



Empowering Future Midwives: Strengthening Professional Ethics, Good Manners, and Public Speaking Skills for Midwifery Students

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ABSTRAK

Mahasiswa kebidanan tidak hanya dituntut memiliki kompetensi akademik dan keterampilan klinis, tetapi juga kemampuan softskill yang mendukung profesionalisme dalam memberikan pelayanan kesehatan. Etika profesi, kesantunan dalam berinteraksi, dan kemampuan komunikasi publik merupakan tiga aspek penting yang perlu diperkuat sejak masa pendidikan. Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan pemahaman dan kesadaran mahasiswa mengenai etika profesional, good manners, dan public speaking excellence sebagai bagian dari pengembangan kompetensi calon bidan profesional. Kegiatan dilaksanakan melalui program kuliah umum pada Jumat, 31 Juli 2026 di Pendopo Rumah Dinas Bupati Blora dengan melibatkan 210 mahasiswa Program Studi Kebidanan Blora Program Diploma Tiga Poltekkes Kemenkes Semarang. Metode kegiatan menggunakan pendekatan Student-Centered Learning yang memadukan penyampaian materi, diskusi interaktif, refleksi, simulasi, praktik komunikasi, dan umpan balik. Hasil kegiatan menunjukkan adanya keterlibatan aktif peserta dalam diskusi dan simulasi serta meningkatnya pemahaman mengenai pentingnya integritas, tanggung jawab, komunikasi interpersonal, kesantunan, dan kemampuan berbicara di depan umum. Peserta juga memperoleh kesempatan untuk mempraktikkan teknik komunikasi dan public speaking dalam konteks edukasi kesehatan. Kegiatan ini menunjukkan bahwa penguatan kompetensi nonteknis melalui pendekatan partisipatif dapat mendukung pembentukan calon bidan yang tidak hanya kompeten secara akademik dan klinis, tetapi juga profesional, komunikatif, empatik, dan berorientasi pada pelayanan kesehatan yang humanis.

ABSTRACT

Midwifery students are expected not only to possess academic competence and clinical skills but also non-technical competencies that support professionalism in healthcare services. Professional ethics, courteous interpersonal behavior, and public speaking skills are essential aspects that need to be strengthened during higher education. This community service program aimed to improve students' understanding and awareness of professional ethics, good manners, and public speaking excellence as integral components of professional midwifery competence. The program was conducted through a public lecture on July 31, 2026, at the Pendopo Rumah Dinas Bupati Blora and involved 210 students of Diploma Three in Midwifery Program, Blora. The program employed a Student-Centered Learning approach that integrated lectures, interactive discussions, reflection, simulations, communication practice, and feedback. The results indicated active participant engagement in discussions and simulations, along with improved understanding of integrity, responsibility, interpersonal communication, courtesy, and public speaking. Participants also had opportunities to practice communication and public speaking techniques in the context of health education. The program demonstrates that strengthening non-technical competencies through participatory learning can support the development of future midwives who are not only academically and clinically competent but also professional, communicative, empathetic, and committed to human-centered healthcare services.

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1. INTRODUCTION

Higher education, particularly within the field of midwifery, is expected to extend beyond the transmission of disciplinary knowledge and technical competencies. It also constitutes an important context for cultivating professional identity, ethical awareness, interpersonal dispositions, empathy, and communicative capabilities required in contemporary healthcare practice (World Health Organization [WHO], 2021; Pizzaro et al., 2022; Arundell et al., 2024). Midwives occupy a distinctive position within the healthcare system because their professional responsibilities involve sustained interaction with women, families, communities, and members of multidisciplinary healthcare teams. Consequently, professional competence cannot be understood exclusively in terms of clinical proficiency; it also encompasses the capacity to communicate appropriately, demonstrate empathy, respect individual dignity, and respond sensitively to patients' needs and expectations (Alhassan et al., 2019; International Confederation of Midwives [ICM], 2024a). The professionalization of midwifery has increasingly been associated with professional identity, confidence, ethical conduct, woman-centred care, and collaborative practice (Pizzaro et al., 2022; Sun et al., 2022; Öner & Akgül Kartal, 2026).

