# Introducing Self-Awareness and Personal Branding to New Development Economics Students: A Community Service Activity

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**Abstrak**
Peralihan dari sekolah menengah ke perguruan tinggi sering membuat mahasiswa baru kesulitan mengenali potensi diri, merumuskan tujuan pribadi, dan membangun citra diri yang positif. Kegiatan pengabdian kepada masyarakat ini bertujuan memperkenalkan kesadaran diri dan personal branding kepada mahasiswa baru Program Studi Ekonomi Pembangunan melalui sesi "Create Your Own Identity" dalam rangkaian orientasi yang diselenggarakan Himpunan Mahasiswa Ekonomi Pembangunan (HIMIESPA) pada 19 Agustus 2026. Kegiatan menggunakan ceramah interaktif yang dipadukan dengan diskusi kelompok dan praktik menunjukkan bakat di depan kelas, dengan materi mencakup transisi menjadi mahasiswa, kesadaran diri, potensi diri, personal branding, soft skills, dan Tri Dharma Perguruan Tinggi. Pemahaman peserta diukur dengan pretest (31 peserta) dan posttest (16 peserta) berindikator sama, lalu dianalisis secara deskriptif. Respons pretest dan posttest tidak dapat dipasangkan pada tingkat individu sehingga kedua kelompok diperlakukan sebagai sampel independen. Rerata skor naik dari 73,55 menjadi 80,63 (selisih 7,08 poin; normalized gain 0,27), dan proporsi peserta dengan skor ≥ 80 naik dari 54,84% menjadi 68,75%. Karena jumlah peserta posttest hanya separuh peserta pretest, selisih proporsi tersebut belum dapat dibedakan dari kebetulan (uji Fisher, p = 0,53). Hasil ini bersifat deskriptif dan tidak membuktikan efektivitas kegiatan, tetapi sejalan dengan kemungkinan bahwa sesi orientasi yang singkat dan partisipatif dapat mendukung pemahaman diri mahasiswa baru, dan perlu dikonfirmasi melalui evaluasi berpasangan serta tindak lanjut jangka panjang.

**Kata kunci:** Mahasiswa Baru; Personal Branding; Kesadaran Diri; Potensi Diri; Soft Skills

***Abstract***
*The move from secondary school to university often leaves new students unsure of their strengths, their goals, and the image they want to project. This community service activity aimed to introduce self-awareness and personal branding to first-year Development Economics students through the "Create Your Own Identity" session, part of the orientation program run by the Development Economics Student Association (HIMIESPA) on 19 August 2026. The session combined an interactive lecture, group discussion, and a short talent demonstration in front of the class, and it covered the transition to undergraduate life, self-awareness, self-potential, personal branding, soft skills, and the Tri Dharma of higher education. Understanding was assessed with identical pretest (n = 31) and posttest (n = 16) instruments and analyzed descriptively. Responses could not be matched, so the groups were treated as independent samples. The mean score rose from 73.55 to 80.63 (a 7.08-point difference; normalized gain = 0.27), and the share of participants scoring 80 or above rose from 54.84% to 68.75%. Because the posttest group was about half the size of the pretest group, the difference in proportions could not be distinguished from chance (Fisher's exact test, p = .53). The findings are descriptive and preliminary, not evidence of effectiveness, and suggest only that a short, participatory orientation session may support early self-understanding, pending paired evaluation and longer follow-up.*

***Keywords:*** *New Students; Personal Branding; Self-Awareness; Self-Potential; Soft Skills*

## INTRODUCTION

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The first months at university ask a great deal of new students at once. They must learn how an unfamiliar academic system works, take charge of their own study habits, find a place among new peers, and begin deciding what kind of graduate they want to become. Arnett (2000) described the late teens and twenties as a period of identity exploration, and Markus and Nurius (1986) argued that the "possible selves" people imagine for themselves shape what they are motivated to pursue. A student who has never had the chance to examine personal strengths, values, and goals may therefore move through the early semesters without a clear sense of direction. The consequences are not trivial. In a survey of 578 university students, Pedler et al. (2022) found that those who often considered leaving their studies reported a weaker sense of belonging, whereas students with a stronger sense of belonging reported more motivation and more enjoyment of their courses. Kelly et al. (2024) observed the same pattern when comparing cohorts surveyed before and during the COVID-19 pandemic.

