



PROFESSIONAL ASSISTANCE ON COMMUNICATION STRATEGIES AND ETHICS IN BUSINESS FOR STUDENTS OF SMK MULIA BUANA PARUNG PANJANG BOGOR

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ABSTRACT

The increasingly competitive nature of today's workforce requires vocational high school (SMK) graduates to possess not only technical competencies but also strong soft skills, particularly effective communication and sound professional ethics in business settings. However, preliminary observations at SMK Mulia Buana in Parung Panjang, Bogor revealed that most students had limited understanding of business communication strategies and professional ethics required in the workplace. In response, the Management Study Program, Faculty of Economics and Business, Universitas Pamulang organized a Community Service Program aimed at strengthening students' business communication skills and professional ethics awareness. The program was conducted using a descriptive qualitative approach through training methods, including material delivery, group discussions, oral and written communication simulations, and job interview simulations. Evaluation was carried out through observation, group discussion, presentations, question-and-answer sessions, and participant reflection. The results showed an improvement in participants' understanding of effective business communication, communication ethics, politeness in interacting with superiors, colleagues, and clients, as well as readiness to enter the professional workforce. Therefore, this program contributed positively to strengthening the work readiness, self-confidence, and professional communication competence of SMK Mulia Buana students as part of the younger generation preparing to enter the world of work and business.

Keywords: communication strategy, business ethics, professionalism, vocational students, work readiness.

INTRODUCTION

The rapid transformation of the world of work in the era of globalization has brought significant changes to the competency standards demanded of every workforce, including Vocational High School (SMK) graduates. If previously technical competence was the only benchmark of job readiness, now companies and the industrial world demand more than just technical skills, namely the ability to communicate effectively and uphold professional ethics in interacting in the business environment. Good communication skills allow an employee to convey ideas clearly, build harmonious working relationships, and resolve conflicts constructively. Meanwhile, business ethics are an important foundation that determines how a person behaves honestly, responsibly, and politely in carrying out tasks and interacting with superiors, colleagues, and clients. It is this combination of communication skills and professional ethics that ultimately determines a person's image and credibility in the work environment. Therefore, the provision of communication strategies and business ethics professionally is an urgent need for vocational school students who will enter the world of work and the business world. The study of professional communication strategies and ethics in business for vocational school students is a relevant topic to be studied in depth, both in terms of academics and community service practices.

Global data shows that the gap in communication skills and soft skills is still a serious challenge for the world of work in various countries. The OECD report (2024) based on the PIAAC Employer Survey Module reveals that skill gaps among the workforce are most commonly found in technical skills, teamwork, and problem-solving, all of which are closely related to the ability to communicate effectively. This gap has an impact on the increasing workload of existing employees, high operational costs, and the difficulty of companies in implementing new work practices





efficiently. Mohammed and Ozdamli (2024) through a systematic literature review of information technology education also found that soft skills, including communication and work ethics, are still aspects that lack adequate emphasis in vocational education curricula in various countries. This condition confirms that the problem of communication and professional ethics gap is not only a local issue, but has become a global concern that affects the work readiness of the young generation at large. Wuttke et al. (2024) also emphasized that the formation of students' professional and vocational identities requires strengthening non-technical aspects from the education period so that students are ready to face the increasingly complex demands of the world of work. Thus, strengthening communication competence and business ethics from the vocational secondary education level is a strategic step to answer this gap.

Studies in the field of business communication education also emphasized the importance of updating the teaching approach to be relevant to the needs of today's world of work. Frei, Stephens, and Beebe (2023) emphasized that the teaching of business communication needs to be continuously developed through a more applicable training agenda, so that students not only understand communication theory, but also be able to apply it in real life in diverse work situations. Reinsch (2024) added that business communication education should also present an ethical dimension through approaches such as Giving Voice to Values, which encourages students to dare to voice ethical values in daily business decision-making. The two studies show that communication and business ethics cannot be separated from each other, but must be taught in an integrated manner so that students have complete competencies. This kind of integrative approach is relevant to vocational school students who are preparing to enter the world of work, considering that they will soon be faced with real situations that require the ability to communicate as well as be ethical at the same time. With reference to the study, the mentoring material in this activity is designed to combine aspects of practical communication skills with strengthening professional ethical values. This is expected to be able to equip students with more comprehensive competencies compared to an approach that only focuses on one aspect.

