



Professional communication skills needed by students in preparing a career: contribution to achieving the SDGs

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ABSTRACT

This study aimed to identify the professional communication skills required by students in preparing for their career and the contribution of these skills to achieving the Sustainable Development Goals (SDGs). The research applied descriptive qualitative method using questionnaire to collect the data. The sample of this research was consisted of 70 final-year students of business administration students at Kupang State Polytechnic. The questionnaires were distributed to measure students' perceptions about the professional communication skills needed in preparing their career in the workplace and their contribution to the SDGs. The results indicated that the professional communication skills for verbal and written were in "required" category, it meant that the students needed to improve the public speaking ability such as presentation, handling a phone and conference, networking, and negotiation skills. Moreover, the written communication or business writing skill such as letter, memo, and report needed by the students so the graduates are ready getting a good career in the workplace. Mastering the professional communication skills were not only crucial for individual career success but also significantly contributes to achieving sustainable development goals (SDGs), particularly in areas such as quality education (Goal 4) and Partnerships for the Goals (Goal 17). The study concluded that bridging the communication skills gap is imperative for preparing a future workforce capable of driving sustainable development and achieving global goals.

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1. INTRODUCTION

In today's rapidly evolving world, the demands of the job market have become more complex, requiring individuals to equip themselves with diverse skills and competencies. In an increasingly connected era of globalization, humans being have to able to compete in preparing and gaining the future bright. In this era, having a good capability based on the educational background is not enough but all people must have another

competencies that needed to build their personal branding for themselves so those can be used for getting a good Job. Personal branding is a marketing strategy to make one skills stand out from other professionals in an industry. (Tilaar, 2022). The core of skills needed by students were communication skill, critical thinking skill, and problem-solving skill. These core soft skills would lead to another soft skill, like creativity skill, negotiation, and decision-making skill (Kusdinar et al., 2023). They could be formed and practised by universities' learning through group discussion, debate, writing report, and presentation. Thus, through the implementation of core soft skills, personal branding would follow automatically as self-characteristic.

Communication skills are among the essential abilities needed for 21st-century era. (Sholihah et al., 2025). In the workplaces, there are some skills needed by employees and one of them is Communication skill. Professional communication skills are a key requirement in today's job market because they enable individuals to effectively convey ideas, collaborate with diverse teams, and build strong professional relationships, which are critical in an increasingly globalized and interconnected workplace (Sumaiya et al., 2022). Employers value candidates who can articulate their thoughts clearly, adapt their communication styles to different audiences, and demonstrate active listening, as these skills enhance productivity, teamwork, and problem-solving. Additionally, with the rise of remote work and digital communication platforms, the ability to communicate professionally across various channels, such as emails, presentations, and virtual meetings, has become indispensable. Strong communication skills not only improve workplace efficiency but also contribute to career advancement by fostering trust, leadership, and the ability to navigate complex professional environments. It must be had by all people for doing the interaction with each other. Everyone not only have an usual communication but also a professional communication. According to Rahmat in (Marzuki, 2023)), Communication is a social event that is occurred when humans interact each others and at least two people do an interaction and discuss about something. It is a line with Beesley et.al. in Reith-Hall, E., & Montgomery, P. (Reith-Hall & Montgomery, 2023) stated that Communication, sometimes referred to as interpersonal communication, 'involves two or more people interacting to exchange information and views'. It is driven and directed by the desire to achieve particular goals and is underpinned by perceptual, cognitive, affective and behavioural operations. Communication is essential for human survival (Rahmawati et al., 2024).

Building on this, professional communication goes beyond simple exchanges of information. It requires individuals to adapt their language, tone, and delivery to suit the context, audience, and purpose of the interaction. Professional communication is essential not only for ensuring clarity and understanding but also for fostering collaboration, building relationships, and creating a positive impression in the workplace. In the context of career preparation, mastering professional communication can significantly enhance one's employability and career growth. Thus, developing strong communication skills is crucial for students to meet the demands of the modern workforce and position themselves as competitive candidates in a globalized job market.

