

Mandarin Language Training for Business to Enhance Vocational Student Competitiveness in the Global Era

Sheyla SS¹✉, Sintia Nursafitri², Stanny Dewanty Rehatta³

¹ Digital Marketing, Faculty of Economic and Business, Jakarta State University, Jakarta, 13220, Indonesia

² Digital Marketing, Faculty of Economic and Business, Jakarta State University, Jakarta, 13220, Indonesia

³ Business Digital, Faculty of Economic and Business, Jakarta State University, Jakarta, 13220, Indonesia
correspond: sheysil@unj.ac.id

Abstract

Vocational high school (SMK) students, as future skilled workers, still face challenges in global communication skills, particularly in Business Mandarin. This limitation hinders their ability to meet the demands of industries increasingly engaged in cooperation with Chinese companies. The urgency of Business Mandarin training lies in the growing need for a workforce that not only possesses technical expertise but can also communicate effectively in multicultural environments. Proficiency in Business Mandarin serves as a significant competitive advantage for SMK graduates, enhancing their employability in the global labor market. The *Business Mandarin and CV Writing Training Program* aims to equip students with practical business communication skills and professional CV writing abilities. This program is expected to strengthen the competitiveness of SMK graduates while bridging the gap between education and industry needs in the *Industry 5.0* era.

Keywords: Mandarin Business, Training, Vocational School, Industri Revolution 5.0, Industri Revolution

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1. Introduction

Based on the identified needs and legal foundations, SMKN 06 Jakarta requires a learning platform that equips students with relevant skills to compete in the modern job market. The community service activity titled “*Mandarin Language Training for Business: Improving the Competitiveness of SMKN 06 Jakarta Students in the Global Workforce*” is designed as a solution to enhance students’ employability and readiness to enter the competitive labor market. The rapid development of the *Industrial Revolution 5.0* has changed labor demands, with Mandarin proficiency becoming an essential skill, particularly due to Indonesia’s growing cooperation with China. In line with *Sustainable Development Goal (SDG) 4: Quality Education*, vocational education must not only focus on technical expertise but also provide global communication skills relevant to industry needs. Business Mandarin, as a tool for professional communication, is increasingly required in sectors such as trade, hospitality, and import-export.

However, Mandarin communication skills are still underrepresented in the standard vocational curriculum. Therefore, business-oriented Mandarin training is urgently needed to prepare students for international collaboration and to improve their competitiveness. This program supports the achievement of SDG 4 by

offering inclusive, relevant, and globally oriented education. The implementation of this program also aligns with the *Tri Dharma of Higher Education* and Law No. 12 of 2012, Article 11, which emphasizes the role of higher education in applying science and technology to improve community welfare. As part of community service (*PkM*), this program involves both lecturers and students under the *Merdeka Belajar – Kampus Merdeka (MBKM)* framework, fostering collaboration between academia and the community in advancing education quality and employability.

2. Methods

a. Implementation Steps

The training begins with preparation activities, including coordination with instructors, development of business-oriented Mandarin materials, and a short placement test to assess students’ initial proficiency. The following phase focuses on interactive training sessions covering business vocabulary, communication practice, cultural etiquette, and negotiation role-plays conducted in Mandarin. The Program concludes with an evaluations stage, where students complete written and oral assessment and present a group project before receiving their certificates of completion.

b. Evaluation

Evaluation is conducted to measure program effectiveness and participants' progress in Business Mandarin. It includes pre- and post-tests to assess improvement, performance assessments during role-plays, observations of engagement and fluency, and feedback questionnaires to gauge satisfaction and gather suggestions. Evaluation tools include written tests, observation checklists, performance rubrics, and online or printed feedback forms.

3. Result and Discussion

a. Results

The *Chinese Language Training*, held on **May 6, 2025**, at **SMKN 6 Bekasi** with participants from **Grade XI Banking Department**, had a significant positive impact on strengthening students' competencies in the global era. As future professionals in the financial and customer service sectors, the participants benefited greatly from the basic Mandarin skills gained during the program. Based on the evaluation, there was a clear improvement between the **pre-test and post-test** results. Before the training, most students had limited vocabulary and pronunciation ability. After the training, post-test scores indicated substantial progress in understanding tone systems, pronunciation through *Pinyin*, and commonly used vocabulary in customer service, transactions, and professional interactions. Students were able to construct simple sentences and comprehend dialogues related to basic banking services—such as greeting customers, introducing themselves, and responding politely. In terms of practical skills, participants successfully engaged in **simulation activities** reflecting real workplace situations, such as teller–customer and customer service–client interactions. These activities enhanced their confidence, fluency, and readiness to communicate in multilingual environments—an essential competency in the increasingly international field of modern banking.



The results of the *Chinese Language Training* indicate that structured instruction and interactive learning effectively enhanced vocational students'

communication skills in Business Mandarin. The significant improvement between pre-test and post-test results reflects the participants' growing mastery of pronunciation, tone systems, and essential vocabulary relevant to the banking sector. The use of face-to-face sessions, supported by simulation and role-play activities, provided authentic learning experiences that linked theory with practice. These methods not only improved linguistic accuracy but also fostered students' confidence in real business communication contexts. Affectively, the training built students' confidence and increased their awareness that cross-cultural communication competence is a valuable strategic advantage. High enthusiasm was observed throughout both the theoretical and practical sessions. Accompanying teachers also noted that the program added a refreshing and relevant dimension to the learning process, aligning well with the global, industry-oriented vocational curriculum. Moreover, the activity inspired further learning initiatives, as several students independently formed Chinese language study groups outside regular school hours. The school also plans to strengthen its curriculum by integrating Mandarin learning into extracurricular activities or cross-competency subjects. Overall, this training not only introduced Mandarin as a functional communication tool but also embodied the principles of **Sustainable Development Goal (SDG) 4** by promoting inclusive, relevant, and future-oriented education. It successfully supported the development of global competencies among *SMKN 6 Bekasi* students, particularly those in the Banking major, preparing them to participate actively in an increasingly internationalized workforce.

