

Professional English for Public Administration Students: Developing Workplace Communication Skills in Islamic Charity Institutions

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Abstract

This study explores how Professional English can be used to develop the workplace communication skills of Public Administration students in the context of Islamic charity institutions. This study employed a descriptive qualitative research design. Islamic charity institutions refer to organizations involved in the management and distribution of Islamic charitable funds and services, particularly Zakat, Infaq, and Sadaqah (ZIS). This study employed a descriptive qualitative research design. This study identifies eight workplace communication competencies relevant to Professional English for Public Administration students preparing for potential work in Zakat, Infaq, and Sadaqah (ZIS) institutions: providing ZIS service information, explaining administrative procedures, assisting donors and beneficiaries, handling inquiries and complaints, communicating with staff and stakeholders, managing administrative and service-related communication, developing professional English communication confidence, and developing ZIS-specific professional vocabulary. These competencies were developed through a synthesis of previous literature and consideration of ZIS administrative and service contexts rather than through direct questionnaires or interviews with ZIS employees, donors, or beneficiaries. The findings represent a researcher-developed conceptual framework that connects English learning with workplace communication functions. The competencies emphasize practical language use, including explaining services and procedures, giving instructions, assisting service users, responding to complaints, coordinating with colleagues and stakeholders, preparing administrative documents, and using specialized ZIS terminology. They integrate spoken and written communication, interpersonal skills, professional confidence, and context-specific vocabulary. The framework reflects ESP principles by shifting the focus from general English skills toward authentic occupational communication needs in ZIS administration and services. Examples of relevant situations include donor registration, zakat payment, beneficiary verification, assistance distribution, complaint handling, charity campaigns, stakeholder coordination, reporting, and administrative correspondence. Overall, the findings provide a conceptual foundation for developing contextualized Professional English materials and learning activities for Public Administration students, while future studies should validate these proposed competencies through empirical needs analysis involving ZIS administrators, staff, managers, students, graduates, donors, and beneficiaries.

Keywords: *English for Specific Purposes (ESP), Islamic Charitable Funds and Services, Islamic Charity Institutions, Public Administration Students, Workplace Communication Skills*

INTRODUCTION

English has become an increasingly important means of communication in contemporary professional environments. The expansion of globalization, international collaboration, digital communication, and cross-border services has created situations in

which professionals may need to interact with people from different linguistic and cultural backgrounds. English is also frequently used to access professional information, communicate with external organizations, prepare documents, participate in meetings, and exchange institutional information. Therefore, English proficiency is no longer relevant only to academic settings but has become an important component of workplace competence. For university students preparing for professional careers, the ability to use English appropriately in workplace situations can support effective communication, information exchange, and professional performance.

Public Administration students are prepared for professional roles that involve administrative management, public services, organizational activities, and communication with various stakeholders. In their future workplaces, they may be required to provide information, explain procedures, respond to inquiries, prepare administrative documents, coordinate activities, and communicate with colleagues and external parties. These responsibilities require not only knowledge of public administration but also effective communication skills. English proficiency can complement students' disciplinary competencies by preparing them to communicate in professional situations where English is required. Therefore, integrating relevant English communication skills into Public Administration education can contribute to students' overall professional preparedness.

Professional English has an important role in preparing students to use English for specific workplace purposes. In Public Administration, professional communication may involve providing institutional information, explaining administrative procedures, responding to inquiries, writing correspondence, communicating with colleagues, and interacting with stakeholders. These activities require specific vocabulary, expressions, communication strategies, and language functions that may not be adequately addressed through General English instruction. Professional English therefore provides an opportunity to connect English learning with the actual communication tasks associated with administrative work. For Public Administration students, such an approach can make English learning more relevant to their future professional responsibilities.

Workplace communication involves a range of competencies beyond grammatical knowledge and general speaking ability. Professionals need to communicate information clearly, explain procedures, respond to questions, clarify misunderstandings, make requests, provide assistance, handle complaints, and maintain appropriate professional relationships. Effective workplace communication also requires the ability to adapt language to different interlocutors and situations. For Public Administration students, these competencies are particularly relevant because administrative work frequently involves interaction with service users, colleagues, organizations, and other stakeholders. Developing workplace communication skills during university education can therefore help students become better prepared to perform professional administrative and service-related responsibilities.

English for Specific Purposes (ESP) provides a suitable approach for connecting English instruction with students' academic disciplines and future professional needs. ESP emphasizes the use of English for particular purposes, contexts, and communication tasks rather than focusing exclusively on general language proficiency. For Public Administration students, ESP can incorporate administrative terminology, public-service communication, organizational communication, workplace documents, and professional interactions. This approach allows students to learn English through situations that are relevant to their field of study and anticipated careers. Consequently, ESP can serve as a bridge between language education and professional preparation in Public Administration.

Context-based English learning is important because students need opportunities to apply language in situations that resemble their future professional environments. Learning vocabulary and grammatical structures in isolation may not be sufficient for developing the

ability to communicate effectively in workplace situations. By contrast, context-based learning allows students to practice language through realistic scenarios, interactions, and professional tasks. For Public Administration students, contexts involving administrative services, organizational communication, stakeholder interaction, and service delivery can provide meaningful opportunities to use English. Such contextualization can help students understand not only what language to use but also how and when to use it appropriately in professional situations.

Islamic charity institutions represent an important professional context for administrative and service-related activities. These institutions may manage charitable resources, organize assistance programs, provide services to communities, communicate with donors and beneficiaries, and coordinate activities involving different stakeholders. Their operations require effective administrative management as well as appropriate communication among organizational members and service users. For Public Administration students, Islamic charity institutions can provide a relevant workplace context in which administrative knowledge and professional communication skills intersect. Preparing students for such environments can therefore extend the application of Public Administration education beyond conventional government and public-sector settings.

Islamic charity institutions can take different organizational forms, depending on the types of charitable activities and services they provide. Some institutions may focus primarily on zakat collection and distribution, while others may manage broader programs involving infaq, sadaqah, social assistance, community empowerment, education, health services, and humanitarian activities. These institutions generally involve administrative processes such as donor registration, beneficiary assessment, fund management, program implementation, reporting, and public-service delivery. Therefore, they provide relevant professional contexts for examining the workplace communication competencies required by Public Administration students.

In the context Of Zakat, Infaq, and Sadaqah (ZIS), communication plays an important role in connecting institutions with donors, beneficiaries, employees, volunteers, and other stakeholders. Staff may need to explain donation procedures, provide information about charity programs, clarify beneficiary requirements, respond to inquiries, handle complaints, and communicate the progress of institutional programs. These activities require clear, polite, and professional communication. For Public Administration students, such situations can serve as meaningful contexts for learning Professional English related to administrative and service-oriented responsibilities.

The administration of Islamic charity activities also involves various forms of information exchange and documentation. Staff may communicate about registration procedures, donation records, beneficiary applications, financial assistance, program schedules, reports, and institutional services. In situations involving international donors, foreign partners, or English-language materials, employees may additionally need to use English to communicate information and complete professional tasks. Consequently, Islamic charity institutions can provide a relevant workplace context for developing English competencies that combine administrative communication, service communication, and stakeholder communication.

From an ESP perspective, the Islamic charity context provides opportunities to identify specific language functions and vocabulary that are relevant to the professional responsibilities of Public Administration students. Students may need to practice expressions for providing information, explaining procedures, making requests, confirming information, responding to inquiries, handling complaints, assisting service users, and communicating with colleagues and stakeholders. The context may also introduce specialized vocabulary related to zakat, infaq, sadaqah, donations, beneficiaries, charity programs, financial

assistance, registration, eligibility, reporting, and community services. Thus, the ZIS context can help make Professional English learning more closely connected to potential workplace situations. Fadillah (2026) examines the role of zakat, infaq, and sadaqah (ZIS) as instruments of community empowerment by developing an integrative framework that links economic, social, and institutional dimensions within a holistic empowerment ecosystem. Zakat institutions should adopt multidimensional evaluation indicators beyond income-based measures, while policymakers should integrate ZIS into broader development and fiscal frameworks.

Islamic charity institutions involve various administrative functions that require systematic organization and effective communication. These functions may include donor registration, beneficiary registration, documentation, donation management, service provision, scheduling, reporting, correspondence, record keeping, and coordination among staff and stakeholders. Each activity requires personnel to exchange information accurately and communicate procedures clearly. In some situations, staff may also need to explain requirements, confirm information, respond to questions, or provide assistance to service users. These administrative functions therefore provide relevant contexts for developing Professional English among Public Administration students who may pursue careers in Islamic charity institutions.

Communication in Islamic charity institutions involves different groups with different roles, needs, and expectations. These stakeholders may include donors, beneficiaries, administrative staff, volunteers, community members, partner organizations, institutional representatives, and other external parties. Because each stakeholder may require different types of information, professionals need to adjust their communication according to the audience and situation. For example, communication with donors may involve explaining donation programs, while communication with beneficiaries may involve explaining eligibility requirements and assistance procedures. Developing the ability to communicate with diverse stakeholders is therefore an important component of workplace communication for Public Administration students.

Donors and beneficiaries are important service users within Islamic charity institutions, making professional communication with them an essential administrative responsibility. Staff may need to provide information about charity programs, explain donation procedures, clarify requirements, answer questions, respond to concerns, and provide assistance. These interactions require language that is clear, respectful, polite, and professional. For Public Administration students, practicing such interactions can help them develop the ability to communicate effectively while maintaining appropriate professional relationships. Islamic charity service situations can therefore provide realistic and meaningful contexts for Professional English learning.