Professional communication needs can vary significantly among students with different cultural and educational backgrounds. Cultural differences influence communication styles, such as preferences for direct or indirect language, nonverbal cues, and levels of formality, which can affect how students interact in professional settings. For example, students from high-context cultures may rely heavily on implicit communication and relationships, while those from low-context cultures may prioritize clear and direct messages. Similarly, educational backgrounds shape communication proficiency, with students from more resource-rich institutions often having greater exposure to advanced language training and practical communication scenarios. These disparities highlight the importance of tailoring communication training to address

diverse cultural norms and varying levels of preparedness, ensuring all students are equipped to succeed in global workplaces.

Almost all of humans life aspect always do a communication process. In learner, as expressed by Vygotsky (Rehan, 2024), sociocultural theory emphasizes that language and communication are fundamental in fostering the development of higher cognitive skills in learners. This perspective aligns that students learn through talking and highlighting the importance of verbal interaction as a core mechanism for learning. In practice, this means that students must be given ample opportunities for self-expression, as verbal communication plays. By doing so, students not only enhance their communication skills but also engage in cognitive processes such as problem-solving, reasoning, and co-constructing knowledge—key aspects of Vygotsky’s sociocultural theory. This theory is highly relevant in understanding the development of communication skills in students because it emphasizes the role of social interaction, cultural context, and mediated learning in cognitive and language development. This aligns with the idea that communication is an integral part of nearly every aspect of human life. Social competence, which encompasses a range of abilities, highlights communication as a core skill.(Downey et al., 2024). Together, these perspectives underline the vital role of communication in both individual cognitive development and broader social interactions. Communication skills are included in the social skills aspect (Ulfa & Rosidin, 2024). Human use communication as a channel to interact with each other in day to day life. (Hee et al., 2019). The ability to establish appropriate communication is one of the basic skills of social life (Raeissi et al., 2019). Technical competence is important, but organizational culture and effective communication skills also play a significant role. (Sudi et al., 2024). Good communication is a necessary tool in achieving high quality of performance and maintaining strong working relationships within the organization. However, the problem faced right now is many individuals especially in developing countries still lack the communication skills needed to face the challenges of a dynamic and diverse workforce. This creates a significant communication gap between individuals who have good communication skills and those who do not.

Communication abilities and interpersonal skills are very important for success in a career, but many college graduates still lack these competencies. According to Knight in (Coffelt et al., 2022)) Visual, verbal and electronic communication are very important in the world of work. Mutual understanding and comfort in the workplace will result from effective communication (Ananda & Artikel, 2023). Furthermore, a 2018 AAC&U and Hart Research Associates report surveyed 1,001 hiring managers and business executives to determine how this audience views the skills and abilities of recent college graduates. Good communication skills have benefits such as increase in job-satisfaction, well-being, and burnout prevention. The report concluded that the skill and knowledge areas that are most important for both business executives and hiring managers when hiring include oral communication, critical thinking, ethical judgement, working effectively in teams, working independently, self-motivation, written communication, and application of skills and knowledge in the real world.

There are 4 kinds of the professional Communication Skills, namely verbal and written communication skills, non verbal communication skills, and multicultural Communication Skills. Those skills have an important role in getting a good career in the future. These skills are essential for effectively conveying ideas, building relationships, and navigating diverse work environments. Verbal and written communication skills ensure clarity and precision in expressing thoughts, whether through speaking or writing, which are fundamental in professional settings. (Tarigan & Polytechnic, 2016) Non-verbal communication skills, such as body language, facial expressions, and tone of voice, play a crucial role in reinforcing messages and creating positive impressions during interactions. (Buck and VanLear in Febrianti et.al., 2021). Meanwhile, multicultural communication skills enable individuals to communicate and collaborate effectively with

people from different cultural backgrounds, fostering inclusivity and global adaptability. There is a relationship between culture and communication. People show others their identities through communication (Aririguzoh, 2022). Mastering these skills significantly enhances one's ability to succeed in the increasingly competitive and interconnected job market.

