



Participation in the Mubaligh Hijrah Program: Associations with Students' Religious Character and Public Speaking Skills

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ABSTRACT

Religious character and public speaking skills are essential competencies in contemporary education. However, many students still face challenges in internalizing religious values and developing confidence in public communication. This study aimed to examine the associations between participation in the *Mubaligh Hijrah* Program and students' religious character and public speaking skills. A quantitative approach using a cross-sectional survey design was employed. The participants consisted of 78 students from a private Islamic school in Yogyakarta, Indonesia, who had participated in the *Mubaligh Hijrah* Program. Data were collected using a Likert-scale questionnaire and analyzed through descriptive statistics and simple linear regression using RStudio and SPSS. Prior to analysis, assumption tests, including normality, linearity, and homoscedasticity, were conducted to ensure data suitability. The findings revealed significant positive associations between participation in the *Mubaligh Hijrah* Program and both students' religious character and public speaking skills. Students with higher levels of participation tended to demonstrate stronger religious character and better public speaking skills. These findings underscore the potential value of community-based religious activities in supporting character education and communication skill development in Islamic schools.

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INTRODUCTION

Religious character is a fundamental aspect of students' personality development (Masturin, 2023). Education is intended not only to improve academic achievement but also to develop individuals with strong moral values, ethical behavior, and social responsibility (Komariah & Nihayah, 2023). However, rapid social change and the increasing complexity of modern life have posed various challenges to character development among young people. The declining level of social sensitivity, limited concern for community issues, and weak internalization of religious values indicate that the implementation of religious character education still faces considerable challenges (Estrada et al., 2019; Komalasari & Yakubu, 2023; Mashoedi et al., 2025). Therefore, educational programs that integrate religious learning with real-life community experiences are needed.

In addition to religious character, public speaking has become an essential competency for students in the modern era (Zubairi Muzakki & Nurdin, 2022). Public speaking involves not only the ability to deliver information but also self-confidence, audience engagement, and interpersonal communication skills (Farah et al., 2019; Suciati & Syamsiani, 2025). In the context of Islamic education, public speaking is closely related to da'wah activities because students are expected to communicate religious messages effectively to the community (Farah et al., 2019). Nevertheless, many students still experience difficulties in public communication, such as low self-confidence, monotonous delivery, and limited ability to interact with audiences (Bahiyah, 2025; Kholili, 2023; Safril et al., 2025; Suciati & Syamsiani, 2025).

One program designed to address these needs is the *Mubaligh Hijrah* Program. This program is a community service activity based on Islamic preaching in which students are required to engage directly with local communities for a specific period (Nuryana et al., 2026). Through this program, students participate in various religious activities, including delivering sermons, giving short religious talks, and teaching the Qur'an, while also learning to adapt to diverse social environments. However, previous studies indicate that the program's implementation has not fully achieved its intended objectives. Some students still demonstrate limited social sensitivity and tend to focus solely on completing assigned tasks without actively engaging with the community (Billah et al., 2024; Mashoedi et al., 2025). In addition, the public speaking abilities of some participants remain inadequate, as reflected in ineffective communication, limited audience management skills, and low confidence when speaking in public (Kusuma, 2017; Suciati & Syamsiani, 2025). These findings suggest a gap between the program's intended goals and its actual implementation.

Based on these issues, this study addresses two research questions: (1) Is participation in the *Mubaligh Hijrah* Program associated with students' religious character? and (2) Is participation in the *Mubaligh Hijrah* Program associated with students' public speaking skills? Accordingly, the purpose of this study is to examine the association between participation in the *Mubaligh Hijrah* Program and students' religious character and public speaking skills.