English may be required for a range of administrative and service-related activities in professional environments. Public Administration students may need to introduce institutional services, explain procedures, prepare or interpret administrative documents, respond to correspondence, participate in meetings, communicate with organizational partners, and handle workplace inquiries. In Islamic charity institutions, these skills may become particularly relevant when institutions interact with international donors, organizations, volunteers, or other stakeholders. Therefore, Professional English instruction should provide students with opportunities to practice language associated with actual administrative and service tasks rather than focusing only on general conversational English.

One important component of Professional English is the development of vocabulary that is directly related to the target workplace. Islamic charity institutions involve terminology associated with donations, charity programs, beneficiaries, financial assistance, registration, eligibility, documentation, reporting, community services, and institutional activities. Students

also need expressions for requesting information, providing explanations, confirming details, making appointments, responding to inquiries, and handling service-related problems. Developing this specialized vocabulary can help Public Administration students communicate more accurately and efficiently in professional contexts. Therefore, Islamic charity-related vocabulary can become an important component of an ESP-oriented learning program.

Professional English learning should provide students with opportunities to apply language through practical activities that reflect realistic workplace situations. Traditional language exercises may help students develop vocabulary and grammatical knowledge, but students also need opportunities to practice using English to accomplish professional tasks. ESP activities such as role plays, simulations, dialogues, case studies, problem-solving activities, and workplace scenarios can create opportunities for students to practice realistic interactions. For example, students can simulate interactions between administrative officers and donors, assist beneficiaries, explain charity procedures, respond to complaints, or communicate with organizational partners. Such activities integrate language learning with professional competencies and make English instruction more relevant to students' future careers.

Although General English provides students with foundational language knowledge, it may not fully prepare them for the specific communication demands of their future workplaces. Public Administration students may have knowledge of common vocabulary and grammatical structures but still experience difficulties when they need to use English to perform specific administrative or service-related tasks. The workplace context of Islamic charity institutions involves particular terminology, administrative procedures, stakeholder relationships, and communication situations that may not be sufficiently represented in general English courses. This situation indicates the need for an ESP approach that connects English learning with the specific professional functions of Public Administration and the workplace realities of Islamic charity institutions.

The preceding discussion highlights the need to develop Professional English that is closely connected to the academic background and future workplace responsibilities of Public Administration students. Islamic charity institutions provide a relevant context for integrating administrative knowledge, service responsibilities, and professional English communication. In this context, students can be prepared to use English for providing charity service information, explaining administrative procedures, assisting donors and beneficiaries, handling inquiries and complaints, communicating with staff and stakeholders, managing workplace interactions, and responding to professional situations. Therefore, this study focuses on Professional English for Public Administration Students: Developing Workplace Communication Skills in Islamic Charity Institutions, with the aim of connecting ESP learning with the practical communication demands of potential workplaces in Islamic charity institutions.

There are several studies related to this research. Jaya & Subiyanto (2018) discuss the needs analysis on the problems of Islamic Economics students in learning ESP at STAIN Pekalongan. The result shows that ESP problems include vocabulary (42.0%), course contents (22.0%), and grammar (12.0%). The results from the questionnaires show that the first problems are related to limited vocabulary (40.0%), lack of students' language skills (24.4%), and boring classes (14.4%). Some students also believe that 7.8% of problems are related to teaching materials (course contents) that the lecturers used, which are not suitable for their needs, and finally, the incompatibility of the lecturers, including difficult materials (6.7%). Damanik (2020) compiled an English learning material for students of the Sharia Business Management study program, but focus on conventional economic terminologies. The results of the data analysis indicate that in the preparation of a language development

learning material, it is necessary to emphasize direct practice of the ability to use foreign language skills (listening, speaking, reading, and writing). In addition, Cooperative Learning is considered the most effective method. Solehan et al. (2021) find out the needs of English materials for Islamic economics students. The result of the research: 1) the highest themes or topics needed based on students' perception is the relevance of Islamic economics, meanwhile based stakeholders' perception is the methodology of Islamic economics; 2) the highest discourse texts needed based on students' perception is Islam as a way of life, whereas based on stakeholders' perception is facts and theories of Islamic economics; and 3) the highest English Skills needed to be based on students and stakeholders' perception is speaking skill. Ridwan et al. (2021) identify what types of English language skills the students of Islamic Economics need; and figure out whether the current ESP course offered is relevant to their needs. This study employs qualitative descriptive methods with 200 first- and second-year students of the Islamic Economics study program of a state university in Medan, Indonesia. The results reveal that most students need reading and writing skills more than any other language skills. The students reported that the English course they have taken so far did not prepare them to master those two needed skills. Nurhasana et al. (2021) find out the present situation needs of English and the target situation needs of English for Islamic Economics department students at UIN Alauddin Makassar. The findings showed the students' present and target situation needs. First, the present situation analysis consisted of level of ability, English skills and components, topic, and problems in learning English. The level of ability needed by the students was reading. English skills and components needed most by the students were grammar. The topics that students needed were all. Most of the problem was the students' lack of learning strategies in English. Second, target situation analysis consisted of learning preferences and learning purposes. Suwandi (2023) focuses on the English language instruction provided to students majoring in Islamic Economics, aiming to equip them with the necessary skills for successful engagement both in the classroom and the workplace. The research conducted for this purpose had a dual objective: firstly, to investigate the perspectives of both students and lecturers on the types of English language skills required for an Islamic Economics major, and secondly, to assess the relevance of the current ESP course in meeting the students' actual needs. The findings reveal disparities between the perceptions of instructors and students regarding essential linguistic abilities. While the majority of students prioritize speaking and writing, instructors emphasize reading and proper grammar. The study recommends a redesign of the existing ESP syllabus to better align with the identified needs of the students. Hanifah (2023) developed a learning media based on an Android application, which is believed to enable students to learn independently and enhance their communication skills for Sharia Economic students. The researcher employed the R&D methodology to create the product. To complete the development of this product, the researcher adopted steps introduced by Maribe Branch known as the ADDIE model, which includes analysis, design, development, implementation, and evaluation. During the implementation process, a score of 75% was achieved, indicating that the application helped students become more active and interested in class, enabling them to speak English more fluently during their learning process. In the final evaluation, it was found that this media was proven to be suitable for improving students' speaking skills in the specific subject of English for Sharia Economics. Wijayanti (2024) investigated the development of English materials for Sharia Economics students. Data were compiled from 120 students and five lecturers through questionnaires and semi-structured interviews. The results demonstrated that the students need materials with regard to their preferred future career as entrepreneurs. Materials for speaking and writing skills related to work situations such as a job interview, application letter, product description, product name and tagline, and language used for a

company profile were mostly needed by most students. Regarding academic purposes, the students need knowledge of the language of academic writing. Furthermore, strategies for paraphrasing are more needed than other materials. Writing becomes the most needed skill practiced by the students during the study due to their preference for a thesis or article as the final project for graduation requirements.

Alhadifauzan et al. (2025) analyze the influence of English language skills on the professional performance of workers in the sharia economic sector, focusing on the relationship between linguistic abilities and performance indicators such as work efficiency, cross-cultural communication, and the accuracy of professional reports. The findings reveal that English language proficiency, particularly in the context of ESP, significantly contributes to the improvement of professional work quality in Islamic financial institutions, halal companies, and other supporting institutions. The study also identifies limitations in learning motivation, availability of ESP instructors, and contextual teaching materials as major obstacles in strengthening language competencies. The conclusion affirms that mastery of the English language not only supports individual performance but also serves as a key factor in enhancing the global competitiveness of sharia human resources. Noviasmy & Hasanah (2025) identify and analyze the English language learning needs of non-English major students, specifically those studying economics. The results indicate a strong preference for practical learning materials, particularly those related to economics, such as reading economic materials (70.6%), speaking skills with clients (76.5%), and mastering vocabulary related to economics (65.7%). Furthermore, the analysis highlights a gap between the current knowledge and the proficiency required for academic and professional contexts. Students expressed a desire to engage in learning activities that promote interaction and collaboration, emphasizing the importance of developing a curriculum tailored to their specific needs. Pervaiz et al. (2025) present the development of a customized ESP course, based on a multi-method needs analysis, that incorporates soft skills modules for the administrative staff of the college. Administrative staff in higher education institutions are required not only to be fluent in English but also to possess interpersonal and professional soft skills. The staff is assigned specific roles, including front desk officers, accounts officers, admission team members, and exam coordinators, who interact with students, faculty, directors, and external stakeholders. These interactions need not be solely functional; rather, there is a critical need for professionalism, adaptability, empathy, and workplace readiness. Using communicative language teaching and experiential learning theory, the course designs modules that simulate real-life workplace situations and conversations common in the workplace. Findings reveal that professional communication skills and workplace confidence are improved by combining language instruction with soft skills development.

Fitria (2026) describes the implementation of ESP in the Sharia Economics Study Program in preparing graduates to meet the demands of diverse professional careers in the field of Sharia/Islamic economics and related fields. The findings indicate that the implementation of ESP in the Sharia Economics Study Program plays a crucial role in preparing students for professional contexts within Sharia-based economic sectors. Designed through needs analysis that considered students' academic backgrounds, career aspirations, and workplace communication demands, the ESP course emphasized English as a practical professional tool rather than merely a general language skill. Instruction integrated all language skills with discipline-specific content, authentic materials, and real workplace scenarios related to Islamic banking, Sharia financial institutions, halal industries, and entrepreneurship. As a result, students demonstrated significant improvement in specialized vocabulary mastery, professional and functional communication skills, and confidence in using English for presentations, discussions, and professional writing. The course also

incorporated authentic learning resources and embedded Islamic values, Sharia principles, and professional ethics, supporting not only linguistic competence but also character development and ethical awareness. Furthermore, ESP prepared students for diverse career paths by developing transferable communication skills applicable across multiple professional roles in the Sharia economic sector, thereby enhancing employability readiness and professional identity. However, several challenges were identified, including varied student proficiency levels, limited prior exposure to discipline-specific English, time constraints, scarcity of specialized teaching materials, and institutional limitations affecting curriculum alignment. ESP implementation in Sharia Economics programs can be strengthened through systematic, needs-based curriculum design and closer collaboration between English lecturers and subject experts. Institutions should support the development of specialized materials, adequate instructional time, and interdisciplinary coordination. Lecturers should also apply differentiated and confidence-building strategies to address varied student proficiency levels.