From a global health perspective, the strengthening of nursing and midwifery education is closely connected with efforts to improve the capacity and contribution of the health workforce. The WHO Global Strategic Directions for Nursing and Midwifery 2021–2025 emphasizes education as a central strategic area for enabling nurses and midwives to contribute effectively to universal health coverage and population health outcomes (WHO, 2021). Similarly, the ICM Essential Competencies for Midwifery Practice emphasize competencies that encompass professional responsibility, communication, respectful care, and collaboration (ICM, 2024a). Such perspectives imply that midwifery education should prepare students not merely to perform clinical procedures, but also to exercise professional judgement, collaborate effectively, communicate responsibly, and uphold the values underpinning quality healthcare. Professionalism consequently represents an integrated construct involving knowledge, skills, values, attitudes, accountability, and ethical behaviour rather than a narrowly defined set of technical competencies (Smith et al., 2021; Shah et al., 2024; Ruitenbergh, 2016).

Professional ethics constitute one of the fundamental dimensions of this professional formation. In clinical environments, midwives may encounter situations involving confidentiality, informed decision-making, patient autonomy, professional boundaries, accountability, and competing interests. Ethical competence enables future practitioners to recognize the moral dimensions of professional decisions and to act consistently with professional standards and the rights and dignity of patients. The importance of ethical preparedness is particularly evident in midwifery, where practitioners frequently participate in sensitive and highly personal aspects of maternal and reproductive healthcare. A Delphi study identified essential components of midwifery ethics education, demonstrating the need for structured preparation in ethical reasoning and professional practice (Megregian et al., 2021). Buchanan et al. (2025) likewise emphasized woman-centred ethical reasoning in midwifery education, while Hasanzadeh et al. (2026) highlighted moral distress and ethical challenges experienced in midwifery practice. Broader health-professions literature further connects virtue, care ethics, humanism, and professionalism in professional education (Doukas et al., 2022).

Alongside ethical competence, interpersonal conduct represents another essential component of professional behaviour. In healthcare settings, the manner in which information is communicated can influence patients' perceptions of respect, trust, safety, and quality of care. Good manners in professional interactions may therefore be conceptualized not simply as social etiquette, but as an expression of respect, empathy, active listening, sensitivity, and appropriate interpersonal behaviour (Hargie, 2021). For future midwives, these skills are particularly significant because effective interaction requires sensitivity to differences in patients' backgrounds, expectations, emotional conditions, and communication needs. Evidence from a randomized controlled trial indicates that communication-skills training can improve empathy among nursing and midwifery students (Alhassan et al., 2019), while a scoping review of midwifery communication education identified diverse educational strategies for developing communication competence (Rodríguez-Martín et al., 2024). Role-play has also been reported as an approach for strengthening communication skills among midwifery students (Hikmawati & Ermawati, 2026). Thus, cultivating respectful interpersonal behaviour during professional education can contribute to a more patient-centred orientation.

Communication competence also extends beyond one-to-one interaction. Midwives frequently function as health educators and communicators who must explain health information, provide counselling, promote healthy behaviours, participate in community education, and collaborate with other healthcare professionals. These responsibilities require the ability to organize information logically, select language appropriate to an audience, deliver messages clearly, and respond confidently to questions or unexpected situations (ICM, 2024a; ICM, 2024b). Public speaking is therefore not an ancillary skill but a practical component of professional communication. Lucas and Stob (2023) identify speech organization, audience analysis, ethical communication, language use, delivery, visual support, and informative and persuasive speaking as important dimensions of

effective public speaking. In midwifery education, communication preparation is similarly recognized as an area requiring deliberate educational strategies (Rodríguez-Martín et al., 2024).

