

Contextualizing Learning for the World of Work at SMK Nurul Hikmah 2 Bekasi

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Abstract. Vocational education must connect academic learning with real workplace competencies, yet teachers often struggle to translate this connection into classroom practice. Contextualized learning offers an approach through which teachers link subject content to learners' experience, occupational contexts, and future professional roles. This community engagement program was conducted at SMK Nurul Hikmah 2 Bekasi, Indonesia, over two days by a team of English Language Education lecturers for 13 teachers from the partner school. It aimed to equip teachers with pedagogical tools and instructional-design frameworks for integrating career scenarios into daily lessons. The program used a participatory workshop combining presentations, group discussion, guided practice, and an Instructional Design and Planning Template, evaluated with a 15-item questionnaire. All 13 teachers attended and completed every activity. Results showed an overall mean of 4.41 (SD = 0.51) on a 5-point scale, item means ranging from 4.15 to 4.85, and agreement/strong agreement ranging from 92.3% to 100%. Dimension means ranged from 4.31 for collaborative learning and usability to 4.85 for overall professional development, with acceptable internal consistency (Cronbach's alpha = .87). These findings indicate favorable perceptions of the training's clarity, relevance, and usefulness. However, because the evaluation did not include pre/post-training measures or classroom observation, the program cannot claim a statistically demonstrated improvement in teacher competence or practice. It nevertheless offers a practical model for university-school collaboration through workplace-relevant professional development, and future programs should add pre/post measures and follow-up observation to determine longer-term effects.

Keywords: Contextual learning, Vocational education, Workplace relevance, Teacher professional development, Community engagement.

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Introduction

Vocational education occupies an important position in preparing learners for further education, employment, entrepreneurship, and participation in society. Unlike programs that emphasize primarily academic preparation, vocational education is expected to establish meaningful connections between learning experiences and the practical competencies required beyond the classroom. This connection becomes increasingly important as workplaces continue to change in response to technological development, digitalization, globalization, and shifting occupational requirements.

The relevance of education to the world of work is particularly salient in Technical and Vocational Education and Training (TVET). UNESCO describes skills for work and life as learning experiences relevant to both the world of work and life more broadly, encompassing practical skills, attitudes, understanding, knowledge, and the use of technology, and notes that such learning may occur across educational institutions and workplaces rather than being confined to conventional classroom settings (UNESCO, 2026). The International Labor Organization similarly emphasizes labor-market-relevant competencies in vocational education and highlights work-based learning, career guidance, and employability skills as key components of preparation for employment (Elder et al., 2024).

In the Indonesian context, vocational high schools (Sekolah Menengah

Kejuruan, or SMK) are particularly relevant to this agenda because their educational mission is closely tied to students' preparation for professional and occupational pathways. The relationship between schools and workplaces therefore requires more than the transmission of theoretical knowledge: students need opportunities to understand how knowledge and skills are used in realistic situations, how professional problems are addressed, how communication takes place in workplaces, and how classroom learning can transfer to practical contexts.

One pedagogical response to this challenge is contextual teaching and learning (CTL). Johnson (2002) describes CTL as an approach that emphasizes meaningful connections between academic material and learners' experiences and contexts, with components including meaningful connections, self-regulated learning, collaboration, critical and creative thinking, high standards, and authentic assessment. Rather than treating academic content as an isolated body of knowledge, contextual learning encourages teachers to help learners understand why particular knowledge and skills matter and how they can be applied.

This concept is particularly compatible with vocational education. Learning activities can be built around workplace problems, professional communication, occupational procedures, simulations, projects, case studies, role plays, workplace documents, and other authentic tasks, turning the classroom into a space where learners rehearse competencies they may later need in professional environments (Cai & Kosaka, 2024).

Work-based learning provides another important conceptual foundation. The ILO's research on strengthening work-based learning in vocational education examines approaches for introducing and strengthening workplace-related learning within school-based vocational education (ILO, 2022). Research on teaching factories in Indonesian vocational education has likewise characterized work-based learning as a contextual teaching-learning approach in which structured work-related experiences are incorporated into vocational programs (Anggitan & Gunadi, 2025; Rifai et al., 2026; Yoto, 2020). These perspectives suggest that the relationship between classroom learning and workplace demands can be strengthened not only through internships or direct workplace experience, but also through carefully designed classroom activities that simulate relevant professional situations.

