, resulting in the creation of more impactful and meaningful media content. The emphasis on critical thinking and creativity not only enhanced students' media production skills but also empowered them to become more informed and engaged media consumers. By equipping students with the tools and skills needed to critically evaluate media content, the program empowered them to navigate the complexities of the media landscape with confidence and discernment.

In conclusion, the enhancement of critical thinking and creativity among students through the Broadcasting Communication Training Program is a significant accomplishment that reflects the program's commitment to fostering well-rounded and informed individuals. By encouraging students to critically analyze media content and express their creativity through media production, the program has empowered students to become more engaged and discerning media consumers and producers. As they continue to refine and apply these skills, students are better equipped to navigate the complexities of the media landscape and contribute positively to society through their media endeavors.

### 3.4. Digital Literacy

The program's focus on digital literacy equipped students with vital skills for navigating the digital media landscape. Students learned to use various digital tools and platforms for content creation and dissemination. By the end of the program, students were proficient in using video editing software, managing social media accounts, and publishing online content. This proficiency not only prepared them for potential careers in media but also enhanced their ability to communicate effectively in an increasingly digital world. The emphasis on digital literacy within the Broadcasting Communication Training Program at MAN 1 Mandailing Natal is a crucial aspect of preparing students for success in today's rapidly evolving media landscape. Digital literacy encompasses a range of skills and competencies essential for effectively navigating and utilizing digital tools and platforms for communication, information sharing, and content creation. Through the program's focus on digital literacy, students gained proficiency in a variety of digital skills that are increasingly essential in both academic and professional contexts.

At the outset of the program, many students had limited experience with digital media tools and platforms, highlighting the need for comprehensive digital literacy training. Recognizing this, the program aimed to equip students with the necessary skills to harness the power of digital media effectively. Throughout the program, students engaged in hands-on learning activities that provided practical experience with various digital tools and platforms. One key component of the program's digital literacy curriculum was the instruction on video editing software. Students learned how to use professional-grade video editing software to edit, enhance, and manipulate video content. Through guided tutorials and practical exercises, students gained proficiency in tasks such as trimming footage, adding transitions, and incorporating special effects. This training equipped students with the skills needed to produce high-quality video content, a valuable asset in today's multimedia-driven world. The program provided instruction on managing social media accounts, a critical skill in today's digital age. Students learned how to

effectively utilize social media platforms for content dissemination, audience engagement, and community building. They gained an understanding of social media best practices, including how to create engaging content, interact with followers, and monitor analytics. This training empowered students to leverage social media as a powerful tool for communication and outreach.

Students learned how to publish content online, gaining practical experience with content management systems and digital publishing platforms. They learned how to create and publish articles, blog posts, and multimedia content, developing skills that are highly transferable to a variety of professional settings. By the end of the program, students were proficient in creating and publishing online content, enabling them to effectively communicate their ideas and messages in the digital realm. The proficiency gained in digital literacy through the program not only prepared students for potential careers in media but also enhanced their ability to communicate effectively in an increasingly digital world. In today's interconnected society, digital literacy is a fundamental skill that transcends traditional boundaries and empowers individuals to participate fully in the digital economy and society. By equipping students with the skills and competencies needed to navigate the digital media landscape, the program has positioned them for success in an ever-changing digital world.

The emphasis on digital literacy within the Broadcasting Communication Training Program at MAN 1 Mandailing Natal represents a significant investment in students' future success. By providing comprehensive instruction in digital media tools and platforms, the program has empowered students to navigate the complexities of the digital media landscape with confidence and proficiency. As they continue to apply and refine their digital skills, students are well-prepared to excel in a variety of academic and professional settings, making meaningful contributions to the digital world.

### 3.5. Ethical Communication

The emphasis on ethical communication was a key component of the program. Students learned about the ethical considerations involved in media production, including issues of privacy, representation, and the responsible dissemination of information. Post-program evaluations indicated that students had developed a strong understanding of these ethical principles. They demonstrated an ability to produce content that was not only engaging and informative but also respectful and ethically sound. The emphasis on ethical communication within the Broadcasting Communication Training Program at MAN 1 Mandailing Natal is a fundamental aspect of preparing students to become responsible and conscientious media practitioners. In today's media landscape, where information dissemination occurs at a rapid pace and has far-reaching consequences, it is essential for individuals to understand and adhere to ethical principles in their communication practices. The program recognized the importance of ethical communication and sought to instill in students a strong understanding of ethical considerations in media production.

Throughout the program, students were introduced to a range of ethical considerations involved in media production, including issues related to privacy, representation, and the responsible dissemination of information. Students learned about the ethical implications of their actions as media producers, including the potential impact of their content on individuals and communities. They engaged in discussions and activities that prompted critical reflection on ethical dilemmas commonly encountered in media production, allowing them to develop a nuanced understanding of these complex

issues. One key aspect of ethical communication emphasized in the program was the importance of respecting individuals' privacy rights. Students learned about the ethical responsibilities associated with obtaining consent for interviews and using personal information in media content. They explored case studies and real-world examples that highlighted the potential consequences of violating individuals' privacy rights and discussed strategies for ensuring ethical conduct in their media projects.



