KINDNESS-BASED ENGLISH SIMULATION FOR VOCATIONAL STUDENTS IN INDUSTRIAL ENGINEERING

Suci Tresna Dewi Handayani[1*], Multi Nadeak[2]
[1,2]Teknik Industri, Fakultas Industri Kreatif,
Universitas Teknologi Bandung, Indonesia
*E-mail: suci@utb-univ.ac.id

ABSTRACT

English proficiency opens access to careers in global industries. Meanwhile, the decline in moral and ethical values among students hinders the shaping of professionalism. These issues demand readiness from vocational Industrial Engineering students to face them. Hence, this service-learning program integrated kindness values such as empathy, cooperation, and respect into an English simulation. It was conducted at SMK Teknik Industri, involving 20 students in a role-play set in an industrial engineering context, preceded by a motivational session and a sentence-making game. All activities were recorded to observe the students' engagement, which was confirmed through an interview session with 6 representatives. The results indicated a gradual increase in engagement. In the motivational session, they listened passively due to limited English comprehension. During the game, participation began to emerge despite their fear and hesitation. In the role-play session, they demonstrated increased engagement and positive emotional responses through pronunciation and expression practice. This was supported by their perceptions, as they became motivated and aware of the importance of English and ethics. Therefore, this program holds potential for further development to improve both English proficiency and character building.

Keywords: Global Industry; Kindness-based English Simulation; Service-Learning; Student Engagement.

ABSTRAK

Kemampuan berbahasa Inggris membuka akses peluang karier di industri global. Sementara itu, menurunnya nilai moral dan etika di kalangan siswa menghambat pembentukan profesionalisme. Tantangan ini menuntut kesiapan siswa sekolah kejuruan teknik untuk menghadapinya. Oleh karena itu, program pengabdian ini mengintegrasikan nilai-nilai kebaikan seperti empati, kerja sama, dan saling menghargai ke dalam simulasi berbahasa Inggris. Kegiatan ini dilaksanakan di SMK Teknik Industri dengan melibatkan 20 siswa dalam sesi bermain peran pada konteks dunia kerja teknik industri, yang didahului oleh sesi motivasi dan permainan menyusun kalimat. Seluruh kegiatan direkam untuk mengamati keterlibatan siswa, yang kemudian dikonfirmasi melalui wawancara dengan 6 perwakilan siswa. Hasilnya menunjukkan peningkatan keterlibatan secara bertahap. Pada sesi motivasi, siswa memperhatikan dengan pasif karena keterbatasan pemahaman bahasa Inggris. Partisipasi mulai muncul saat permainan meski disertai rasa takut dan ragu. Dalam sesi bermain peran, keterlibatan dan respons emosional positif meningkat saat siswa aktif berlatih pengucapan dan ekspresi. Hal ini didukung oleh persepsi mereka yang menunjukkan adanya motivasi dan kesadaran akan pentingnya bahasa Inggris dan

etika. Program ini berpotensi dikembangkan lebih lanjut untuk meningkatkan kemampuan bahasa Inggris sekaligus pembentukan karakter siswa.

Kata Kunci: *Industri Global; Keterlibatan Siswa; Pembelajaran Berbasis Pengabdian kepada Masyarakat; Simulasi Bahasa Inggris Berbasis Kebaikan.*

INTRODUCTION
1. Overview of the Field Situation

In today's industrial world, success requires more than just technical expertise, it also demands English communication skills. English has become a key factor in opening career pathways for graduates seeking to enter the global workforce. However, cross-cultural communication and English use in recruitment and workplace interactions pose significant challenges for those competing in an increasingly competitive job market. As noted by Akther (2022), English serves as a vital tool for international communication, while Çal et al. (2022) emphasize its critical role in recruitment processes. To address these demands, English proficiency should be nurtured not only at the higher education level but also reinforced early in vocational high schools. This highlights the importance of contextual English practice reflecting real-world industrial settings to ensure effective language acquisition.