RESEARCH METHODS

Research Design

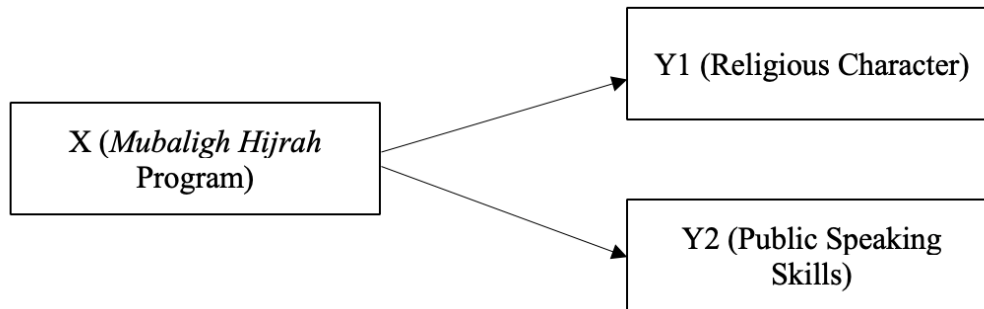


Figure 1. Research Design

This study employed a quantitative approach using a cross-sectional survey design. The quantitative approach was selected to examine the associations between participation in the *Mubaligh Hijrah* Program and students' religious character and public speaking skills through statistical analysis. The cross-sectional survey design was used to investigate the relationships among the study variables using questionnaire data collected from participants at a single point in time (Creswell, 2009; Nugroho, Kismiantini, et al., 2025). In this study, participation in the *Mubaligh Hijrah* Program served as the independent variable (X), whereas Religious Character (Y1) and Public Speaking Skills (Y2) served as the dependent variables (see Figure 1).

Participants

The study population consisted of 350 students who had participated in the *Mubaligh Hijrah* Program. The sample size was determined using Slovin's formula with a 10% margin of error, yielding a minimum sample size of 78 respondents. Participants were then selected using purposive sampling, as only students who had completed the *Mubaligh Hijrah* Program were eligible to participate in the study. A total of 78 students participated, consisting of 48 tenth-grade and 30 eleventh-grade students. All participants voluntarily completed the questionnaire after receiving information about the study's purpose and assurances regarding the confidentiality of their responses.

Instrument

Data were collected using a closed-ended questionnaire with a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument consisted of three variables: the *Mubaligh Hijrah* Program (X), Religious Character (Y1), and Public Speaking Skills (Y2). Tables 1, 2, and 3 present the instrument blueprints for each variable. The *Mubaligh Hijrah* Program instrument was developed based on the *Mubaligh Hijrah* Program Guidebook.



The Religious Character instrument was adapted from indicators developed by the Indonesian Ministry of National Education (Kemendikdasmen, 2019) and the Ministry of Religious Affairs (Kemenag, 2019). The Public Speaking Skills instrument was adapted from the framework proposed by Yamashiro & Johnson (1997). The adaptation process involved reviewing the original indicators and modifying the wording of several items to ensure their relevance to the context of Islamic secondary education and the Mubaligh Hijrah Program.

To establish content validity, the initial draft of the questionnaire was evaluated by two experts from an Islamic university in Yogyakarta, specializing in Islamic education and educational measurement. The experts assessed the relevance, clarity, and appropriateness of each item. Based on their feedback, several revisions were made, including rewording ambiguous statements, simplifying technical terms, and improving the clarity of items to enhance students' comprehension.

Prior to the main data collection, a pilot test was conducted with students who had characteristics similar to those of the research participants. The pilot data were used to examine the construct validity and reliability of the instruments. Construct validity was assessed using Pearson's Product-Moment correlation, and all items met the validity criterion ($r > 0.1876$). Reliability testing yielded Cronbach's Alpha coefficients of 0.692 for the Mubaligh Hijrah Program scale, 0.883 for the Religious Character scale, and 0.711 for the Public Speaking Skills scale, indicating acceptable internal consistency.

