

REFRAMING ENGLISH AS A FOREIGN LANGUAGE INSTRUCTION THROUGH INTERCULTURAL UKHUWAH TO ENHANCE STUDENTS' COMMUNICATION SKILLS

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Abstract: Although communication has become a central objective of contemporary English as a Foreign Language (EFL) instruction, existing instructional approaches continue to emphasize linguistic competence and intercultural communication while giving limited attention to the ethical and relational values that support meaningful classroom interaction. Addressing this gap, this study investigated the effect of the Ukhuwah-based Intercultural English Instruction (Ub-IEI) Model on students' communication skills. A quantitative pre-experimental one-group pretest-posttest design was employed involving 20 eleventh-grade vocational high school students in Gorontalo, Indonesia. Data were collected using a communication skills test and analyzed through descriptive statistics, the Shapiro-Wilk normality test, and a paired-sample *t*-test. The findings showed that students' mean communication skills score increased from 32.80 to 65.10, and the paired-sample *t*-test revealed a statistically significant difference between the pretest and posttest

scores ($t(19) = -17.808, p < .001$). These findings indicate that the Ub-IEI Model effectively enhances students' communication skills by integrating meaningful communication, intercultural interaction, and ethical-relational values into English language learning. The study provides empirical support for Intercultural Ukhuwah as a value-based instructional perspective that complements existing approaches to intercultural English language education.

Keywords: *communication skills, english as a foreign language, intercultural communicative competence, intercultural ukhuwah, ukhuwah-based intercultural english instruction*

INTRODUCTION

The rapid advancement of globalization and increasing intercultural interconnectedness has fundamentally reshaped the goals of English as a Foreign Language (EFL) education. Rather than focusing solely on the development of learners' linguistic competence, contemporary EFL instruction is increasingly expected to prepare students to communicate effectively, collaborate across culturally diverse communities, and participate appropriately in intercultural contexts. Accordingly, developing learners' communication skills has become one of the central objectives of contemporary EFL instruction, as successful language learning is now measured not merely by linguistic accuracy but also by learners' ability to negotiate meaning, express ideas effectively, and engage in socially and culturally appropriate interactions (Xu et al., 2025; Zhou et al., 2024). Recent research further suggests that communication-oriented EFL instruction should create learning environments that encourage learners to exchange perspectives, engage in meaningful dialogue, and develop intercultural understanding through authentic classroom interaction (Liao & Li, 2023).

Reflecting this paradigm shift, recent scholarship has increasingly emphasized Intercultural Communicative Competence (ICC) as an essential dimension of English language education because meaningful communication requires not only linguistic knowledge but also cultural awareness, openness, appropriate attitudes, and interactional skills necessary for effective global engagement (Baker, 2024; Hussain et al., 2025). Nevertheless, despite the growing recognition of communication-oriented and intercultural language education, translating these principles into meaningful classroom practices remains a persistent challenge. Existing studies suggest that communication is still frequently implemented as opportunities for language practice rather than as a socially and culturally situated process through which learners develop empathy, mutual

understanding, and collaborative relationships in authentic learning contexts (Zhou et al., 2024; Hussain et al., 2025). This discrepancy indicates the need to rethink how communication is conceptualized in EFL instruction by adopting instructional perspectives that view communication not merely as linguistic performance but as a value-based social practice grounded in intercultural understanding, meaningful relationships, and shared human values.

Responding to the need to rethink EFL instruction, researchers have proposed various communicative and intercultural approaches to create more meaningful language learning experiences. Approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Intercultural Communicative Competence (ICC) have substantially transformed EFL pedagogy by shifting the focus from teacher-centred knowledge transmission to learner-centred communication, authentic language use, and intercultural awareness (Alasal, 2025; Baker, 2024; Pérez Cañado, 2024; Zhou et al., 2024). These approaches have made important contributions to developing learners' communicative competence by encouraging active participation, collaboration, and contextualized language learning. Nevertheless, recent scholarship suggests that meaningful communication cannot be achieved solely through communicative activities or intercultural exposure, as learners also require opportunities to develop empathy, mutual understanding, and constructive social relationships within authentic classroom interaction (Hussain et al., 2025; Zhou et al., 2024).

