

Factors Shaping Lecturers' Views on Using Role Play In Postpartum Midwifery English Instruction

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Abstract

English is the primary language used in global communication. In the context of midwifery services, the application of English aims to equip students with communication skills that support international clinical practice. One instructional method considered effective in achieving this goal is role play, which enhances students' clinical communication skills and critical thinking abilities. However, the success of its implementation largely depends on lecturers' perceptions and readiness. This study aims to explore the factors influencing lecturers' perceptions of using role play in postpartum midwifery care instruction delivered in English. Grounded in constructivist theory and the communicative language teaching approach, this research employs a qualitative design through in-depth interviews with midwifery lecturers at Dr. Soetomo University, Surabaya. Additional data were collected via questionnaires covering demographic backgrounds, teaching experience, English proficiency, and attitudes toward instructional innovation. The findings reveal that lecturers' perceptions are influenced by English language proficiency, previous experience using role play, positive attitudes toward active learning, and institutional support. This study contributes to a deeper understanding of the dynamics between English language integration and active learning methods in midwifery education. The novelty of this study lies in its qualitative approach, which uncovers pedagogical adaptation processes in bilingual instruction contexts and highlights implications for professional development and the design of supportive learning environments.

INTRODUCTION

The use of English in the Indonesian education system has become increasingly widespread, extending beyond its role as a subject to serving as the medium of instruction for other subjects such as mathematics, science, and health (Samosir et al., 2024). In the era of globalization, which strengthens inter-country relations, proficiency in English has become an essential competency, particularly for healthcare professionals such as midwives (Aulia et al., 2024). English serves as an essential means of communication in the context of global mobility. Therefore, the integration of technology in English language learning—particularly in the core

aspects of reading, writing, speaking, and listening—is crucial for achieving success. (Aulia et al., 2024). Digital era, proficiency in English is crucial for accessing modern health technologies such as telemedicine, which often utilize English-language interfaces and guidelines (Ferdian & Nirwana, 2021).

In the era of globalization and digital transformation, English proficiency has become an essential competency for healthcare professionals, particularly midwives. English is not only a subject in the Indonesian education system, but it is increasingly used as a medium of instruction in various disciplines such as mathematics, science, and health (Rizky Rochmawan et al., 2024). For midwives, English serves as a crucial tool to interact with international patients, collaborate with colleagues from diverse cultural backgrounds, and access global medical literature. This ability enhances the understanding and application of international standards in midwifery practice, contributing to improved quality of care (Riendrasiwi et al., 2024). Moreover, in emergency situations, a midwife proficient in English can respond swiftly and accurately to the needs of foreign patients, ensuring proper treatment based on a clear understanding of their medical condition. English proficiency also facilitates access to modern health technologies such as telemedicine, which frequently rely on English-based interfaces and protocols (Purwana et al., 2023). Ultimately, mastering English broadens career opportunities, enables participation in international education and training, and supports the implementation of global midwifery standards in clinical settings (Maxwell et al., 2024).

The midwifery diploma program in Bangladesh uses English as the medium of instruction, despite Bangla being the primary language. In this context, English proficiency becomes crucial. This competency allows both students and instructors to access up-to-date, evidence-based practices and global information, ranging from foundational texts and research-based resources to multimedia teaching aids (including life-saving techniques), scientific publications, and medical symposium records. While these opportunities are beneficial, teaching in English also presents several challenges. Limited English proficiency among students and faculty can hinder the quality of midwifery education in Bangladesh. Globally, literature has linked instructors' limited competence in the language of instruction to a lack of depth, nuance, and accuracy when conveying course content (Williams et al., 2024).

English-based instruction in midwifery care faces multiple challenges, ranging from the limited English proficiency of both lecturers and students to the lack of teaching materials tailored to the specific needs of the midwifery field in Indonesia. Insufficient exposure to medical English also hinders the mastery of technical terminology. Furthermore, the diverse linguistic backgrounds of students contribute to gaps in comprehension during the learning process. These conditions highlight the urgent need for a needs-based curriculum and continuous professional development for educators to enhance the effectiveness of midwifery education (Ferdian et al, 2021).