For English language education, this issue is particularly significant. English often functions as a communication tool across professional contexts, including customer service, hospitality, business, administration, information technology, and tourism. Consequently, English lessons in vocational schools can move beyond general language exercises by incorporating workplace communication scenarios such as responding to customers, writing professional messages, participating in meetings, giving presentations, handling inquiries, preparing workplace documents, and conducting professional interactions (Johnson, 2002; Olofsson, 2026; Wiguna, 2025).

However, the successful implementation of contextualized learning depends substantially on teachers' capacity to translate curricular objectives into meaningful instructional experiences. Teachers need to identify appropriate workplace contexts, formulate realistic learning tasks, determine suitable resources, establish assessment criteria, and align these components with learning outcomes. Without appropriate instructional planning, contextual learning may remain a general concept rather than a systematic classroom practice.

The ILO has also highlighted skills mismatch as a concern in vocational education, stressing the importance of aligning vocational learning outcomes with changing workplace requirements; in its discussion of TVET in Indonesia, the ILO emphasized not only technical knowledge but also communication and other soft skills, while noting the importance of engaging industry and strengthening work-based learning to support school-to-work transitions (ILO, 2022).

These considerations provided the rationale for the community engagement program conducted at SMK Nurul Hikmah 2 Bekasi. The program focused on contextualizing learning so that educators could connect academic concepts with real-world tasks and workplace scenarios. Rather than providing merely theoretical information about contextual learning, it sought to equip teachers with practical pedagogical tools and design frameworks that could be incorporated into their daily instructional planning. The program also represents a form of university-school partnership: lecturers contributed conceptual frameworks and instructional-design expertise, while teachers contributed contextual knowledge about their learners, curriculum, school environment, and teaching realities.

The program's main objective was therefore to equip educators with the pedagogical tools and instructional-design frameworks needed to integrate real-world career scenarios into their daily lessons. Accordingly, this article reports the implementation of the community engagement program at SMK Nurul Hikmah 2 Bekasi, describing its rationale, methods, training activities, and documented results, including the questionnaire-based participant evaluation, while distinguishing implementation and participant-perception evidence from outcomes that require further empirical verification, such as changes in teacher competence, classroom practice, or student achievement.

Implementation Method

The community engagement program was conducted at SMK Nurul Hikmah 2 Bekasi, Indonesia, on August 25-26, 2026, from 09:00 to 15:00 WIB on each day. The participants were 13 teachers from the partner school. The program was facilitated by a team of lecturers from an English Language Education program, who contributed expertise in language education, instructional planning, pedagogy, and educational development.

The program was developed in response to the need to strengthen the relationship between academic learning and real-world contexts. The identified problem concerned the challenge of connecting academic concepts with realistic tasks and workplace scenarios so that education could become more meaningful, engaging, and practical for future professional needs. This problem is consistent with broader discussions of vocational education in which labor-market relevance and employability are considered important dimensions of quality, as UNESCO emphasizes learning experiences that develop practical skills, attitudes, knowledge, and competencies relevant to work and life (UNESCO, 2026), while the ILO stresses the importance of labor-market-relevant skills and work-based learning in TVET (Elder et al., 2024). Based on this need, the program emphasized the development of teachers' instructional-design capacity rather than simply presenting a theoretical explanation of contextual learning.

The program's main objective was to equip educators with the pedagogical tools and instructional-design frameworks needed to integrate real-world career scenarios into their daily lessons. More specifically, the

program sought to encourage teachers to understand the importance of connecting academic learning with workplace contexts, to identify potential real-world and career-related contexts for classroom instruction, to translate workplace situations into meaningful learning activities, to use instructional-design and planning templates to structure contextualized lessons, to collaborate with colleagues in developing contextual learning ideas, and to reflect on the potential application of contextualized learning in their own teaching contexts. These objectives were designed around practical teacher capacity rather than student achievement, because the immediate participants in the community engagement activity were teachers.

The program adopted a participatory workshop model that combined presentation of conceptual materials, facilitator-led explanation, group discussion, analysis of teaching situations, guided practice, instructional planning, use of Instructional Design & Planning Templates, and reflection and evaluation. This design was consistent with participatory training principles for non-formal training providers, which emphasize combining conceptual input with hands-on practice and reflection (ILO, 2011). The structure was intended to move participants from conceptual understanding toward practical application, following a simplified learning cycle from conceptual input to context identification, group discussion, instructional design, practice, and reflection, as illustrated in Figure 1.