**Figure 1** Practical Learning Framework in Media Production

Additionally, students learned about the ethical considerations related to representation in media content. They examined issues such as stereotyping, bias, and cultural appropriation and explored ways to promote diversity, inclusion, and accurate representation in their media projects. Through guided discussions and exercises, students gained an appreciation for the importance of presenting diverse perspectives and portraying individuals and communities in a respectful and dignified manner. Students learned about the ethical obligations associated with the responsible dissemination of information. They explored topics such as accuracy, fairness, and transparency in reporting and discussed the role of media in shaping public opinion and influencing societal norms. Students examined case studies of ethical breaches in media coverage and discussed strategies for upholding ethical standards in their own media projects.

Post-program evaluations indicated that students had developed a strong understanding of these ethical principles and demonstrated an ability to apply them in their media production efforts. Students showcased their commitment to ethical communication by producing content that was not only engaging and informative but also respectful and ethically sound. They demonstrated a thoughtful approach to media production, taking into account the potential impact of their content on individuals and communities and striving to uphold ethical standards in their communication practices.

The emphasis on ethical communication within the Broadcasting Communication Training Program at MAN 1 Mandailing Natal represents a critical component of preparing students to become responsible and ethical media practitioners. By providing students with a strong foundation in ethical principles and promoting critical reflection on ethical dilemmas in media production, the program has equipped students with the knowledge and skills needed to navigate the complexities of the media landscape with integrity and professionalism. As they continue to apply these ethical principles in their media endeavors, students are poised to make meaningful contributions to society and promote positive change through their communication practices.

The service-learning approach of the program had a positive impact on the local community. Students' media projects addressed various community issues, such as public health campaigns and cultural promotions. These projects not only provided valuable information and entertainment to the community but also allowed students to apply their skills in meaningful ways. The feedback from community members was overwhelmingly positive, highlighting the program's role in fostering community engagement and awareness. Feedback from students was instrumental in identifying the program's strengths and areas for improvement. Students expressed high levels of satisfaction with the hands-on components and the practical relevance of the training. However, some suggested that additional advanced modules could further enhance their learning experience. This feedback will be crucial in refining the curriculum for future iterations of the program. Incorporating more advanced topics, such as investigative journalism and digital marketing, could provide students with a broader skill set and deeper insights into the media industry. The Broadcasting Communication Training Program at MAN 1 Mandailing Natal successfully met its objectives, significantly improving students' communication skills, media production proficiency, critical thinking, creativity, digital literacy, and ethical awareness. The positive outcomes underscore the program's value in preparing students for future careers in media and related fields while fostering a sense of social responsibility and community engagement. Continuous evaluation and refinement based on student feedback will ensure that the program remains relevant and effective, adapting to the evolving demands of the media landscape.

## 4. Conclusions

The Broadcasting Communication Training Program at MAN 1 Mandailing Natal has proven to be a highly effective initiative, yielding substantial improvements in students' communication abilities, technical skills, and overall media literacy. The program's emphasis on hands-on learning and real-world application provided students with valuable experiences that bridged the gap between theoretical knowledge and practical execution. By focusing on key areas such as public speaking, media production, critical thinking, creativity, digital literacy, and ethical communication, the program equipped students with a comprehensive skill set that is essential in today's media-driven world. Students demonstrated remarkable progress in public speaking, becoming more confident and articulate in their presentations. This was complemented by their newfound proficiency in media production, where they learned to handle professional-grade equipment and execute complex production tasks. The critical thinking and creative aspects of the program encouraged students to analyze media content thoughtfully and to

develop innovative projects, which were well-received by both their peers and the community.

The integration of digital literacy into the curriculum ensured that students could effectively navigate and utilize various digital platforms, a crucial skill in the modern communication landscape. Furthermore, the emphasis on ethical communication instilled a strong sense of responsibility, enabling students to produce content that is not only engaging but also respectful and ethically sound. The service-learning component of the program significantly benefited the local community, with students' projects addressing relevant social issues and enhancing community awareness. This aspect of the program underscored the importance of civic engagement and social responsibility, fostering a deeper connection between students and their community.

Feedback from participants highlighted the program's strengths and provided valuable insights for future improvements. Suggestions for incorporating advanced modules will be considered to enhance the curriculum further, ensuring that it remains relevant and comprehensive. In conclusion, the Broadcasting Communication Training Program at MAN 1 Mandailing Natal has successfully achieved its objectives, preparing students for future careers in media and beyond. The program's holistic approach, combining theoretical knowledge with practical application and community service, has not only enhanced students' skills but also contributed positively to their personal growth and community involvement. Continuous evaluation and adaptation of the program will ensure its ongoing success and relevance in an ever-evolving media landscape.

## Acknowledgments

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