Consequently, while existing approaches have successfully strengthened the pedagogical and intercultural dimensions of language learning, relatively limited attention has been given to the explicit integration of ethical and relational values that shape how learners communicate respectfully, responsibly, and collaboratively in culturally diverse classrooms. Within this context, Intercultural Ukhuwah offers an instructional perspective that extends intercultural language education by integrating communication with the values of ta'aruf (building acquaintance), tafahum (developing mutual understanding), ta'awun (encouraging cooperation), and takaful (promoting mutual responsibility) (Junaidi & Yusuf, 2025). While Intercultural Communicative Competence (ICC) primarily emphasizes learners' ability to communicate effectively and appropriately across cultural contexts, Intercultural Ukhuwah complements and extends

this perspective by explicitly integrating ethical and relational values into the communication process. Through these principles, communication is understood not only as intercultural interaction but also as a process of cultivating empathy, shared responsibility, and meaningful human relationships within classroom learning. Rather than introducing another teaching method, this perspective reframes EFL instruction by positioning communication not merely as the exchange of linguistic messages but as a value-based social practice through which learners simultaneously develop communicative competence, intercultural sensitivity, empathy, and shared responsibility. Although this perspective provides a promising conceptual foundation for value-based EFL instruction, empirical evidence examining its effectiveness in enhancing students' communication skills remains limited, thereby warranting further investigation.

Previous research has consistently recognized the value of integrating intercultural perspectives into English language teaching as a means of promoting learners' communicative competence and intercultural awareness. For example, Juliastuti et al. (2023) demonstrated that incorporating intercultural communicative competence into English instruction enhanced students' communicative development in Islamic higher education. Likewise, Wimontham et al. (2024) reported that intercultural-based instruction strengthened learners' ability to communicate effectively across cultural contexts, while Abidin et al. (2024) emphasized that integrating intercultural communicative competence into English language teaching fostered more meaningful classroom interaction and deeper cultural understanding. Similarly, Erlangga and Anam (2024) highlighted that intercultural awareness positively influenced students' engagement and language learning experiences. Taken together, these studies clearly demonstrate that intercultural approaches enrich English language learning by improving communication, collaboration, and cultural understanding. This conclusion is further supported by the systematic review of Zhou et al. (2024) which highlighted that strengthening intercultural communicative competence has become an essential objective of contemporary EFL education while emphasizing the need for more comprehensive pedagogical approaches to its classroom implementation. However, existing scholarship has predominantly conceptualized communication as the development of communicative competence and intercultural awareness, with comparatively little attention devoted to how ethical and relational values can be systematically integrated into classroom

communication as part of an instructional perspective. Consequently, current research provides limited understanding of how communication can simultaneously function as a linguistic, intercultural, and value-based social practice that nurtures empathy, mutual understanding, cooperation, and shared responsibility among learners. Moreover, empirical evidence derived from quantitative intervention studies examining the effectiveness of such value-based instructional perspectives in improving students' communication skills, particularly in secondary EFL classrooms, remains scarce.

Addressing this conceptual and empirical gap, the present study investigates whether reframing English as a Foreign Language instruction through Intercultural Ukhuwah significantly enhances students' communication skills. Unlike previous studies that primarily examined intercultural competence as the intended learning outcome, this study positions Intercultural Ukhuwah as a value-based instructional perspective that extends intercultural language education by integrating ethical and relational dimensions into classroom communication. Accordingly, the study contributes both theoretically and practically by expanding the current discourse on value-based intercultural pedagogy and by providing empirical evidence that supports the development of communication-oriented, culturally responsive, and ethically grounded EFL instruction.

REVIEW OF LITERATURE

Communication skills are widely recognized as one of the essential learning outcomes of contemporary English as a Foreign Language (EFL) instruction because they enable learners to use English purposefully and effectively in academic, social, and intercultural contexts. Rather than emphasizing the accurate production of grammatical forms alone, contemporary language education conceptualizes communication as a dynamic process through which learners construct meaning, exchange ideas, negotiate understanding, and participate actively in authentic interaction. Accordingly, communication skills are increasingly understood as comprehensive competencies that integrate linguistic proficiency with learners' ability to communicate meaningfully and appropriately in diverse communicative situations (Baker, 2024).