Fitria & Afdaleni (2026) explore a model for integrating Sharia (Islamic) Economics and Public Administration content into ELT materials for students of Islamic Economics. The study shows that, recognizing English as the primary medium for international academic and professional communication, it emphasizes discipline-specific instruction through ESP and Content-Based Instruction (CBI). By combining English learning with field-specific content, students develop linguistic competence alongside professional expertise, engaging with specialized terminology such as zakat, waqf, sukuk, and Islamic finance concepts within regulatory and governance contexts. This integrated approach fosters holistic learning, enabling students to enhance reading, writing, speaking, and listening skills while deepening their understanding of economic principles and administrative procedures. It promotes critical thinking and problem-solving through real-world tasks like case study analysis, debates, and policy brief writing. Furthermore, students gain international competence by accessing global research, participating in conferences, and aligning with Sharia-compliant professional standards. By embedding authentic, discipline-relevant materials into English instruction—including reading, writing, speaking, and listening tasks—learners acquire functional, contextually meaningful language skills that prepare them for academic, professional, and global engagement in Islamic finance and governance. By applying ESP and Content-Based Instruction principles, learners develop discipline-specific vocabulary, critical thinking, problem-solving skills, and holistic competencies across reading, writing, speaking, and listening. This approach enhances students' ability to engage in international academic and professional discourse while remaining grounded in Sharia-compliant finance and governance.

Maidah et al.(2026) examine the centrality of English vocabulary mastery as a foundational component of students' disciplinary knowledge, with particular reference to Sharia Economics. It argues that language proficiency in higher education should be systematically aligned with learners' academic and professional domains, as emphasized within the framework of ESP. The analysis advances a coherent conceptualization of ESP-oriented vocabulary instruction by integrating the what–why–how dimensions of ESP pedagogy. It demonstrates how vocabulary development can be enhanced through context-sensitive practices that reflect the linguistic demands of the field. Effective ESP instruction requires lecturers to move beyond general language teaching toward the design of targeted, pedagogically grounded learning experiences. This includes the development of structured lesson plans, the integration of relevant learning media, and the implementation of strategies that promote meaningful engagement with discipline-specific language.

Amelia & Putri (2026) develop ESP intensive reading materials integrated with Islamic values for first-year students at the Faculty of Sharia, UIN Datokarama Palu. Employing an

R&D design based on the 4D model (Define, Design, Develop), this study involved first-year students from four departments: Family Law, Islamic Economic Law, Comparative Madhab, and Islamic Constitutional Law, whose English proficiency was identified at CEFR A1–A2 level. Based on these findings, six reading units were developed covering core Islamic law topics: Fiqh Ibadah, Muamalah, Zakat, Munakahat, Mawarish, and Wakaf. The developed materials were validated by three experts, two Islamic Law experts and one ESP/language expert, with an overall validation score of 94.55%, categorized as Very Valid. The findings confirm that needs-based, context-specific ESP materials integrating Islamic values are both feasible and pedagogically appropriate for Sharia Faculty EFL learners. Yulita (2026) evaluates the influence of English learning on the understanding of sharia economic concepts. The results of the study show that English language learning, especially through the ESP approach, has a significant influence on improving academic literacy and students' understanding of the core terms and concepts of sharia economics, such as mudarabah, sukuk, and profit-loss sharing. Reading comprehension and speaking skills have emerged as the most needed skills, in line with the demands of the world of work in the global Islamic finance sector. In addition, the use of interactive learning technologies such as Interactive Flat Panel Displays (IFPD) and digital media has been shown to increase interest in learning and the effectiveness of English teaching in the context of Islamic economics. There is a gap between students' linguistic needs and the available syllabus, so a contextual and collaborative redesign of the ESP curriculum is needed. In conclusion, English learning that is designed thematically, contextually, and based on the content of sharia economics plays a crucial role in supporting students' academic and professional readiness at the national and international levels. Mubaraqah et al. (2026) examine students' perceptions of the English for Economics course at the Faculty of Economics, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia, within the framework of English for Specific Purposes (ESP). The study investigates students' perceptions regarding the course's relevance to academic and professional preparation. The findings indicate that students generally hold positive perceptions of the course. Approximately 85.4% of respondents perceived the course as relevant, with 79.8% confirming academic relevance and 77.5% acknowledging career relevance. In terms of language skill development, speaking showed the highest perceived improvement (67.4%), followed by listening (65.1%), reading (64.0%), and writing (61.1%). Overall, 84.3% of students reported positive perceptions of the English for Economics course.

Previous studies have extensively examined English needs and ESP development in Islamic Economics, Sharia Economics, and related fields, but several gaps remain. Earlier studies primarily focus on identifying students' general language needs, preferred skills, discipline-specific vocabulary, or the development of English learning materials for Islamic economic contexts (Jaya & Subiyanto, 2018; Damanik, 2020; Solehan et al., 2021; Ridwan et al., 2021; Nurhasana et al., 2021; Suwandi, 2023; Wijayanti, 2024). More recent studies have increasingly emphasized professional communication, workplace readiness, and authentic contexts (Noviasmy & Hasanah, 2025; Pervaiz et al., 2025; Fitria, 2026). However, the existing literature remains largely concentrated on Islamic Economics, Islamic banking, Sharia business, and higher-education administration, while the English needs of Public Administration students working in Islamic charity institutions remain underexplored. In particular, limited attention has been given to the specific workplace communication situations encountered in zakat, infaq, and sadaqah (ZIS) institutions, such as explaining charity services, communicating administrative procedures, assisting donors and beneficiaries, responding to inquiries and complaints, and interacting with staff and external stakeholders. Thus, there is a clear gap between the growing emphasis on “professional communication” and “workplace readiness” in ESP research and the limited investigation of

these competencies within the intersection of Public Administration, Islamic charity management, and professional English. This study addresses this gap by focusing specifically on the workplace communication skills required by Public Administration students in Islamic charity institutions.

The novelty of this study lies in its integration of Professional English, Public Administration, and Islamic charity institutions into a contextualized framework for developing workplace communication skills. While previous research has established the importance of “discipline-specific language” in ESP (Maidah et al., 2026), “real-life workplace situations” and soft skills in professional communication (Pervaiz et al., 2025), and “authentic workplace tasks” for professional preparation (Fitria, 2026), these approaches have not been specifically applied to Public Administration students preparing for communication roles in Islamic charity institutions. The study therefore moves beyond conventional ESP instruction that primarily emphasizes general language skills, vocabulary, or academic purposes by positioning English as a functional professional tool for administrative and public service interactions. Its distinctive contribution is the contextualization of English communication around ZIS-related workplace activities, including providing information about charitable services, explaining administrative procedures, assisting donors and beneficiaries, handling inquiries and complaints, and communicating with institutional stakeholders. In this sense, the study introduces a more specific concept of “Professional English for Islamic Charity Administration,” connecting linguistic competence with administrative competence, service communication, interpersonal skills, and Islamic institutional contexts. This integration provides a new direction for ESP development by demonstrating how English instruction can be designed not only around an academic discipline but also around the specific occupational roles, communication events, and service responsibilities that Public Administration graduates may encounter in Islamic charity organizations.

METHOD

This study employed a descriptive qualitative research design to explore the forms of Professional English communication required by Public Administration students in the context of Islamic charity institutions. Descriptive qualitative research aims to describe, interpret, and understand phenomena through the analysis of non-numerical data, such as texts, documents, and written materials (Creswell & Creswell, 2022). This design was considered appropriate because the study did not seek to measure the effectiveness of an intervention statistically, but rather to identify and describe workplace communication skills, language functions, vocabulary, and professional interactions relevant to Public Administration students who may work in Islamic charity institutions.

A descriptive qualitative approach also allows researchers to examine authentic workplace communication contexts and explore how English is used in administrative and service-related activities. Through this approach, the study focuses on understanding the communication practices, professional tasks, and English language needs associated with Islamic charity institutions. Therefore, descriptive qualitative research provides an appropriate framework for connecting ESP concepts with workplace communication in a specific professional setting.

The data for this study were collected through document analysis. Document analysis is a systematic procedure for reviewing, examining, interpreting, and evaluating written materials to gain understanding and develop empirical knowledge about a particular phenomenon (Bowen, 2009). Documents provide rich and contextual information that can reveal workplace communication practices, language use, institutional procedures, and professional interactions. Document analysis was selected because this study focused on identifying workplace communication skills and professional English competencies rather

than observing actual communication activities directly. Documents were considered valuable sources of information because they reflect the communication needs, administrative practices, and service functions found in Islamic charity institutions.

The data in this study were obtained primarily from previous studies published in academic journals related to English for Specific Purposes (ESP), Professional English, workplace communication, Public Administration, and Islamic charity institutions. Journal articles were selected as the main documents because they provide empirical and conceptual information about the communication competencies, workplace activities, language needs, and professional contexts relevant to the development of English for specific occupational purposes. The reviewed studies included research discussing ESP for professional and administrative contexts, workplace English communication, communication skills in public-service settings, Islamic charity and philanthropic institutions, and the administrative and service activities of such institutions. Relevant information was extracted from the selected articles, particularly findings, descriptions of workplace activities, communication practices, professional tasks, vocabulary, and language functions that could be related to the needs of Public Administration students. The journal articles were selected based on their relevance to the research topic, their discussion of professional communication or workplace contexts, and their contribution to understanding the types of English competencies that may be required in Islamic charity institutions. The collected information was then synthesized to identify recurring patterns and themes that could support the development of Professional English and workplace communication skills for Public Administration students in Islamic charity institutions.

