



English for Administration: Enhancing Government Employees' Communication Skills

Elli Setiyo Wahyuni^{1}, Cyril Bernard Rachman²*

¹Public Administration Department, Universitas Hang Tuah, Indonesia, ²Solomon Islands National University, Solomon Islands

Excellent public service requires government employees to possess professional skills, one of which is proficiency in English communication. This study explores how tourism and hospitality training can enhance employees' ability to interact with foreign visitors at tourism destinations. The study utilizes observation, role-playing, and focus group discussion as primary methods, involving 40 government employees in a program designed to develop effective communication skills for interacting with tourists. The findings highlight communication challenges faced by the community as it aims to establish itself as an international tourism destination. The findings indicate that role-playing is particularly effective in simulating real-world interactions, helping participants understand how to communicate in practical situations. Furthermore, focus group discussions provide insight into the participants' views on the training program. The study concludes that English for administration enhances the employees' communication with visitors, equipping them with effective and appropriate techniques for welcoming and guiding tourists. This contributes to improved service quality and better understanding of hospitality practices, enabling the community to become more skilled and professional. The study also suggests that improving speaking skills requires multiple approaches, including teaching methods tailored to the participant's needs and the use of authentic materials. Future research should investigate the government employees' competencies in reading, listening, and writing skills. Furthermore, the study underscores the correlation between public service excellence and the quality of the workforce.

Keywords: English for administration; public service; tourism and hospitality training; government employees; tourism destinations.

OPEN ACCESS

ISSN 2503 3492 (online)

*Correspondence:
elli setiyo wahyuni
elli.setiyo@hangtuah.ac.id

Received: 1st July 2024

Accepted: 30th September 2024

Published: 28th October 2024

Citation:

English for Administration: Enhancing
Government Employees' Communication
Skills. *JEES (Journal of English
Educators Society)*, 9(2).

<https://doi.org/10.21070/jees.v9i2.1903>

INTRODUCTION

Proficiency in English can enhance relationships among colleagues and a wider range of individuals in our increasingly interconnected world (Tuncer & Karataş, 2022). Moreover, the ability to speak English significantly boosts the workers' job prospects and career advancement, as many employers consider it a key requirement for various positions (Xie & Chen, 2019). Research has shown that language learning plays a crucial role in career survival and success (Lehtonen et al., 2022). In this context, providing public service, tourism, and hospitality speaking training serves as an effective approach to improving the English-speaking skills of government employees (Martínez-Vázquez, Milán-García & de Pablo Valenciano, 2021). One particular tourism site, which attracts many international visitors, serves as an example of how a former landfill has been transformed into a naturally appealing tourist destination, offering valuable insights for study as well as aesthetic enjoyment

However, many workers lack the necessary vocabulary and speaking skills to adequately explain the site to foreign visitors. Only a few employees can communicate fluently in English, and many struggle to respond to simple greetings and engage in basic conversations.

A notable research gap lies in the fact that these challenges are not addressed in the same way as promoting tourist attractions on social media, which targets foreign visitors. Therefore, government employees require specialized speaking training focused on practical communication with foreign tourists in real-world situations (Xie & Chen, 2019; Wagner, 2019). Another challenge is the integration of excellent public service with foreign language acquisition. Many workers lack necessary skills to provide high-quality service because they have not received adequate training on how to properly welcome tourists, communicate effectively, or convey accurate information to foreign visitors. The study aims to address this gap by exploring teaching techniques that can enhance the communication skills of government employees in tourism contexts.

Public service plays a critical role in shaping government operations and delivering services to citizen (Kareva, 2013). It involves addressing societal needs while adapting to evolving public expectations. However, inadequate professional development and training can result in outdated public service practices and skill gaps, a phenomenon often referred to as limited training and development. In this context, enhancing communication skills in English for government employees is essential for fostering effective communication behaviors (Bezusa & Samoylyukovich, 2020). Particular attention should be given to government employees in coastal areas, where educational development is often lacking. The use of local language is sometimes conveyed in impolite manners, negatively impacting communication, relationships, and learning. This also reflects the economic status of the surrounding community, where laborers and fishermen contribute to the region's low welfare. These socioeconomic challenges create issues within families, society, and education, highlighting the need for targeted training programs to enhance government employees' skills, thereby influencing the broader community. Tourism and hospitality training programs are designed to address these challenges by equipping government employees with the skills needed to provide high-quality services to visitors and communicate effectively in English within real-world contexts (Karimian Shirejini & Derakhshan, 2020).