Reports from Indonesian community service activities point in the same direction. Pureklolon et al. (2021) noted that sustained mentoring helps young people recognize their identity and cope with everyday problems at home, at school, and among peers. Kartianti and Asgar (2021) reported that students generally lack a workable framework for understanding what self-potential is and how to develop it, and Kurniawan (2022) argued that recognizing potential among new university students needs to be facilitated deliberately through structured activities. Without such support, new students may drift through their studies, take little part in student life, lose confidence, and struggle to build a positive image in the academic community. The Development Economics Study Program at Universitas Pembangunan Nasional "Veteran" Jawa Timur meets this situation every year. Its student association, HIMIESPA, welcomes new cohorts whose educational backgrounds, social environments, and levels of confidence differ widely.

Two concepts anchor this activity. The first is self-awareness. A systematic review of 31 articles by Carden et al. (2022) found that self-awareness, self-consciousness, and self-knowledge are often defined in overlapping ways, and it proposed a working definition for use in management and leadership development. Sutton (2016) added that the type of self-focus matters: self-reflection and insight predicted beneficial outcomes such as reflective self-development, while rumination predicted greater costs. For an orientation session, this implies that reflection has to be guided and concrete instead of left open-ended. The second concept is personal branding. Gorbatov et al. (2018) reviewed a literature of more than one hundred papers and described personal branding as a career and organizational behavior. Later work linked it to perceived employability and career satisfaction (Gorbatov et al., 2019) and showed that it can be measured as personal brand equity (Gorbatov et al., 2021). Scheidt et al. (2020), however, cautioned that the field is still young and lacks universally accepted frameworks.

Both concepts connect to employability, which is increasingly understood as more than a degree certificate. Tomlinson (2017) distinguished several forms of graduate capital (human, social, cultural, identity, and psychological) that together shape how graduates position themselves in the labor market, and Clarke (2018) pointed to the interplay of capital, individual attributes, and context. Among undergraduates, Jackson and Wilton (2017) found that career management competencies, work experience, and individual characteristics all influenced perceived employability. Soft skills sit at the center of this discussion. Succi and Canovi (2020) compared how students and employers in several European countries view them, and Rios et al. (2020) identified critical twenty-first-century skills from job advertisements. Yet building such skills into the curriculum is difficult (Chan et al., 2017), which is one reason why the contribution of co-curricular and extra-curricular activities has drawn research interest (Jackson & Bridgstock, 2021).

Several community service programs have tried to respond. Rizqullah et al. (2025) used participatory action research with new Public Health students at Universitas Sriwijaya, combining self-potential mapping, leadership character training, and the drafting of a life map. Ibad (2024) paired digital literacy mentoring with attention to participants' self-potential, and Elvi and Vuspitasari (2026) showed that a participatory-reflective approach with self-reflection sessions raised young people's self-awareness in a measurable way. These efforts share a premise that is also supported by research on teaching: participation tends to work better than one-way delivery. In a meta-analysis of undergraduate science, engineering, and mathematics courses, Freeman et al. (2014) found that active learning improved examination performance and reduced failure rates

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compared with traditional lecturing, and Deslauriers et al. (2019) showed that students taught actively learned more even though they felt they had learned less. Timing may matter as well. De Clercq et al. (2019) randomly assigned 375 first-year psychology students to brief interventions in their very first week and found that a social-belonging intervention reduced social apprehension and strengthened the intention to persist a month later.