To address these challenges, innovative teaching methods are essential to support English-based instruction in midwifery care. One widely used instructional technique is role-play, which lecturers can effectively employ to teach postpartum care in English to midwifery students (Astuti, 2020). Role-play emphasizes the social dimension of learning and encourages student collaboration, thereby stimulating both social and intellectual development. As a teaching strategy, it offers numerous benefits for both educators and learners (Ferdian N, 2021). The role-playing learning model involves students performing specific roles, aiming to develop problem-solving skills, enhance behavioral understanding, and explore course content through experiential approaches. The implementation of role-play as a learning medium follows several structured phases, carried out by both lecturers and students (Wijaya et al., 2020).

Based on preliminary observations of students attending postpartum midwifery care lectures, it was found that they tend to rely heavily on lecture materials provided by the lecturers and make little effort to seek additional literature or expand upon the material outside of class. Meanwhile, postpartum midwifery care content encompasses critical topics such as maternal psychology, early detection of postpartum complications, postpartum care, management of complications, and exclusive breastfeeding.

This study hypothesizes that lecturers' perceptions of using the role play method in teaching postpartum midwifery care in English are influenced by several factors. These include the lecturers' demographic backgrounds, teaching experience, level of English proficiency, prior experience with the role play method, and their attitudes toward pedagogical innovation. Drawing on constructivist theory, it is assumed that more extensive teaching experience and higher English proficiency levels will enhance lecturers' positive perceptions of the effectiveness of role play as a teaching method.

This study aims to identify the factors influencing lecturers' perceptions of the use of role-play methods in teaching postpartum midwifery care in English at the Bachelor of Midwifery Program, Faculty of Health Sciences, Dr. Soetomo University, Surabaya. It is expected that this research will contribute to the development of teaching models within the Faculty of Health Sciences and that the findings can be utilized by lecturers to adopt instructional methods aligned with the objectives of the role-play model in English-based instruction.

Factors influencing the teaching and learning process consist of both internal and external elements. Internal factors include motivation, discipline, and behavior, while external factors encompass learning objectives and the creativity of educators in utilizing learning media (Sri Samosir et al., 2024). One of the internal factors influencing learning is students' learning habits or behaviors. Learning behavior refers to changes within students that manifest in various forms, such as habits, skills, observation, associative thinking and memory ability, rational and critical thinking, self-restraint (inhibition), appreciation, and affective behavior (Astuti et al., 2022). Based on the aforementioned background, the research problem addressed in this study is: What factors influence lecturers' perceptions of the use of role-play methods in teaching postpartum midwifery care in English?

METHOD

This study employs a qualitative approach with a phenomenological design, aiming to deeply explore lecturers' perceptions of the use of role-play methods in teaching postpartum midwifery care in English. The phenomenological approach was chosen because it allows the researcher to understand the meaning of participants' subjective experiences from their own perspectives.

The research was conducted at the Undergraduate Midwifery Study Program at Universitas Dr. Soetomo Surabaya, which has implemented role-play methods in postpartum midwifery care education with English integration. This location was purposively selected because it is relevant to the focus and objectives of the study, namely to explore lecturers' perceptions regarding the application of this method.

The study involved 5 lecturers who teach postpartum midwifery care courses and have experience using role-play methods in English. Participants were selected through purposive sampling, considering data saturation, which is the point when the data obtained from participants become repetitive and no new significant information emerges. (Hafaza B, et al., 2019). The phenomenological approach supports the use of a relatively small number of

participants, focusing on gaining a deep understanding of individual experiences and perceptions (Syukur et al, 2020).

Focus of the Assessment

This study explores the lecturers' perceptions based on several key factors as follows:

1. **Lecturers' Perceptions**
 - a. Understanding of role play
 - b. Attitudes toward the application of role play
 - c. Personal experience in using role play
 - d. Evaluation of the effectiveness of the role play method in teaching
2. **Internal Factors of the Lecturers**
 - a. Pedagogical competence
 - b. Mastery of the English language
 - c. Creativity and readiness to teach
 - d. Confidence in using innovative English-language methods
3. **External Factors**
 - a. Institutional support (facilities, training, curriculum policies)
 - b. Student characteristics (English proficiency, participation levels)
 - c. Availability of learning media
 - d. Academic environment and curriculum (Semester Learning Plan/Syllabus)
4. **Regarding Teaching and Learning**
 - a. Integration of English in midwifery content
 - b. Challenges in teaching postpartum care
 - c. Expectations of learning outcomes

Data Collection Techniques

Data were collected through three main techniques:

1. In-depth interviews to explore in detail the experiences and views of the lecturers.
2. Participatory observation to directly observe interactions, the learning atmosphere, and the application of the role play method.
3. Documentation, such as Semester Learning Plans (SLP), teaching media, and lecture notes supporting the learning process.