Underdeveloped communication skills not only prevent individuals from reaching their full career potential but can also become an obstacle in achieving the Sustainable Development Goals (SDGs). SDGs are a series of global goals set by the United Nations (UN) to achieve sustainable social, economic and environmental resilience (Ohta et al., 2022). Effective communication is essential in addressing these goals, as it facilitates collaboration, knowledge sharing, and the alignment of diverse perspectives necessary for sustainable development.

Fostering sustainability requires equipping individuals with mobility knowledge, skills, and attitudes that empower them to navigate global challenges effectively (De La Torre et al., 2022). Mobility knowledge and skills—such as adaptability, cultural competence, and cross-disciplinary communication—are crucial for understanding and addressing the interconnected nature of the SDGs. Attitudes that promote sustainability, including a commitment to inclusivity, innovation, and collaboration, further enhance the ability to develop solutions for complex global issues. By integrating communication with mobility-focused competencies, individuals can actively contribute to sustainable practices, bridge cultural and professional gaps, and drive progress toward the SDGs, creating a more equitable and resilient future (Deo et al., 2024).

Sustainable development is a target of the global community which of course requires efforts from every country in the world to achieve the existing targets (Wiyana et al., 2023). So, the role of students is quite important to help voice and strive for better development efforts in Indonesia and in their respective countries (Beagon et al., 2023). Because students are the next generation of the nation. The SDGs goals have 3 interrelated principles, namely the universal principle, the integration principle, and the no one left behind principle. These three principles are taken into consideration in order to achieve the SDGs goals which include people, planet, prosperity, peace, justice and partnership. In this context, students have the potential to become key agents of change by actively participating in initiatives that align with the SDGs principles, such as promoting environmental sustainability, fostering social inclusion, and supporting economic growth through innovation and collaboration.

There are some previous research discussing Professional Communication Skills in career development in various industrial sectors. The first is research on Professional Communication Skill Development intended for technical education. This research highlights that apart from technical skills, students also need to be proficient in communication skills, and educational institutions such as schools and universities have a vital role in shaping students' communication and technical skills to shape a successful future (Kumar et al., 2022). The second concerns about international students' perceptions regarding the development of Professional Communication Skills. The results of this study indicate that presentation skills, writing, and inter-cultural skills are considered the most important. Although most international graduates require more help from universities to achieve these skills (Sonnenschein & Ferguson, 2020). The third, namely regarding the development of communication skills through effective communication training in vocational high schools. The results of this research show that counselling was carried out virtually in the midst of the Covid 19 pandemic by prioritizing simulation or role-play for participants. This counselling shows the enthusiasm of the participants and also increases their effective communication skills so that it can be recommended to be continued (Stellarosa & Ikhsano, 2021)

This novelty research focuses on the professional communication skills that are related to career preparation and contribution to Sustainable Development Goals (SDGs).

These professional communication skills are linked to the SDGs because Indonesia is struggling to achieve good results in alleviating several problems that hinder sustainable development goals, such as the high number of graduates who still find a difficulty to get jobs because their competencies are inadequate. This research is the only one that correlates professional communication skills to getting a good career and is linked to achieving Sustainable Development Goals. This research is important for university or Polytechnic especially Kupang State Polytechnic in knowing the professional communication skills are needed to secure careers for students in this era which has a global complexity and demands for rapid adaptability.