Against this background, HIMIESPA included a session titled "*Create Your Own Identity*: Kenali Potensimu, Bangun Masa Depanmu" (Know Your Potential, Build Your Future) in its 2026 orientation for new Development Economics students. A student of the study program prepared the material, and a lecturer delivered it in an interactive format, in line with the view that self-awareness develops more readily when participants act as subjects instead of recipients (Elvi & Vuspitasari, 2026). The activity pursued four objectives: (1) to improve new students' understanding of self-awareness and self-potential; (2) to encourage them to recognize and show their talents; (3) to introduce personal branding and soft skills as preparation for university life and later work; and (4) to examine the change in understanding through a pretest–posttest comparison. Participants took part by joining discussions, demonstrating a talent in front of the class, and completing the evaluation instruments as a form of self-reflection.

## METHODS

### *Setting and participants*

The activity took place on 19 August 2026 in Gedung Kuliah Bersama 2 (Shared Lecture Building 2), Faculty of Economics and Business, Universitas Pembangunan Nasional "Veteran" Jawa Timur, Surabaya. It was one session in the 2026 orientation program of the Development Economics Study Program organized by HIMIESPA. The session was delivered to classroom groups on a rotating schedule set by the organizing committee, so not all new students attended at the same time. Vaicha Aprillia, a student of the study program, prepared the material and acted as moderator. Dr. Muhammad Syarofi, a lecturer in the program, delivered it as the main speaker. Thirty-one students completed the pretest and 16 completed the posttest.

### *Approach and stages*

The method was an interactive lecture combined with group discussion and direct practice. It adapted the participatory logic used by Rizqullah et al. (2025), in which participants are active contributors to the learning process, and it follows the evidence that active engagement outperforms passive reception (Freeman et al., 2014). The session ran in four stages, summarized in Table 1.

**Table 1.** Stages of the "Create Your Own Identity" session

| Stage | Activity | Purpose |
|---|---|---|
| 1. Opening and pretest | Participants completed an online, questionnaire-based pretest before any material was presented. | Establish baseline understanding of self-awareness, self-potential, and personal branding. |
| 2. Delivery of material | The speaker presented, in order: the transition from school student to university student, self-awareness, self-potential, personal branding, soft skills, and the link between self-development and the Tri Dharma. | Give participants shared concepts and vocabulary. |
| 3. Practice and discussion | Participants named their talents, and some demonstrated them in front of the class. A discussion followed on developing interests, talents, skills, and values. | Practice recognizing and expressing potential in a low-risk peer setting. |
| 4. Closing and posttest | Participants completed a posttest whose indicators were identical to the pretest. | Measure the change in understanding after the session. |

### *Instrument and data analysis*

Understanding was measured with a multiple-choice test on self-awareness, self-potential, and personal branding, scored from 0 to 100. The posttest used the same indicators as the pretest. Fewer

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students completed the posttest (16) than the pretest (31), which reflects limited time at the end of the session and the rotating group format. Data were analyzed descriptively by comparing the mean, highest, and lowest scores and the proportion of participants reaching a threshold of 80, which the team treated as good understanding.

The decrease from 31 to 16 respondents arose from the way the session was organized and was not part of the evaluation design. The posttest came at the very end of a session in which time was limited, and the groups attended on a rotating schedule set by the organizing committee, so the team could not control how many participants remained for the final stage. Participation in both tests was voluntary, and no record was kept of which pretest participants went on to complete the posttest. This difference has three implications for how the data should be read. First, the 16 posttest respondents may not be a representative subset of the 31 pretest respondents. If those who completed the posttest differed systematically from those who did not, for example in baseline understanding or motivation, the posttest summary would be biased in a direction that cannot be determined. Second, because the responses could not be linked, the comparison is between two group-level summaries and not between repeated measurements of the same individuals, so it cannot show that any particular participant improved. Third, the unequal group sizes reduce the precision of every comparison and limit the statistical procedures that can be applied, as explained in the Results and Discussion.

To read the change more carefully than a plain before-and-after comparison allows, we added four indicators: (a) the absolute and relative change in the mean; (b) normalized gain, calculated as (posttest mean − pretest mean) / (100 − pretest mean), which expresses the improvement as a share of the room left to improve (Hake, 1998); (c) Cohen's *h* for the difference between two proportions, reported in line with the effect-size recommendations of Lakens (2013); and (d) Fisher's exact test with a 95% score-based confidence interval for the difference in the share of participants scoring 80 or above, because the cell counts were small and the group sizes unequal. Pretest and posttest responses could not be matched to individuals, so the two measurements were treated as independent samples. The summary data available for this report did not include standard deviations, so tests on the mean difference were not run. A paired test was likewise not possible because the two sets of responses could not be linked, and all results are therefore interpreted at the group level only.