In addition to technical and language skills, kindness values, and ethical professionalism, such as empathy, collaboration, and mutual respect, are also essential in the workplace. The ability to work in teams, communicate effectively, and demonstrate respect are among the soft skills most sought after by recruiters. This is reinforced by Dogbe et al. (2024), who found that employees' ethical behavior has a positive impact on job performance. This is also supported in the context of educational preparation, where the importance of consistently teaching and modeling kindness in the classroom is highlighted (Day & Robinson, 2022), along with a proactive focus to build a morally grounded learning environment (Sakiman & Yasin, 2023), while Umam et al. (2023) highlight the role of teachers as motivators who must be both flexible and firm in fostering students' English competence. Furthermore, designing outcome-based activities that promote active engagement is equally necessary to enhance both language skills and values education (Blaz, 2022).

Given these demands, integrating ethical values into English language learning is crucial, not only to help students master the language but also to encourage behavior that aligns with the expectations of a professional and humane workplace. However, current observations indicate a growing decline in students' moral awareness and ethical behavior. Hudi et al. (2024) report a widespread moral and ethical crisis among adolescents, based on an analysis of relevant studies. This concern is echoed by Janssen and Carradini (2021), who note that members of Generation Z often exhibit inappropriate conduct even in professional environments. Addressing this issue through values-based education is therefore imperative to prepare students not only for career success but also for responsible citizenship.

The absence of kindness and ethical professionalism in professional settings can negatively impact employee performance, such as through the moral indecency of tyrannical leadership (Zhao et al., 2024), can erode trust,

reduce the sense of well-being, and diminish employee engagement, ultimately lowering organizational performance (Caldicott, 2019; Octavian, 2023). Such toxic environments discourage creativity and openness, as individuals fear judgment or retaliation for sharing new ideas. Promoting ethical behavior and kindness is therefore essential at every level to foster trust, innovation, and sustainable development (Smith & Kouchaki, 2021).

In line with the analysis of the situation above, it becomes clear that preparing students for the global workforce requires more than technical instruction, it demands the integration of language skills and ethical values into relevant learning experiences.

2. Problems and Offered Solution

Based on the aforementioned overview, we identified two concerns: the need to motivate vocational school students in learning English, and the urgency of promoting kindness values to foster ethical awareness. To tackle these issues, we conducted a service-learning program for SMK Teknik Industri Purwakarta students, providing English practice and nurturing kindness values to meet these challenges.

Service-learning program is an educational approach that combines academic instruction with meaningful community service. It allows students to apply what they learn in the classroom to real-world situations that benefit society, while also reflecting on their experiences to deepen understanding and personal growth (Bringle, 1997; Eyler, 1997; Jacoby, 1996; Kolb, 2014). It is structured to enhance both learning outcomes and civic responsibility.

We designed a service-learning program featuring a ***kindness-based English simulation*** rooted in industrial engineering topics. It began with a motivational presentation, continued with a vocabulary-building game to reduce anxiety and increase engagement (Ahmed et al., 2022; Ramzan et al., 2023), and a role-playing session to promote English use (Gusmuliana & Apriani, 2021; Pinatih, 2021), integrating kindness values simulated in workplace scenarios to support the importance of modeling kindness in learning activity (Day & Robinson, 2022; Sakiman & Yasin, 2023) to foster collaboration, empathy, and respect in a professional context.

3. Objectives of the Service-Learning

This service-learning program aims to solve the problem addressed in order to improve the students' awareness and motivation in learning English, as well as integrate kindness values. To measure it, we observe the students' engagement behaviorally, emotionally, and cognitively (Fredricks et al., 2004) which served as the indicator of improved motivation and ethical awareness. High engagement, which is influenced by motivation through active learning (Ginting, 2021), is an indicator of strong enthusiasm to become proficient in English and a high willingness to develop ethical values, serving as a foundation for them to compete in the global industry.