2. RESEARCH METHOD

The research method used in this study was descriptive qualitative. Bogdan and Taylor in (Refendi et al., 2020) stated that qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Descriptive qualitative research is a method used by researchers to discover knowledge or theories at a particular time. The descriptive method was chosen because the study deals with ongoing events and current conditions. This research used questionnaire as the data collection and triangulation used for ensuring the accurate interpretation of qualitative data. Questionnaire was designed based on the indicator of the professional communication skill and SDGs, then distributed to 70 of 120 final administration students in Kupang State Polytechnic as the sample of this research. The sample was taken by Probability Sampling method with random sampling technique which the researcher randomly selected a subset of participants from the final Business Administration Students.

The questionnaire was designed to gain insight into the students' perceptions of relevant professional communication skills in preparing a career and the contribution to SDGs. By identifying and measuring the professional communication skills required for students' career preparation, this research contributes directly to equipping individuals with competencies that are foundational to achieving the SDGs. This alignment ensures that graduates are not only career-ready but also capable of driving sustainable change in their communities and beyond. All the questions in the questionnaire had been valid before it was officially used by the respondents. The likert scale was used to measure the level of student need and the contribution to SDGs. It was used because a Likert scale allows for the quantification of subjective opinions, attitudes, or perceptions. In addition, likert scales are a widely validated method for collecting data on perceptions. Their reliability makes them suitable for academic research, ensuring that the findings are credible and generalizable. This research looked at what actually happens in the study field. Researchers choose qualitative descriptive method to obtain data that is complete and can be explained clearly. This ensures that the research findings are truly appropriate to the current state of the field.

3. RESULTS AND DISCUSSIONS

After analyzing the data from the questionnaire distributed to the final students of Kupang State Polytechnic in Business Administration major, it was found that the Professional Communication Skill needed by the students in preparing a career as follows:

Tabel 1. Professional Communication Skills needed by the students

No	Skills	Percentage	Category
1	Verbal Communication Skills	67.39%	Required
2	Written Communication Skills	67.04%	Required
3	Non Verbal Communication Skills	71.27%	Quite Required

4 Multicultural Communication Skills 70.21% Quite Required

Tabel 2. Interval Category of the Professional Skills needed by the students

Interval	Category
85-100	Not required
69-84	Quite Required
53-68	Required
37-52	Very Required

The data in the table 1 provided the findings into the students' perceptions of the professional communication skills for preparing a career. The table highlights four key of the professional communication skills: Verbal Communication, Written Communication, Non-Verbal Communication, and Multicultural Communication. The corresponding percentages and categories revealed how students rank these skills based on their perceived necessity. Interestingly, while all skills have significant percentages, the categorization indicates varying levels of importance attached to them by the students. The higher of the skill percentage that shown in the table above, the lower of the students' need in increasing the communication skills.

Based on the data above, The verbal communication skills are categorized as "required" by the students with the percentage of 67.39%. This indicates that a significant majority of students recognize the importance of being able to articulate thoughts clearly and effectively in spoken form. Verbal communication is essential in many professional settings, such as presentations, meetings, handling a phone and conference, and networking, where the ability to convey ideas verbally can directly influence career success. This finding dealt with (Abdikarimova et al., 2021), verbal communications is a necessary skill to everyone especially to the employees and those can interpret messages and act appropriately on the information they receive have a better chance in their job excellence.

Similarly with the verbal communication skill, Written Communication Skills are categorized "required" by the students with the percentage of 67.04% . Although slightly lower than verbal communication, this percentage still reflects a strong recognition of the importance of being able to communicate clearly and accurately in writing. Whether it's drafting emails, reports, or proposals, written communication is a critical skill in the workplace, ensuring that ideas and information are conveyed precisely and professionally. These skills are often the primary mode of conveying complex information, the fact that a large majority of students see it as necessary underscores its importance in the workplace. Written documents serve as a permanent record of communication, meaning accuracy and clarity are crucial. Students' awareness of the need for strong written communication skills reflects an understanding of how these skills contribute to successful interactions in professional environments, ensuring that their messages are both effective and credible. Kowalewski & Halasz (2019) stated that Writing communication skills make a difference in how an individual is assessed. Individuals with good writing skills are generally seen as more credible and professional, as well as better educated.