***Ethical considerations***

Participation in the pretest and posttest was voluntary, and responses were analyzed as group-level summaries without personal identifiers.

## RESULTS AND DISCUSSION

***Implementation of the session***

The session was held in a classroom and attended by new students in small groups. This format let the speaker move between presenting and talking with participants more easily than a large hall would have allowed. Slides were projected, and the speaker interacted with participants throughout (Figure 1). The opening topic was the change from school student to university student. Participants were encouraged to see university as more than the next level of formal schooling: it is the stage at which they begin to know themselves, set goals, make decisions independently, and face challenges unlike those of secondary school. This opening led into self-awareness, introduced as the ability to understand oneself, including strengths and weaknesses, interests, values, emotions, and ways of interacting with others.



**Figure 1. Delivery of the "Create Your Own Identity" material**

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***Pretest and posttest outcomes***

Table 2 summarizes the results, and Figure 2 shows the two main indicators. Because the pretest and posttest groups differ in size (31 and 16 participants) and the responses could not be linked, all values are group-level summaries of two independent samples, and each percentage is reported together with its denominator.

**Table 2.** Pretest and posttest results

| Indicator | Pretest | Posttest |
|---|---|---|
| Number of participants | 31 | 16 |
| Highest score | 100 | 100 |
| Lowest score | 40 | 50 |
| Mean score | 73.55 | 80.63 |
| Participants scoring ≥ 80 | 17 (54.84%) | 11 (68.75%) |
| Participants scoring < 80 | 14 (45.16%) | 5 (31.25%) |

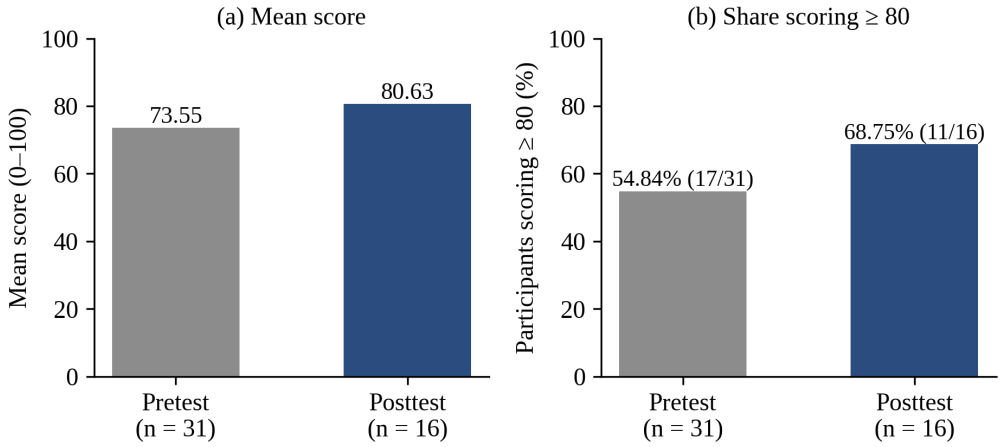



**Figure 2. Mean score and share of participants scoring 80 or above, pretest and posttest**

The mean score was 73.55 in the pretest group (n = 31) and 80.63 in the posttest group (n = 16), a difference of 7.08 points or about 9.6% of the baseline mean. The share of participants scoring at least 80 was 54.84% (17 of 31) in the pretest group and 68.75% (11 of 16) in the posttest group. The lowest score moved from 40 to 50, while the highest score stayed at the maximum of 100 in both measurements. Taken at face value, every indicator points in the same favorable direction. Because the two groups differ in size and cannot be matched, however, these figures describe the groups and not change within individual participants.