PROGRAM METHODS
1. Time, Place, and Participants

The service-learning program preparations run from April 30 to June 2, 2025, including discussions on the program's urgency, survey, literature review, method selection, journal drafting, etc. The program was implemented on June 3, 2025, followed by data analysis, result reporting and discussion, and other processes that led to the completion of this journal. This program is supported by Universitas Teknologi Bandung and implemented by 2 lecturers and 5 of its students. The participants in the program are 20 students from SMK Teknik Industri Purwakarta.

SMK Teknik Industri is a vocational high school located in Purwakarta, West Java province, Indonesia. The site is approximately 63 kilometers from the university, with a travel time of around 1 hour and 6 minutes by road.
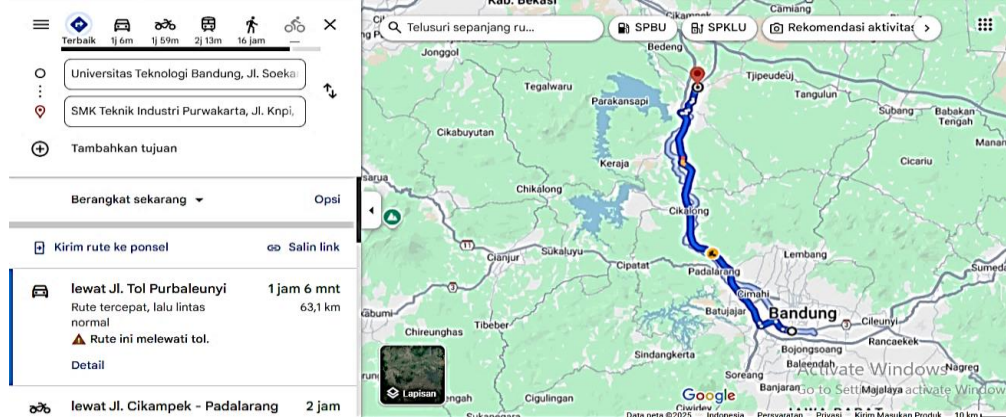

Figure 1. Map of the service-learning program location.
(Source: https://www.google.com/maps)

2. Program Instruments

To evaluate the effectiveness of the kindness-based English simulation, we employed a student engagement observation sheet as the primary instrument. This instrument was developed based on the engagement framework by Fredricks et al. (2004), which includes behavioral, emotional, and cognitive engagement indicators. We recorded the students' participation during each phase of the program: motivational presentation, sentence-making game, and role-playing session. The sheet captured aspects such as attentiveness, cooperation, enthusiasm, emotional responses, and application of English and kindness-based expressions. The observation result then was confirmed by an interview, as Thomas et al. (2025) stated that directly asking students is an effective way to understand their engagement. The instruments aimed to assess both students' motivation in using English and their integration of kindness values in simulated industrial contexts.

3. Program Implementation Stages

The program implementation stages began with a motivational presentation to inspire student engagement, followed by a sentence-building game to improve Engineering-related vocabulary, and ended with a role-playing session designed to simulate workplace interactions while cultivating kindness values. Further details are illustrated in the following figure.
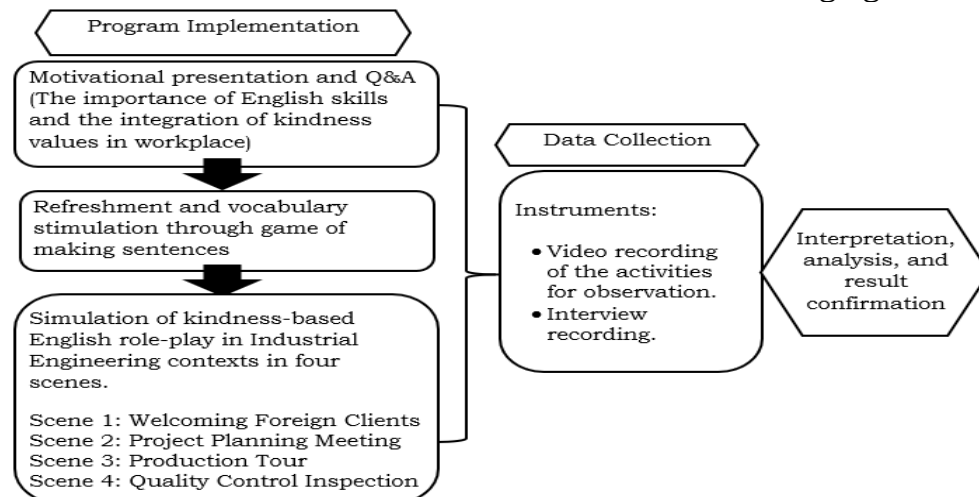