Contrastly, Non-Verbal Communication Skills are identified as "quite required" by 71.27% of students, indicating a quite recognition of the importance of this skill in professional settings. It dealt with (Angraini et al., 2021) the four aspects of communication skills, the speaking aspect and the non-verbal communication aspect have the biggest role compared to other aspects. Non-verbal communication encompasses various forms of unspoken interactions, including body language, facial expressions, eye contact, gestures, posture, and even the tone and pace of voice. These non-verbal cues often carry significant weight in communication, sometimes even more

than the words being spoken. For instance, maintaining eye contact can convey confidence and attentiveness, while a slouched posture might suggest disinterest or lack of engagement. In a professional environment, the ability to read and appropriately use non-verbal cues can greatly influence how one is perceived by colleagues, clients, and superiors.

The fact that a substantial majority of students consider these skills "Quite Required" underscores their understanding of how non-verbal communication can enhance or undermine verbal messages. Effective non-verbal communication can strengthen relationships, build trust, and facilitate clearer understanding between parties. For example, in negotiations, non-verbal signals can be critical in gauging the other party's reactions and intentions, allowing for more strategic responses. Similarly, in team settings, positive non-verbal interactions, such as nodding or smiling, can encourage collaboration and create a more supportive work environment.

While the multicultural communication skills were categorized "Quite Required," by the students with percentage 70.21%. Multicultural communication skills involve understanding and respecting cultural differences, adapting communication styles to suit various cultural contexts, and being aware of cultural norms that may influence how messages are received and interpreted. This skill is particularly crucial in workplaces that are increasingly diverse and interconnected, where successful collaboration often depends on the ability to bridge cultural divides. According to Hart in (Fajrie et al., 2022) the existence of culture influences the way a person communicates in that culture. Every cultural pattern and action always involves communication. Both are studied together, because a culture cannot be understood by someone if he does not study communication, while conversely communication can only be understood with a culture that supports it. The high percentage reflects students' recognition that in order to work effectively in multicultural teams, negotiate across cultures, or engage with global clients, these skills are essential. This awareness underscores the growing need for cultural competence in professional communication, as it fosters better understanding, minimizes misunderstandings, and promotes more inclusive and effective interactions.

From the fourth of communication skills above, the students still required verbal and written communication skills as the priority even though they learnt about public relations and correspondence. The respondents felt lacking of those skills and needed to improve it so they were more ready to plunge to Industry.

Tabel 3. Supporting Students to SDGs

No	Skills	Percentage	Category
1	I understand the purpose and importance of the Sustainable Development Goals (SDGs)	64.00 %	Fair
2	I am active in achieving the goals of the SDGs	62.86 %	Fair
3	I understand how professional communication skills can contribute to achieving the SDGs.	66.57 %	Fair
4	I can work together in a team focused on sustainable development goals	72.86 %	Good

Tabel 4. Interval Category of Supporting Students to SDGs

Interval	Kategori
85-100	Excellence
69-84	Good
53-68	Fair
37-52	Bad

The data presented reflects students' perceptions of their knowledge and engagement with the Sustainable Development Goals (SDGs) and related skills. The first skill assessed is students' understanding of the purpose and importance of the SDGs,

with 64.00% categorizing their comprehension as "fair." This indicates that while a majority of students have a basic awareness of the SDGs, there is a need for deeper understanding and education about the broader implications and significance of these global goals. The SDGs are designed to address critical global challenges, and a thorough understanding is essential for students to effectively contribute to sustainable development initiatives.

In terms of active participation in achieving the SDGs, 62.86% of students rate themselves as "Fair." This suggests that while some students are involved in efforts to support the SDGs, there may be a lack of consistent or impactful engagement. Active participation can include various activities such as community service, advocacy, sustainable practices, or involvement in SDG-focused projects. Enhancing student involvement in these areas could lead to greater progress in meeting the goals and inspire a stronger commitment to sustainable practices in their personal and professional lives.