Data Analysis Techniques

Data analysis was conducted through several systematic stages:

1. **Data Reduction:** Filtering and selecting relevant data from interviews, observations, and documentation.
2. **Categorization of Themes:** Grouping data based on emerging patterns and themes in the research process .
3. **Interpretation of Meaning:** Drawing meaning and deep understanding from participants' experiences with the use of the role play method .
4. **Theory Triangulation:** Comparing research findings with relevant theories to enhance the validity and credibility of the results.

FINDINGS AND DISCUSSION

Lecturers' Perception

Based on interviews, observations, and documentation analysis, several factors affecting lecturers' perceptions of using the role play method were identified as follows:

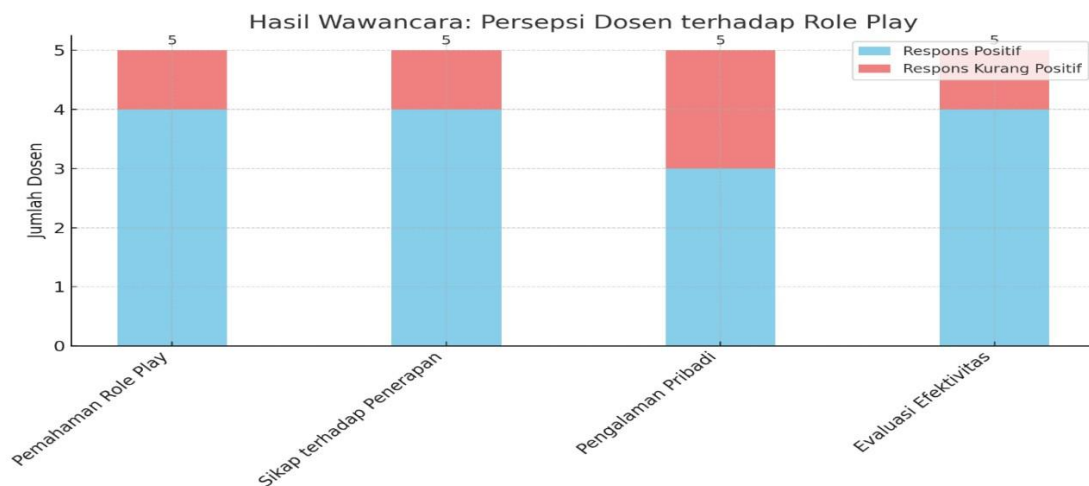
Understanding of Role Play The majority of lecturers understand role play as an active learning method based on simulating real-life cases, aiming to develop students' communication skills, critical thinking, and professionalism. However, a small number still view role play merely as a form of role-playing activity, which has not been fully integrated into achieving midwifery competencies. This aligns with the theory that role play in health education should guide learners towards developing professional skills, not just focusing on entertainment aspects (Ebner, 2024). Effective role play in health education must be explicitly directed towards the development of professional skills, rather than merely focusing on entertainment or play aspects. It is emphasized that the success of role play depends heavily on the design of realistic scenarios, clear learning objectives, and reflective evaluation of participants' performances (Ebner, 2020).

Attitudes Towards the Implementation of Role Play. The majority of lecturers exhibited a positive attitude toward the use of role play. They viewed it as an effective method to enhance student engagement and build self-confidence. However, some lecturers expressed caution, citing the need for more thorough lesson planning. Several were motivated to develop more contextual scenarios that align closely with clinical realities to improve the learning experience. On the other hand, some lecturers showed reluctance to fully implement role play, primarily due to concerns over time constraints, students' readiness, and challenges in managing classroom dynamics. These findings align with theoretical perspectives suggesting that lecturers' positive attitudes toward innovative teaching methods significantly impact their successful implementation in achieving learning objectives. Positive lecturer acceptance of role play is essential, as it influences the quality of implementation, student enthusiasm, and the effectiveness in achieving desired learning outcomes. Furthermore, the success of role play simulations depends not only on the quality of the scenarios but also on the proactive role of lecturers in guiding, providing feedback, and fostering a supportive learning environment (Syukur et al, 2020).