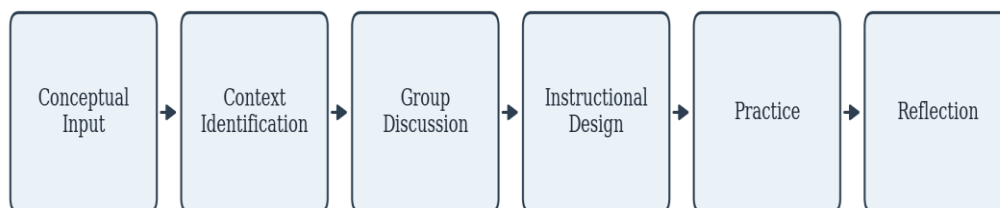


Figure 1. Program implementation flow, from conceptual input to reflection.

This sequence was consistent with the overall purpose of the program: teachers were not expected simply to understand contextual learning conceptually, but to practice translating the concept into instructional planning. The two-day schedule is summarized in Table 1.

Table 1. Program Schedule (Simplified)

Day	Time (WIB)	Activity
Day 1	09:00-12:00	Opening and orientation; presentation on contextualizing learning and workplace relevance; group discussion identifying workplace-related learning contexts
Day 1	13:00-15:00	Guided introduction to the Instructional Design & Planning Template; initial practice and reflection
Day 2	09:00-12:00	Review of Day 1; presentation and demonstration on designing contextualized learning tasks; group practice developing instructional designs
Day 2	13:00-15:00	Peer feedback on instructional designs; reflection and discussion; questionnaire evaluation and closing

The principal practical material was the Instructional Design & Planning Template, intended to help teachers organize the relationship between learning objectives, content, learning activities, real-world contexts, and potential workplace scenarios. A contextualized instructional design generally began by prompting teachers to consider what students should learn, why the

knowledge or skill is relevant, where students would use it outside the classroom, what workplace situation could represent that use, what task students could perform, what resources or language input they would need, how the teacher would facilitate the activity, and what evidence would demonstrate learning. The use of this framework is consistent with the principles of contextual teaching and learning, particularly meaningful connections, collaboration, critical and creative thinking, and authentic assessment (Johnson, 2002; Wiguna, 2025) .

A questionnaire was used as the principal evaluation instrument. It contained 15 items rated on a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree), addressing training objectives, materials, presentation clarity, workplace examples, group discussion, template usability, identification of workplace scenarios, authentic task design, alignment with workplace needs, practical activities, meaningful learning, confidence, intention to apply, and overall professional development. The questionnaire data are available in the accompanying dataset, PkM_Contextualized_Learning_Dataset.xlsx. The analysis reported in this article uses descriptive statistics, including item means, standard deviations, percentages of agreement/strong agreement, dimension means, and internal consistency. The dataset also includes a sheet labeled "Simulated Qualitative"; because those entries are identified as simulated, they are not reported as empirical participant quotations or qualitative findings in this article. The evaluation did not include pre- and post-training measures, classroom observation, or student outcome data. The results should therefore be interpreted as participant perceptions of the training rather than as proof of changes in teacher competence or classroom practice.

Results and Discussion

The community engagement program was implemented over two days, August 25-26, 2026, with a daily schedule from 09:00 to 15:00 WIB. Thirteen teachers from SMK Nurul Hikmah 2 Bekasi participated. The program was structured as an interactive professional-development workshop; rather than positioning teachers solely as recipients of information, the activities were designed to encourage discussion, reflection, and practical instructional planning.



Figure 2. *Participants in the workshop.*

The participation of all 13 teachers represents the clearest documented implementation result from the activity, providing evidence that the planned

professional-development intervention was delivered to the intended group. However, participation should not be interpreted automatically as evidence of improved competence: attendance and engagement indicate exposure to the training, but additional data would be needed to determine whether teachers acquired new knowledge or subsequently changed their instructional practices.



Figure 3. Teachers engaged in group discussion during the workshop.



Figure 4. Facilitator providing guided practice on the Instructional Design & Planning Template.