The collected data were analyzed using thematic analysis following the procedures proposed by Braun & Clarke (2006). Thematic analysis is a qualitative method used to identify, analyze, and interpret recurring patterns or themes within textual data. This method was considered appropriate for the present study because it enables the researcher to systematically examine documents related to workplace communication, administrative activities, service interactions, and English language use in Islamic charity institutions. The analysis began with data familiarization, in which the researcher read and reviewed the selected documents repeatedly to gain a comprehensive understanding of their content. This was followed by initial coding, during which relevant information related to workplace communication, administrative tasks, service interactions, and English language use was identified and assigned codes. The researcher then conducted thematic searching by grouping similar or related codes into broader categories representing Professional English and workplace communication. The emerging themes were subsequently reviewed and refined to ensure that they were consistent, relevant, and supported by the collected documents. After that, the researcher defined and named the themes clearly according to the objectives of the study. Finally, the researcher interpreted and presented the findings by organizing the final themes to explain the forms of Professional English and workplace communication skills that are relevant to Public Administration students in Islamic charity institutions.

FINDING AND DISCUSSION

A. Findings

Based on the synthesis of the literature and consideration of the professional context of Zakat, Infaq, and Sadaqah (ZIS) institutions, this study identifies eight workplace communication competencies that are considered relevant for Public Administration students. The competencies are not presented as a direct reproduction of skills reported by a single previous study. Rather, they are researcher-identified competencies developed through the interpretation and synthesis of information from the reviewed

literature and the communication demands associated with ZIS-related administrative and service activities. This approach is appropriate because the study does not conduct a direct needs analysis involving questionnaires or interviews with ZIS employees, donors, or beneficiaries. Therefore, the competencies represent an analytical formulation of the types of English communication skills that Public Administration students may need when preparing for potential work in ZIS institutions.

The identification of these competencies is based on the understanding that professional communication in ZIS institutions involves several interconnected dimensions. First, employees need to provide information and explain administrative procedures to donors and beneficiaries. Second, they need to provide direct assistance and respond to inquiries or complaints as part of their service responsibilities. Third, they need to communicate with colleagues, staff, managers, volunteers, and external stakeholders to coordinate institutional activities. Fourth, they need to manage administrative and written communication, including forms, records, reports, emails, and other workplace documents. Finally, they need sufficient professional confidence and specialized vocabulary to communicate effectively in ZIS-related situations.

Accordingly, the competencies are organized not merely as general English skills such as speaking, reading, or writing, but as workplace communication functions that students may be expected to perform using English. This orientation is consistent with the principles of English for Specific Purposes (ESP), which emphasizes the relationship between language learning and the specific communicative requirements of a particular academic or occupational context. In the present study, the occupational context is ZIS administration and service, while the target learners are Public Administration students.

The eight competencies therefore represent a proposed framework for connecting Professional English, Public Administration, and ZIS workplace contexts. They include (1) Providing ZIS Service Information, (2) Explaining ZIS Administrative Procedures, (3) Assisting Donors and Beneficiaries, (4) Handling Inquiries and Complaints, (5) Communicating with Staff and Stakeholders, (6) Managing Administrative and Service-Related Communication, (7) Developing Professional English Communication Confidence, and (8) Developing ZIS-Specific Professional Vocabulary. Together, these competencies provide a basis for identifying the types of communication activities, language functions, vocabulary, and professional situations that can be incorporated into ESP materials or learning activities for Public Administration students preparing for work in ZIS institutions. Based on this synthesis, the following workplace communication skills were identified:

1. Providing ZIS Service Information

Students develop the ability to provide clear and accurate information about zakat, infaq, and sadaqah services. This includes explaining donation channels, charity programs, eligibility requirements, service schedules, available assistance, and other institutional information. The focus is not only on knowing relevant information but also on communicating it clearly and appropriately to donors, beneficiaries, and other service users. Through professional communication practice, students can learn how to respond to questions and provide information in a concise, polite, and understandable manner.

This competency refers to students' ability to use English to provide clear, accurate, and understandable information about ZIS services. In a ZIS institution, administrative staff may need to explain available programs, donation channels, payment methods, service schedules, eligibility requirements, and types of assistance available to beneficiaries. Students therefore need to practice how to

provide information directly, answer questions, and adjust their explanations according to the needs of donors or beneficiaries.

Example:

Donor: Could you tell me how I can make a sadaqah donation?

Administrative Officer: Certainly. You can donate through our website or directly at our office.

Donor: Can I choose a specific program?

Administrative Officer: Yes. You can choose from our education, healthcare, and community assistance programs.

Other Examples: Providing ZIS Service Information

The examples can be varied to cover different types of information that administrative staff may provide to donors and beneficiaries.

Example 1 – Zakat Payment Information

Donor: I would like to pay my zakat. Where can I make the payment?

Administrative Officer: You can pay your zakat at our service office or through our online payment platform.

Donor: Do I need to register first?

Administrative Officer: Yes. Please complete the donor registration form before making the payment.

Example 2 – Zakat Program Information

Donor: What zakat programs does your institution provide?

Administrative Officer: We provide several programs, including education assistance, healthcare support, and financial assistance for eligible beneficiaries.

Donor: How can I support the education program?

Administrative Officer: You can choose the education program when making your donation.

Example 3 – Beneficiary Assistance Information

Beneficiary: What kind of assistance can I receive from this institution?

Administrative Officer: We provide several types of assistance, including food support, educational assistance, and financial aid.

Beneficiary: How can I find out which program I am eligible for?

Administrative Officer: Our staff will assess your application and explain the available assistance based on your eligibility.

Example 4 – Service Schedule

Donor: What time is your office open?

Administrative Officer: Our office is open from 8:00 a.m. to 4:00 p.m., Monday to Friday.

Donor: Can I donate on Saturday?

Administrative Officer: Yes. You can donate using our online payment service on weekends.

Example 5 – Online Donation Information

Donor: How can I donate through your website?

Administrative Officer: First, select the donation program on our website. Then, enter the amount you would like to donate and choose your preferred payment method.

Donor: Will I receive a confirmation?

Administrative Officer: Yes. You will receive a confirmation message after your payment has been processed.

Example 6 – Infaq and Sadaqah Information

Donor: What is the difference between your infaq and sadaqah programs?

Administrative Officer: Both programs support charitable activities, but they may have different purposes and program allocations. I can provide you with detailed information about each program.

Donor: Thank you. I would like to learn more before donating.

Administrative Officer: Certainly. Here is our program information sheet.

Example 7 – Charity Campaign Information

Community Member: Could you tell me about your current charity campaign?

Administrative Officer: Certainly. We are currently running a food assistance campaign for low-income families.

Community Member: How can I contribute?

Administrative Officer: You can donate online or visit our office to make a contribution.

These examples demonstrate that providing ZIS Service Information can involve different communication situations, such as explaining payment methods, charity programs, eligibility, service schedules, online services, donation procedures, and assistance programs.

2. Explaining ZIS Administrative Procedures

Students practice explaining administrative procedures related to zakat, infaq, and sadaqah services using clear and sequential English. These procedures may include zakat registration, donation processes, beneficiary registration, document submission, verification, and fund distribution. Students need to use appropriate expressions for sequencing, giving instructions, clarifying requirements, and checking whether the service user understands the information. This communication competence is relevant to Public Administration because administrative work frequently requires professionals to explain procedures and requirements to members of the public.

This competency focuses on students' ability to explain administrative procedures clearly and systematically. ZIS institutions involve various procedures, such as donor registration, zakat payment, beneficiary registration, document submission, verification, and assistance distribution. Public Administration students need to be able to explain these procedures using appropriate sequencing expressions, instructions, clarification, and confirmation.

Example:

Beneficiary: How can I apply for zakat assistance?

Administrative Officer: First, you need to complete the application form. Then, please submit your identification documents and proof of your current situation.

Beneficiary: What happens after I submit the documents?

Administrative Officer: Our staff will verify your information. If your application meets the requirements, we will process your assistance.

Other Examples: Explaining ZIS Administrative Procedures

Example 1 – Donor Registration

Donor: I would like to register as a donor. What should I do?

Administrative Officer: First, please complete the donor registration form. Then, provide your identification details and contact information.

Donor: Do I need to submit any other documents?

Administrative Officer: No. After we receive your information, our staff will verify your registration.

Example 2 – Zakat Payment Procedure

Donor: What is the procedure for paying zakat through your institution?

Administrative Officer: First, calculate the amount of zakat you need to pay. Then, complete the payment form and choose your preferred payment method.

Donor: What should I do after making the payment?

Administrative Officer: Please keep your payment receipt. We will send you a confirmation after the payment has been verified.

Example 3 – Beneficiary Registration

Beneficiary: How can I register as a beneficiary?

Administrative Officer: First, complete the beneficiary application form. Next, submit your identification document and other supporting documents.

Beneficiary: How long does the verification process take?

Administrative Officer: It usually takes several working days. Our staff will contact you after the verification is completed.

Example 4 – Document Verification

Beneficiary: What happens after I submit my application?

Administrative Officer: First, our staff will review your application. Then, we will verify the information and supporting documents.

Beneficiary: Will you contact me if something is missing?