Personal Experience with Role Play Implementation Lecturers who have implemented role play found the method beneficial in helping students better understand midwifery practices and enhancing patient-lecturer communication skills. However, a small number of lecturers have yet to try this method due to limited experience and time constraints. This aligns with the theory that lecturers' direct experience with innovative teaching methods significantly affects their ability to adapt and develop practice-based learning (Singh et al, 2020). A major challenge in applying simulation methods, including role play, in health education is the limitation of resources, including time, participant readiness, and lecturer workload. Adequate institutional support and good time management are crucial for optimizing the potential of simulation methods in achieving students' professional competencies (Biggs, 2021).

Evaluation of Role Play Effectiveness. Most lecturers consider role play effective in enhancing students' practical skills, such as communication, teamwork, and problem-solving. However, challenges like limited time and students' readiness were also acknowledged. Research supports that role play improves communication and decision-making skills, particularly in nursing students within a simulation setting, making it suitable for case-based teaching (Abedini, 2020). Moreover, role play and real-case simulation significantly enhance experiential learning by strengthening students' cognitive, affective, and psychomotor skills. The effectiveness of role play depends on the relevance of the scenario design, active participant engagement, and critical reflection after the simulation (Aebbersold, 2020).

Table 1 Interview Results on the Use of Role Play (Lecturers' Perceptions)



Based on the results of interviews and in-depth analysis of four main aspects, it can be concluded that, in general, lecturers have a good understanding of the concept of role play as an active learning method that is effective in developing midwifery students' professional skills. The positive attitude of lecturers toward the implementation of role play demonstrates a commitment to adopting innovative methods in the teaching and learning process. Lecturers' personal experiences in using role play enrich the learning process, although there are some technical challenges. The evaluation of the effectiveness of this method also emphasizes that the success of role play heavily depends on well-planned scenarios, active student engagement, and adequate learning environment support. These findings reinforce the importance of continuous development in the integration of role play into the midwifery curriculum, in line with contemporary theories and research that emphasize experiential learning to enhance professional competencies in the health field.

Internal Factor

Based on the findings from in-depth interviews, field observations, and document analysis, several internal factors influencing faculty performance were identified, particularly in relation to pedagogical competence. The majority of faculty members reported possessing adequate pedagogical competence, as evidenced by their ability to design effective learning strategies, develop role-play scenarios, and assess student learning outcomes. However, a number of lecturers acknowledged the need for further training to adopt more innovative and student-centered approaches. These findings suggest that strong pedagogical competence plays a critical role in the effective implementation of active learning methods such as role-play. Faculty members with well-developed pedagogical skills are better equipped to manage classroom dynamics, guide discussions, and facilitate problem-based learning simulations, thereby enhancing the overall quality of the educational experience (Aebbersold, 2020).

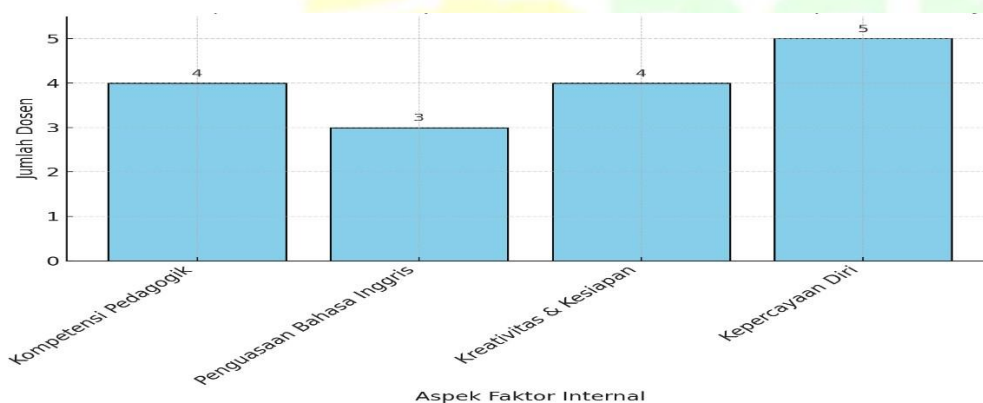
English Language Proficiency. Some faculty members reported that their English language proficiency was sufficient to deliver midwifery care content in English. However, several lecturers expressed a lack of confidence, particularly in using specific medical terminology. This limitation was noted to slightly hinder the fluency and effectiveness of English-language role-play simulations. These findings align with existing literature suggesting that limited English proficiency among non-native speaking lecturers can pose a significant

barrier to the implementation of English Medium Instruction (EMI). Inadequate language skills may affect both the clarity of content delivery and the quality of classroom interaction, ultimately impacting the learning experience (Nguyen, 2020).