Despite its professional relevance, communication may remain challenging for students who experience nervousness, limited confidence, difficulties in organizing ideas, or uncertainty when addressing an audience. Such challenges are particularly important in health education because ineffective delivery may reduce the clarity and accessibility of information conveyed to patients and communities. Communication competence should therefore be approached as a learnable professional skill that develops through structured preparation, repeated practice, feedback, reflection, and authentic communication experiences (Lucas & Stob, 2023; Rodríguez-Martín et al., 2024). Evidence that communication training can strengthen empathy (Alhassan et al., 2019) and that role-play can improve midwifery students' communication skills (Hikmawati & Ermawati, 2026) further supports the value of experiential approaches.

The three competencies addressed in this context professional ethics, good manners, and public speaking are consequently not isolated dimensions of student development. Rather, they represent complementary elements of professional readiness. Professional ethics provide the normative foundation for determining what constitutes responsible and appropriate professional conduct; good manners translate ethical and interpersonal values into respectful behaviour during interactions; while public speaking enables future midwives to communicate knowledge, advice, and health messages in a clear, structured, and persuasive manner. These competencies intersect within the broader concept of professionalism because professional practice requires not only knowing what to do, but also understanding why an action is ethically appropriate and communicating it in a manner that respects patients and other stakeholders (Ruitenbergh, 2016; Smith et al., 2021). Research on midwifery professional identity further indicates that students learn professional attributes and behaviours through educational and clinical experiences (Arundell et al., 2024; Sun et al., 2022), while confidence and professional identity are important dimensions of their preparation for future practice (Öner & Akgül Kartal, 2026; Pizzaro et al., 2022).

The relevance of communication and interpersonal competence becomes even more apparent in collaborative healthcare environments. Midwives routinely work alongside doctors, nurses, and other healthcare professionals, making effective communication and collaborative behaviour essential for continuity and safety of care. Interprofessional simulation-based education has been shown to improve teamwork and communication among healthcare-profession students (Sezgin & Bektas, 2023). In addition, professional identity develops partly through students' observation of the attributes and behaviours demonstrated by practicing midwives during clinical placement (Arundell et al., 2024). These findings reinforce the argument that professional communication, teamwork, and ethical behaviour should be cultivated systematically during higher education rather than left to be acquired incidentally through clinical experience.

Furthermore, professionalism among contemporary healthcare students extends into increasingly diverse communication contexts. Professional conduct is no longer confined to face-to-face clinical encounters; it also encompasses students' ability to maintain appropriate professional values in digital environments. A scoping review of preregistration nursing and midwifery students found that digital professionalism involves maintaining professional values and attitudes when using social media and other online platforms (Gum et al., 2024). Professionalism education should also account for equity, diversity, and inclusion because professional behaviour is shaped by the need to provide respectful and equitable care across diverse populations (Shah et al., 2024). This broader understanding of professionalism further demonstrates the importance of developing students' ethical judgement, interpersonal awareness, empathy, and communication competence from the early stages of professional education (Gum et al., 2024; Wang et al., 2026).

Against this background, a community service activity was organized through a public lecture entitled *"Empowering Future Midwives: Professional Ethics, Good Manners and Public Speaking Excellence."* The activity was conducted on July 31, 2026, and involved 210 students from the Midwifery Study Program, Diploma Three Program, Poltekkes Kemenkes Semarang, Blora. The program was designed as an educational and developmental intervention that integrated conceptual presentations with interactive discussion, reflective activities, and practical simulations. Rather than focusing solely on the acquisition of theoretical knowledge, the activity provided students with opportunities to examine professional situations, reflect on their own attitudes and communication practices, and practise appropriate responses in simulated contexts.

Through this activity, the development of future midwives was approached from an integrated perspective in which ethical awareness, interpersonal conduct, empathy, and communication performance mutually reinforce one another. The activity was expected to strengthen students' understanding of professional ethics, encourage respectful and empathetic interaction, and enhance confidence in communicating ideas and health-related information. More broadly, the program sought to support the formation of future midwives who are not only clinically competent but also ethically responsible, socially responsive, communicatively effective, and capable of establishing constructive relationships with patients, families, communities, and fellow healthcare professionals. Such an integrated approach is consistent with contemporary directions in midwifery

professionalization, which emphasize professional identity, confidence, ethical reasoning, woman-centred care, communication, and collaborative practice as essential elements of high-quality midwifery education and services.