From an instructional perspective, communication skills develop progressively through meaningful learning experiences that encourage learners to interact, collaborate, exchange perspectives, and solve problems using the target language. Such experiences

enable learners to integrate linguistic knowledge with interpersonal and social interaction skills, positioning communication as both a cognitive and a social process within language learning (Metboki, 2025). This understanding has contributed to the growing adoption of Intercultural Communicative Competence (ICC) as a major conceptual framework in contemporary EFL education. ICC extends communication beyond linguistic competence by integrating intercultural awareness, openness toward cultural diversity, appropriate attitudes, and interactional competence that enable learners to communicate effectively across different cultural contexts (Baker, 2024; Zhou et al., 2024).

Empirical studies consistently demonstrate that integrating ICC into English language instruction enhances learners' communicative competence, intercultural awareness, and meaningful classroom interaction across various educational contexts (Abidin et al., 2024; Juliastuti et al., 2023; Wimontham et al., 2024). Collectively, these studies indicate that communication-oriented EFL instruction becomes more meaningful when language learning is supported by intercultural understanding rather than linguistic competence alone. Nevertheless, contemporary discussions increasingly recognize that meaningful classroom communication is influenced not only by learners' intercultural competence but also by the quality of interpersonal relationships, empathy, collaborative engagement, and shared responsibility developed throughout the learning process (Hussain et al., 2025). Consequently, recent scholarship suggests that intercultural language education can be further enriched through instructional perspectives that explicitly integrate ethical and relational values into classroom communication, thereby providing a stronger foundation for meaningful and collaborative language learning.

The Ukhuwah-based Intercultural English Instruction (Ub-IEI) Model conceptualizes Intercultural Ukhuwah as a value-based instructional perspective that integrates English language learning, intercultural communication, and ethical values into a coherent instructional framework. Rather than functioning as an independent teaching method, the model provides a pedagogical orientation that synthesizes theories of English language teaching, intercultural learning, cooperative learning, and value-based education to promote meaningful communication through both linguistic and interpersonal development. The model consists of six interconnected components philosophy, context, input, process, learning outcomes, and output which collectively

guide the design and implementation of communication-oriented English instruction. Within the Ub-IEI Model, the instructional process is operationalized through five sequential learning stages: Early Introduction, Ta'aruf, Tafahum, Ta'awun, and Takaful. Rather than representing isolated instructional activities, these stages are designed as a progressive learning process through which learners develop communication skills alongside intercultural awareness and ethical engagement. Early Introduction prepares learners for collaborative learning by establishing classroom readiness and shared learning goals. Ta'aruf encourages learners to recognize and appreciate diverse identities before engaging in communication. Tafahum facilitates mutual understanding through dialogue, active listening, and perspective sharing, while Ta'awun promotes collaborative problem-solving and shared participation in learning activities. Finally, Takaful reinforces mutual responsibility, empathy, and supportive interaction among learners. Through these interconnected stages, communication is conceptualized not merely as language practice but as a value-oriented social process that integrates linguistic competence, intercultural understanding, cooperation, and shared responsibility (Nurwati, 2022).

From this perspective, the Ub-IEI Model does not replace Intercultural Communicative Competence (ICC). Rather, it extends its pedagogical application by explicitly embedding ethical and relational values within intercultural communication, as originally proposed in the development of the Intercultural Ukhuwah-based English Instructional Model (Nurwati, 2022). While ICC primarily focuses on learners' ability to communicate effectively and appropriately across cultural contexts, the Ub-IEI Model broadens this framework by emphasizing that meaningful communication is sustained through empathy, mutual understanding, cooperation, and shared responsibility. Accordingly, communication is conceptualized not only as linguistic and intercultural competence but also as a value-based social practice that supports learners' holistic development. This conceptualization provides the theoretical foundation for implementing communication-oriented EFL instruction through the Ub-IEI Model (Nurwati, 2022).

METHOD

This study employed a quantitative approach using a pre-experimental one-group pretest-posttest design to examine the effect of the Ub-IEI Model on students' communication skills. This design was considered appropriate because the study aimed to measure changes in students' communication skills before and after the implementation of a classroom-based instructional intervention in an authentic educational setting. Furthermore, the one-group pretest-posttest design enabled the researchers to evaluate the effectiveness of the intervention by comparing students' communication skills prior to and following the implementation of the Ub-IEI Model within the same group of participants. The pre-experimental design was selected because the intervention was conducted in a single intact classroom, allowing the instructional procedures to be implemented without disrupting the school's regular teaching and learning process (Fraenkel et al., 2012; Creswell & Creswell, 2018).