Table 1. Instrument Blueprint of the Mubaligh Hijrah Program Scale

Indicator	Description	Favourable	Unfavourable	Number of Items
Quality of Training	Relevance of training materials, participant readiness, and mastery of da'wah program management	1, 3	2	3
Intensity of Field Activities	Participation in worship, da'wah, and community service activities during the program	4, 5, 7, 8	6	5
Quality of Supervision and Evaluation	Frequency of supervisor visits, quality of feedback, and program evaluation	10, 11	9	3
Total		8	3	11

Table 2. Instrument Blueprint of the Religious Character Scale

Indicator	Theoretical Basis	Favourable	Unfavourable	Number of Items
Peacefulness	Kemendikdasmen (2019)	12	13	2
Tolerance	Kemenag (2019).	14	15	2
Firmness of Belief	Kemendikdasmen (2019)	16	17	2
Self-Confidence	Kemendikdasmen (2019)	18	19	2
Interfaith Cooperation	Kemendikdasmen (2019)	20	21	2
Non-Coercion	Kemenag (2019)	22	23	2
Anti-Violence	Kemenag (2019)	24	25	2
National Commitment	Kemenag (2019)	26	27	2
Acceptance of Tradition	Kemenag (2019)	28	29	2
Total		9	9	18

Table 3. Instrument Blueprint of the Public Speaking Skills Scale

Indicator	Description	Favourable	Unfavourable	Number of Items
Voice Control	Ability to manage volume, intonation, articulation, and clarity of speech	30, 31	32	3
Body Language	Use of eye contact, facial expressions, and body movements while speaking	33, 34	35	3
Content Organization	Ability to organize the introduction, body, and conclusion systematically	36, 37	38	3
Communication Effectiveness	Ability to select appropriate language, adapt messages to the audience, and achieve communication goals	39, 40	41	3
Total		8	4	12

Data Analysis Technique

Data analysis was conducted using *RStudio software* and SPSS. The first stage involved descriptive statistical analysis to characterize the data. To facilitate interpretation, respondents' scores were categorized into three levels: low, moderate, and high. The categorization criteria were high ($X \geq Mi + 1SDi$), moderate ($Mi - 1SDi \leq X < Mi + 1SDi$), and low ($X < Mi - 1SDi$).

The second stage involved testing the assumptions for linear regression analysis. Normality was assessed using the Kolmogorov–Smirnov test; linearity was examined using residual plots; homoscedasticity was evaluated using the Breusch–Pagan test; and the independence of errors was assessed using the Durbin–Watson statistic. These tests were conducted to ensure that the data met the assumptions required for regression analysis. After the assumptions were satisfied, simple linear regression analysis was performed to examine the effect of the *Mubaligh Hijrah* Program on Religious Character and Public Speaking Skills. Statistical significance was determined at the 0.05 level. A p-value of less than 0.05 indicated



that the proposed hypothesis was accepted (Nugroho, Desti, et al., 2025; Nugroho et al., 2024). Additionally, the coefficient of determination (R^2) was used to assess the proportion of variance in the dependent variable explained by the independent variable.

Research Hypothesis

Based on the research framework and literature review, the following hypotheses were proposed:

- H1 : Participation in the *Mubaligh Hijrah* Program is positively and significantly associated with students' Religious Character;
- H2 : Participation in the *Mubaligh Hijrah* Program is positively and significantly associated with students' Public Speaking Skills.

RESULT AND DISCUSSION

This section presents the results of the data analysis and discusses the findings related to the effect of the *Mubaligh Hijrah* Program on students' Religious Character and Public Speaking Skills.

Table 4. Category Distribution of Research Variables

Variable	Low	Moderate	High	Total
Mubaligh Hijrah Program (X)	0 (0.0%)	17 (21.8%)	61 (78.2%)	78
Religious Character (Y1)	0 (0.0%)	12 (15.4%)	66 (84.6%)	78
Public Speaking Skills (Y2)	0 (0.0%)	11 (14.1%)	67 (85.9%)	78

Table 4 shows that all research variables are predominantly in the moderate-to-high category, with no respondents in the low category. For the *Mubaligh Hijrah* Program (X), most students were in the high category (78.2%), while 21.8% were in the moderate category. Similarly, Religious Character (Y1) was mostly high (84.6%), with 15.4% in the moderate category. Public Speaking Skills (Y2) also showed a high proportion of students in the high category (85.9%), while 14.1% were in the moderate category. Overall, the results indicate that students fall within moderate to high levels across all variables, with no low category observed.