The effectiveness of business ethics education in shaping professional behavior is also a concern for the latest research at the higher education level and human resource development. Martini, Cavenago, and Carminati (2025) through a pseudo-experimental study on graduate students found that business ethics courses designed with a cooperative learning approach were effective in improving participants' moral efficacy and moral motivation, although not necessarily having a significant effect on moral sensitivity. The findings show that interactive and collaborative learning methods have an important role in fostering applicable ethical awareness, not just theoretical ethical understanding. Kreismann and Talaular (2021) through a literature review on business ethics training in human resource development also emphasized that ethics training programs that are appropriately designed are able to shape the ethical competencies of employees and prospective workers in a sustainable manner. Both studies strengthen the argument that business ethics debriefing should not be done passively through lectures alone, but needs to involve discussion, simulation, and reflection so that ethical values are truly internalized in the participants. This approach is an important reference in designing a method of business ethics assistance for students of SMK Mulia Buana in this activity. Thus, this service activity not only conveys business ethics material conceptually, but also invites participants to practice it directly through simulations of real work situations.

This context is even more relevant when associated with the employment conditions of vocational education graduates in Indonesia who are still facing significant challenges in terms of overall job readiness. Various national employment reports consistently show that Vocational High School graduates still account for a relatively high proportion of open unemployment compared to other levels of education, even though vocational curricula have been designed to equip students with ready-to-use technical skills. This gap indicates that the problem of job readiness of vocational school graduates is not solely caused by a lack of technical competence, but also by the lack of mastery of non-technical skills such as professional communication, work ethics, and the ability to adapt to organizational culture. Companies and the industrial world increasingly demand candidates who are not only technically competent, but also able to communicate politely and effectively, both verbally and in writing, and are able to demonstrate an ethical work attitude in various situations. This condition places the provision of communication strategies and business ethics as one of the urgent



needs that need to be integrated in the vocational education process in Indonesia. Schools as formal educational institutions have a strategic role in bridging this gap through collaboration with universities and business practitioners. On that basis, this Community Service activity is designed to answer these needs directly in the vocational high school environment.

SMK Mulia Buana, located in Parung Panjang, Bogor, was chosen as the location of the activity because the majority of its students will soon enter the world of work or start a business after completing vocational secondary education. The results of the initial observation conducted by the Community Service team found that most students still had difficulties in conveying ideas in a concise and polite manner, both in oral and written communication, including in the preparation of job application letters and curriculum vitae. In addition, many students do not have a deep understanding of communication ethics in the work environment, such as how to behave towards superiors, how to convey complaints constructively, and the ethics of using digital communication media in a professional context. This unpreparedness has the potential to be an obstacle for students in facing the job recruitment process, internships, and when they start their own business. In addition, students' motivation to prepare themselves carefully for the world of work is still relatively low due to the lack of exposure to realistic work situation simulations. This condition is further strengthened by the limited time and resources of schools in providing special briefings on business communication and professional ethics in depth. Therefore, systematic educational interventions from universities are needed to bridge the gap in understanding.

Conceptually, business communication can be understood as the process of conveying information, ideas, and instructions that are carried out effectively in a work environment to support the achievement of organizational goals. Itasari and Herawati (2026) emphasized that the work readiness of vocational school students is not only determined by technical skills, but also greatly influenced by soft skills, especially effective communication and communication ethics, both of which need to be trained in a structured manner through socialization programs, communication technique training, and job interview simulations. In line with that, Sari and Sontani (2021) through their research found that learning achievement in productive subjects and career guidance has a contribution to the level of job readiness of vocational school students, so strengthening non-academic aspects such as communication and work ethics needs to be an integral part of the career guidance process in schools. Both studies strengthen the argument that business communication and professional ethics are not just complementary, but core components that determine the success of vocational school students in facing the world of work. Business ethics itself can be understood as a set of values and norms that serve as a reference for behavior in carrying out business activities, including honesty, responsibility, justice, and respect for fellow stakeholders. A thorough understanding of these two concepts is the main basis of the material presented in this Community Service activity. Thus, students are expected not only to understand the theoretical definitions of business communication and ethics, but also to be able to apply them in real interactions in the work environment.