Figure 2. Program implementation stages, data collection, interpretation, analysis, and result confirmation.

Program Implementation

The program implemented in this service-learning consisted of the following sessions.

a. Motivational session

In this session, we tried to motivate the students through a presentation and Q&A. The presentation covered how English proficiency opens up career opportunities in the global industry and the importance of kindness values such as collaboration, mutual respect, and empathy in the workplace. The Q&A session aimed at encouraging students to share their experiences with English and reflect on how they develop kindness values for their future professional lives.

b. Sentence-making game session

This game served both as a refreshment after the presentation and as vocabulary stimulation. Students participated in a game of making sentences related to engineering topics, this game aimed at helping them become more familiar with producing English vocabulary in engineering contexts.

c. Role-play session

This session simulated English-speaking practice by applying kindness values in engineering scenarios. The students were given the opportunity to practice English communication in realistic scenarios that are often encountered in industrial settings. We provided scripts for 20 different roles. The practice required students to act as if they were in real industrial work situations, communicating with foreigners in English. The simulation was arranged into four scenes.

Scene 1: Welcoming Foreign Clients
Scene 2: Project Planning Meeting
Scene 3: Production Tour
Scene 4: Quality Control Inspection

The Welcoming Foreign Clients scene took place in a classroom set up as a lobby. The same room was rearranged to serve as the meeting room for the Project Planning Meeting scene. Meanwhile, the Production Tour and Quality Control Inspection scenes were held in the school machine laboratory.

During the simulation, students were guided to pay attention to our instructions. Each scene was intentionally designed with a conflict to stimulate the emergence of values such as mutual respect, self-reflection, problem-solving, patience, calmness, teamwork, support, professionalism under pressure, optimism, and gratitude.

Data Collection during Service-learning Program

The three sessions were recorded to observe the three aspects of student engagement: behavioral, emotional, and cognitive engagement during the activity. During the recording session, we observed the students' involvement in the activity and selected 6 students to be interviewed as representatives. To ensure that the interview responses covered various aspects of character, we selected these 6 students based on the following representing characteristics.

a. A student who actively responded and was highly engaged.
b. A student who actively responded and was moderately engaged.
c. A student who paid close attention and was moderately engaged.
d. A student who paid some attention and was moderately engaged.
e. A student who rarely responded and showed minimal engagement.
f. A quiet student who had difficulty engaging.

The questions we focused on during the observation and interview with the students are in the following table.

Table 1. Observation and interview questions

Observation questions	Interview questions
1. Behavioral Engagement Did the students actively listen, discuss, follow instructions, and cooperate during the motivational presentation, making-sentence game, and role-play?	1. Behavioral Engagement What did you do during the motivational presentation, game of making sentences, and role-play sessions?
2. Emotional Engagement Did the students show positive expressions such as enthusiasm, smiles, or laughter while participating?	2. Emotional Engagement How did you feel during the activities? Happy, nervous, bored, excited? Why?
3. Cognitive Engagement Did the students appear to be thinking during the motivational presentation session, strategizing during the sentence game, understanding the content of the script, making an effort to pronounce the dialogue correctly, and embodying their roles during the role-playing activity?	3. Cognitive Engagement What were you thinking during the motivational presentation session, sentence game, and role-play? Do you feel that this activity is beneficial in raising awareness about the importance of English and ethical values?