2. METHOD

This community service activity was conducted in the form of a public lecture held on Friday, July 31, 2026, at the Pendopo of the Blora Regent's Official Residence. The participants consisted of 210 second- and fourth-semester students from the Blora Midwifery Study Program, Diploma Three Program, Poltekkes Kemenkes Semarang.

The activity employed a Student-Centered Learning (SCL) approach. This approach was selected to encourage active student involvement throughout the learning process. In student-centered and active learning environments, learners are encouraged to participate directly in constructing and applying knowledge rather than functioning merely as passive recipients of information. Evidence from a large meta-analysis also indicates that active learning can improve student learning outcomes compared with conventional lecture-based instruction (Freeman et al., 2014). Therefore, the SCL approach was considered appropriate for an activity intended to develop not only conceptual understanding but also professional attitudes and communication competencies.

Participants were not positioned merely as recipients of information but were also provided with opportunities to participate through discussions, experiential reflection, simulations, and communication practice. This design was consistent with the principles of experiential learning, which conceptualize learning as a process in which knowledge develops through the transformation of experience (Kolb, 1984; Kolb & Kolb, 2005). Experiential learning emphasizes the integration of concrete experience, reflective observation, abstract conceptualization, and active experimentation, making it particularly relevant for learning activities involving professional and communication skills.

The application of an experiential and participatory approach was also relevant to midwifery education because professional competence involves the integration of knowledge, practical skills, attitudes, and professional behaviours. The International Confederation of Midwives (ICM) identifies knowledge, skills, and professional behaviours as essential components of midwifery competence and emphasizes that these competencies should become expected outcomes of pre-service midwifery education (International Confederation of Midwives [ICM], 2024). Thus, the materials presented in this activity were designed not only to be understood conceptually but also to be connected with students' experiences and the professional context of future midwifery practice.

The methods used in the activity included material presentation, interactive discussion, ice-breaking activities, reflection, case discussions, simulations, communication practice, and feedback provision. The combination of these methods was designed to create a participatory learning environment and encourage students to become more actively involved in developing their understanding and confidence. Such a combination is supported by research on communication education for student midwives, which identifies simulation, role-play, workshops, debriefing, and reflection as relevant strategies for developing communication skills during pre-registration midwifery education (Rodríguez-Martín et al., 2024).

The communication component was particularly important because effective communication represents a central element of professional midwifery practice. An integrative review of the characteristics of a good midwife found that communication skills made a particularly important contribution to perceptions of effective midwifery practice, alongside compassion, kindness, support, knowledge, and practical skills (Hunter, Warren, & Fletcher, 2008). In addition, systematic review evidence concerning nursing and midwifery education emphasizes the importance of communication skills training for students preparing for professional healthcare practice (Alhassan, 2019).

Overall, the implementation of the activity consisted of three main stages: (1) preparation, (2) implementation, and (3) evaluation and reflection.

1) Preparation Stage

The preparation stage was the initial phase conducted to ensure that the activity could be implemented according to the established objectives. At this stage, coordination was carried out between the organizing team and the partner institution. The coordination process focused on determining the target participants, schedule and venue, number of participants, technical requirements, and mechanisms for implementing the public lecture.

A needs assessment was subsequently conducted as a basis for developing the learning materials. The identification of participants' needs focused on the development of professional competencies and communication skills relevant to their roles as future midwives. This competency-oriented approach was aligned

with the ICM Essential Competencies for Midwifery Practice, which provide a framework for the knowledge, skills, and professional behaviours expected of individuals entering the midwifery profession (ICM, 2024).

The needs assessment also considered the importance of integrating professional values with practical communication competencies. The ICM International Code of Ethics for Midwives emphasizes ethical foundations, professional responsibility, relationships, human dignity, competence, and respect as important dimensions of professional midwifery practice (ICM, 2026). Based on these needs, three main topics were prepared: professional ethics, good manners, and public speaking excellence.