Strengthening soft skills, especially communication skills, has been proven to play an important role in various aspects of the academic and professional lives of the younger generation. Hanifah et al. (2025) found that communication skills as part of soft skills have a significant role in resolving academic conflicts among Generation Z students, which shows that this ability is also relevant to be applied in the context of conflict resolution in the work environment. Said, Alaidrus, and Badrun (2024) also emphasized that human resource development through strengthening soft skills can significantly increase students' readiness to face the world of work, especially in the aspects of communication and confidence. Widiawati et al. (2024) added that career development strategies through soft skills training have a positive impact on students' job readiness, because soft skills equip them with adaptability that cannot be obtained through technical learning alone. The three findings confirm that communication skills and other soft skills are long-term investments that provide broad benefits, not limited to the professional context alone, but also the social life of students in general. Therefore, business communication and professional ethics assistance in this activity is designed to provide dual benefits, both for job readiness and personal development of students. This kind of soft skills strengthening should ideally be carried out on an ongoing basis so that the impact can be felt



optimally by students in the long term. Thus, this Community Service activity seeks to make a real contribution to strengthening the soft skills of SMK Mulia Buana students.

The formation of professional identity since the period of vocational education has become an important concern in the literature of vocational education in various countries. Sakdapat et al. (2024) through qualitative research on 36 key informants in Thailand found that the professional skill development of vocational students is influenced by a number of factors, including curriculum design, mentoring and counseling, practical training in the workplace, interactive learning, and the development of problem-solving and analytical thinking skills. The findings confirm that the success of vocational education cannot be separated from an interactive and real-experience learning approach, as applied in this mentoring activity. A similar approach is relevant to the context of vocational school students in Indonesia, including students of SMK Mulia Buana, who need an applicative learning experience to form comprehensive job readiness. Thus, this service activity not only focuses on delivering the material conceptually, but also emphasizes hands-on practical experience through simulations and case studies. This kind of experiential learning approach is believed to be able to form a deeper and more lasting understanding than conventional lecture methods. Therefore, the entire series of mentoring activities is designed by prioritizing the active involvement of participants in each stage of learning, ranging from group discussions to direct job interview simulations.

A number of previous Community Service activities have set a positive precedent regarding the effectiveness of providing soft skills and professional ethics for vocational high school students. Metris et al. (2026) through soft skills and professional ethics debriefing activities for vocational school students found an increase in students' understanding of work ethic values such as discipline, responsibility, and cooperation after following an educational approach based on lectures, group discussions, case studies, and simulations. Tentama, Sudarsono, and Ghazali (2024) also emphasized that the implementation of integrated work attitude training, work knowledge, and work skills is able to prepare vocational school students more thoroughly for the world of work. Marsini et al. (2024) added that training on appearance and communication in the world of work is able to increase participants' awareness of the importance of professional image as a provision to enter the competitive world of work. Fitriansyah et al. (2025) through a study of Generation Z interns also found that work ethic and professional ethics play an important role in shaping professionalism and career development in a real work environment. Syahrin (2023) emphasized the urgency of value education in the digitalization era as an important foundation in shaping the character and ethics of the young generation who face the complexity of digital interactions in the world of work. Based on these various precedents, this mentoring activity adopts a combination of lecture, discussion, simulation, and case study methods as the main implementation approach.

Other research also strengthens the urgency of strengthening communication ethics for vocational high school students in various learning contexts. Ardiansyah and Salim (2023) found that communication ethics is an important aspect that needs special attention in learning interactions, including in vocational school students who are increasingly accustomed to communicating through digital platforms. Ayaturrahman and Rahayu (2023) through their research on students also emphasized that the impact of soft skills on job readiness in the industry 4.0 era is very significant, so that strengthening soft skills since secondary education is an important investment for the career readiness of the younger generation. The two findings are relevant to the condition of SMK Mulia Buana students who also face similar challenges in terms of digital communication ethics and readiness to face the demands of the world of work in the industry 4.0 era. Therefore, the mentoring material in this activity also includes a discussion of digital communication ethics, including the ethics of using social media and email in a professional context. This discussion is considered important considering that business interactions are currently increasingly carried out through digital platforms, so that understanding digital communication ethics is a competence that cannot be ignored. Thus, this mentoring activity is designed comprehensively to answer the needs of students in dealing with the dynamics of business communication, both conventionally and digitally.