The majority of lecturers demonstrated a high level of creativity in designing role-play scenarios and showed strong readiness to adopt this method in their teaching practices. They also expressed openness to experimenting with new approaches to enhance student engagement and learning experiences. These findings support the assertion that lecturer creativity is directly linked to the successful implementation of innovative teaching methods. Creative instructors are better equipped to manage classroom dynamics, design realistic scenarios, and maintain student motivation throughout the learning process (Kardoyo, 2020).

In addition, all interviewed faculty members reported having a high level of confidence in employing role-play as an innovative instructional method. They perceived it as effective in increasing student participation and in fostering the development of soft skills. This aligns with studies suggesting that lecturer confidence significantly influences the successful adoption of innovative pedagogical approaches. Confident instructors are more capable of overcoming resistance to change and fostering active student involvement (Al Mekhlafi, 2020). Confidence is especially crucial when delivering instruction in a non-native language, as it contributes to the smooth implementation of English Medium Instruction (EMI) strategies.

Figure 2: Results of Interviews on Internal Factors Affecting Lecturers



Based on interview results and supporting graphical data, it was found that four lecturers demonstrated strong pedagogical competence, three lecturers reported sufficient English language proficiency, four lecturers exhibited creativity and readiness in teaching, and five lecturers expressed high levels of confidence. These internal factors—namely pedagogical competence, English language proficiency, creativity, and self-confidence—play a pivotal role in the successful implementation of the role-play teaching model. The interview findings are consistent with recent academic literature emphasizing the importance of strengthening faculty capacity in these areas to improve the overall quality of instruction. Enhancing these internal attributes is essential for promoting active learning, fostering student engagement, and ensuring the effective use of innovative methods such as role-play within higher education settings.

External Factors

External Factors Influencing the Implementation of the Role-Play Method Based on interviews, field observations, and document analysis, several external factors were identified that influence the implementation of the role-play method in midwifery education.

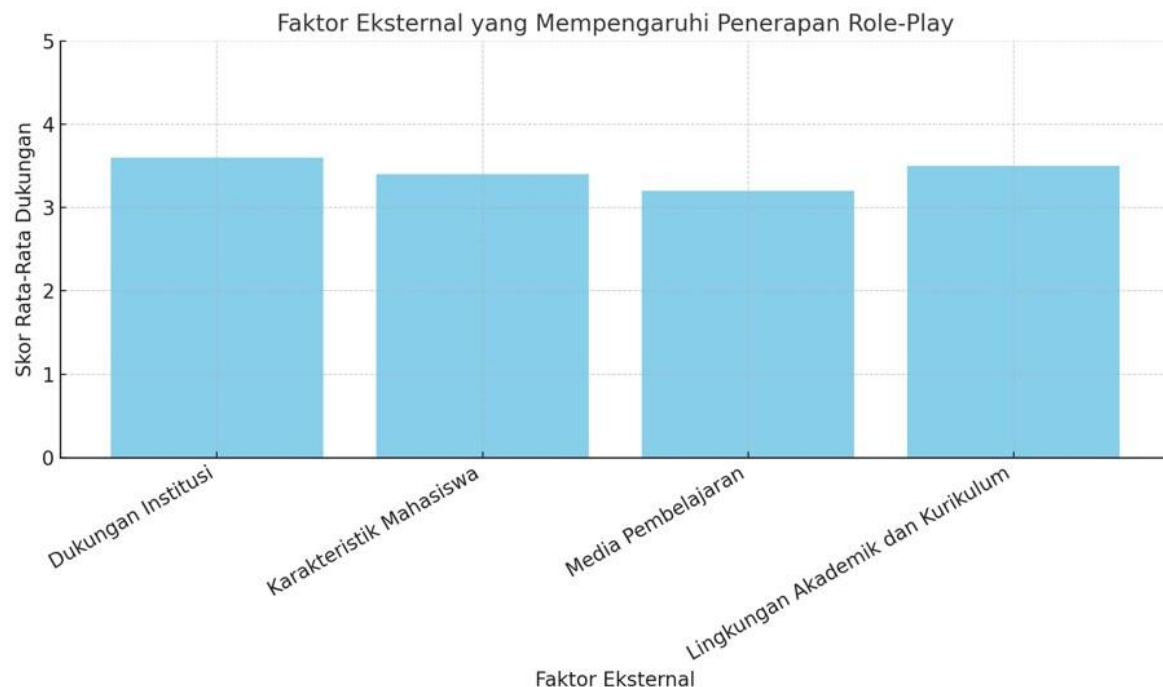
Institutional Support. Most lecturers reported that institutional support—such as the provision of teaching facilities, training on innovative methods, and competency-based curriculum