In addition to preparing the materials, the preparation stage included the development of presentation media, preparation of supporting equipment, arrangement of the event sequence, and distribution of responsibilities among the organizing team. These preparations were undertaken to ensure that the entire activity could be conducted systematically and provide participants with an optimal learning experience. The learning activities were structured to provide opportunities for students to move from conceptual understanding toward practical application, consistent with competency-based approaches to midwifery education (ICM, 2024).

2. Implementation Stage

The implementation stage was conducted in the form of a public lecture using interactive learning methods that combined material presentation, discussion, reflection, simulation, and communication practice. Although the activity retained the public-lecture format, the lecture component was complemented by active learning strategies to increase student participation. This design was based on evidence that active learning approaches can produce better learning outcomes than traditional lecture-only approaches (Freeman et al., 2014).

The topics of professional ethics, good manners, and public speaking excellence addressed integrity, responsibility, politeness, empathy, interpersonal communication, and techniques for speaking confidently and effectively in public. These aspects were connected to the broader professional expectations of midwives, particularly the development of respectful relationships, professional responsibility, and competence. The ICM International Code of Ethics places midwifery relationships and professional practice among the fundamental domains guiding ethical midwifery practice (ICM, 2026).

To increase participant engagement, the activity also incorporated ice-breaking activities, case discussions, and experiential reflection. These activities were intended to create opportunities for students to relate the learning materials to their own experiences and potential professional situations. Such an approach is consistent with experiential learning theory, in which experience and reflection are viewed as interconnected components of the learning process (Kolb, 1984).

Furthermore, students were given opportunities to participate in communication and public speaking simulations relevant to their future roles as midwives, such as health presentations and health education activities. Simulation and role-play are particularly relevant in communication education because they allow students to practice professional interactions in situations that approximate real-world practice while receiving opportunities for reflection and improvement. A recent scoping review of communication education for student midwives identified simulation-based training, role-play, workshops, debriefing, and reflection among the educational strategies used to develop communication competencies (Rodríguez-Martín et al., 2024).

Each practice session was followed by feedback to help students identify their strengths and the aspects that needed further development. Feedback was deliberately incorporated as part of the learning process because effective feedback can provide information about current performance, learning goals, and directions for subsequent improvement (Hattie & Timperley, 2007). Thus, participants were not only provided with theoretical understanding but also gained direct experience in applying communication skills and receiving formative input regarding their performance.

The implementation of communication practice was also consistent with competency-based midwifery education. According to the ICM, competencies should be progressively developed through learning activities that provide students with opportunities for practice and meaningful feedback (ICM, 2024). Therefore, the simulation and feedback components were intended to bridge the gap between knowledge acquisition and the practical application of professional communication behaviours.

3. Evaluation and Reflection Stage

The evaluation and reflection stage was conducted at the end of the activity to obtain an overview of the implementation process and participant engagement throughout the learning activities. Evaluation was carried out participatively through observations of participants' responses, involvement in discussions, the number and quality of questions raised, participation in simulations, and students' confidence in practicing communication and public speaking skills.

The use of reflection in the evaluation stage was consistent with experiential learning principles, in which reflection enables learners to examine experiences, interpret their meaning, and connect them with conceptual understanding and future action (Kolb, 1984; Kolb & Kolb, 2005). Reflection was therefore used not simply as

an end-of-session activity but as a mechanism for helping students connect the learning experience with their academic and professional development.

Active participant engagement served as one of the indicators of the success of the activity. Students who actively participated in discussions and simulations demonstrated responses to the materials presented. In addition, participation in communication practice provided an opportunity for students to demonstrate the application of knowledge and professional behaviours. This was aligned with competency-based education, in which learning outcomes should encompass not only knowledge but also skills, attitudes, and behaviours required for professional practice (ICM, 2024).