Based on all the data exposure and literature review, it can be concluded that communication strategies and ethics in business professionally have a significant role in preparing vocational school students to face the world of work, both in a global and local context. The gap between the



increasingly high demands of the world of work on communication competence and professional ethics and the real condition of students of SMK Mulia Buana Parung Panjang Bogor is an important basis for the implementation of this Community Service activity. The Management Study Program, Faculty of Economics and Business, Pamulang University, through this activity, seeks to answer this gap by providing professional assistance in communication strategies and business ethics for students of SMK Mulia Buana. This activity aims to increase students' understanding of the concept of effective business communication, train professional oral and written communication skills, strengthen understanding of business ethics, and prepare students for simulated world of work such as job interviews and preparation of application documents. Through a participatory and applicable training approach, students are expected not only to acquire conceptual knowledge, but also to be able to practice communication strategies and business ethics in real life in their professional lives. This activity is also expected to be a model of continuous collaboration between universities and vocational high schools in strengthening the work readiness of the younger generation. The next part of this article will describe the method of implementing the activity in detail, followed by the results and discussion of the implementation of the service program.

SERVICE METHOD

Method of Activity

This Community Service activity was carried out with respect to all parties of SMK Mulia Buana Parung Panjang, Bogor, with the target of final grade students as the main participants of the activity. The implementation team uses a descriptive qualitative approach, which is an approach that aims to systematically describe the process of implementing activities as well as changes in participants' understanding and confidence after receiving assistance on communication strategies and business ethics professionally. This approach was chosen because it is able to capture the dynamics of the learning process more deeply, especially in measuring changes in participants' attitudes, knowledge, and communication skills. The entire series of activities is designed by prioritizing polite, open communication, and respecting equality between the implementation team and students, so as to create a comfortable and participatory learning atmosphere. The service team always uses friendly and easy-to-understand language during the delivery of the material, without overriding the scientific principles of business communication and professional ethics that are the basis of each material presented. This polite communicative approach is also a direct example for participants on how good professional communication should be implemented. Thus, the training method applied is not only oriented to the transfer of knowledge, but also to strengthening harmonious relationships between universities and partner schools.

The stages of implementing the activity began with polite and intensive coordination with the management of SMK Mulia Buana to determine the implementation time, number of participants, and material needs that are most relevant to the student's condition. The service team actively asks for permission and input from the principal and accompanying teachers as a form of respect for the school's internal authority and policies in accepting service programs from outside. Furthermore, the team conducted initial direct observations to identify the level of students' understanding of business communication, communication habits in the school environment, and initial understanding of work ethics. The results of these observations became the basis for the preparation of training materials to suit the real needs of the participants, not just generic materials that are not contextual with the conditions of SMK Mulia Buana students. The process of identifying this need also involves light and casual discussions with a number of students and accompanying teachers to dig up additional information about communication challenges faced by students, both in the school environment and while undergoing fieldwork practice. This participatory approach from this early stage is in line with the principle of community service which emphasizes the importance of collaboration and equality between program implementers and target groups. Through this stage, the service team obtained a more accurate picture of the initial condition of the participants before the training was carried out.

Based on the results of the identification of these needs, the service team compiled training materials that were structured and delivered in stages with polite language that was easy for participants to understand. The material provided includes basic concepts of business communication, professional oral and written communication techniques, ethics of communicating with superiors,





colleagues, and clients, ethics of using digital communication media, techniques for drafting cover letters and curriculum vitae, and job interview simulations. The delivery of material was carried out using an interactive presentation method combined with visual impressions, real case examples, and case studies of ethical dilemmas that often occur in the work environment. The facilitator always opens a question-and-answer room on the sidelines of delivering the material with an open and non-judgmental attitude, so that participants feel comfortable asking questions and sharing their personal experiences related to communication and work ethics. Each participant's question was responded to with polite, appreciative, and constructive language, in order to maintain students' motivation to learn during the activity. The cooperative learning approach through group discussions on ethical dilemma case studies, as found effective by Martini, Cavenago, and Carminati (2025), was also applied in this activity to foster the efficacy and moral motivation of participants in a more profound manner. Thus, the delivery of material is not only oriented to the scientific substance, but also to the creation of a supportive and reflective learning climate.