Regarding the understanding of how professional communication skills can contribute to achieving the SDGs, 66.57% of students again rate themselves as "Fair." This points to a moderate awareness of the role communication plays in advancing the SDGs, such as through advocacy, education, and collaboration. Professional communication skills are crucial for effectively conveying the importance of the SDGs, mobilizing support, and fostering partnerships across sectors. Improving students' ability to link communication strategies with SDG objectives could empower them to be more effective advocates and change agents in their communities and careers.

The strongest area highlighted in the data is students' ability to work in teams focused on sustainable development, with 72.86% rating themselves as "Good." This indicates that students feel confident in their collaborative skills, which are essential for addressing the complex and interconnected challenges the SDGs present. Teamwork allows for the pooling of diverse skills and perspectives, leading to more innovative and effective solutions. The relatively high rating in this area suggests that students are well-prepared to engage in cooperative efforts, which is a positive indicator of their potential to contribute meaningfully to sustainable development initiatives both during their studies and in their future careers.

Based on the data provided above indicate the support for several Sustainable Development Goals (SDGs) that are directly related to the understanding and achievement of the SDGs, teamwork, and communication skills. Here are the relevant SDGs supported by the data such as SDGs 4: Quality Education - The respondents' understanding of the SDGs and how communication skills contribute to achieving them reflects the importance of education in sustainable development. Raising awareness and understanding about the SDGs aligns with SDGs 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities. SDGs 17: Partnerships for the Goals - The ability to work in a team focused on sustainable development directly supports SDGs 17, which emphasizes the importance of partnerships in achieving the SDGs. Teamwork and collaboration are crucial for building effective partnerships across various sectors. The data reflects a fair level of understanding and activity related to the SDGs, indicating that while the participants have a basic grasp of the SDGs and the role of communication, there is room for improvement in deepening their engagement and understanding.

This research offers a novel contribution by providing a detailed analysis of the professional communication skills essential for students preparing to enter the workforce, with a specific focus on how these skills align with the achievement of the Sustainable Development Goals (SDGs). The study uniquely integrates the perspectives of final-year students from the Business Administration major at Kupang State Polytechnic, offering insights into their perceived needs and readiness regarding key communication competencies. Additionally, the research bridges the gap between academic training and practical application, highlighting how well-equipped students are to contribute to

sustainable development initiatives in their future careers. By correlating communication skills with SDG-related competencies, the study sheds new light on the specific areas where students require further development to meet global challenges effectively.

This research gives some contributions. For Scientific Contributions, This research contributes to educational science by identifying specific communication skills that are vital for students transitioning into professional roles, particularly in relation to the SDGs. The findings provide valuable data for curriculum designers and educators to refine and enhance communication training programs, ensuring that they are more aligned with the competencies required for sustainable development. The study also adds to the existing body of knowledge by empirically demonstrating the link between communication skills and students' capacity to contribute to global goals. It offers a foundation for further research exploring the role of communication in advancing sustainability, interdisciplinary collaboration, and effective stakeholder engagement. For Society, the research has practical implications by highlighting the gaps in communication skills that need to be addressed to prepare students for successful careers in a global, multicultural, and sustainability-focused work environment. By addressing these gaps, educational institutions can better equip graduates to contribute meaningfully to the workforce and society, particularly in achieving the SDGs. Additionally, the study underscores the importance of integrating SDG awareness and communication skills into higher education, fostering a generation of professionals who are not only technically skilled but also capable of driving social change through effective communication. The broader societal impact includes promoting more sustainable practices, enhancing cultural understanding, and strengthening partnerships across diverse sectors.