One of the notable tourist attractions in East Java is Setigi, which offers a unique blend of natural beauty and historical artifacts (Isurupremarathna, 2021). Located in Gresik, this site was previously used as a waste disposal area by local residents from 2003 to 2017. However, in 2018, the community, in collaboration with local residents, began efforts to clean and transform the area into a tourist destination. The development of Setigi as a tourism site is intended to enhance public service quality by equipping workers with the necessary skills to provide high-quality services.

The innovation arose from a combination of local issues and environmental potential (Afzal & Hussain, 2020). This study addresses these challenges by transforming them into unique learning opportunities, aiming to create effective and innovative language learning approaches to enhance speaking skills in tourism and hospitality training programs. Accordingly, the study explores the following: (1) the results of observations that identify specific challenges in English language acquisition among government employees, (2) the application of practical learning methods, such as role-playing, in tourism and hospitality training, and (3) government employees' perspectives on English learning as a means to deliver excellent public service.

METHODS

This qualitative study explores the implementation of English for administration learning through tourism and hospitality training, utilizing three methods: community observation, role-playing, and focus group discussions. Observations were conducted at the Setigi tourism destination to assess public service practices. This initial step is crucial for understanding the workers' backgrounds, language proficiency, and challenges in using conversational English. The observations reveal how hospitality is typically delivered by local workers in the tourism sector and provide insight into the quality of public services offered (Tomaszewski, Zarestky, & Gonzalez, 2020). The second phase of the study involves identifying specific problems that arise in the provision of hospitality services, building on the findings from the initial observations.

These issues typically arise from complaints submitted by visitors at tourist sites. Consequently, the information gathered through observation informs the decision to implement the second method, which involves role-playing. This technique offers a practical approach to learning how to communicate effectively with foreign visitors (Chan, 2019). Role-playing was selected because it allows workers to engage in direct practice based on real-world scenarios, making it appropriate method for enhancing speaking skills (Cheng, Lam and Kong, 2019). The third method, focus group discussion, facilitates further consultation and dialogue aimed at addressing challenges related to improving English communication skills. This method is essential as it serves as a forum for discussing strategies to enhance learning outcomes. As a result, forty workers in Setigi tourism site are participating in the English for administration-learning program. They are selected based on the analysis of their needs to enhance the quality of public service in tourism destinations.

RESULTS AND DISCUSSION

Observation Results

The observation results reveal several challenges in mastering English for professional communication. The identified problems are as follows. (1) communication is ineffective (16%); (2) the working environment is not highly supportive (14%); (3) communication in English lacks engagement (47%); (4) public servants exhibit insufficient comprehensive improvement in their duties (23%). These findings indicate that 47% of the workers require practical English training based on real-world situations. As a result, innovative learning methods in English for administration are necessary to equip government employees with the skills to communicate effectively in English for professional purposes related to their roles and responsibilities. The field observations also highlight the need for tourism and hospitality training to improve how local workers manage tourism, particularly in communication, information services, and facility management. Since the tourist destination attracts both national and international visitors, continual changes and improvements are essential. Given the demand of practical learning, role-playing has been selected as the next phase of research to explore how to enhance government employees' communication skills. Below is a chart summarizing the observation results.

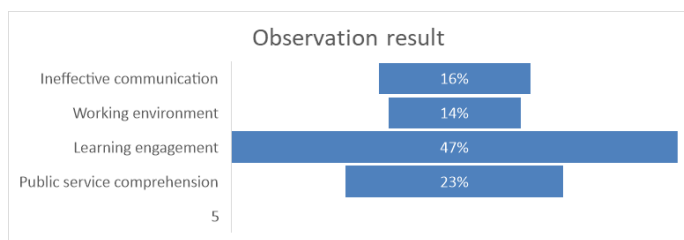


Figure 1. Observation result

A learning environment is created to simulate real-world contexts, fostering speaking activities that align with the subjects being studied and the specific learning objectives (Escobar Fandiño, Muñoz & Silva Velandia, 2019). The environment mirrors the tasks typically performed by public servants, with an emphasis on real-life scenarios. Dialogue exercises are used to provide participants with government-related conversations, incorporating correct pronunciation and vocabulary mastery. Participants practice these conversations with one another to gain thorough understanding of the content. Specialized terminology related to public administration and English for administration is emphasized (Kareva, 2013; Chan, 2021). Additionally, to enhance participants' comprehension of vocabulary and sentence structure, it is crucial to create a supportive atmosphere. Incorporating visual aids, such as images in dialogues or slide presentations, helps participants grasp the meaning of conversations more effectively.