In addition to the presentation of theory, participants were also invited to participate in simulation sessions and business communication practices in groups with patient assistance from the implementation team. At this stage, participants are trained to practice polite and persuasive oral communication techniques through simulated short presentations, as well as trained to draft professional written messages such as emails and official letters. The service team accompanied each group in turn with an open attitude to various questions and confusion experienced by the participants during the communication training process. Participants also took part in a job interview simulation session in pairs, where one student played the role of an interviewer and the other student played the role of a job applicant, so that participants could experience firsthand the dynamics of the real job interview. Mentoring is carried out in a friendly and motivating style of language, so that participants who were initially nervous and hesitant slowly became more confident in communicating and answering interview questions. The facilitator always gives appreciation for every participant's efforts, no matter how small, as a form of positive reinforcement that encourages students' courage to continue practicing. This supportive mentoring approach is in line with the findings of Itasari and Herawati (2026) which affirm the importance of job interview simulations in increasing the confidence of vocational school students to face the real recruitment process.

The final stage of the activity was filled with a presentation session on the results of communication simulations and reflections on business ethics that had been studied by each group. Each group was given an equal opportunity to perform in front of other participants, and the service team always appreciated each presentation with constructive and polite responses, without neglecting the constructive evaluative aspect. A question-and-answer session was also opened after the presentation to provide a space for discussion and clarification, with an atmosphere that remained warm and mutual respect between participants. Evaluation of activities was carried out qualitatively through observation during the training process, participant interaction in group discussions, presentation of simulation results, question and answer sessions, and final reflections submitted by participants voluntarily. The data obtained from the process was then analyzed descriptively to determine the level of understanding and confidence of the participants in the material that had been delivered, as well as to assess the overall effectiveness of the program implementation. The service team also asked for direct feedback from the accompanying teachers regarding changes in attitudes and enthusiasm of students during and after the activity, as an additional form of validation of the evaluation results. This comprehensive evaluation approach ensures that every aspect of the implementation of activities can be accounted for academically and ethically to all stakeholders.

Realization of Problem Solving

The implementation of this service activity is focused on efforts to foster strategic understanding of business communication and students' ability to apply professional ethics in the work environment wisely. Based on the results of initial observations, it was found that most of the participants were not aware of the importance of effective communication and business ethics as one of the main assets in facing competition in the world of work and entrepreneurial opportunities. Therefore, the solutions offered in this activity are realized through a series of counseling and training that are educational, motivating, and applicative, with a communication approach that always



prioritizes politeness. The realization of problem solving is carried out through five main stages that are continuous with each other. Each stage is designed in stages so that participants can comfortably follow the learning flow without feeling burdened by too dense material. The implementation team always provides space for participants to convey questions and obstacles faced at each stage, so that the learning process takes place in two directions. A detailed description of the five stages is presented in the following paragraph.

The first stage began with the delivery of material on the importance of business communication and professional ethics for vocational school students in the digital era and its impact on future career opportunities. At this stage, participants were also introduced to real-life case examples of the impact of poor communication and violations of business ethics on a person's reputation in the work environment, which was conveyed in evocative but still polite language. The second stage is focused on strengthening oral and written communication skills, where participants receive training in clear and polite speaking techniques, professional message writing, and communication ethics through digital media. In the third stage, participants are trained to identify and analyze various ethical dilemmas that may be faced in the work environment through group discussions and case studies, with patient mentoring from the facilitator. The fourth stage directs participants to practice communication skills through presentation simulations and job interview simulations in pairs or groups. As the final stage, the activity was closed with a presentation session on the results of the simulation, discussion, reflection, and question and answer which took place in a warm atmosphere and mutual respect between participants. Through this session, participants were given the opportunity to convey their learning experiences, challenges faced, and follow-up plans in implementing professional communication and business ethics in the future.

The results of the series of activities showed that most participants began to understand that effective business communication and professional ethics are not just theories, but practical skills that can be trained and applied early on. Participants also began to realize that readiness to face the world of work is not only determined by academic grades and technical skills, but also by the ability to communicate professionally and be ethical in various situations. This change in mindset is an early indicator of the success of the training approach applied, as well as the basis for a more in-depth discussion of the results of the activity in the next section. Politeness and openness of communication maintained throughout the activity have been proven to contribute to the creation of a conducive learning atmosphere for all participants. Thus, the training methods described above are the foundation for the achievement of the goals of this service activity as a whole.