The reflection activities provided participants with opportunities to reconsider the relationship among professional ethics, good manners, and public speaking skills and their readiness to become future healthcare professionals. This integration is important because professional competence in midwifery extends beyond technical or clinical abilities and includes interpersonal and ethical dimensions. The ICM Code of Ethics emphasizes professional relationships, respect for human dignity, responsibility, and competent practice as integral components of ethical midwifery practice (ICM, 2026).

During the reflection stage, students were encouraged to identify competencies that needed to be continuously developed. Reflection was directed not only toward understanding the materials but also toward developing awareness of the importance of applying professional values and communication skills in both academic life and future midwifery practice. This process was particularly relevant because communication education for student midwives has been shown to benefit from approaches that combine practice, debriefing, and structured reflection (Rodríguez-Martín et al., 2024).

Overall, the activity was designed using a participatory and experiential approach that combined the delivery of knowledge with practical learning experiences. The integration of active learning, experiential learning, simulation, reflection, communication practice, and feedback was intended to support the development of students' professional and interpersonal competencies. The approach was consistent with contemporary midwifery education frameworks that emphasize the integration of knowledge, skills, attitudes, professional behaviours, practice, and feedback in preparing students for professional roles (ICM, 2024).

Through active participation in discussions, reflection, and simulations, the activity served as a means of strengthening students' readiness to meet the communication and professionalism demands of healthcare service environments. In this context, professional development was understood not only as mastery of clinical competencies but also as the cultivation of ethical values, interpersonal behaviour, empathy, communication competence, and the ability to interact respectfully with patients, families, colleagues, and other healthcare professionals. These dimensions are consistent with international expectations of midwifery professionalism and the central role of communication in effective midwifery practice.

3. RESULT AND DISCUSSION

The implementation of the community service activity was carried out successfully and received positive responses from the participants, as demonstrated by the students' active engagement in paying attention to the materials, asking questions, participating in discussions and reflection activities, and taking part in public speaking simulations. The interactive approach used in the activity not only provided conceptual understanding but also encouraged students to connect the materials on professional ethics, courtesy, and communication skills with their own experiences and relevant situations, thereby supporting the development of professionalism among future midwives.

1) *Strengthening Understanding of Professional Ethics*

One of the main outcomes of the activity was the increased awareness among students of the importance of professional ethics in midwifery practice. Through the *professional ethics* session, students gained an understanding that professionalism is not limited to the ability to perform procedures or clinical skills but also involves the values, attitudes, and responsibilities underlying professional practice.

The materials emphasized the importance of integrity, responsibility, patient confidentiality, respect for patients' rights, and accountability in carrying out professional duties. Students were encouraged to understand that every action in healthcare services has both professional and moral dimensions. Future midwives are not only required to know what should be done but also to understand how actions should be performed responsibly and in accordance with humanitarian values.

During the discussions, students were given opportunities to reflect on their roles as future healthcare professionals. Strengthening professional ethics is particularly important because students at the educational stage are developing their professional identities. This process is shaped not only through classroom learning and theoretical knowledge but also through habituation to values that will guide their interactions and decision-making.

Understanding professional ethics also helped students recognize that relationships between healthcare professionals and patients are built on trust. Patients share personal information about their conditions and entrust important aspects of their health to healthcare professionals. Therefore, maintaining confidentiality, respecting privacy, and treating patients humanely are essential components of professional responsibility.

In the context of midwifery, strengthening ethical understanding is highly relevant because future midwives will encounter various conditions and situations that require professional sensitivity. Students need to recognize that each patient has different backgrounds, needs, values, and circumstances. Therefore, healthcare services cannot rely solely on technical approaches but must also take into consideration the dignity and rights of every individual.

The discussion outcomes indicated that students developed a stronger understanding of the relationship between professional competence and moral responsibility. Professionalism was understood not merely as the ability to perform tasks correctly but also as the ability to demonstrate integrity and maintain trust throughout the healthcare service process. This understanding is important as a foundation for developing professional character during the educational process.