The primary issue identified is communication, specifically language barriers. Many employees predominantly use local languages, making it difficult for them to understand and use English without assistance. Consequently, there is a need for workers to develop their skills in using appropriate English phrases, particularly those relevant to tourism and hospitality interactions. To address this, employees receive additional training focused on learning and practicing simple English expressions to facilitate effective communication and engage in dialogue with foreign visitors.

Given the objectives of English for administration training provided to government employees, developing speaking skills is crucial to enhancing tourism destinations in East Java, which offer unique attractions for visiting tourists. The region's natural beauty and available facilities make it appealing to visitors. However, communication challenges with foreign tourists must be addressed through the improvement of public service quality for workers at these destinations (Wahyuni & Raharja, 2021). Based on observation results, several issues need guidance and solutions. In this regard, providing practical, real-world training is essential to ensure workers understand how to deliver excellent public service through tourism and hospitality practices that align with real-world scenarios.

As part of public service language training, employees are also taught techniques for addressing customer complaints with proper etiquette. These techniques are drawn from the hospitality training handbook and reinforced through role-play exercises, which provide practical examples of how to manage visitor complaints or issues. Scenarios include resolving issues related to accommodation facilities, addressing concerns about food quality, and providing clear explanations to visitors. The training aims to help employees master several key skills: greeting and welcoming foreign tourists using simple and appropriate English, providing directions within Setigi to foreign visitors, handling issues related to public facilities and explaining their proper use, responding to requests for local dish menus with accurate English communication, and describing the beauty of tourist attractions using suitable vocabulary and phrases. These skills are crucial for enhancing the overall experience of foreign visitors and improving the quality of public service.

Role-playing

In terms of service quality, government employees are still not fully trained to deliver excellent service, particularly because they lack techniques specific to the hospitality sector. Role-playing has proven to be highly effective in providing tourism and hospitality training, teaching employees how to serve guests or visitors more effectively by answering questions, offering guidance, receiving hotel guests, and assisting visitors at Setigi. The training method involves detailed explanations of hospitality theories, followed by direct practice using role-playing exercises. Each employee practices how to

serve guests, including serving food, providing directions to tourist attractions, and answering visitors' questions, thereby enhancing their practical skills in real-world scenarios.

Role-playing has been employed as a practical method to equip government employees with not only theoretical knowledge but also real-world application, ensuring they understand how to implement these skills in public services (Cheng, Lam & Kong, 2019). The goal is for role-playing to improve how employees serve customers at tourism destinations by enhancing their communication methods, making interactions more effective and friendly. This shift is particularly important in areas where employees previously lacked sufficient skills. Through role-playing, workers can improve how they respond to customer inquiries and provide more appropriate and effective communication in tourism services, including at hotels and restaurants (Geduld, 2017; Martínez-Vázquez, Milán-García & de Pablo Valenciano, 2021).

This approach aligns with the goal of empowering the community and utilizing surrounding natural resources to enhance the skill sets of workers. Role-playing is particularly suited to this objective, as it addresses the specific needs of employees in Setigi. As an effective and practical technique, role-playing complements tourism and hospitality training by providing a hands-on method for improving English-speaking skills. Direct practice is essential for reinforcing the theoretical explanations provided, making role-playing a highly recommended teaching approach across various fields (Setiyo Wahyuni & Wahyuni, 2023). Through this method, government workers can observe and apply real-world examples of the skills and activities being taught.

The implementation of English for administration offers several recommendations for future activities. Specifically, tourism and hospitality training can be most effective and appropriate when tailored to the need's workers in tourism areas. It is evident that residents require both types of training to enhance their skills. The resulting impact is an improvement in the promotion of and visitation to tourist attractions. In addition, role-playing plays a crucial role in these activities, as it is a highly effective technique for developing the necessary skills of workers in tourism sectors. Tourism can become a major destination on both national and international scales if human resources are well-developed, particularly in terms of public service and hospitality. Additionally, improving English communication skills is essential for achieving the goal of establishing nature-based tourism with international recognition (Isaacs, 2017; Demir & Zaimoglu, 2021).