RESULTS AND DISCUSSION

The implementation of Community Service activities at SMK Mulia Buana Parung Panjang, Bogor went smoothly and received a very positive response from all participants. A series of activities that included material delivery, group discussions, oral and written communication simulations, job interview simulations, and question and answer sessions were enthusiastically followed by students from the beginning to the end of the activity. The documentation of the activities with participants, accompanying teachers, and the implementation team, as shown in Figure 1, shows the enthusiasm and active participation of all parties involved in this mentoring activity.



FIGURE 1:



Documentation of Community Service Activities with Students and Teachers of SMK Mulia Buana Parung Panjang Bogor

Based on the results of observations during the activity, it was seen that there was a significant increase in the understanding, confidence, and communication skills of participants in interacting professionally. Most of the participants at first still had difficulty conveying ideas in a concise and polite manner, but after participating in the training and simulation sessions, participants showed an improvement in their ability to compose sentences that were clear, polite, and effective. This finding is in line with the results of research by Itasari and Herawati (2026) which emphasized that effective communication training and communication ethics can significantly improve the ability of vocational school students to express opinions clearly, use polite language, and understand communication ethics in the work environment. A similar improvement was also seen in the ability of participants to prepare curriculum vitae and job application letters in accordance with professional standards, although previously many participants had never compiled these documents independently. This change is an indicator that appropriately designed educational interventions are able to change the level of readiness of students in a relatively short time. Thus, the results of this activity also confirm the relevance of business communication materials for SMK Mulia Buana students as part of their preparation for the world of work.

The results of the activity also showed that participants experienced an increased understanding of the importance of ethics in business communication, especially in interacting with superiors, colleagues, and clients. Most of the participants initially did not understand in depth the limitations of manners in communicating in the work environment, including how to convey complaints and differences of opinion constructively. Sari and Sontani (2021) emphasized that adequate career guidance, including work ethics briefing, has a significant contribution to the job readiness of vocational school students, a finding that is in line with the results of this activity where participants showed a better understanding of work ethics after participating in discussion sessions and case studies. Participants also began to understand that business ethics includes aspects of honesty, responsibility, and respect for others, all of which play an important role in building trust in the work environment. Through the ethical dilemma case study sessions, participants are trained to analyze various situations that demand ethical decision-making, so that they get a real picture of the ethical challenges that may be faced in the world of work. This change in understanding is one of the important achievements of the mentoring activities that have been carried out.

In addition, the results of the activity showed a significant increase in participants' confidence in facing the job interview simulation. In the initial session of the simulation, many participants looked nervous and had difficulty answering interview questions sequentially, but after several practices with the assistance of the service team, participants showed a significant increase in confidence. These findings are in line with the results of research by Itasari and Herawati (2026) which recorded an increase in participants' confidence during the job interview simulation from a low initial condition to much better after participating in similar training. This confidence boost is also supported by a polite and supportive training atmosphere, where participants do not feel judged for the mistakes they make during the training process. Said, Alaidrus, and Badrun (2024) emphasized that strengthening soft skills through structured training can significantly increase students' confidence in dealing with various professional situations, including job interviews. Thus, job interview simulations have proven to be one of the most effective methods in this activity to equip participants to face the real recruitment process.

The results of the activity also showed that the group discussion method and case study applied were able to encourage participants to participate more actively than the conventional lecture method. Participants who initially tend to be passive and reluctant to ask questions, gradually show the courage to express their opinions or ask questions to the facilitator as the discussion session progresses. These findings are in line with the results of research by Sakdapat et al. (2024) which affirm that interactive learning and hands-on practical experience contribute significantly to the development of vocational students' professional skills. Wuttke et al. (2024) also emphasized that the active involvement of students in the learning process is one of the important factors in the formation of a strong professional identity since the vocational education period. This increase in active



participation is also reflected in the enthusiasm of participants in participating in simulation presentations and job interviews voluntarily, without being forced by the facilitator. This change in attitude is one of the important indicators that the interactive training method applied in this activity is effective in shaping participants' involvement and learning responsibilities independently.

In addition to communication and business ethics training sessions, this activity also presents discussion and coordination sessions with resource persons and the school to expand insights into the application of professional communication in the implementation of community service activities. The documentation of the discussion activities, as shown in Figure 2, shows an open and enthusiastic interaction between the resource persons, the implementation team, and the school.