After collecting the data through recordings and interviews, we interpreted and analyzed the observation by watching the video recording and confirmed it with interview data to determine the students' level of engagement in the activity.

RESULT AND DISCUSSION
1. Observation Result

This service-learning aimed to enhance awareness and motivation regarding the importance of English skills and the application of kindness values among students at SMK Teknik Industri. The approach used was through kindness-based English simulation involving motivational presentation, the sentence-making game, and role-playing in engineering contexts. The level of student awareness and motivation was analyzed based on the student engagement theory, which includes three dimensions: behavioral (student participation), emotional (students' feelings towards the process), and cognitive (students' thinking processes) (Fredricks et al., 2004).

Data were obtained through observations of recorded activities and interviews with 6 students (HA, MI, KK, DN, RK, RF) who were considered representing the characteristics of the 20 other students. The findings are presented based on the three key aspects of engagement i.e., behavioral, emotional, and cognitive. Firstly, we present a summary of the observation results in the following table.

Table 2. Summary of observation results

Behavioral	Emotional	Cognitive
Students' behavior during motivational presentation: - Paid attention to the presentation - Not actively involved in the discussion (no hand-raising to ask or respond)	Students' emotional responses during motivational presentation: - Shyness - Hesitation - Lack of self-confidence - Confusion	Students' cognitive engagement during motivational presentation: - Seemed to be thinking about possible answers or responses - Seemed to be trying to understand the English being used
Students' behavior during sentence construction game: - Paid attention to instructions - Looked down - Looked upward - Looked at us when arranging words	Students' emotional responses during sentence construction game: - Nervousness - Hesitation - Confusion - Worry - Seemed to feel pressured due to spontaneous way of creating sentences	Students' cognitive engagement during sentence construction game: - Seemed to be thinking about the next sentence by using the last word of the previous friend's sentence - Seemed to be thinking how to deliver it in English

Students' behavior during role-play:	Students' emotional responses during role-play:	Students' cognitive engagement during role-play:
- Paid attention to instruction - Engaged in discussion and practice - Focused on the script - Laughed - Asked questions	- Excitement - Confusion in pronunciation and expression	- Seemed to be thinking about how to pronounce the script - Seemed to be thinking about how to express their roles - Seemed to be thinking about their positioning during the performance

a. Session 1: Motivational Presentation

At the beginning of this session, we informed the students that we would use English 80% and Indonesian 20%. When this session began, we asked the students what their opinions were about English and its importance in job applications. No one answered clearly. They were silent but smiled, seemed confused to respond, and appeared shy as shown in the following picture.

Figure 3. Students appeared shy and hesitant during Q&A in motivational presentation.

However, after we asked, "What is the common answer that you say when you are asked 'tell me about yourself?' in a job interview?" they still seemed to be thinking, then some students answered without raising their hands and responded *"memperkenalkan nama".* This indicates that they were shy to speak in English and hesitant to express their response – even in Indonesian. Although they did not respond verbally in English, it was evident that they were actively thinking about their answers.

Then, one student appeared enthusiastic to engage in the discussion, although he was still shy and hesitant. This situation continued during the explanation about the importance of integrating kindness values at the workplace and how to improve English skills. No questions were asked until the end of the session. Despite that, some students showed interest through their expressions and non-verbal cues.

b. Session 2: Sentence-Making Game

In this session, the game concept was to create English sentences in engineering. It started with one student making a sentence, and the next student continued by making a sentence that began with the last word of the previous student's sentence. Initially, we planned to conduct this game by writing on the board at the front of the class, but we mistook the brick wall used as a projection screen as a whiteboard, and it could not be used for writing. Therefore, we changed the game mode from students lining up in front and writing to students sitting and we pointed one by one starting from the student on the left.

During this activity, the students' expressions became more attentive, and appeared nervous, possibly due to confusion in making sentences in English. Moreover, the characteristic of this game was spontaneous because the students had to continue making the sentence using the last word of the

previous sentence, so they seemed confused as they had to suddenly think of their sentences.