Focus Group Discussion

The results of the tourism and hospitality training indicate a successful enhancement of knowledge and skills among the workers regarding the quality of public service. This is supported by feedback from focus group discussions, where many workers expressed an improved understanding of how to deliver excellent service quality for the advancement of tourism destinations in Setigi. It is evident that workers require training in excellent public service from academic sources to further enhance their English-speaking skills and

hospitality training. Proficiency in English is instrumental in improving communication with visitors, ensuring that tourists feel welcomed through high-quality service (Cholifah, Asib, & Suparno, 2020). Moreover, the tourism and hospitality training provide the community with tangible examples of best practices and procedures for delivering outstanding tourism and accommodation services.



Figure 2. Focus Group Discussion

Hospitality training focused on communication is implemented through role playing activities. Workers first receive a comprehensive explanation and examples of communication practices in English dialogue, drawn from the hotel training handbook provided. Following this theoretical instruction, a question-and-answer session allows for consultation regarding hospitality topics. This interactive session revealed that participants were highly interested in learning English for tourism and hospitality, a subject many had not previously explored. Questions primarily centered on how to apply tourism and hospitality materials effectively, such as providing directions to visitors, offering tourism services, and communicating appropriately when serving local dishes.

Several questions also arose regarding speaking training when visitors to Setigi requested directions to specific tourist destinations. These inquiries were addressed during a focus group discussion. The findings indicate that the primary objective of hospitality training practices is to equip the community with practical skills and knowledge, enabling workers to deliver effective public services through hospitality in their workplaces. This hands-on approach allows them to engage meaningfully with visitors, enhancing their language communication and hospitality skills. In summary, the focus group discussion reflects the community's positive opinions regarding the learning program.

Table 1 | Focus Group Discussion Results

The Workers' Opinions
<i>"I would like to practice more as long as there is consistency in the program and English skills should be practiced too"</i>
<i>"I have never tried to speak English in a such practical way before, so I like to participate in it more"</i>
<i>"It should be given not only to government employees but also all the graduate students who want to improve their speaking skills"</i>
<i>"I can understand all the dialogues easily as I am assisted with clear explanations and pictures"</i>
<i>"I think I can apply it during the meeting with foreigners. The speaking practice seems acceptable to me"</i>
<i>"I like it when I can practice it with my colleagues"</i>

The results of the focus group discussion, presented in [Table 1](#), indicate that role-playing significantly enhances the learning achievements of the workers. This training program was deemed successful as each activity was tailored to meet the community's specific needs. Several key evaluations can be summarized: first, conducting field observations prior to the hospitality training program is essential to identify existing challenges, ensuring that the training is aligned with the community's goals and learning objectives. Second, continuous planning and the provision of practical, applicable training are crucial for sustaining these practices over time.

Future research could explore the sustainability impact of learning English for administration. For instance, it would be valuable to investigate changes in attitudes following the completion of a hospitality training program, as this could provide insights into the long-term effects on government employees and the broader community. Conducting effective long-term studies can enhance understanding of how such training influences societal dynamics over time. Participating in English for administration activities, particularly those incorporating hospitality training techniques, offers numerous benefits. Individuals gain satisfaction from recognizing their capacity to positively influence others and the community at large. Additionally, they enhance their ability to communicate effectively in English, particularly with terminology specific to tourism and hospitality. Moreover, this engagement motivates the community to develop both natural and human resources, fostering the knowledge and skills necessary for international recognition ([Albino, 2017](#); [Tuncer and Karatas, 2022](#)). ([Albino, 2017](#); [Tuncer and Karatas, 2022](#)).

The innovation of teaching English for administration, with a focus on hospitality skills and language communication—particularly English fluency—has led to recommended future approaches for enhancing speaking skills ([Labrador and Ramón, 2020](#); [Suganda, Zuraida, and Kurniawan, 2020](#)). Setigi, as a key player in the tourism and

hospitality sector in Gresik, has significantly benefited from training activities aimed at its workers. By improving customer service and communication skills, Setigi is poised to attract a larger number of visitors, establishing itself as a leading international tourist destination in Gresik. The area boasts natural beauty and unique characteristics that appeal to both local and international tourists. Therefore, enhancing the skills and expertise of the local community through hospitality and English communication training programs is essential for sustained growth ([Wiraharja, Putri & Adyatma, 2023](#)).