Administrative Officer: Yes. We will contact you if additional information or documents are required.

Example 5 – Assistance Distribution

Beneficiary: How can I receive the financial assistance?

Administrative Officer: First, your application must be approved. Then, you will receive a notification about the distribution schedule.

Beneficiary: Do I need to bring any documents?

Administrative Officer: Yes. Please bring your identification document and application receipt when you collect the assistance.

Example 6 – Online ZIS Registration

Donor: Can I register through the website?

Administrative Officer: Yes. First, open our official website and select the donor registration page. Then, complete the online form and upload the required information.

Donor: What happens after I submit the form?

Administrative Officer: You will receive a confirmation email. Our staff will review your information afterward.

Example 7 – Requesting Additional Documents

Administrative Officer: We need one additional document to complete your application.

Beneficiary: What document do I need to provide?

Administrative Officer: Please submit a copy of your family identification document.

Beneficiary: Can I submit it online?

Administrative Officer: Yes. You can upload the document through our online application system.

Example 8 – Checking Application Status

Beneficiary: Could you tell me how I can check my application status?

Administrative Officer: Certainly. First, enter your application number on our website. Then, click the “Check Status” button.

Beneficiary: What should I do if I cannot find my application?

Administrative Officer: Please contact our service desk and provide your application number. We will check it for you.

These examples show that Explaining ZIS Administrative Procedures involves language functions such as giving instructions, sequencing steps, explaining requirements, requesting documents, clarifying procedures, confirming information, and explaining the next stage of an administrative process.

3. Assisting Donors and Beneficiaries

Students develop English communication skills for directly assisting muzakki/donors and mustahik/beneficiaries in service situations. They may practice helping service users complete forms, locate information, understand requirements, check application status, or access relevant ZIS programs. Such interactions require students to use polite expressions, ask appropriate questions, provide assistance, and respond to individual needs. This finding emphasizes the service-oriented dimension of Public Administration and demonstrates the importance of English for direct interaction with different groups in ZIS institutions.

This competency refers to students’ ability to provide direct assistance to people who use ZIS services. They may need to help donors complete forms, understand donation procedures, find information, or check their donation records. Similarly, they may assist beneficiaries in completing applications, understanding requirements, or accessing available programs. This skill requires polite expressions, active listening, clarification, and problem-solving.

Example:

Beneficiary: Excuse me. I’m having difficulty completing this application form.

Administrative Officer: Of course. I can help you. Which section do you find difficult?

Beneficiary: I’m not sure what I should write in this section.

Administrative Officer: This section asks about your current financial situation. Please provide the relevant information here.

Other Examples: Assisting Donors and Beneficiaries

Example 1 – Helping a Donor Complete a Donation Form

Donor: Excuse me. Could you help me complete this donation form?

Administrative Officer: Certainly. Which part would you like me to explain?

Donor: I’m not sure what I should write in the donation program section.

Administrative Officer: Please select the program you would like to support. You can choose education, healthcare, or community assistance.

Example 2 – Helping a Donor Find Payment Information

Donor: Excuse me. Where can I find the information for making an online zakat payment?

Administrative Officer: You can find it on our website under the “Zakat Payment” section.

Donor: I cannot find the page. Could you show me?

Administrative Officer: Of course. Let me guide you. Please click this menu, and then select “Online Payment.”

Example 3 – Checking a Donation Record

Donor: Could you help me check my donation record?

Administrative Officer: Certainly. Could you please provide your donor identification number?

Donor: Yes, here it is.

Administrative Officer: Thank you. Let me check the system. Your latest donation was recorded on 5 August.

Example 4 – Helping a Beneficiary Understand Requirements

Beneficiary: I would like to apply for educational assistance. What documents do I need?

Administrative Officer: You need to provide your identification document, family information, and a letter from the school.

Beneficiary: I don't have the school letter yet. Can I submit it later?

Administrative Officer: Yes. You can submit the other documents first and provide the school letter when it is available.

Example 5 – Checking an Application Status

Beneficiary: Could you help me check the status of my assistance application?

Administrative Officer: Certainly. May I have your application number?

Beneficiary: It is ZA-1025.

Administrative Officer: Thank you. Your application is currently being reviewed. We will contact you when the verification process is complete.

Example 6 – Helping a Beneficiary Find a Service

Beneficiary: Excuse me. Where can I register for the food assistance program?

Administrative Officer: You can register at the service desk on the first floor.

Beneficiary: Do I need to make an appointment?

Administrative Officer: No, an appointment is not required. Please bring your identification document.

Example 7 – Assisting an Elderly Donor

Donor: I'm not familiar with online payments. Could you help me make my donation?

Administrative Officer: Of course. I'll guide you through the process.

Donor: Thank you. What should I do first?

Administrative Officer: First, open the payment page. Then, enter the donation amount and select your preferred payment method.

Example 8 – Helping a Beneficiary Access Assistance

Beneficiary: I received a message saying that my assistance is ready. Where should I go?

Administrative Officer: Please go to our distribution center on Monday morning.

Beneficiary: What should I bring with me?

Administrative Officer: Please bring your identification card and application receipt.

These examples demonstrate that Assisting Donors and Beneficiaries involves practical communication skills such as offering help, asking for information, giving directions, explaining requirements, checking records, guiding users through procedures, and solving service-related problems. This makes the competency closely connected to the service-oriented responsibilities of Public Administration professionals in ZIS institutions.

4. Handling Inquiries and Complaints

Students practice responding professionally to questions, concerns, and complaints related to donations, registration, assistance, fund distribution, and institutional services. Effective communication in these situations requires students to listen carefully, clarify the problem, apologize when appropriate, provide relevant explanations, and offer possible solutions. The ability to handle inquiries and complaints is particularly important in service-oriented institutions because unexpected problems may require staff to communicate calmly, politely, and professionally. ESP activities can therefore prepare students to manage challenging workplace interactions in English.

This competency involves the ability to respond professionally to questions, concerns, and complaints. Staff in ZIS institutions may receive inquiries about donations, applications, eligibility, assistance distribution, or service delays. Students need to learn how to listen to the problem, ask for clarification, apologize when appropriate, provide explanations, and offer possible solutions.

Example:

Donor: I donated yesterday, but I haven't received a confirmation message yet.

Administrative Officer: I'm sorry for the inconvenience. Could you please provide your donation reference number?

Donor: Yes, it is ZIS-2458.

Administrative Officer: Thank you. Let me check the system for you. I will confirm the status of your donation.

Another example:

Beneficiary: I submitted my application two weeks ago, but I haven't received any information.

Administrative Officer: I apologize for the delay. Could you please provide your application number? I will check the status for you.

Other Examples: Handling Inquiries and Complaints

Example 1 – Complaint about an Incorrect Donation Record

Donor: Excuse me. The amount shown in my donation record is different from the amount I paid.

Administrative Officer: I'm sorry for the problem. Could you please show me your payment receipt?

Donor: Yes, here it is. I paid \$100, but the record shows \$50.

Administrative Officer: Thank you for the information. I will check the payment record and correct it if necessary.

Example 2 – Inquiry about Zakat Eligibility

Donor: I'm not sure whether I am required to pay zakat. Could you explain the requirements?

Administrative Officer: Certainly. I can provide general information about the requirements and guide you to our zakat consultation service.

Donor: Can I speak with someone for a more detailed assessment?

Administrative Officer: Of course. I can arrange an appointment with our zakat officer.

Example 3 – Complaint about Delayed Assistance

Beneficiary: I was informed that I would receive assistance this week, but I have not received it yet.

Administrative Officer: I apologize for the delay. May I have your application number?

Beneficiary: It is ZA-3156.

Administrative Officer: Thank you. Let me check the distribution status. I will explain the situation to you once I have confirmed the information.

Example 4 – Inquiry about Application Requirements

Beneficiary: Do I need to submit a copy of my family card with my application?

Administrative Officer: Yes, a copy of your family card is one of the required documents.

Beneficiary: What if I cannot provide it today?

Administrative Officer: You can submit the other documents first and provide the missing document later, subject to the application requirements.

Example 5 – Complaint about Online Payment

Donor: I tried to make an online donation, but the payment failed.

Administrative Officer: I'm sorry about that. Could you tell me which payment method you used?

Donor: I used online banking.

Administrative Officer: Thank you. Let me check whether there is a technical problem with the payment system. In the meantime, you may also use another available payment method.

Example 6 – Inquiry about Beneficiary Selection

Community Member: How are beneficiaries selected for the assistance program?

Administrative Officer: Applications are reviewed according to the eligibility criteria of the program.

Community Member: Who verifies the applications?

Administrative Officer: Our staff review the documents and conduct the necessary verification before making a decision.

Example 7 – Complaint about Waiting Time

Beneficiary: I have been waiting for more than an hour. Why is the service taking so long?

Administrative Officer: I apologize for the long waiting time. We are currently processing several applications.

Beneficiary: How much longer do I need to wait?

Administrative Officer: Let me check your queue number and give you an estimated waiting time.

Example 8 – Inquiry about Donation Confirmation

Donor: How can I know whether my donation has been received?

Administrative Officer: After your payment is verified, we will send you a confirmation message.

Donor: How long does the verification usually take?

Administrative Officer: It normally takes one to two working days. If you do not receive a confirmation after that period, please contact our service desk.

Example 9 – Complaint about a Service Error

Beneficiary: My application information is incorrect in the system.

Administrative Officer: I'm sorry about the error. Could you please tell me which information needs to be corrected?

Beneficiary: My telephone number is incorrect.

Administrative Officer: Thank you for informing us. I will update your contact information in the system.