The study followed a one-group pretest-posttest procedure. Prior to the intervention, students completed a communication skills pretest to establish baseline data. The instructional intervention was then implemented over six classroom meetings following the sequential stages of the Ub-IEI Model, namely Early Introduction, Ta'aruf, Tafahum, Ta'awun, and Takaful. Upon completion of the intervention, the same communication skills instrument was administered as the posttest to measure students' communication skills after the instructional program. The pretest and posttest scores were subsequently analyzed using inferential statistical procedures to determine whether the implementation of the Ub-IEI Model produced a statistically significant improvement in students' communication skills.

The study was conducted at SMK Negeri 1 Limboto, Gorontalo, Indonesia, during the first semester of the 2025/2026 academic year. The research was implemented as part of the regular English instructional program in the Agribusiness of Agricultural Product Processing (APHP) department. This setting was selected because it provided an authentic classroom environment for implementing the Ub-IEI Model within the school's regular instructional schedule.

The population of the study comprised two eleventh-grade classes in the APHP department. From this population, Class XI APHP 2, consisting of 20 students aged approximately 16-17 years, was selected as the research sample using purposive

sampling. This sampling technique was employed because the selected class met the criteria required for implementing the instructional intervention. Specifically, the class was available to participate throughout the six instructional sessions, followed the same English curriculum, and allowed the researcher to implement the instructional intervention consistently within the regular classroom setting. Using a single intact classroom also minimized disruption to the existing teaching and learning process while ensuring consistency throughout the intervention. Therefore, the selected participants were considered appropriate for examining the effect of the Ub-IEI instructional intervention on students' communication skills.

Prior to the study, permission to conduct the research was obtained from the school administration and the English teacher. The instructional intervention was implemented directly by the researcher during the regular English class over six instructional meetings following the Ub-IEI Model. Students participated voluntarily, and all collected data were used solely for research purposes while maintaining participant confidentiality.

The instructional intervention was implemented using the Ub-IEI Model, which served as the pedagogical framework for integrating English language learning with intercultural communication and ethical values. The intervention was conducted directly by the researcher during the regular English lessons over six classroom meetings. Throughout the intervention, students learned English through contextual learning activities designed according to the pedagogical principles of the Ub-IEI Model. The instructional process emphasized not only the development of linguistic competence but also meaningful communication through intercultural interaction, collaboration, empathy, and shared responsibility.

The instructional procedures consistently followed the sequential principles of the Ub-IEI Model. Although the intervention was implemented across six classroom meetings, Table 1 presents two representative lesson plans to illustrate how the instructional model was operationalized during the study. These representative lessons demonstrate the pedagogical sequence that was consistently applied throughout the intervention. While the learning materials and classroom tasks varied according to the lesson objectives, all instructional sessions followed the same instructional principles and stages of the Ub-IEI Model.

Table 1. Representative Implementation of the Ub-IEI Instructional Intervention

Representative Lesson	Language Skills	Ub-IEI Stage(s)	Representative Learning Activities	Communication Skills Developed
Lesson 1	Receptive Skills (Listening and Reading)	Early Introduction, Ta'aruf, Tafahum	The lesson began with classroom orientation, prayer, motivational activities, and an introduction to the learning objectives. Students were then introduced to vocabulary related to agricultural product processing through pronunciation practice and contextual visual materials. Subsequently, students listened to and read a procedure text, discussed its content in groups, exchanged ideas, asked questions, and collaboratively interpreted the information presented in the text under the teacher's guidance.	Understanding spoken and written information, expressing initial ideas, active listening, exchanging opinions, and developing mutual understanding through collaborative communication.
Lesson 2	Productive Skills (Speaking and Writing)	Early Introduction, Ta'awun, Takaful	The lesson began with a brief review of the previous material followed by vocabulary reinforcement. Students then worked collaboratively to construct procedure texts, discussed ideas within their groups, prepared oral presentations, participated in gallery walk activities, provided peer feedback, and concluded the lesson with classroom reflection on collaborative learning experiences and shared responsibility during communication.	Developing oral communication, collaborative interaction, confidence in expressing ideas, providing constructive feedback, empathy, cooperation, and shared responsibility during English communication.