CONCLUSION

English for administration-learning activities, integrated with tourism and hospitality training and effective learning techniques, aim to fulfil e community expectations for success in the hospitality and tourism sectors. This objective can be achieved through practical instruction in English communication and comprehensive hospitality training, primarily focused on transforming substandard services into high-quality offerings that can enhance promotion and attract foreign visitors. The creation of real-world scenarios, combined with role- playing, supports effective communication methods and improves English-speaking skills, allowing workers to practice appropriate communication strategies with both international and local visitors. Hospitality training actively engages government workers in essential service areas, including guiding visitors on tours, serving dishes, and providing thoughtful responses to inquiries and feedback from guests.

Tourist destinations in Gresik are likely to attract more local and international visitors if they possess quality natural resources and well-developed human capital. Achieving this requires collaborative efforts among various stakeholders, including the Gresik regional government, local communities, tourism managers, and higher education institutions. Such cooperation must be mutually supportive to foster harmony and ensure the sustainability of tourism activities. Consequently, this study recommends future research focused on enhancing reading, listening, and writing skills as part of the professional development of government employees in the tourism sector.

ACKNOWLEDGEMENTS

I would like to express my heartfelt appreciation to the Rector of Universitas Hang Tuah and the Dean of Public Administration, Faculty of Political and Social Sciences, for their unwavering support throughout this research endeavor. I am also deeply grateful to my research team for their collaborative efforts in data collection and analysis, which were invaluable to the success of this study. Your commitment and dedication have made a significant impact on our work.