The students took relatively long durations to think. Therefore, we allowed them to use Indonesian first and translate it into English. When they found it difficult to translate, we instructed them to use their mobile phone assistance. However, not all students could access the internet, so we assisted by translating the materials and helping them find equivalent sentences in Indonesian. Despite that, they remained engaged in participating and thought very hard about constructing sentences related to engineering topics.

c. Session 3: Role-Playing

At the beginning of this session, we explained the stages, starting from role assignment, reading, and acting according to the script. The students seemed to try to understand how to carry out this session. However, they could follow it orderly. In this session, most students appeared enthusiastic and made an effort to play their roles, despite their limitations such as incorrect pronunciation and expression, and limited time. Most students understood when their role-playing part began, although some of them still looked confused.

Most students had difficulty pronouncing words in the script, and we guided them in pronouncing them correctly. The students were so hesitant in reading their scripts that resulted in less accurate expression of their character roles. It was likely due to limited preparation and time.

In the scene of welcoming foreign clients, they seemed shy, their voices in this scene were very quiet and hesitant, making it difficult for us to hear.

Figure 4. Role-playing in the scene of welcoming foreign clients.

In this scene, their actions in playing their roles appeared stiff because it was the first scene. However, they were able to follow our directions in performing their roles. Then, in the next scene, the project planning meeting, the students seemed to have a better understanding of what they were supposed to act out, although their voices still sounded soft and somewhat hesitant when pronouncing words from the script and expressing their roles' characters.

Figure 5. Role-playing in the project planning meeting scene.

However, during this scene, their friends in the next scenes appeared to discuss preparing their roles.

In the production tour and quality control inspection scenes, the students began to understand and try to act well despite the limitations of time, pronunciation, and expression. Nevertheless, the students looked happy, smiled, and started to actively ask us questions like, *"Bu, ini gimana cara bacanya?"*. The shy impression they showed at the beginning of the session turned into a sense of curiosity. Their interactions with us also began to increase, as shown in the following picture.

Figure 6. Students' curiosity seemed to increase during the production tour scene.

In the production tour scene, their focus and seriousness in playing their roles appeared to improve. Some of them had begun to understand how to position themselves and express their emotions appropriately. They also paid attention to our directions.

Figure 7. Role-playing in the production tour scene.

Most of them looked enthusiastic in acting, although their pronunciation and expression were not accurate. We guided them on how to pronounce better and how to express their roles properly, as shown in the following picture.

Figure 8. Role expression guidance during the quality control role-play scene.

Overall, from the conducted observation, the students showed increasing involvement as the activities progressed. In the motivational presentation session, they tended to be shy and hesitant to interact. However, in the sentence-making game session, although they struggled to construct English sentences, they became more enthusiastic. Their engagement improved during the role-playing session, where students who were previously shy began to actively ask questions and showed interest despite the limitations in pronunciation and expression.

2. Interview Results

To confirm the descriptive results from observation, we conducted an interview with 6 students whom we considered to have characteristics representing those of the other 20 students. We asked similar questions based on the student engagement aspects i.e., behavioral, emotional, and cognitive.

Figure 9. Interview session with 6 students.

We summarized the interview descriptions shown in the table below.

Table 3. Summary of interview results

Aspect	Description
Behavioral	- All students (HA, MI, KK, DN, RK, RF) stated they paid attention during presentation, participated in the sentence game, and role-play. - KK, DN, RK stated their involvement during the activities. - MI and RF stated lack of involvement in the motivational presentation due to English comprehension difficulty.
Emotional	- All students (HA, MI, KK, DN, RK, RF) experienced nervousness, especially during the game of making sentences and reading scripts. - MI, KK, DN, RK, RF felt happy and enthusiastic during role-playing. - DN felt shy and reluctant to speak even though he wanted to speak, while RF mentioned boredom and sleepiness during the motivation session due to English comprehension problems.
Cognitive	- All students (HA, MI, KK, DN, RK, RF) stated they engaged in thinking activities, especially in constructing sentences during the sentence game, pronunciation, expression, role turns in role-play, and understanding content in the motivational presentation session. - DN expressed a desire to speak but felt shy. It indicates that his cognitive aspect was active. - HA, DN, KK, RK, RF expressed awareness of the importance of English skills and ethics in communication.
Perception	- All students perceived this program as beneficial for their engineering practice, such as helping to understand technical terms, communicating with foreigners, and increasing awareness that engineering is not just about machines but also requires English skills. - They also realized the importance of kindness values in the workplace and they said that they were ready to integrate it.