Table 2 presents the item-level questionnaire results. The overall mean across the 15 items was 4.41 (SD = 0.51), indicating generally favorable perceptions, with item means ranging from 4.15 to 4.85. The highest-rated item was Q15, "Overall, the program was useful for my professional development" (M = 4.85, SD = 0.38). Other high-rated items included Q14, "I intend to apply contextualized learning in my classes" (M = 4.69, SD = 0.48), and Q4, Q11, and Q12, each with a mean of 4.46. The lowest-rated items were Q6, "The Instructional Design & Planning Template was easy to use" (M = 4.15, SD = 0.55), and Q13, "I feel more confident planning contextualized learning activities" (M = 4.15, SD = 0.55), though even these lower means

remained in the "agree" range.

Table 2. Item-Level Questionnaire Results (N = 13)

Item	Statement	M	SD	Agree/Strongly Agree (%)
Q1	Training objectives were clear.	4.38	0.51	100
Q2	Training materials were relevant to my teaching needs.	4.38	0.51	100
Q3	Presentation of contextual learning was easy to understand.	4.31	0.48	100
Q4	Examples connected classroom learning with workplace situations.	4.46	0.52	100
Q5	Group discussions helped me understand contextualized learning.	4.38	0.51	100
Q6	The Instructional Design & Planning Template was easy to use.	4.15	0.55	92.3
Q7	The template helped me organize learning outcomes and activities.	4.38	0.51	100
Q8	The training helped me identify realistic workplace scenarios.	4.38	0.51	100
Q9	The training helped me design more authentic learning tasks.	4.31	0.48	100
Q10	The training helped me align activities with workplace needs.	4.38	0.51	100
Q11	Practical activities were useful for my teaching.	4.46	0.52	100
Q12	The training encouraged me to make learning more meaningful.	4.46	0.52	100
Q13	I feel more confident planning contextualized activities.	4.15	0.55	92.3
Q14	I intend to apply contextualized learning in my classes.	4.69	0.48	100
Q15	Overall, the program was useful for my professional development.	4.85	0.38	100

Note. N = 13. Scale: 1 = Strongly Disagree to 5 = Strongly Agree.

Table 3 presents the dimension-level results together with the overall summary. The highest dimension was overall professional development (M = 4.85, SD = 0.38), followed by practical application and confidence (M = 4.44, SD = 0.54), training relevance and clarity (M = 4.38, SD = 0.49), workplace contextualization (M = 4.36, SD = 0.49), and collaborative learning and usability (M = 4.31, SD = 0.52). Internal consistency was acceptable, with Cronbach's alpha = .87. Figure 4 summarizes these dimension means graphically.

Table 3. Dimension-Level Results and Overall Summary

Dimension	Items	M	SD	Agree/Strongly Agree (%)
Training relevance and clarity	4	4.38	0.49	100
Collaborative learning and usability	3	4.31	0.52	97.4
Workplace contextualization	3	4.36	0.49	100
Practical application and confidence	4	4.44	0.54	98.1
Overall professional development	1	4.85	0.38	100
Overall (all 15 items)	15	4.41	0.51	92.3-100

Note. Cronbach's alpha = .87.