These examples show that Handling Inquiries and Complaints requires students to use several professional communication functions, including apologizing, asking for clarification, requesting information, checking records, explaining procedures, offering solutions, and managing dissatisfied service users politely.

5. Communicating with Staff and Stakeholders

Students develop the ability to communicate with both internal and external stakeholders involved in ZIS activities. These may include administrative staff, amil, managers, volunteers, donors, community representatives, partner organizations, and other institutions. Professional communication may involve requesting information, confirming details, coordinating activities, discussing schedules, reporting problems, and sharing updates. This finding expands the communication context beyond staff–service-user interactions and highlights the importance of interpersonal and organizational communication for Public Administration students working in ZIS environments.

This competency focuses on communication with internal and external stakeholders, rather than only donors and beneficiaries. Public Administration students may need to communicate with amil, managers, administrative staff, volunteers, community representatives, partner organizations, and other institutions. Communication may involve requesting information, confirming details, coordinating activities, discussing schedules, reporting problems, and sharing updates.

Example:

Administrative Officer: Good morning. Could you confirm the schedule for tomorrow's charity distribution program?

Program Coordinator: Certainly. The distribution will begin at 9:00 a.m.

Administrative Officer: How many beneficiaries are expected to attend?

Program Coordinator: Approximately 100 beneficiaries.

Administrative Officer: Thank you. I will inform the administrative team and prepare the registration documents.

Other Examples: Communicating with Staff and Stakeholders

Example 1 – Coordinating with an Amil

Administrative Officer: Good morning. Could you provide the latest information about the zakat collection?

Amil: Certainly. We collected the funds from several donors this week.

Administrative Officer: Thank you. Could you send me the updated collection report?

Amil: Of course. I will send it to you this afternoon.

Example 2 – Communicating with a Manager

Administrative Staff: We have completed the beneficiary registration for the education program.

Manager: How many beneficiaries have been registered?

Administrative Staff: We have registered 75 beneficiaries so far.

Manager: Good. Please prepare the registration summary for tomorrow's meeting.

Administrative Staff: Certainly. I will prepare it this afternoon.

Example 3 – Coordinating with Volunteers

Staff: Could you confirm the number of volunteers available for tomorrow's charity event?

Volunteer Coordinator: We have 15 volunteers available.

Staff: Great. Could you assign five volunteers to the registration desk?

Volunteer Coordinator: Certainly. I will arrange the assignments today.

Example 4 – Communicating with a Partner Organization

Administrative Officer: Good morning. We would like to confirm our cooperation for the community assistance program.

Partner Representative: Certainly. What information do you need?

Administrative Officer: Could you confirm the number of families that will receive assistance?

Partner Representative: We expect approximately 50 families.

Administrative Officer: Thank you. We will prepare the necessary documents and assistance packages.

Example 5 – Coordinating a Charity Event

Program Staff: Have you confirmed the location for Saturday's charity event?

Event Coordinator: Yes. The event will be held at the community center.

Program Staff: What time should the staff arrive?

Event Coordinator: Please arrive at 7:30 a.m. for the preparation.

Program Staff: Understood. I will inform the team.

Example 6 – Communicating with a Community Representative

Administrative Officer: Could you provide us with the latest information about the community assistance recipients?

Community Representative: Yes. We have identified 40 families who meet the program criteria.

Administrative Officer: Thank you. Could you send us the list of recipients?

Community Representative: Certainly. I will send the list by email today.

Example 7 – Reporting a Problem to a Manager

Administrative Staff: I would like to report a problem with the beneficiary registration system.

Manager: What seems to be the problem?

Administrative Staff: Several applications cannot be uploaded to the system.

Manager: Thank you for informing me. Please record the affected applications and contact the IT team.

Administrative Staff: Certainly. I will handle it immediately.

Example 8 – Coordinating with a Financial Staff Member

Administrative Officer: Could you confirm whether the donation payment has been recorded?

Financial Staff: Yes. The payment was received this morning.

Administrative Officer: Has the receipt been issued?

Financial Staff: Not yet. We are processing it now.

Administrative Officer: Thank you. Please let me know when it is ready.

Example 9 – Communicating with an External Institution

ZIS Staff: We would like to discuss a possible collaboration for our scholarship program.

Partner Representative: Certainly. Could you tell us more about the program?

ZIS Staff: The program provides educational assistance to students from low-income families.

Partner Representative: That sounds interesting. Please send us the program proposal.

ZIS Staff: Certainly. I will send it to you by email.

Example 10 – Sharing Program Updates

Program Coordinator: I would like to update you on the food assistance program.

Administrative Staff: How is the program progressing?

Program Coordinator: We have distributed assistance to 120 families so far.

Administrative Staff: That is good progress. Do we have enough funds for the next distribution?

Program Coordinator: Yes, but we need to confirm the remaining budget before finalizing the schedule.

These examples show that Communicating with Staff and Stakeholders involves various professional communication functions, including requesting information, confirming details, coordinating activities, reporting problems, sharing updates, giving instructions, arranging schedules, and communicating with external partners. This makes the competency particularly relevant to Public Administration students because administrative work requires communication not only with service users but also with colleagues and organizational stakeholders.

6. Managing Administrative and Service-Related Communication

Students practice English for administrative and service-related tasks that support the daily operation of ZIS institutions. These activities may include completing and explaining forms, discussing records, confirming data, preparing reports, writing emails or messages, and communicating information about ZIS programs and services. Such activities require students to combine language knowledge with administrative competencies. Therefore, Professional English learning should provide opportunities for students to practice not only spoken communication but also written and document-related communication relevant to workplace administration.

This competency refers to students' ability to use English in routine administrative and service-related tasks. Communication in ZIS institutions may involve forms, records, reports, emails, announcements, schedules, databases, and other administrative information. Students therefore need to practice explaining written information, confirming data, writing professional messages, preparing simple reports, and communicating administrative details.

Example – Email:

Subject: Confirmation of Charity Program Schedule

Dear Ms. Aisha,

I am writing to confirm the schedule for the charity distribution program. The activity will be held on Monday, 10 August, at 9:00 a.m. at the community center.

Please let us know if there are any changes to the schedule.

Best regards,

Administrative Team

Example – Workplace Communication:

Staff: Could you check the beneficiary records for this program?

Student: Certainly. I will review the records and confirm the number of registered beneficiaries.

Other Examples: Managing Administrative and Service-Related Communication

Example 1 – Updating Beneficiary Records

Staff: Could you update the beneficiary records for the education assistance program?

Student: Certainly. I will review the records and update the information that needs to be corrected.

Staff: Please make sure that the contact details are complete.

Student: Of course. I will check the telephone numbers and addresses as well.

Example 2 – Preparing a Program Report

Manager: Could you prepare a short report on last month's charity program?

Student: Certainly. What information should I include?

Manager: Please include the number of beneficiaries, the amount of assistance distributed, and the program activities.

Student: Understood. I will prepare the report and submit it this afternoon.

Example 3 – Confirming Administrative Data

Staff: Could you confirm the number of registered beneficiaries?

Student: Yes. According to the database, there are 85 registered beneficiaries.

Staff: Are all of their documents complete?

Student: Most of them are complete, but five applications still require additional documents.

Example 4 – Writing an Administrative Email

Subject: Request for Beneficiary Data

Dear Mr. Ahmad,

Could you please send us the updated list of beneficiaries for the food assistance program? We need the information to prepare the distribution schedule.

Thank you for your assistance.

Best regards,

Administrative Team

Example 5 – Confirming a Meeting

Staff: Could you confirm tomorrow's meeting with the program team?

Student: Certainly. The meeting is scheduled for 10:00 a.m. in Meeting Room 2.

Staff: Has everyone received the invitation?

Student: Yes. I sent the meeting invitation to all team members yesterday.

Example 6 – Checking an Application Form

Staff: Could you check this beneficiary application form?

Student: Certainly. I noticed that the applicant has not provided a telephone number.

Staff: What should we do?

Student: We should contact the applicant and request the missing information.

Example 7 – Preparing a Service Announcement

Manager: We need an announcement about the zakat assistance distribution. Could you prepare it?

Student: Certainly. What information should I include?

Manager: Please include the distribution date, time, location, and documents that beneficiaries need to bring.

Student: Understood. I will prepare the announcement and send it to you for review.

Example 8 – Recording Donation Information

Staff: Please record today's donation information in the system.

Student: Certainly. Should I include the donor's name, donation amount, and payment date?

Staff: Yes, and please include the donation program as well.

Student: All right. I will enter the information and check it before submitting the record.

Example 9 – Communicating a Schedule Change

Student: I would like to inform you that tomorrow's assistance distribution has been rescheduled.

Staff: What is the new schedule?

Student: It has been moved from 9:00 a.m. to 11:00 a.m.

Staff: Have the beneficiaries been informed?

Student: Yes. We have sent them a notification message.

Example 10 – Reviewing a Financial Record

Manager: Could you check the donation record for the community assistance program?

Student: Certainly. I will compare the payment records with the database.

Manager: Please let me know if you find any differences.

Student: Of course. I will report any discrepancies after completing the review.

These examples demonstrate that Managing Administrative and Service-Related Communication involves both spoken and written workplace English, including updating records, preparing reports, checking forms, writing emails, confirming data, preparing announcements, recording donations, communicating schedule changes, and reviewing administrative information. This competency connects English

communication directly with the routine administrative responsibilities that Public Administration students may encounter in ZIS institutions.