policies—remains suboptimal. This finding aligns with previous studies emphasizing that comprehensive institutional support is essential for the successful implementation of active learning strategies (Johnson, 2021). Without strong institutional backing, innovative pedagogical approaches like role-play may face structural and logistical challenges that limit their effectiveness (Khalil, 2020).

Student Characteristics (English Proficiency and Participation). Although the majority of students actively participated in classroom activities, their English proficiency varied considerably. Many lecturers noted that low levels of English language skills among students, coupled with inconsistent levels of engagement, posed significant challenges in the execution of role-play simulations in midwifery care. These observations are consistent with research indicating that the baseline competencies of learners, including language skills and active engagement, must be considered when designing and implementing innovative teaching models (Zhou, 2021). Learner characteristics strongly influence the success of simulation-based learning approaches (Liyanage, 2021).

Availability of Instructional Media while instructional media were generally available, many were found to be either irrelevant or insufficiently supportive of role-play simulations. The lack of contextual and scenario-appropriate media limited the effectiveness of the learning experience. Prior research has shown that appropriate and context-specific teaching materials are critical to the success of simulation-based methods like role-play (Zhang, 2022). Adequate instructional resources enhance the realism and engagement of active learning environments.

Academic Environment and Curriculum (Course Design and Syllabus) is document analysis revealed that the existing syllabi (Rencana Pembelajaran Semester, or RPS) are supportive of innovative methods, including role-play. However, in practice, these innovations are not always implemented consistently. This reflects a well-documented gap between written curricula and actual classroom practices (Thompson, 2020). An academic environment that fosters innovation, supported by an adaptive curriculum, is essential to promote the adoption and sustainability of practice-based methods such as role-play (Kim et al, 2021).