REFERENCES

- Afzal, A. and Hussain, N. (2020) 'The Impact of Community Service Learning on the Social Skills of Students', *Journal of Education and Educational Development*, 7(1), p. 55. <https://eric.ed.gov/?id=EJ1259929>.
- Albino, G. (2017) 'Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga', *SAGE Open*, 7(2). <https://doi.org/10.1177/2158244017691077>
- Bezusa, A. and Samoilyukevych, I. (2020) 'Innovative Techniques for Teaching Foreign Languages', *Теорія і Практика Навчання ...*, 6(11), pp. 2018–2021. Available at: http://eprints.zu.edu.ua/30945/1/3бїрник_студ_кон_ф_2020_п_р_ав_к_а.pdf#page=31.
- Chan, C. S. C. (2019) 'Long-term workplace communication needs of business professionals: Stories from Hong Kong senior executives and their implications for ESP and higher education', *English for Specific Purposes*. Elsevier Ltd, 56, pp. 68–83. <https://doi.org/10.1016/j.esp.2019.07.003>
- Chan, C. S. C. (2021) 'Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication', *English for Specific Purposes*. Elsevier Ltd, 64, pp. 55–71. <https://doi.org/10.1016/j.esp.2021.07.002>
- Cheng, W., Lam, P. W. Y. and Kong, K. C. C. (2019) 'Learning English Through Workplace Communication: Linguistic devices for interpersonal meaning in textbooks in Hong Kong', *English for Specific Purposes*. Elsevier Ltd, 55, pp. 28–39. <https://doi.org/10.1016/j.esp.2019.03.004>
- Cholifah, A. N., Asib, A. and Suparno, S. (2020) 'Investigating Teacher's Perceptions of Reflective Peer Observation to Promote Professional Development', *JEES (Journal of English Educators Society)*, 5(1), pp. 89–93. <https://doi.org/10.21070/jees.v5i1.382>
- Demir, A. N. and Zaimoglu, S. (2021) 'The relationship between foreign language anxiety and decision-making strategies among university students', *Journal of Language and Linguistic Studies*, 17(1), pp. 18–32. <https://doi.org/10.17263/jlls.903294>.
- Fandiño, F. G., Muñoz, L. D. and Silva Velandia, A. J. (2019) 'Motivation and E-Learning English as a foreign language: A qualitative study', *Heliyon*, 5(9). <https://doi.org/10.1016/j.heliyon.2019.e02394>
- Geduld, B. (2017) 'Personal and Contextual Influences on Township School Learners' Motivation and Self-Regulated Learning', *Africa Education Review*, 14(2), pp. 122–139. <https://doi.org/10.1080/18146627.2017.1291279>.
- Isaacs, T. (2017) 'Isaacs, T. (2016). Assessing speaking. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 131 – 146). Berlin: DeGruyter Mouton. Assessing Speaking', *Handbook of language assessment*, (January), pp. 131–146. [70fd76d4aaa184f35aa4462d62fc27f1\(wsimg.com\)](https://doi.org/10.1016/j.ling.2016.07.001)
- Isurupremarathna, M. P. K. B. (2021) 'Blue Economy Strategically issues and opportunity in Indian Ocean: A study based on Sri Lanka', (March). Available at: www.arjhss.com.
- Kareva, V. (2013) 'English for Specific Purposes: Public Administration and Political Sciences', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 70, pp. 1477–1481. <https://doi.org/10.1016/j.sbspro.2013.01.214>
- Karimian Shirejini, R. and Derakhshan, A. (2020) 'An Investigation of the Iranian EFL Learners' Perceptions Towards the Most Common Writing Problems', *SAGE Open*, 10(2). <https://doi.org/10.1177/2158244020919523>
- Labrador, B. and Ramón, N. (2020) 'Building a second-language writing aid for specific purposes: Promotional cheese descriptions', *English for Specific Purposes*. Elsevier Ltd, 60, pp. 40–52. <https://doi.org/10.1016/j.esp.2020.03.003>
- Lehtonen, E. E. et al. (2022) 'Thriving or surviving at work: how workplace learning opportunities and subjective career success are connected with job satisfaction and turnover intention?', *Journal of Workplace Learning*, 34(1), pp. 88–109. <https://doi.org/10.1108/JWL-12-2020-0184>
- Martínez-Vázquez, R. M., Milán-García, J. and de Pablo Valenciano, J. (2021) 'Challenges of the Blue Economy: evidence and research trends', *Environmental Sciences Europe*. Springer Berlin Heidelberg, 33(1), pp. 1–17. <https://doi.org/10.1186/s12302-021-00502-1>
- Setiyo wahyuni, E. and Wahyuni, S. (2023) 'The The boosting academic literacy for young learners' reading comprehension and character building', *JEES (Journal of English Educators Society)*, 8(1), pp. 33–40. <https://doi.org/10.21070/jees.v8i1.1698>
- Suganda, L. A., Zuraida and Kurniawan, D. (2020) 'Choral Speaking and Students' Character Building in Indonesia', 422(Icope 2019), pp. 183–186. doi: [10.2991/assehr.k.200323.117](https://doi.org/10.2991/assehr.k.200323.117)
- Tomaszewski, L. E., Zarestky, J. and Gonzalez, E. (2020) 'Planning Qualitative Research: Design and Decision Making for New Researchers', *International Journal of Qualitative Methods*, 19, pp. 1–7. <https://doi.org/10.1177/1609406920967174>
- Tuncer, H. and Karataş, T. Ö. (2022) 'Recommendations of ELT Students for Four Language Skills Development: A Study on Emergency Distance Education During the COVID-19 Pandemic', *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221079888>

- Wagner, P. E. (2019) 'Reviving thinking in a speaking course: A critical-thinking model for public speaking', *Communication Teacher*. Taylor & Francis, 33(2), pp. 158–163.
<https://doi.org/10.1080/17404622.2018.1536795>
- Wahyuni, S. and Raharja, W. T. (2021) 'Model of Health Workers Competency in Public Service Perspective', 518(ICoSIHESS 2020), pp. 104–110. doi: [10.2991/assehr.k.210120.112](https://doi.org/10.2991/assehr.k.210120.112)
- Wiraharja, I. P. G. S., Putri, D. A. D. P. and Adyatma, I. W. C. (2023) 'Improving English Communication for Specific Purposes Using Role-Play and Learning by Doing Techniques for the staff At The Samaya Resort Seminyak, Badung', *Postgraduated Community Service Journal*, 4(1), pp. 11–16.
<https://doi.org/10.22225/pcsj.4.1.2023.11-16>
- Xie, Q. and Chen, J. (2019) 'The English Communication and Learning Needs of Master of Business Administration Students and Curriculum Development at a Chinese University', *SAGE Open*, 9(1). <https://doi.org/10.1177/2158244019835951>

Conflict of Interest Statement: The authors declare that the research was conducted without any commercial or financial relationships that could be perceived as a potential conflict of interest.

Copyright © 2024 Elli Setiyo Wahyuni, Cyril Bernard Rachman. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.