The representative lesson plans presented in Table 1 were adapted from the instructional module developed for the implementation of the Ub-IEI Model, whereas the remaining instructional sessions followed the same pedagogical sequence with

adjustments to the learning materials and classroom activities according to the objectives of each lesson. This approach ensured consistency in the implementation of the instructional intervention throughout the six classroom meetings while maintaining fidelity to the instructional principles of the Ub-IEI Model.

The study employed a communication skills test developed by the researcher to measure students' communication skills before and after the implementation of the Ub-IEI Model. The instrument assessed both receptive (listening, reading, and writing) and productive (speaking) language skills through English procedure texts related to vocational learning, providing a comprehensive measure of students' communication skills.

The receptive skills assessment consisted of 10 multiple-choice items, with each correct answer scored 1 and each incorrect answer scored 0. The raw score was converted to a 100-point scale using the following formula:

$$\text{Multiple-choice Score} = \frac{\text{Number of Correct Answers}}{10} \times 100 \quad (1)$$

Students' productive communication skills were assessed through an individual speaking performance task using an analytic scoring rubric covering pronunciation, fluency, grammatical accuracy, vocabulary, content, and interaction. The maximum speaking score was 8, and the obtained score was converted into a 100-point scale using the following formula:

$$\text{Speaking Score} = \frac{\text{Obtained Speaking Score}}{8} \times 100 \quad (2)$$

The final communication skills score was calculated by combining the multiple-choice score (70%) and the speaking score (30%) using the following formula:

$$\text{Final Score} = (\text{Multiple-choice Score} \times 0.70) + (\text{Speaking Score} \times 0.30) \quad (3)$$

The instrument was reviewed by experts in English language education to establish content validity before being administered. The same instrument was used as both the pretest and the posttest. Data collection consisted of three stages: administering the pretest, implementing the Ub-IEI instructional intervention over six classroom meetings, and administering the posttest. The resulting scores were subsequently analyzed to determine the effect of the instructional intervention on students' communication skills.

The collected data were analyzed using IBM SPSS Statistics. Descriptive statistics, including the mean, standard deviation, minimum score, and maximum score, were first calculated to summarize students' communication skills before and after the implementation of the Ub-IEI Model.

Prior to hypothesis testing, the normality of the pretest and posttest scores was examined using the Shapiro-Wilk test, which is appropriate for small sample sizes. Subsequently, a paired-sample *t*-test was performed to determine whether there was a statistically significant difference between students' pretest and posttest communication skills scores. Statistical significance was determined at the 0.05 significance level ($\alpha = 0.05$). The null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted when the probability value (*p*) was less than 0.05.

FINDINGS AND DISCUSSION

Findings

To examine the effect of the Ub-IEI Model on students' communication skills, descriptive and inferential statistical analyses were conducted. The descriptive statistics were first used to summarize students' communication skills before and after the instructional intervention, followed by a normality test to assess the distribution of the data. Subsequently, a paired-sample *t*-test was performed to determine whether the difference between the pretest and posttest scores was statistically significant.

Descriptive Statistics of Students' Communication Skills

Table 2 presents the descriptive statistics of students' communication skills before and after the implementation of the Ub-IEI Model.

Table 2. Descriptive Statistics of Students' Communication Skills					
Test	N	Minimum	Maximum	Mean	SD
Pretest	20	14	57	32.80	12.34
Posttest	20	40	85	65.10	12.05

Source: Primary data processed using IBM SPSS Statistics.

As shown in Table 2, students' communication skills improved following the implementation of the Ub-IEI Model. The mean score increased from 32.80 on the pretest to 65.10 on the posttest, representing an average gain of 32.30 points. In addition, the minimum score increased from 14 to 40, while the maximum score increased from 57 to 85. The standard deviation decreased slightly from 12.34 to 12.05, indicating that the improvement in students' communication skills was relatively consistent across

participants. Overall, the descriptive statistics demonstrate a positive trend in students' communication skills after the instructional intervention.

Normality Test

Before hypothesis testing, the normality of the pretest and posttest scores was examined using the Shapiro_Wilk test, which is appropriate for studies involving relatively small samples.