Assumption Testing

Prior to regression analysis, assumption testing was conducted to ensure the suitability of the data. The Kolmogorov–Smirnov test indicated that the residuals were normally distributed, with significance values of 0.857 for Religious Character (Y1) and 0.512 for Public Speaking Skills (Y2), both exceeding 0.05. The linearity test also confirmed a linear relationship between the *Mubaligh Hijrah* Program and both dependent variables, as the significance



values for Linearity were below 0.001, while the Deviation from Linearity values were 0.640 for Y1 and 0.386 for Y2.

Furthermore, the Breusch–Pagan test showed significance values of 0.541 for Y1 and 0.450 for Y2, both greater than 0.05. These results indicate the absence of heteroscedasticity, meaning that the residual variances were homogeneous across predicted values. The independence of errors was assessed using the Durbin–Watson test. The Durbin–Watson statistics were 1.842 ($p = 0.482$) for Religious Character (Y1) and 1.820 ($p = 0.425$) for Public Speaking Skills (Y2). Since both values were close to 2.0 and statistically non-significant, the residuals were considered independent, indicating no autocorrelation. Therefore, all assumptions of linear regression were satisfied, and the data were appropriate for further hypothesis testing.

Correlation Analysis among Study Variables

Pearson correlation analysis was conducted to examine the relationships among the study variables. As presented in Table 5, participation in the *Mubaligh Hijrah* Program was positively and significantly correlated with Religious Character ($r = .440, p < .001$) and Public Speaking Skills ($r = .411, p < .001$). These findings indicate that students who reported higher levels of participation in the *Mubaligh Hijrah* Program tended to demonstrate stronger Religious Character and better Public Speaking Skills. The correlation coefficients suggest moderate positive relationships between participation in the program and both outcome variables. However, no significant correlation was found between Religious Character and Public Speaking Skills ($r = .138, p > .05$), indicating that the two variables were not significantly associated in this study.

Table 5. Correlation Analysis among Study Variables

Variables	1	2	3
Mubaligh Hijrah Program	—		
Religious Character	.440***	—	
Public Speaking Skills	.411***	.138	—

Association between Participation in the Mubaligh Hijrah Program and Students' Religious Character

As presented in Table 6, the simple linear regression analysis revealed a positive and significant association between participation in the *Mubaligh Hijrah* Program and students' Religious Character. The regression coefficient was 0.534 ($t = 4.268, p < 0.001$), indicating that higher participation in the *Mubaligh Hijrah* Program was associated with higher Religious Character scores. The coefficient of determination ($R^2 = 0.193$) indicates that participation in the program accounted for 19.3% of the variance in Religious Character. Therefore, H1 was supported.



Table 6. Simple Linear Regression Results

Model	B	SE	t	p	R ²	F
Mubaligh Hijrah Program → Religious Character	0.534	0.125	4.268	< 0.001	0.193	18.210

The findings revealed a positive and significant association between participation in the *Mubaligh Hijrah* Program and students' Religious Character. This result suggests that students who reported higher participation in community-based da'wah activities also tended to report stronger religious character. Through interactions with community members and involvement in religious activities, students may have opportunities to develop peace-loving attitudes, tolerance, responsibility, and social awareness. These findings are consistent with previous studies suggesting that character education is strengthened when values are practiced in real-life situations rather than taught solely through classroom instruction (Ortiz-Gómez et al., 2020; Pitt et al., 2025).

The association was also reflected in several dimensions of religious character, including tolerance, cooperation, acceptance of diversity, and commitment to religious principles. During the program, students engage with different groups within society, deliver religious messages, and participate in social activities. Such experiences may encourage students to respect differences, avoid coercive attitudes, and strengthen their commitment to peaceful religious practices. Similar findings have been reported by Mat Nong et al. (2022); Usman et al. (2024); and Zubairi Muzakki & Nurdin (2022), who found that community engagement activities contribute to moral development and social responsibility.