FIGURE 2:

Discussion and Coordination Session of Community Service Activities of Pamulang University at SMK Mulia Buana Parung Panjang Bogor

The results of the activity also show that participants are beginning to understand the importance of digital communication ethics in a professional context, considering that business interactions are currently increasingly carried out through digital platforms such as email and social media. Ardiansyah and Salim (2023) emphasized that communication ethics is an increasingly important aspect to pay attention to as remote interaction through digital media increases, a finding that is relevant to the results of this activity where participants showed a better understanding of the limitations and politeness of communicating digitally after participating in the training session. Participants learn to distinguish the informal communication style commonly used on personal social media from the formal communication style needed in a professional context, such as writing emails to superiors and agencies. Ayaturrahman and Rahayu (2023) also emphasized that strengthening soft skills, including digital communication literacy, has a significant impact on the work readiness of the younger generation in the Industry 4.0 era. Understanding digital communication ethics is an important provision for participants considering that most professional interactions in the future will involve the use of communication technology. Thus, digital communication ethics material is one of the important contributions of this mentoring activity for students' readiness to face an increasingly digital world of work.

The findings of this activity are in line with the views of Frei, Stephens, and Beebe (2023) who affirm that the teaching of business communication needs to be continuously updated through an applicable training approach so that students are truly ready to face real work situations, not just understand theory. In this activity, it was seen that participants began to apply effective and ethical communication principles, such as conveying ideas clearly and politely, listening actively, and being honest and responsible in the various simulations carried out. Reinsch (2024) also emphasized that business communication education ideally presents an explicit ethical dimension, as applied in this activity through a case study session on ethical dilemmas that encourage participants to dare to voice ethical values in decision-making. Marsini et al. (2024) and Fitriansyah et al. (2025) emphasized that the combination of communication training and professional ethics is able to strengthen the readiness



of students and interns to face various career paths in the future. The results of this activity also confirm that business communication and professional ethics are closely linked, because both require the ability to convey ideas effectively while upholding ethical values in interacting with various stakeholders. Overall, the results of this service activity show that professional communication strategy and business ethics assistance contributes significantly to strengthening the work readiness of students of SMK Mulia Buana Parung Panjang Bogor. If the strategy is implemented sustainably, participants have the potential to have more mature communication competencies, a more professional work attitude, and greater career and entrepreneurial opportunities in the midst of increasingly competitive competition in the world of work.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The Community Service activity which was carried out at SMK Mulia Buana Parung Panjang, Bogor with the theme of Assistance for Communication Strategies and Ethics in Business in a Professional manner has been carried out well and achieved the goals that have been set. This program provides education to students about the importance of effective business communication and professional ethics as the main provisions in dealing with the world of work and the business world.

Based on the results of observation, discussion, and practice during the activity, participants showed an increase in understanding of basic business communication concepts, professional oral and written communication techniques, communication ethics with superiors and colleagues, digital communication ethics, and the ability to face job interview simulations. Participants also showed a significant increase in confidence in communicating professionally compared to the initial condition before participating in the activity.

Through simulation sessions and case studies, participants gain hands-on experience in applying communication and business ethics to realistic work situations. Overall, this Community Service activity makes a positive contribution to increasing the knowledge, skills, confidence, and readiness of SMK Mulia Buana students in facing the challenges of the world of work in the future.

Suggestions

Based on the results of the activity, it is recommended that the school continue to support the development of students' soft skills through continuous training and mentoring activities, for example through business communication mentoring programs or regular job interview simulations. In addition, participants are expected to be able to apply communication strategies and business ethics that have been learned consistently, both in school life and when undergoing fieldwork practices. For the next service activity, it is recommended to involve practitioners and business people as additional resource persons so that participants get a more real picture of the application of communication and business ethics in the real world of work.

The success of this activity is also inseparable from the good collaboration between the Community Service team and SMK Mulia Buana, starting from the planning, implementation, to evaluation of activities. The full support of the accompanying teachers and the school management also smoothed the running of the entire series of activities, so that the material and the purpose of service could be delivered optimally to all participants. In the future, this kind of collaboration needs to be maintained and developed so that service programs oriented to strengthening student competencies can be implemented in a sustainable manner and provide long-term benefits, both for students, schools, and universities as organizers of activities.

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