The interview descriptions were then confirmed with the observation results. Here is a table showing the correspondence between the summarized interview and observation findings.

Table 4. Confirmation results between the interview and observation findings

Aspect	Observation	Interview	Conformity
Behavior	Motivational presentation session: Students paid attention to the presentation but did not actively ask/respond.	All stated that they paid attention during the motivation session, although with limited involvement due to English understanding difficulty.	✓
	Sentence game session: paying attention to instructions, looking down, looking up, looking at us.	All participated in the game of making sentences even though they admitted difficulties.	✓
	Role-playing session: discussing, practicing, focusing on reading scripts, asking questions, laughing.	All stated active involvement in the activity.	✓
Emotional	Motivational presentation session: shy, hesitant, not confident, confused.	Some students felt shy and admitted confusion in understanding English.	✓
	Sentence game session: nervous, hesitant, confused, worried, pressured.	All students stated they felt nervous during the spontaneous game of making sentences.	✓
	Role-playing session: happy, confused when pronouncing and expressing.	Most students felt happy, and enthusiastic, but admitted worry when reading the script dealing with pronunciation and expression.	✓
Cognitive	Motivational presentation session: seemed to think to understand and respond.	Many students mentioned thinking of responses but they were too shy to express them. They were aware of the importance of English and ethics.	✓
	Sentence game session: thinking of how to construct the sentences and say it.	All stated they were actively thinking in constructing the sentences.	✓
	Role-playing session: thinking about pronunciation, expression, and position	All stated thinking processes about pronunciation, expression, and role turn-taking.	✓

The table shows that the interview confirms the observation descriptions in behavioral, emotional, and cognitive aspects.

a. Behavioral aspect

In the motivational session, observation showed that students paid attention to the material but were not actively involved in asking or responding. This is confirmed by the interview results where students stated they listened but were less engaged due to difficulty understanding English.

During the game of making sentences, student behavior showed attention to instructions, though it was marked by physical expressions such as looking down and up as if thinking. The interview confirmed that all students followed the game despite experiencing difficulties in forming sentences spontaneously.

In the role-playing session, students appeared active in discussing, and practicing reading scripts with their friends, even showing expressions such as laughing. This is also reflected in the interview where all students stated enjoyable involvement.

b. Emotional aspect

In the motivational presentation session, observation noted expressions of shyness, hesitation, and confusion in most students. This is reinforced by the interview showing some students felt shy and confused due to limited comprehension of English.

During the sentence game session, students' emotions were dominated by nervousness, confusion, and pressure because they had to construct

sentences spontaneously. All students in the interview admitted feeling nervous while playing this game, which requires quick language processing.

Conversely, in the role-playing session, students' emotions shifted to more positive feelings. Observation showed students were happy, although still confused in pronunciation and expression. This is consistent with the interview where most students felt enthusiastic and happy but remained aware of pronunciation and expression challenges.

c.   Cognitive aspect

From a cognitive perspective, students showed active thinking processes in all three activity sessions. In the motivational presentation, students seemed to think and try to understand the content and prepare responses, although not all dared to express them directly. Interviews supported this finding with statements indicating students thought about the material content and recognized the importance of English and ethical values.

In the game of making sentences, both observation and interview showed students were engaged in thinking processes to construct and deliver sentences in English. Furthermore, in the role-playing session, students actively thought about pronunciation, expression, and position or turn-taking. This is reflected in their interview statements.

d.   Students' perception toward the program

All students involved in this activity stated that the program provides benefits for developing their competencies in engineering. They considered English learning to be relevant to their needs, such as understanding technical terminology, communicating with foreigners, and improving work readiness in the global industry. It is important because English skills are essential in cross-cultural communication in the professional world.