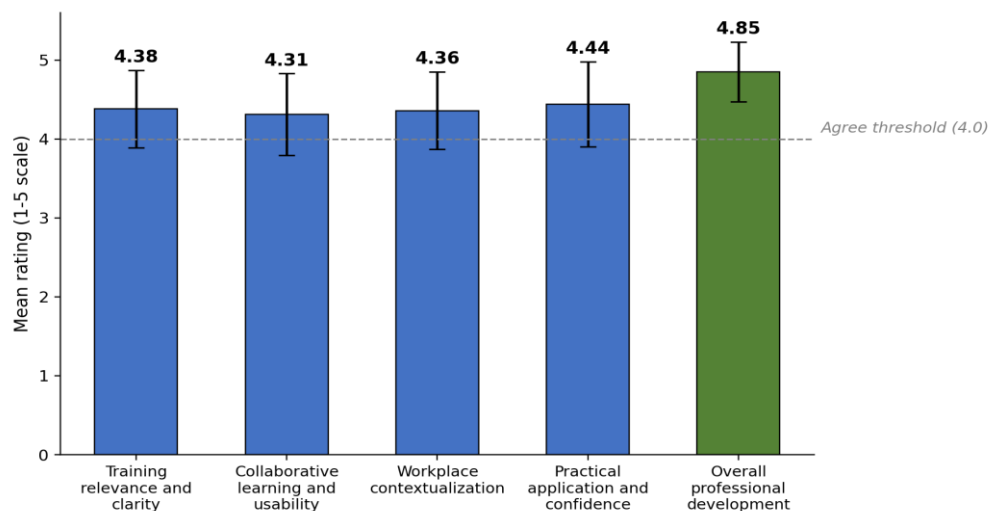


Figure 5. Mean participant ratings by questionnaire dimension, with error bars representing one standard deviation ($N = 13$).

The questionnaire results indicate that participants perceived the training as clear, relevant, practical, and useful for professional development. The strong intention to apply contextualized learning (Q14) and the high overall usefulness rating (Q15) are particularly encouraging. At the same time, the relatively lower scores for template ease of use (Q6) and confidence in planning contextualized activities (Q13), visible as the two shortest bars underlying Figure 4's dimensions, suggest areas for further scaffolding. This pattern is consistent with the workshop's design: teachers were introduced to a new planning framework within a two-day program, and some may need additional guided practice, examples, and follow-up mentoring before feeling fully confident using the template independently.

A central theme of the program was the relationship between academic learning and the world of work. In traditional classroom structures, academic concepts may sometimes be presented independently of the situations in which learners will eventually use them; contextual learning attempts to reduce this separation by situating academic content within meaningful contexts. Johnson's (2002) conceptualization of contextual teaching and learning emphasizes connections between academic material and learners' existing knowledge and experiences, alongside collaboration, critical and creative thinking, self-regulated learning, and authentic assessment.

For vocational education, this principle can be operationalized through realistic professional contexts. An English lesson can involve a customer-service interaction rather than a decontextualized dialogue; a writing lesson can involve composing a professional email rather than only completing a grammar exercise; a speaking lesson can simulate an interview, presentation, workplace briefing, or customer interaction. The questionnaire results support the perceived value of this orientation: Q4, which asked whether the examples connected classroom learning with workplace situations, received a mean of 4.46 with full agreement/strong agreement, and Q8, on identifying realistic workplace scenarios, received a mean of 4.38 with the same level of agreement, suggesting that the training successfully made the concept of workplace contextualization concrete for participants.

The important issue is not simply whether an activity appears realistic, but whether the workplace context bears a meaningful relationship to the

intended learning outcome. During the workshop, teachers explored several such pairings: a speaking objective could be linked to a simulated job interview or a customer-service inquiry, a writing objective to a professional email, a reading objective to interpreting workplace instructions or documents, a vocabulary objective to job-specific terminology, a presentation objective to a short workplace briefing, and a problem-solving objective to a realistic professional scenario. These examples illustrate the basic principle discussed during the program: the context should support the learning objective rather than simply decorate an otherwise conventional lesson.

One practical component of the program was the use of Instructional Design & Planning Templates. This was important because teachers may understand the concept of contextual learning yet still struggle to translate it into an actual lesson. A planning template can bridge pedagogical theory and classroom practice by encouraging teachers to consider alignment among learning outcomes, activities, contexts, resources, and assessment, moving from the learning outcome to the workplace context, the authentic task, the learning activity, and finally the assessment evidence. This sequence is particularly useful for vocational education because workplace contexts can be selected based on the competencies students are expected to develop. For English teachers, the process may involve identifying the communicative function required in a particular professional setting and then designing a classroom task around that function, for example, a simulated workplace meeting for oral communication outcomes, or a professional email or workplace report task for written communication outcomes.

The questionnaire results indicate that the template was perceived as helpful for organizing learning outcomes and activities (Q7, $M = 4.38$) and for aligning activities with workplace needs (Q10, $M = 4.38$). However, Q6, on ease of use, received the lowest mean alongside Q13 ($M = 4.15$), suggesting that while the template was valued, additional examples, modeling, and practice may be needed to build teachers' fluency in using it. This approach is also consistent with broader vocational-education principles: the ILO notes that technical knowledge needs to be complemented by employability-related competencies, including communication skills, and identifies work-based learning as one mechanism for strengthening the connection between education and employment (ILO, 2022).