Strengthening ethical awareness from the educational stage is expected to provide students with a strong foundation for entering the professional world. When students become accustomed to considering responsibility, integrity, and respect for others, they are better prepared to deal with various professional situations. Thus, this activity contributed to encouraging students to view midwifery not merely as a profession requiring technical skills but also as a profession involving significant social and moral responsibilities.

2) ***Good Manners as Part of Healthcare Service Quality***

Another important outcome of the activity was increased student awareness of the importance of *good manners* or courtesy as an essential component of professional behavior. Before the activity, courtesy might have been understood primarily as a matter of everyday social etiquette. Through the activity, students gained a broader perspective that *good manners* are also closely related to the quality of interpersonal interaction and healthcare services.

In healthcare settings, the way healthcare professionals communicate can influence patients' comfort and trust. A friendly attitude, appropriate language use, active listening, and empathy are important elements in establishing positive interpersonal relationships. Students were encouraged to understand that patients require not only technically appropriate services but also treatment that respects their circumstances and dignity as individuals.

Hargie (2021) emphasizes the importance of interpersonal communication skills in developing effective interactions. In the context of midwifery education, these skills are particularly relevant because midwives interact not only with patients but also with patients' families, other healthcare professionals, and the wider community. Each interaction requires the ability to adapt communication styles to different situations and interlocutors.

Through the presentation and discussion sessions, students gained an understanding that courtesy can be demonstrated through simple actions. Greeting others politely, introducing oneself when appropriate, using easily understandable language, allowing others opportunities to speak, and listening actively are examples of behaviors that can contribute to more effective communication.

Listening skills were one of the important aspects discussed during the activity. In healthcare communication, professionals need to provide patients with sufficient opportunities to express their complaints, needs, and concerns. Active listening does not merely involve receiving information but also demonstrates genuine attention to the message being conveyed. Such attitudes can help create more open and respectful relationships.

In addition, students were encouraged to understand the importance of empathy. Empathy enables healthcare professionals to view situations from patients' perspectives without neglecting professional

boundaries. In midwifery practice, the ability to understand patients' feelings and needs can help future midwives develop more humane and patient-centered communication.

The discussions and reflection activities helped students connect the concept of *good manners* with their everyday experiences. Students recognized that professional behavior does not always have to be demonstrated through complex actions. Simple behaviors, such as giving full attention when someone is speaking, using polite language, or respecting other people's opinions, can contribute to the development of professional character.

These findings indicate that *good manners* can be understood as one form of implementing professional values in everyday interactions. Courtesy is not merely a social rule but an essential part of the ability to establish relationships based on mutual respect. In the context of midwifery services, this competence can contribute to creating a more comfortable, communicative, and patient-oriented healthcare environment.

3) **Increased Awareness of the Importance of Public Speaking**

The *public speaking excellence* session was one of the most engaging components of the activity and received active responses from participants. During the discussion, several students shared experiences of feeling nervous and lacking confidence when speaking in front of a class or communicating information to others. This condition indicates that public speaking remains an important skill that requires continuous development.

Through this session, students were introduced to the understanding that *public speaking* is not limited to speaking before a large audience. It also involves the ability to communicate ideas clearly, systematically, and understandably. In the context of the midwifery profession, this competence is relevant to various activities, including academic presentations, report delivery, health education, community health promotion, and communication with groups.

The materials covered several basic public speaking techniques. Students were introduced to strategies for opening a presentation, organizing ideas logically, identifying key messages, and using language appropriate for the target audience. The discussion also addressed body language, eye contact, facial expressions, intonation, voice volume, and speaking pace.

One important topic in the session was managing nervousness. Students were encouraged to understand that nervousness is a common experience when speaking in front of others. Therefore, the goal of developing public speaking skills is not necessarily to eliminate nervousness completely but to help students prepare adequately and develop strategies for delivering messages effectively despite feeling nervous.

The opportunity to participate in simulations was an important component of the activity. Several students voluntarily came forward to practice the techniques that had been introduced. The simulations were conducted in contexts relevant to students' needs, such as opening a presentation and delivering simple health information or health education messages.