The size and certainty of the change deserve a more careful reading, for four reasons (Table 3). First, more than half of the participants already scored 80 or higher before the session, which left limited room to improve. The normalized gain of 0.27 means that the posttest mean was about 27% of the way from the pretest mean to the maximum score of 100 (7.08 of the 26.45 points available), that is, about a quarter of the remaining gap. Because it was calculated from two group means and not from matched individual scores, it describes the difference between the two groups; it cannot be read as the average improvement of individual participants or as an effect attributable to the session. Hake (1998) labeled gains below 0.3 as low, but that scale was built for semester-long physics courses, and a single orientation session should be judged against more modest expectations. The figure is better used as a reference point for future sessions than as a verdict.

**Table 3. Supplementary indicators of change (pretest *n* = 31; posttest *n* = 16)**

| Indicator | Value | Reading |
|---|---|---|
| Difference in mean score | +7.08 points | Relative change of +9.6% from baseline |

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| Indicator | Value | Reading |
|---|---|---|
| Normalized gain | 0.27 | Posttest mean about a quarter of the way to the maximum score |
| Difference in share scoring ≥ 80 | +13.91 percentage points | 95% CI: −15.2 to +38.1 |
| Cohen's *h* | 0.29 | Small effect |
| Fisher's exact test | $p = .53$ | Not distinguishable from chance |

Second, the two groups are unpaired. The 13.91-percentage-point difference in the share scoring 80 or above corresponds to a small effect ($h = 0.29$), and Fisher's exact test could not distinguish it from chance ($p = .53$). The 95% interval, from −15.2 to +38.1 percentage points, is wide enough to include no change and even a decline. Fisher's exact test compares the proportion of participants scoring 80 or above in two independent groups (17 of 31 and 11 of 16) and estimates how likely a difference at least this large would be if the true proportions were equal. A p value of .53 therefore means that a difference of this size would arise about half the time from sampling variation alone. It does not show that the session had no effect: with groups of 31 and 16 the test has little power to detect a difference of this size, so the result is best described as inconclusive. Saying that the session "significantly" improved understanding would therefore go beyond what these data can support.

Third, 15 of the 31 pretest participants (48.4%) did not complete the posttest, and we cannot tell who they were. The posttest sample was therefore about half the size of the pretest sample, and the two groups may differ in composition as well as in number. A simple illustration shows why this matters. The overall pretest mean was 73.55, so if the 16 students who stayed had averaged 80 at the pretest, the 15 who left would have averaged 66.7, and the posttest mean of 80.63 would imply almost no gain. If the students who stayed had averaged the same as everyone else, the gain would be the full 7.08 points. The direction of this bias cannot be known without linked records.

Fourth, identical items were used at both time points. Richland et al. (2009) showed that attempting questions on material not yet studied can improve later learning, partly by directing attention to what matters. Part of the posttest difference may therefore reflect the pretest itself and not the session. Deslauriers et al. (2019) add a related reminder that how much students feel they have learned and how much they have actually learned can diverge, which is why this report relies on a scored instrument and not on satisfaction alone.

The direction of the observed difference is consistent with Elvi and Vuspitasari (2026), who recorded an increase in the average understanding of self-potential from 61.8% to 87.6% after a reflective session on self-awareness for young people in Sekadau Regency. Their gain is much larger than ours. Differences in session length, instrument, and baseline level could all contribute, and the higher starting point in our group left less room to grow; with the data at hand we cannot tell which factor counts most. Santi and Indrayani (2025) argued that character education helps students recognize their potential while adapting to the demands of the Society 5.0 era, which supports the topic of the session even if it says nothing about effect size. The unequal numbers of pretest and posttest respondents here also echo the caution of Elvi and Vuspitasari (2026) that pretest–posttest measurement within a single session may not capture all participants, so the size of any improvement should be interpreted proportionally.