Group discussion was another important element of the workshop. Teachers were encouraged to discuss possible applications of contextualized learning and to consider how workplace scenarios could be incorporated into their own instructional contexts. Collaborative professional learning is relevant because teachers do not work in identical instructional environments; the same pedagogical strategy may need to be adapted to subject area, student characteristics, curriculum requirements, available resources, and school facilities. Discussion therefore provides a mechanism through which teachers can test the feasibility of instructional ideas: a proposed workplace scenario may initially appear appropriate but require modification to match students' proficiency levels, vocational specialization, available technology, or classroom time.

Collaboration is also consistent with contextual teaching and learning, in which it is identified as a key component (Johnson, 2002). In the questionnaire, Q5, on the usefulness of group discussions, received a mean of 4.38 with full agreement/strong agreement, and the collaborative-learning-

and-usability dimension received a mean of 4.31. These results suggest that participants valued peer interaction, although the slightly lower dimension mean indicates that usability issues, particularly with the template, may have tempered their overall experience. From a professional-development perspective, this suggests that teacher training is more useful when it creates opportunities for participants to work with their own instructional problems rather than only listening to theoretical presentations.

An important pedagogical issue in contextual learning is transforming a workplace situation into a teachable classroom task. A workplace scenario is not automatically an effective learning activity; teachers need to determine the communicative or vocational competency involved, the knowledge students need before performing the task, the language or technical resources required, the sequence of the task, the expected learner output, the teacher's role, opportunities for collaboration, and appropriate assessment evidence. For example, the broad scenario "working in customer service" is too general to function as a complete lesson; it can be transformed into a specific task such as responding to a customer complaint, providing product information, explaining a procedure, or handling a telephone inquiry. This transformation matters because contextualized learning should retain instructional purpose: the classroom scenario needs to be sufficiently realistic to create relevance while remaining manageable within the pedagogical environment.

The focus of the program has particular significance for English Language Education because language is inherently connected to social and professional interaction. English learning in vocational schools can benefit from contexts that represent students' potential occupational communication needs, such as introducing oneself professionally, responding to customers, explaining products or services, writing professional emails, making appointments, participating in meetings, presenting information, describing procedures, handling workplace telephone calls, preparing short reports, and participating in job interviews. Such activities can integrate language skills with employability competencies. The relevance of communication skills to vocational education has also been emphasized by the ILO in its discussion of TVET in Indonesia, which identifies communication and other soft skills as important components of employability and stresses the need for vocational education to respond to changing workplace requirements (Elder et al., 2024). Thus, contextualization in English teaching should not mean replacing language learning with vocational training; instead, workplace contexts can provide meaningful situations in which English language competencies are practiced.

The program also positions the teacher as an instructional designer rather than simply a transmitter of information. In contextualized learning, teachers need to make decisions about context, task design, scaffolding, resources, interaction, and assessment, requiring a combination of subject knowledge and pedagogical knowledge. For example, when developing a workplace-based speaking activity, the teacher needs to determine the communicative purpose, linguistic resources, role relationships, expected interaction, and criteria for successful performance. The teacher therefore becomes a designer of learning experiences that connect knowledge with action, a perspective consistent with Johnson's (2002) contextual teaching and learning framework and its emphasis on meaningful connections, self-regulated learning, collaboration, critical and creative thinking, and authentic assessment.

The community engagement program also demonstrates the potential value of collaboration between a higher education institution and a vocational school. Universities possess academic resources and expertise that can contribute to school professional development, while school teachers possess practical knowledge about their learners and institutional contexts; a productive partnership can therefore be understood as a reciprocal process rather than a one-directional transfer of knowledge. In the present program, lecturers contributed pedagogical concepts and instructional-design tools, while teachers participated in discussions and practical activities related to their teaching context. Such collaboration is particularly relevant to vocational education because workplace relevance is not static: as occupational requirements change, schools need opportunities to review and adapt instructional practices, and the ILO has emphasized that digitalization, automation, and other changes in the world of work require vocational education systems to remain responsive and flexible (Jostock et al., 2024).