The practical activities provided a more active learning experience because students were not merely listening to explanations but were also given opportunities to apply the skills directly. Students who participated in the simulations gained experience in managing audience attention, using their voices and body language effectively, and organizing their messages more clearly.

In addition to benefiting the students who directly participated in the simulations, these activities also provided learning experiences for the other participants. Students could observe their peers' performances, identify strengths and areas for improvement, and gain practical examples of how the techniques discussed could be applied in real-life situations.

Providing feedback after each simulation was an important part of the learning process. Feedback helped students recognize the positive aspects of their performances and identify areas requiring further development. This approach encouraged students to view *public speaking* as a skill that can be continuously improved through practice and evaluation.

These findings are consistent with Beebe and Beebe (2021), who emphasize that communication and public speaking skills can develop through experience, practice, and opportunities to receive feedback. In the context of this activity, simulation provided students with an initial opportunity to build courage and confidence in public speaking.

The results further indicate that participatory learning can play an important role in developing students' awareness of their communication abilities. When students are given opportunities to participate directly, they

not only understand the concepts of public speaking but also become more aware of their own strengths and the areas that still require improvement.

4) *The Interrelationship of Professional Ethics, Good Manners, and Public Speaking in Developing Professional Midwives*

Overall, the implementation of the activity demonstrated that professional ethics, *good manners*, and *public speaking* are three interconnected competencies. They cannot be separated in the process of preparing future healthcare professionals who are both professional and effective communicators.

Professional ethics provides the value-based foundation that guides individuals in their actions and decision-making. These values are then reflected in behavior and in the way individuals treat others. In this context, *good manners* represent one practical manifestation of respect, courtesy, and care in everyday interactions.

Meanwhile, public speaking skills support students in communicating knowledge, ideas, and information effectively. These skills are increasingly important because midwives have significant roles as health communicators and educators. Accurate information is more likely to be understood when it is delivered using clear, well-structured language that is adapted to the characteristics of the audience.

The relationship among professional ethics, *good manners*, and *public speaking* becomes particularly visible in health education activities, which require future midwives to communicate information responsibly, demonstrate courtesy and empathy, and deliver messages clearly and effectively. Therefore, this activity did not merely strengthen the three competencies separately but also helped students understand the relationship among values, behavior, and communication skills as integral components of comprehensive professionalism.

In general, the active participation of students in discussions, reflection, and simulations demonstrated that a participatory approach can serve as an effective means of strengthening students' non-technical competencies. The community service activity in the form of a public lecture provided students with opportunities to gain new insights while reflecting on their readiness to become future healthcare professionals.

Thus, the activity contributed to strengthening students' understanding of the importance of professionalism, courtesy, and communication skills. These three aspects are essential in preparing future midwives who possess not only academic and clinical competencies but also the ability to establish positive relationships, communicate information effectively, and provide healthcare services in a professional and humane manner.

4. CONCLUSION

The community service program delivered through the public lecture "*Empowering Future Midwives: Professional Ethics, Good Manners and Public Speaking Excellence*" served as a meaningful platform for strengthening the soft skills and professional preparedness of students in the Midwifery Study Program, Diploma Three Program, Poltekkes Kemenkes Semarang, Blora. Involving 210 students, the program encouraged active participation through interactive discussions, reflective activities, and practical simulations. These learning experiences enhanced students' awareness of professional ethics, respectful conduct in healthcare settings, interpersonal communication, and public speaking, all of which constitute important dimensions of competent and patient-centered midwifery practice.

The findings further emphasize that soft-skill development should be implemented as an ongoing and integral component of midwifery education rather than as a one-time learning activity. Future programs may therefore adopt more intensive, experiential, and practice-based approaches that allow students to progressively strengthen their communication competence, self-confidence, empathy, ethical awareness, and professional behavior. Through sustained educational interventions of this kind, community service initiatives can make a broader contribution to preparing future midwives who are academically and clinically competent while also demonstrating professionalism, effective communication, compassion, and a strong commitment to humane and patient-centered healthcare delivery.

5. REFERENCES

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