***Practice, personal branding, and soft skills***

After self-awareness, the session turned to self-potential, presented as the combination of interests, talents, skills, and values. Participants identified their own talents, and some were invited to the front of the class to demonstrate them. This practice set the session apart from the one-way socialization typical of orientation events. In social-cognitive terms, performing a talent in front of peers is a small mastery experience, which Bandura (1977) identified as a main source of self-efficacy. It also gives learners a low-stakes occasion to practice self-presentation, a behavior at the core of personal branding (Gorbatov et al., 2018). Self-regulated learning models stress that learners set goals, monitor, and reflect on their own progress (Panadero, 2017), and social-cognitive motivation theory links beliefs about one's capability to what people choose to do and persist in

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(Schunk & DiBenedetto, 2020). Rizqullah et al. (2025) likewise emphasized that direct experience builds awareness of potential more effectively than passive delivery.

Personal branding was presented as consistency between the values, abilities, and behavior a student shows every day. It was not presented as self-promotion or image management, and the framing is worth stating explicitly. The literature treats personal branding as an intentional form of self-presentation (Gorbatov et al., 2019) but also warns that the field lacks settled frameworks (Scheidt et al., 2020). For students who are only beginning to learn who they are, a brand built on recognized strengths and values is easier to defend than one built on appearances. Haloho et al. (2024), working with a different population (children in an orphanage), reached a compatible conclusion about method: a more positive self-concept can be developed through two-way communication that involves participants actively, rather than through instruction alone.

Participants were introduced to leadership, adaptability, effective communication, teamwork, time management, and problem solving as the soft skills that support a personal brand. These are the kind of transferable skills that feature in studies comparing student and employer expectations (Succi & Canovi, 2020), in analyses of job advertisements (Rios et al., 2020), and in reviews of how graduate competences are defined and developed (Abelha et al., 2020; Cimatti, 2016). Rizqullah et al. (2025) reported that new students who learned the difference between hard and soft skills early in their studies tended to be better prepared to plan their involvement in student organizations.

The session then tied self-development to the Tri Dharma of higher education (teaching and learning, research and development, and community service), so that participants would see personal development as part of their academic role instead of a separate activity. The link has a practical rationale. Employability is shaped by more than coursework: Jackson and Bridgstock (2021) compared curricular, co-curricular, and extra-curricular learning with paid work, Bridgstock and Jackson (2019) discussed how institutions can approach graduate employability strategically, and Römgens et al. (2020) argued for bringing together research on employability in higher education and in the workplace. Connecting the Tri Dharma to personal growth at the start of a degree is one modest way to bridge those spheres. At the same time, employability is only one possible purpose of higher education. Sin et al. (2019) examined academics' perceptions and practices on whether it should be accepted as one, a reminder that the question is contested. Presenting the Tri Dharma as a chance to contribute, and not only to qualify, keeps the session from reducing self-development to job preparation.

***Engagement and early signs of belonging***

The documentation in Figure 3 shows participants engaged throughout the session, from the presentation to the group photograph at the end. The talent demonstration loosened the atmosphere and let participants practice appearing confident before their peers. Engagement of this kind matters because new students are at a critical stage of identity formation and early decisions about how to develop themselves during their studies (Nabila et al., 2025).



**Figure 3. Speaker, moderator, and new Development Economics students of 2026**

Some participants were also observed expressing an interest in joining student organizations, committees, and student activity units, as the material encouraged. This was an observation made during the session and was not measured, so it should be read as a possible early sign of engagement and nothing more. It does fit the broader evidence on belonging. Students who feel connected to their institution report higher motivation (Kelly et al., 2024; Pedler et al., 2022), and brief interventions delivered at the right moment can have lasting effects on adjustment (De Clercq et al., 2019; Walton & Wilson, 2018). Simatupang (2026) found that self-awareness grew when participants could recognize their own triggers and responses firsthand instead of receiving one-way instructions, and

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Ramdan and Septiana (2024) reported that socialization that is participatory and oriented toward concrete follow-up changes attitudes more effectively than purely informative delivery.

***Strengths and limitations***

The main strengths of the activity are its interactivity and the relevance of its content to the transition new students are going through. Combining the presentation of concepts, a talent demonstration, and a pretest–posttest comparison also gives a more measurable picture of impact than socialization events that depend on qualitative impressions alone. The approach is consistent with the service-learning principle described by Jatiyasa et al. (2026), in which direct involvement in real activities strengthens character formation more meaningfully than conventional lecturing, and with the recommendation of Ibad (2024) to combine mentoring, presentation, and practice in self-potential programs.