This research provides actionable insights that can be used to enhance educational strategies, ultimately benefiting both the academic community and society at large by preparing students to meet the demands of a rapidly changing, interconnected world. The novelty of this research was on the professional communication skills that were related to preparing a career and contributing to the Sustainable Development Goals (SDGs). These professional communication skills were related to the SDGs because Indonesia is struggling to achieve good results in eradicating several problems that hinder sustainable development goals, such as the high number of graduates who still have difficulty getting jobs because their competencies are inadequate. This research was the only one that correlated the professional communication skills to get a good career and was related to achieving the Sustainable Development Goals. This research showed that the communication skills above such as verbal and written communication were the most needed by the students for getting a good carer in the future and those skills were very supported SDGs especially to SDGs 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities. SDGs 17: Partnerships for the Goals. This researched was very important to Kupang State Polytechnic in increasing the students' competency especially in the professional communication skill so the graduates will be ready in getting a bright carer in the future.

4. CONCLUSION

This research has successfully identified and analyzed the key professional communication skills required by final-year students in the Business Administration major at Kupang State Polytechnic as they prepare for their careers. The study revealed that both verbal and written communication skills are perceived as essential skill needed and priority by the students while non-verbal and multicultural communication skills are also recognized as important, albeit to a slightly lower percentage. The findings highlight the students' awareness of the significance of these skills in various professional settings, such as in presentations, written documentation, team collaboration, and cross-cultural

interactions. Additionally, the research underscores the role of these communication skills in contributing to the achievement of the Sustainable Development Goals (SDGs), particularly in areas related to quality education, partnerships, and sustainable practices. Despite the students' fair level of understanding and engagement with the SDGs, the study indicates that there is still chance for improvement in deepening their knowledge and active participation. The identified communication skills are particularly relevant to the local needs of Kupang and Indonesia, as they address the challenges faced by graduates in adapting to workplace requirements. For instance, verbal and written communication skills are essential for effective interactions in industries within the region, while multicultural communication skills support engagement in increasingly diverse and globalized work environments. These skills also align with the growing demand for workforce readiness in sectors critical to Indonesia's development, such as education, business, and public services.

By linking professional communication skills with the SDGs, this research provides valuable insights for curriculum development, emphasizing the need for targeted educational strategies that can better prepare students to meet the demands of a global and sustainability-driven workforce. The study's contribution to both educational science and society lies in its actionable recommendations for enhancing communication training, fostering a generation of professionals equipped to drive social change and support sustainable development initiatives. With the Sustainable Development Goals (SDGs) by aligning curriculum objectives with the competencies needed for global challenges. Institutions can incorporate project-based learning, where students tackle real-world problems related to the SDGs, fostering critical thinking, collaboration, and effective communication. Workshops and seminars on topics like intercultural communication, digital literacy, and persuasive speaking can prepare students to engage with diverse stakeholders in achieving sustainable outcomes. Additionally, embedding SDG-related themes in language and communication courses can help students articulate their ideas clearly and advocate for sustainable practices. By linking communication skills to the SDGs, educational institutions can empower students to contribute meaningfully to sustainable development initiatives while advancing their career readiness in a globalized world. Educational strategies can be designed to integrate professional communication skills with the Sustainable Development Goals (SDGs) by aligning curricula with the competencies needed for global challenges. Institutions can embed SDG-related themes, such as gender equality, climate action, and quality education, into communication courses to foster awareness and problem-solving abilities. Practical approaches like project-based learning, case studies, and collaborative activities can help students apply communication skills to real-world scenarios tied to the SDGs. Additionally, partnerships with industries and global organizations can provide exposure to diverse perspectives and professional contexts, ensuring that students develop the cultural and interpersonal competencies required for meaningful contributions to sustainable development. This holistic approach equips students to effectively address societal challenges while preparing for successful careers.

The limitations of this study include its focus solely on Business Administration students in the final semester, Kupang State Polytechnic, without involving students from other departments. Additionally, the sample size was limited, which may affect the generalizability of the findings to other institutions or fields of study.

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