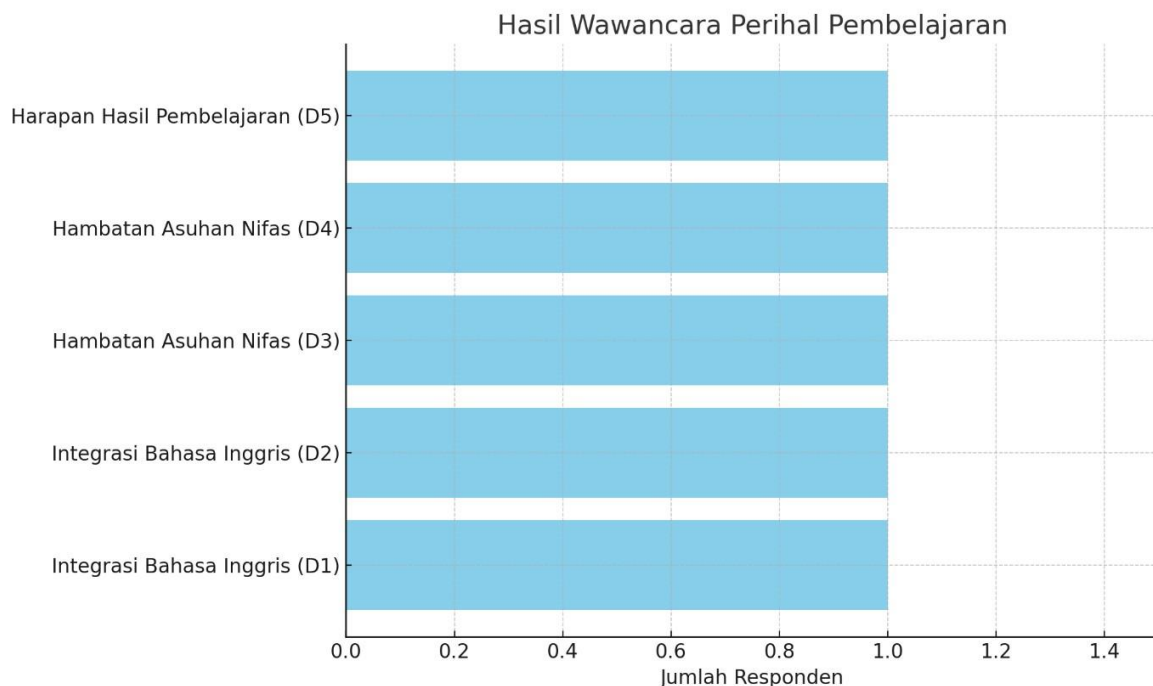


Graphical data analysis reveals that 80% of lecturers perceived institutional support as suboptimal. In particular, facilities, training opportunities, and curriculum policies were reported to inadequately support the effective use of role-play methods. Furthermore, approximately 70% of lecturers identified student-related factors as significant challenges—especially concerning limited English proficiency and uneven levels of active participation during simulations. In terms of learning resources, over 75% of lecturers expressed concerns regarding the insufficiency of instructional media. Common limitations included a lack of simulation tools, instructional videos, and standardized role-play scenarios, all of which hinder the effectiveness of the role-play approach. Lastly, around 60% of lecturers noted that the academic environment and curriculum structure remained heavily traditional and lacked the flexibility required to fully accommodate innovative, English-based role-play teaching methods. These findings collectively underscore the need for systemic improvements in institutional infrastructure, learner preparedness, instructional resources, and curriculum design to foster the successful integration of role-play in midwifery education.

External Learning Factors Influencing the Implementation of Role-Play in Midwifery Education Qualitative data from interviews, observations, and document analysis revealed several external factors affecting the use of role-play in midwifery education. First, lecturers highlighted the importance of integrating English into midwifery content to enhance global literacy and professional communication (Zhang et al, 2022). This supports findings that academic English integration improves student engagement and international preparedness (Biggs et al, 2021).

Teaching postpartum care in English (Kim et al, 2020) is that teaching is hindered by students' limited language proficiency and the lack of relevant teaching media, echoing prior research on the challenges of technical English in healthcare education (Gillespie et al, 2015). Furthermore a small proportion of lecturers expressed the hope that using innovative methods like role-play would improve students' communication skills, mastery of midwifery

concepts, and job readiness. They viewed this method as a means to make learning more contextual and applicable. This perspective is in line with educational theories asserting that active simulation techniques such as role-play are effective in deepening conceptual understanding and practical skill development (Ebner & Holzinger, 2020).



Based on the graph, it is evident that the majority of lecturers (80%) focus on the main challenges, namely the integration of English in midwifery content and obstacles in teaching, while the remaining 20% focus on expectations regarding learning outcomes. This indicates that strengthening language proficiency and teaching methods should be the primary priorities to address in the development of the midwifery curriculum. Role-play enhances students' learning motivation, active participation, and critical reflection in the context of professional learning. (Ruslan, 2023).

CONCLUSION AND IMPLICATION

This study demonstrates that lecturers possess a solid understanding and a positive attitude towards role-play as an active learning approach, recognizing its effectiveness in enhancing midwifery students' professional competencies, particularly in the context of English-language instruction. However, the implementation of this method still faces significant challenges, both from internal factors such as limited English proficiency and pedagogical readiness, as well as external factors like insufficient institutional support, inadequate learning resources, and student characteristics that do not fully support role-play-based learning.

The implications of these findings underscore the importance of strengthening faculty capacity through language and pedagogical training, enhancing learning resources, and revising the curriculum to be more flexible and responsive to innovative teaching methods. The success of role-play implementation heavily depends on well-designed scenarios, active student involvement, and systematic institutional support.

This research contributes to providing a scientific foundation for the

development of a midwifery curriculum that is adaptive to global challenges, while promoting more interactive, reflective, and professional teaching practices. Further research is recommended to explore the effectiveness of faculty training, the development of technology-based media, and longitudinal studies on the impact of role-play in improving clinical competencies among students.

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