The available evidence should be interpreted carefully. The following findings are supported by the information available for this article: the community engagement program was conducted on August 25-26, 2026, from 09:00 to 15:00 WIB on both days, at the partner institution, SMK Nurul Hikmah 2 Bekasi; thirteen teachers participated; the program focused on contextualizing learning in relation to the world of work, with the main objective of equipping teachers with pedagogical tools and instructional-design frameworks; activities included presentations, group discussions, and practice using Instructional Design & Planning Templates; a 15-item questionnaire was used as an evaluation instrument, and all participants took part in the program; the questionnaire yielded an overall mean of 4.41 (SD = 0.51), with item means from 4.15 to 4.85, agreement/strong agreement ranging from 92.3% to 100%, and Cronbach's alpha of .87; and dimension means ranged from 4.31 to 4.85.

By contrast, the available information does not yet establish the percentage of teachers whose knowledge increased, pre-post mean differences, statistically significant changes in pedagogical knowledge, improvement in teachers' instructional-design competence, improvement in student achievement, changes in classroom practice after the training, long-term adoption of contextual learning, or improvement in student employability. These outcomes would require additional empirical evidence, such as pre- and post-training measures, classroom observations, document analysis of lesson plans, and follow-up interviews. This distinction is especially important in community engagement publications, because implementation success and program effectiveness are related but different concepts: a program can be successfully implemented while its longer-term effects remain uncertain.

The present activity provides several implications for future programs. Professional-development programs should maintain a strong connection between theoretical explanation and practical instructional design, giving teachers opportunities to transform concepts into concrete lesson plans, activities, and assessment instruments. Workplace relevance should also be adapted to the specific vocational context of the school, since a generic workplace scenario may be less meaningful than one tied to students' actual vocational pathways. Future programs could further involve industry representatives, whose participation could provide authentic information about communication practices, workplace expectations, professional

documents, and emerging competencies, and follow-up activities would strengthen the program's sustainability by allowing teachers to implement the contextualized lessons developed during the workshop and subsequently share their experiences in a follow-up session. Finally, evaluation should be strengthened: a future implementation could combine a pre-training questionnaire, a post-training questionnaire, instructional-plan assessment, teacher reflection, classroom observation, and follow-up interviews. Such a design would provide stronger evidence regarding changes in teacher knowledge, confidence, instructional design, and actual classroom implementation.

Conclusion and Suggestion

The community engagement program "Contextualizing Learning for the World of Work" was conducted at SMK Nurul Hikmah 2 Bekasi on August 25-26, 2026, from 09:00 to 15:00 WIB. The program involved 13 teachers and was facilitated by a team of lecturers in English Language Education. It addressed the need to strengthen connections between academic learning and real-world workplace contexts, with the primary objective of equipping teachers with pedagogical tools and instructional-design frameworks for integrating career-related scenarios into daily learning, supported by presentations, group discussions, practical activities, and Instructional Design & Planning Templates.

The documented implementation evidence indicates that all 13 participating teachers took part in the program, demonstrating successful delivery to the intended group. Questionnaire results further indicate favorable participant perceptions: the overall mean was 4.41 (SD = 0.51), item means ranged from 4.15 to 4.85, and agreement/strong agreement ranged from 92.3% to 100%. Dimension means ranged from 4.31 for collaborative learning and usability to 4.85 for overall professional development, and internal consistency was acceptable ($\alpha = .87$).

These results suggest that participants perceived the training as clear, relevant, practical, and useful. However, because the available documentation does not include pre- and post-training measures, classroom observations, or student outcome data, the authors cannot claim a statistically demonstrated improvement in teacher competence, attitudes, or classroom practice; the questionnaire results should be interpreted as participant perceptions rather than as proof of long-term instructional change.

The program nevertheless provides a practical foundation for strengthening contextualized learning in vocational education. Instructional-design templates may help teachers translate the broad concept of workplace relevance into concrete learning objectives, authentic tasks, classroom activities, and assessment evidence. For English language education specifically, workplace contexts can offer meaningful opportunities for students to practice communication skills in situations that resemble professional interaction. Future community engagement programs should extend the present initiative through follow-up implementation, systematic evaluation, classroom observation, and stronger collaboration with industry stakeholders, enabling the effectiveness and sustainability of contextualized learning to be examined more systematically.

Ultimately, connecting classroom learning with the world of work requires continuous collaboration among teachers, educational institutions, higher education institutions, and relevant professional communities.

Community engagement programs can contribute to this process by providing teachers with practical frameworks for transforming educational concepts into meaningful learning experiences.

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