Conclusion

A community service activity in the form of Mandarin language training for Banking Department students at *SMKN 6 Bekasi* was successfully conducted on May 14, 2025. This initiative supports SDG 4: Quality Education, promoting relevant and globally oriented learning. Using a participatory and contextual approach, students gained basic Mandarin skills applicable to the financial and professional sectors. The training covered Pinyin, tones, daily vocabulary, and workplace conversation simulations, enhancing students' cognitive, affective, and practical language competencies. Participants showed strong enthusiasm and adaptability, with increased awareness of the importance of foreign language mastery for global competitiveness. The program also fostered independent study groups and strengthened Mandarin learning initiatives within the school. Overall, the activity enhanced communication skills, global insight, and vocational education quality, preparing students to compete and contribute in the international workforce.

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Conflict of Interest Statement (mandatory)

The authors declare that there is no conflict of interest regarding the publication of this article. All activities, findings, and conclusions presented in this paper were conducted independently and were not influenced by any commercial or financial relationships that could be construed as a potential conflict of interest.

Informed Consent (if applicable)

All participants involved in this community service activity provided their **informed consent** prior to participation. They were informed about the objectives, procedures, and expected outcomes of the training program, and their participation was entirely **voluntary**. The data and documentation collected during the activity were used solely for academic and publication purposes, while maintaining the **confidentiality and anonymity** of all participants.

Ethical Approval (if applicable)

The research involving human participants in this community service activity complied with all relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration. Ethical approval for the activity was obtained from the Institutional Review Board (IRB) of the Faculty of Economics and Business, Universitas Negeri Medan, under approval reference number 382/UN9.5.FEB/PT/2025. All participants provided informed consent prior to participation. They were fully informed about the objectives, procedures, and expected outcomes of the activity, and their participation was voluntary. The confidentiality and anonymity of all participants were strictly maintained throughout the process.

Data Availability (mandatory)

The data supporting the findings of this study are available from the corresponding author upon reasonable request. Certain data, such as participant information and training records, are not publicly available due to privacy and ethical restrictions.

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Biographies of Authors

Sheyla Silvia Siregar, S.S., M.Si.







Sheyla Silvia Siregar is a lecturer of Business Mandarin in the Digital Marketing Study Program, Faculty of Economics and Business, Universitas Negeri Jakarta. Her academic interests include business communication, vocational education, and community engagement in the context of global industry development.

Sintia Nursafitri, S.Tr.Kom., M.Kom

Sintia Nursafitri is a lecturer in the Digital Marketing Study Program, Faculty of Economics and Business, Universitas Negeri Jakarta. Her research areas focus on digital marketing education, information system and innovation in vocational.

Stanny Rayhatta Dewanti, S.Si., M.Kom.

Stanny Rayhatta Dewanti is a lecturer in the Digital Business Study Program, Faculty of Economics, Universitas Negeri Jakarta. She holds a Master's degree in Computer Science, and her research interests include information systems, and digital business.

	<p>Sheyla Silvia Siregar  0000-0002-7677-5625</p> <p>Sheyla Silvia Siregar is a dedicated Linguistic (M.Si.) at Universitas of Sumatera Utara. She currently teaches Business Mandarin and focuses her academic work on business communication. Her community service and research activities emphasize language competence and employability enhancement in the context of Industry 5.0. Sheyla Silvia Siregar welcomes academic collaboration and can be reached via email at sheysil@unj.ac.id.</p>		<p>innovation. She actively engages in community service programs and applied research projects that focus on digital transformation and vocational education development. Sintia Nursafitri can be contacted Sintia.nursafitri@unj.ac.id</p>
	<p>Sintia Nursafitri  0009-0001-8704-1053</p> <p>is a dedicated lecturer in the Digital Marketing Study Program at the Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia. She obtained her Bachelor of Applied Science (S.Tr.) degree in Informatics Engineering at POLITEKNIK STMI, Jakarta and continued her studies to earn a Master's degree in Computer Science (M.Kom.) from BiNUS University, Jakarta. Her research interests include digital marketing, business information systems, and educational technology</p>		<p>Stanny Dewanty Rehatta S.SI., M.Kom  0009-0001-9223-2137</p> <p>Stanny Rayhatta Dewanti is a lecturer in the Digital Business Study Program at the Faculty of Economics, Universitas Negeri Jakarta, Indonesia. She earned her Bachelor's degree in Science (S.Si.) and completed her Master's degree in Computer Science (M.Kom.) at Universitas Kristen Satya Wacana, Salatiga.. Her academic and research interests focus on information systems, digital business, and data-driven learning models. She has been actively involved in applied research and community service activities related to digital innovation, entrepreneurship, and vocational education. Stanny Rayhatta Dewanti can be reached via email at stanny.rehatta@unj.ac.id</p>