7. Developing Professional English Communication Confidence

Through repeated practice of ZIS-related workplace situations, students can develop greater confidence in using English for professional purposes. Students have opportunities to initiate conversations, respond to questions, explain procedures, assist service users, communicate with colleagues, and handle workplace problems. Repeated practice can help students reduce hesitation and become more willing to use English in realistic professional situations. In this context, communication confidence involves not simply speaking more English but being able to maintain professional interactions and respond appropriately to different workplace situations. This competency concerns students' ability to use English confidently in professional situations. Confidence is important because students may know appropriate vocabulary and expressions but hesitate when communicating with donors, beneficiaries, colleagues, or stakeholders. Through repeated practice of ZIS-related situations, students can develop greater willingness to initiate conversations, respond to questions, explain procedures, and handle problems.

Example – Before Practice:

Donor: Could you explain this donation program?

Student: Umm... I'm not sure. Maybe you can ask another staff member.

After Practice:

Donor: Could you explain this donation program?

Student: Certainly. This program provides educational assistance for children from low-income families. I can also explain the donation procedure if you need more information.

The important development here is not merely grammatical accuracy but the student's ability to initiate, maintain, and manage professional communication confidently.

8. Developing ZIS-Specific Professional Vocabulary

Students also need to develop specialized vocabulary related to the ZIS workplace context. This vocabulary may include terms related to zakat, infaq, sadaqah, donors, beneficiaries, charity programs, financial assistance, registration, eligibility, distribution, reporting, and community services. In addition to terminology, students need expressions for providing information, explaining procedures, making requests, confirming details, assisting service users, and handling inquiries. Developing ZIS-specific vocabulary can help students communicate more accurately and efficiently in professional contexts and strengthen the connection between ESP learning and the workplace language of ZIS institutions.

This competency refers to students' ability to understand and use English vocabulary specifically related to ZIS activities and workplace communication. The vocabulary should include not only Islamic terminology such as zakat, infaq, sadaqah, muzakki, and mustahik, but also administrative, financial, service, and organizational terminology. Developing this vocabulary enables students to communicate more accurately when discussing ZIS programs and administrative tasks.

Category	Other Examples of Vocabulary
ZIS terminology	zakat payer, zakat recipient, zakat obligation, zakat collection, zakat

	distribution, charitable giving
Donation	cash donation, online donation, monthly donation, donation campaign, donation receipt, donor information
Administration	application process, registration number, supporting documents, personal information, data verification, administrative procedure
Beneficiary service	recipient, aid recipient, social assistance, financial support, beneficiary assessment, assistance application
Financial	charitable fund, zakat fund, fund management, fund allocation, financial record, payment receipt
Distribution	fund distribution, aid distribution, distribution process, distribution schedule, financial aid, social assistance
Programs	scholarship program, food assistance program, health program, emergency assistance, poverty alleviation program, community empowerment
Reporting	activity report, financial report, donation record, distribution report, annual report, transparency report
Communication	customer inquiry, service request, complaint, response, clarification, confirmation
Stakeholders	donor, beneficiary, amil, volunteer, partner organization, community representative
Service facilities	service desk, information counter, registration office, online portal, help center, customer service
Eligibility	eligibility criteria, qualification, requirement, verification, approval, assessment
Documentation	identification document, application form, supporting document, receipt, certificate, official letter
Category	Other Examples of Vocabulary
ZIS terminology	zakat payer, zakat recipient, zakat obligation, zakat collection, zakat distribution, charitable giving
Donation	cash donation, online donation, monthly donation, donation campaign, donation receipt, donor information
Administration	application process, registration number, supporting documents, personal information, data verification, administrative procedure

Example 1 – Donor Service

Donor: Could I get a receipt for my zakat payment?

Staff: Certainly. We will issue an official donation receipt after your payment has been verified.

Example 2 – Beneficiary Assistance

Beneficiary: What documents do I need to apply for financial assistance?

Staff: You need to submit your identification document, application form, and supporting documents.

Example 3 – Fund Distribution

Staff: When will the financial assistance be distributed?

Student: The distribution is scheduled for next Monday. We are currently completing the beneficiary verification process.

Example 4 – Administrative Communication

Staff: Have you completed the beneficiary data verification?

Student: Yes. I have checked the application forms and supporting documents and updated the records.

Example 5 – Reporting

Manager: Could you prepare the distribution report?

Student: Certainly. I will include the number of beneficiaries, the amount of assistance distributed, and the program details.

Thus, ZIS-specific vocabulary should be taught in meaningful workplace contexts, rather than as isolated word lists. Students need to understand not only the meaning of terms such as zakat payer, beneficiary, fund distribution, and eligibility criteria, but also how these terms are used in actual administrative and service communication.

B. Discussion

The findings of this study indicate that Professional English for Public Administration students should be oriented toward workplace communication functions rather than general English skills alone. The eight competencies identified—providing ZIS service information, explaining administrative procedures, assisting donors and beneficiaries, handling inquiries and complaints, communicating with staff and stakeholders, managing administrative and service-related communication, developing professional communication confidence, and developing ZIS-specific professional vocabulary—demonstrate that English needs to be connected to the actual communicative demands of administrative and public service work. This finding is consistent with the central principle of ESP that language instruction should respond to the specific purposes and contexts in which learners are expected to use English. It also extends previous studies on Islamic Economics and Sharia Economics by shifting the focus from general academic English toward functional communication within a specific institutional and occupational context.

The first competency, providing ZIS service information, is closely related to the findings of Solehan et al. (2021), who identified speaking as the most important English skill needed by Islamic Economics students based on both student and stakeholder perceptions. Similarly, Noviasmy and Hasanah (2025) reported that students strongly needed speaking skills for communicating with clients, while Fitria (2026) emphasized the importance of functional communication and authentic workplace situations in preparing students for careers in Sharia-related sectors. The present study develops these findings further by specifying what speaking may involve in a ZIS workplace. Rather than treating speaking as a general ability, students are expected to use English to explain donation channels, charity programs, eligibility requirements, service schedules, payment methods, and assistance programs. Thus, the finding demonstrates that speaking competency should be operationalized through specific workplace communication functions, particularly those involving public information and service delivery.

The second competency, explaining ZIS administrative procedures, further demonstrates the importance of connecting English learning with administrative functions. This finding is particularly relevant to Public Administration because administrative professionals frequently communicate procedures, requirements, regulations, and service processes to members of the public. Nurhasana et al. (2021) identified topics related to alms as important to Islamic Economics students' English needs, while Fitria and Afdaleni (2026) emphasized the integration of Sharia Economics and Public Administration content into English learning through authentic administrative procedures and discipline-specific contexts. The present finding extends this perspective by translating the administrative context into concrete communication activities, such as

explaining registration, requesting supporting documents, describing verification processes, checking application status, and explaining fund distribution procedures. Therefore, Professional English instruction for Public Administration should not merely introduce ZIS terminology but should train students to explain how institutional services actually work.

The third competency, assisting donors and beneficiaries, highlights the service-oriented dimension of communication in ZIS institutions. This finding corresponds with Pervaiz et al. (2025), who argued that administrative personnel require more than English proficiency because workplace interactions also demand professionalism, adaptability, empathy, and interpersonal skills. Their study demonstrated that combining language instruction with soft skills and realistic workplace situations could improve professional communication and workplace confidence. The present study similarly positions English as a tool for helping service users rather than simply exchanging information. The examples involving assistance with forms, payment systems, application requirements, and application status demonstrate the importance of polite expressions, clarification, active listening, and problem-solving. In this respect, the findings support the view that professional English should incorporate service communication and interpersonal competence, particularly when students are preparing for occupations involving direct interaction with donors and beneficiaries.

The fourth competency, handling inquiries and complaints, further strengthens the connection between Professional English and workplace soft skills. Pervaiz et al. (2025) emphasized that workplace communication should incorporate professionalism, empathy, adaptability, and confidence because administrative staff regularly interact with different stakeholders. The present study applies this principle to ZIS service situations in which students may need to respond to delayed assistance, incorrect donation records, unsuccessful online payments, incomplete applications, or dissatisfied beneficiaries. Such situations require more complex communication than simply providing factual information. Students need to apologize appropriately, ask for clarification, investigate problems, explain possible causes, and offer solutions. Therefore, the finding suggests that ESP materials for Public Administration should include challenging and problem-based communication scenarios, rather than focusing exclusively on routine dialogues. This supports Fitria (2026), who emphasized authentic workplace tasks and professional communication as important components of ESP preparation for Sharia-related careers.

The fifth competency, communicating with staff and stakeholders, broadens the communication target beyond interactions between administrative officers and service users. Public Administration professionals work within networks involving managers, colleagues, amil, volunteers, community representatives, partner organizations, and other institutions. This finding is consistent with Pervaiz et al. (2025), whose study emphasized that administrative employees communicate with students, faculty, directors, and external stakeholders and therefore require interpersonal and professional communication skills. It is also consistent with Damanik (2020), who found that direct practice of listening, speaking, reading, and writing was important in developing English materials for Sharia Business Management students. However, the present study provides a more occupationally specific interpretation by identifying communication functions such as requesting information, confirming details, coordinating activities, reporting problems, sharing updates, arranging schedules, and communicating with external partners. Consequently, English learning should prepare students not only for front-desk communication but also for organizational and interprofessional communication.

The sixth competency, managing administrative and service-related communication, is consistent with previous research emphasizing the need to align ESP instruction with students' future professional activities. Ridwan et al. (2021) found that students needed reading and writing skills but perceived that their existing ESP courses did not adequately prepare them for these needs. Wijayanti (2024) similarly found that students needed speaking and writing materials related to work situations, including job interviews, application letters, product descriptions, and company profiles. Fitria (2026) also reported the importance of integrating all four language skills with discipline-specific content, authentic materials, and workplace scenarios. The present finding extends these observations to administrative communication in ZIS institutions. Students need to use English not only in face-to-face interactions but also when preparing reports, writing emails, updating records, checking forms, preparing announcements, confirming data, and communicating schedule changes. This indicates that Professional English for Public Administration should integrate spoken and written communication with administrative tasks rather than treating the four language skills as separate instructional components.