Table 3. Results of the Shapiro_Wilk Normality Test

Test	Statistic	df	Sig.
Pretest	0.958	20	0.499
Posttest	0.964	20	0.631

Source: Primary data processed using IBM SPSS Statistics.

As presented in Table 3, the significance values obtained from the Shapiro_Wilk test were 0.499 for the pretest and 0.631 for the posttest. Since both values were greater than the significance level of 0.05, the pretest and posttest scores were considered normally distributed. Therefore, the assumption of normality was satisfied, and a paired-sample *t*-test was considered appropriate for testing the research hypothesis.

Effect of the Ub-IEI Model on Students' Communication Skills

To determine whether the observed improvement in students' communication skills was statistically significant, a paired-sample *t*-test was conducted by comparing the pretest and posttest scores.

Table 4. Results of the Paired-Sample *t*-Test

Paired Comparison	Mean Difference	Std. Deviation	Std. Error Mean	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Pretest _ Posttest	-32.300	8.112	1.814	-17.808	19	< .001

Source: Primary data processed using IBM SPSS Statistics.

The paired-sample *t*-test revealed a statistically significant difference between the pretest and posttest communication skills scores ($t(19) = -17.808, p < .001$). The mean difference of -32.300 indicates that students achieved substantially higher scores on the posttest than on the pretest following the implementation of the Ub-IEI Model. Accordingly, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that the Ub-IEI Model had a statistically significant effect on students' communication skills.

Discussion

The findings indicate that the Ub-IEI Model improved students' communication skills by integrating meaningful interaction with ethical and relational values. Students exchanged ideas, negotiated meaning, responded to different perspectives, and

collaborated on shared tasks, allowing English to function as a medium for authentic social interaction. This is consistent with Yeh et al. (2024), who reported that authentic intercultural interaction can enhance intercultural communicative competence through meaningful dialogue and collaborative meaning-making. The improvement may be explained by the model's five instructional stages: Early Introduction establishes a supportive atmosphere; Ta'aruf promotes openness to diverse backgrounds; Tafahum supports dialogue and mutual understanding; Ta'awun develops collaborative problem-solving; and Takaful reinforces empathy, mutual respect, and shared responsibility. Together, these stages create conditions for active participation and meaningful communication.

The findings are also consistent with Intercultural Communicative Competence (ICC), which views communication as constructing meaning, negotiating understanding, and interacting appropriately across cultural contexts (Baker, 2024). Previous studies likewise report benefits of intercultural perspectives for communication and collaboration (Juliastuti et al., 2023; Wimontham et al., 2024; Zhou et al., 2024). The present study extends this perspective by embedding empathy, cooperation, and shared responsibility within the communication process, consistent with Sarwari et al. (2024), who emphasizes empathy, cultural awareness, flexibility, and interpersonal engagement in intercultural communication. Theoretically, the Ub-IEI Model therefore complements ICC by making ethical-relational values explicit. Pedagogically, it suggests integrating communicative interaction, intercultural engagement, collaboration, and value-based learning, particularly in vocational and culturally diverse settings.

CONCLUSION AND SUGGESTIONS

Conclusion

The findings indicate that the Ub-IEI Model contributed to improving students' communication skills by integrating meaningful communication, intercultural interaction, and ethical-relational values. The intervention encouraged students to exchange ideas, negotiate meaning, collaborate, and interact respectfully in authentic classroom contexts. Thus, communication development can be supported when language learning combines linguistic competence with empathy, cooperation, and mutual understanding. Moreover, the study contributes empirical evidence that Intercultural Ukhuwah can complement

Intercultural Communicative Competence (ICC). While previous approaches emphasize intercultural awareness and communicative interaction, the Ub-IEI Model integrates communicative, intercultural, and ethical dimensions into a coherent instructional framework.

Suggestions

The Ub-IEI Model may be considered by English teachers through activities that promote authentic communication, intercultural interaction, collaboration, and ethical engagement. Curriculum developers may also consider integrating value-based intercultural learning into English programs to support respectful and responsible communication in diverse settings. However, the findings should nevertheless be interpreted within the study context. The pre-experimental design, small sample, and single vocational high school limit generalizability. Future research should use quasi-experimental or true experimental designs with larger and more diverse samples and examine outcomes such as ICC, collaboration, compassion, and other affective or socio-emotional dimensions.

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