Moreover, students also revealed the importance of kindness values and professional ethics implemented during the activities, especially in the role-playing session. They realized that the engineering field requires not only practical skills but also communication competence and professional attitudes to be applied in the workplace.

3. Discussion

a.   Limited behavioral involvement at the beginning and increased in the next session

In the motivational presentation and sentence-making game sessions, student involvement was still passive. They only listened without active responses, caused by limited English comprehension. However, when it was shifted to role-playing, their involvement increased. They became more active in discussions and role practice. The increased engagement in the role-playing session confirms what Ginting (2021) identified, that active involvement signals stronger motivation to learn. The students also conveyed in the interview that they aspired to speak English and uphold good ethics, as they believed both would support their needs and future aspirations.

b.   Emotional transition from discomfort to learning comfort

Emotionally, students initially appeared shy, hesitant, and unconfident. However, during the role-playing session, their emotional state shifted to enthusiasm and excitement, although some nervousness remained. This change supports the idea that role-playing can motivate and encourage students to interact (Gusmuliana & Apriani, 2021; Pinatih, 2021). Even so, it has not yet been fully effective in encouraging students to speak English fluently. Creating a pleasant learning environment may help reduce emotional tension and further support students' willingness to communicate.

c. **Consistent cognitive involvement in all sessions**

The thinking process in the sentence-making game did not motivate students to produce English sentences nor reduce their nervousness. This finding contrasts with previous research suggesting that games can reduce student anxiety (Ahmed et al., 2022). Nevertheless, students consistently showed thinking activity in understanding the material, constructing sentences, and role-playing. This process includes comprehension, pronunciation, and expression. Although it was not always expressed verbally, the interview showed the active cognitive involvement.

d. **Program contribution to professional awareness and ethical values**

This program encourages students to recognize the importance of English in both technical and cross-cultural communication contexts. They become aware that language proficiency and work ethics are essential components of professional readiness. As Akther (2022) notes, English plays a crucial role in facilitating international communication. Furthermore, this program also promotes the integration of values such as kindness into education, preparing students to compete and face real-world challenges in the workplace. This aligns with the assertions of Day and Robinson (2022) and Sakiman and Yasin (2023), who emphasize the importance of integrating soft skills into educational settings.

Figure 10. Group photo session.

CONCLUSION AND SUGGESTION

The implementation of the program demonstrated a gradual yet positive progression in student engagement across behavioral, emotional, and cognitive dimensions. Initially, student participation was passive, primarily due to limited English proficiency during the motivational presentation and sentence construction game. However, behavioral engagement showed noticeable improvement during the role-playing session, reflecting an increasing motivation to learn. Emotionally, students exhibited a shift from initial discomfort to genuine enthusiasm, underscoring the significance of a supportive learning environment in alleviating anxiety and fostering confidence. While cognitive engagement remained relatively stable throughout the sessions, it appeared to be more internalized than outwardly expressed. Nonetheless, students showed an awareness of the need to develop their English skills while simultaneously integrating ethical values into their learning. This program serves as a trigger for the growth of professional attitudes and communication readiness.

To enhance future implementations of similar programs, it is recommended to incorporate more scaffolded language support in the early stages to accommodate students with limited English proficiency. Providing

bilingual instructions or visual aids during initial activities could help increase comprehension and reduce passive participation. Furthermore, sustaining emotional engagement may benefit from consistent positive reinforcement and collaborative tasks that promote a sense of belonging. To encourage deeper cognitive engagement, reflective discussions, and structured self-assessment activities could be introduced, enabling students to articulate their learning progress and ethical insights more explicitly. It is also recommended that similar programs be designed with more adequate time allocation and preparation to maximize student engagement.

ACKNOWLEDGEMENT

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