The seventh competency, developing professional English communication confidence, is strongly supported by previous studies that emphasize workplace readiness and communicative practice. Pervaiz et al. (2025) found that professional communication skills and workplace confidence improved when language instruction was combined with soft skills development and experiential learning. Hanifah (2023) similarly found that an interactive English learning application helped Sharia Economics students become more active and speak English more fluently. Fitria (2026) also reported improvements in students' confidence in using English for presentations, discussions, and professional writing following contextualized ESP instruction. The present study therefore reinforces the argument that professional English competence involves more than linguistic knowledge. Students may possess appropriate grammar and vocabulary but still hesitate to communicate in professional situations. Repeated simulations, role plays, service encounters, and problem-solving activities can provide opportunities to develop the confidence required to initiate and maintain workplace interactions. Thus, confidence should be treated as an integral component of professional communication competence rather than merely a secondary outcome of language learning.

The eighth competency, developing ZIS-specific professional vocabulary, is consistent with the findings of Jaya and Subiyanto (2018), who identified vocabulary as one of the major problems experienced by Islamic Economics students in learning ESP. Their findings showed that limited vocabulary was a significant obstacle, while Maidah et al. (2026) specifically emphasized the importance of discipline-specific vocabulary in Sharia Economics education. The latter study argued that ESP instruction needs to move beyond general language teaching and develop targeted vocabulary through context-sensitive practices. The present study applies this principle to the ZIS context by identifying vocabulary related to zakat collection and distribution, donors and beneficiaries, administrative procedures, eligibility, documentation, financial records, assistance programs, reporting, and stakeholder communication. Importantly, the finding suggests that vocabulary should not be taught as isolated lists. Terms such as zakat payer, beneficiary, fund distribution, eligibility criteria, supporting documents, and donation receipt should be embedded in realistic administrative and service interactions. This contextual approach makes specialized vocabulary immediately functional and connects linguistic knowledge with professional tasks.

Taken together, the eight competencies demonstrate a shift from skill-based ESP toward function-based Professional English. Previous studies have commonly identified

speaking, reading, writing, vocabulary, grammar, or discipline-specific topics as students' needs (Jaya & Subiyanto, 2018; Solehan et al., 2021; Ridwan et al., 2021; Nurhasana et al., 2021). Although these findings provide an important foundation, the present study organizes English needs according to the workplace functions that Public Administration students may need to perform. For example, "speaking" is translated into providing information, assisting service users, handling complaints, and communicating with stakeholders, while "writing" is translated into preparing emails, reports, announcements, and administrative records. This functional orientation is consistent with Fitria and Afdaleni (2026), who advocate the integration of English with discipline-specific content and authentic professional tasks, but the present study further narrows the context to ZIS administration and service communication.

The findings also support the argument that authenticity and contextualization are essential in Professional English development. Damanik (2020) emphasized direct practice of language skills, while Wijayanti (2024) identified work-related materials as important for students' future careers. Pervaiz et al. (2025) similarly demonstrated the value of real-life workplace situations and experiential learning. Fitria (2026) emphasized authentic materials and workplace scenarios related to Islamic banking, Sharia financial institutions, halal industries, and entrepreneurship. Building on these studies, the present framework proposes authentic ZIS-related situations such as donor registration, zakat payment, beneficiary verification, assistance distribution, complaint handling, charity campaigns, stakeholder coordination, and administrative reporting. These situations can serve as the basis for role plays, simulations, dialogues, email-writing tasks, report-writing activities, case studies, and problem-solving exercises.

Another important implication concerns the integration of linguistic and professional competencies. The findings show that students need more than specialized vocabulary or grammatical accuracy. Effective communication in ZIS institutions requires politeness, clarity, empathy, responsiveness, confidence, procedural knowledge, and the ability to adapt language to different interlocutors. This observation corresponds with Pervaiz et al. (2025), who emphasized the integration of English with interpersonal and professional soft skills. It also complements Fitria (2026), who highlighted professional ethics, Islamic values, confidence, and employability readiness in ESP for Sharia Economics. In the context of ZIS institutions, these competencies are particularly relevant because employees may interact with people occupying different social and institutional positions, including donors, beneficiaries, amil, managers, volunteers, community representatives, and partner organizations. Professional English instruction should therefore incorporate language competence, administrative competence, service competence, and interpersonal competence within a single learning framework.

The findings also reveal an important distinction between the present study and previous empirical needs analyses. Studies by Jaya and Subiyanto (2018), Solehan et al. (2021), Ridwan et al. (2021), Nurhasana et al. (2021), Suwandi (2023), Wijayanti (2024), and Noviasmy and Hasanah (2025) primarily derive English needs from questionnaires, interviews, surveys, or perceptions of students, lecturers, graduates, and stakeholders. In contrast, the present study does not claim to measure the actual needs of ZIS employees, donors, or beneficiaries. The eight competencies are analytically derived from the literature and the professional characteristics of ZIS administration and service activities. This distinction is important for interpreting the findings. The framework should therefore be understood as a proposed conceptual foundation for Professional English curriculum and material development, rather than as an empirically validated needs profile of ZIS employees.

This distinction also provides an important direction for future research. The proposed eight competencies can subsequently be tested through a systematic needs analysis involving ZIS administrators, amil, managers, Public Administration students, graduates, donors, and beneficiaries. Questionnaires, interviews, observations, workplace discourse analysis, or focus-group discussions could determine whether the proposed competencies accurately reflect actual communication practices. Such empirical validation would complement the present literature-based formulation and could establish the frequency, importance, difficulty, and priority of each competency. In this way, the present study provides a conceptual starting point that can be further developed into an empirically validated Professional English curriculum for Public Administration students.

Overall, the findings suggest that Professional English for Public Administration students should be designed around what students need to do with English in the workplace, rather than simply what language forms they need to know. The eight proposed competencies connect English proficiency with ZIS administration, public service, stakeholder communication, administrative documentation, and professional confidence. This orientation extends previous ESP research in Islamic Economics and Sharia-related fields by introducing a more specific intersection between Public Administration, Islamic charity management, and workplace communication. The framework consequently provides a foundation for developing contextualized ESP materials and learning activities that can help students bridge the gap between university-based English learning and the professional communication demands of ZIS institutions.

CONCLUSION AND SUGGESTION

A. Conclusion

The findings of this study demonstrate that Professional English for Public Administration students should be oriented toward workplace communication functions rather than general English skills alone. Based on a synthesis of previous ESP studies and the professional communication demands associated with Zakat, Infaq, and Sadaqah (ZIS) institutions, eight relevant competencies were identified: providing ZIS service information, explaining ZIS administrative procedures, assisting donors and beneficiaries, handling inquiries and complaints, communicating with staff and stakeholders, managing administrative and service-related communication, developing professional English communication confidence, and developing ZIS-specific professional vocabulary. These competencies indicate that students in Islamic Economics, Sharia Economics, and related fields require English that is closely connected to their academic and professional contexts, particularly for communicating with clients, stakeholders, and other service users. Previous research also indicates that vocabulary is a major challenge for students in Islamic-related programs, while discipline-specific vocabulary needs to be developed through contextualized and meaningful learning rather than through general vocabulary instruction alone.

The present findings further show that professional communication requires more than English proficiency because students also need interpersonal skills, professionalism, adaptability, empathy, problem-solving abilities, and workplace confidence. In the ZIS context, these competencies are reflected in students' ability to assist donors and beneficiaries, respond to inquiries and complaints, communicate with colleagues and stakeholders, and manage challenging service interactions professionally. The findings reinforce the importance of direct language practice, authentic materials, and realistic workplace situations in ESP instruction. Accordingly,

the proposed competencies translate conventional language skills into concrete workplace functions. Speaking is applied to providing information, explaining procedures, assisting service users, handling complaints, and coordinating with stakeholders, while writing is applied to preparing emails, reports, announcements, records, and other administrative documents. This functional orientation emphasizes the integration of English with discipline-specific content, administrative procedures, and authentic professional tasks. Importantly, the eight competencies extend existing ESP research by applying Professional English specifically to the intersection of Public Administration and Islamic charity administration, a context that has received less attention than Islamic Economics, Islamic banking, and Sharia business. Overall, the study extends existing ESP research by shifting the focus from general language skills toward specific workplace communication functions and provides a conceptual foundation for developing contextualized Professional English materials that can bridge university English learning with the administrative and service communication demands of ZIS institutions.

B. Suggestion

Future research and ESP development should further strengthen the integration of Professional English with the specific administrative and service communication needs of Islamic charity institutions. Since the eight competencies identified in this study were developed through literature synthesis and contextual interpretation rather than direct needs analysis, future studies should validate and refine them through empirical research involving Public Administration students, ZIS administrators, amil, managers, donors, beneficiaries, and other relevant stakeholders. Questionnaires, interviews, observations, focus group discussions, and workplace communication analysis could be used to determine the frequency, importance, and difficulty of each competency in actual ZIS settings. For ESP practitioners, the proposed competencies can serve as a foundation for developing contextualized learning materials that include authentic workplace tasks, role plays, simulations, case studies, service encounters, administrative emails, reports, and complaint-handling activities. Instruction should also integrate ZIS-specific vocabulary with professional expressions, interpersonal skills, administrative procedures, and ethical communication. In addition, collaboration between English lecturers and Public Administration or ZIS practitioners is recommended to ensure that learning materials remain relevant to actual workplace practices. Such efforts can help prepare students not only to communicate accurately in English but also to provide professional, responsive, and effective administrative services in Islamic charity institutions.

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