Compared with previous studies, this research provides additional evidence regarding the association between participation in a compulsory da'wah-based program and students' religious character. While earlier studies have mainly focused on religious education or community service in isolation, the present study indicates that participation in the *Mubaligh Hijrah* Program is positively associated with multiple dimensions of religious character. Therefore, the program has the potential to support the development of students' religious and social competencies (Farah et al., 2019; Firdaus & Suwendi, 2025; Mashoedi et al., 2025; Pitt et al., 2025).

Association between Participation in the Mubaligh Hijrah Program and Students' Public Speaking Skills

Table 7 shows a positive and significant association between participation in the *Mubaligh Hijrah* Program and students' Public Speaking Skills. The regression coefficient was 0.404 ($t = 3.934$, $p < 0.001$), indicating that greater participation in the program was associated with higher Public Speaking Skills scores. The coefficient of determination ($R^2 = 0.169$) suggests that participation in the program accounted for 16.9% of the variance in Public Speaking Skills. Therefore, H2 was supported.



Table 7. Simple Linear Regression Results

Model	B	SE	t	p	R ²	F
Mubaligh Hijrah Program → Public Speaking Skills (Y2)	0.404	0.103	3.934	< 0.001	0.169	15.480

The findings revealed a positive and significant association between participation in the *Mubaligh Hijrah* Program and students' Public Speaking Skills. This result suggests that students who reported greater participation in da'wah activities also tended to report better Public Speaking Skills. Activities such as delivering sermons, giving short religious talks, teaching the Qur'an, and leading community discussions may provide opportunities for students to practice communication in authentic public settings. These findings are consistent with previous studies showing that public speaking competence is associated with continuous practice and real communication experiences (Mufti Khairul Zain et al., 2025; Safril et al., 2025).

The positive association with Public Speaking Skills is evident across several communication dimensions, including voice control, body language, and content organization (Yamashiro & Johnson, 1997). During the *Mubaligh Hijrah* Program, students practice projecting their voices clearly, using appropriate intonation, maintaining eye contact, and employing effective gestures while speaking before audiences. In addition, they systematically prepare and deliver religious messages, which may support their ability to organize content and communicate confidently. Similar findings were reported by Farah et al. (2019); Hamid et al. (2024); Kusuma (2017); and Syari & Azhari (2025), who emphasized that effective speaking skills are influenced by mastery of verbal and non-verbal communication components.

Furthermore, participation in the program was associated with communication effectiveness. Students interact with children, youth groups, and adults, which requires them to adjust their language use, examples, and communication strategies according to audience characteristics. Such experiences may strengthen audience awareness, confidence, and message delivery. Consistent with previous studies Bushaeri et al. (2024); Farah et al. (2019); and Suciati & Syamsiani (2025), the present findings indicate that experiential learning activities involving direct interaction with the community are positively associated with students' public speaking competence. Therefore, the *Mubaligh Hijrah* Program may serve as a valuable context for supporting students' development of communication skills.

Limitation and Recommendation

Despite these contributions, this study has several limitations. First, the research was conducted in a single private school in Yogyakarta, which may limit the generalizability of the findings. Second, the study relied on self-reported questionnaire data, which may be influenced by social desirability bias. Future research is therefore recommended to involve a larger, more diverse sample and to employ mixed-methods approaches.



CONCLUSION AND SUGGESTIONS

This study aimed to examine the effect of the Mubaligh Hijrah Program on students' Religious Character and Public Speaking Skills. The regression results showed that the Mubaligh Hijrah Program has a positive and significant effect on both variables. The program significantly influences Religious Character and Public Speaking Skills. These findings indicate that experiential learning through community-based da'wah activities contributes to the development of students' moral values and communication skills. Therefore, the *Mubaligh Hijrah* Program is an effective educational strategy for strengthening both religious character and public speaking competence among students. For future researchers, it is recommended to expand the study's scope by involving more schools and educational levels to improve the generalizability of the findings. Additionally, future studies may use mixed-methods approaches, combining quantitative and qualitative data to gain deeper insights into students' experiences and the program's impact.

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