The limitations are more numerous, and several have been discussed above. Delivery in rotating groups meant that the activity reached only the groups scheduled for that session. Unpaired data and heavy posttest attrition (31 pretest versus 16 posttest respondents) limit how far the results represent all pretest participants and ruled out paired analyses and tests on the mean difference. The use of identical items and a single post-measurement makes it impossible to separate the effect of the session from the effect of the pretest, and it says nothing about whether understanding persists, a limitation also noted by Elvi and Vuspitasari (2026). The instrument captured understanding of concepts, not changes in behavior, self-concept, or the way others perceive a participant's brand. Finally, there was no comparison group, so the gains cannot be attributed to the session with confidence. Chan et al. (2017) observed that embedding generic competencies in higher education curricula is challenging; one session can introduce such competencies but cannot, on its own, develop them.

## CONCLUSION

The "Create Your Own Identity" session combined an interactive lecture, group discussion, and a talent demonstration to introduce self-awareness, self-potential, personal branding, and soft skills to new Development Economics students. Mean scores were 73.55 in the pretest group (n = 31) and 80.63 in the posttest group (n = 16), and the share of participants scoring at least 80 was 54.84% and 68.75%, respectively. These differences are encouraging and move in the expected direction. Even so, the data cannot show that the session caused them: the groups were unpaired, nearly half of the pretest participants did not take the posttest, the same items were used twice, and the difference in proportions could not be distinguished from chance. The most defensible conclusion is that understanding was modestly higher in the posttest group than in the pretest group, a preliminary observation that still needs verification and cannot be attributed to the session itself. Observations during the session suggest that the practice component encouraged students to express their abilities in front of peers and to think about their place in student organizations. Linking self-development to the Tri Dharma also gave new students a way to see personal growth as part of their academic role.

## SUGGESTIONS

Future sessions and follow-up studies should address the limitations above. First, pretest and posttest responses should be linked through anonymous codes so that paired analyses (a paired *t*-test or Wilcoxon signed-rank test) and effect sizes with standard deviations can be reported. Second, the posttest should be scheduled inside the session time, and a delayed follow-up four to eight weeks later should be added to examine retention. Third, indicators beyond knowledge are needed, such as validated self-awareness measures (for example, the outcomes questionnaire developed by Sutton, 2016) and brand-related measures (Gorbatov et al., 2021), together with records of participation in student organizations. Fourth, where feasible, a comparison cohort that did not attend the session should be included. Fifth, a mentoring component run by HIMIESPA or a reflective portfolio could be tested as a way to sustain the effect, drawing on self-regulated learning models (Panadero, 2017).

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## DECLARATIONS

### *Author Contributions*

Muhammad Syarofi: Conceptualization, Methodology, Investigation, Supervision, Writing – original draft, Writing – review & editing. Vaicha Aprillia Citra Lestari: Resources, Investigation, Data curation, Writing – original draft. Angga Lisdiyanto: Formal analysis, Validation, Writing – review & editing. Anita Guterres: Validation, Writing – review & editing. All authors have read and approved the final manuscript.

### *Generative AI Use Statement*

During the preparation of this manuscript, the authors used Claude (Anthropic) to support language editing, restructuring of the text, and the identification of candidate references. The authors checked every reference against its original source, reviewed and edited the output, and take full responsibility for the content of the publication.

### *Conflict of Interest*

The authors declare no conflict of interest.

### *Funding*

This activity did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

### *Ethical Approval and Informed Consent*

The activity was carried out as part of an institutional orientation program. Participation in the pretest and posttest was voluntary, and no personal identifiers were collected. [Authors: state whether ethical clearance was obtained or waived, with the committee name and number if applicable.]

### *Data Availability*

Aggregated pretest and posttest results are reported in this article. Anonymized data are available from the corresponding author upon reasonable request.

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