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Πάτρα: Βιβλιοπωλεία Γκότση, Πανεπιστημιούπολη & στο κέντρο Μαιζώνος 20-22
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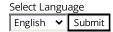- By Issue
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Service-learning in Indonesia: The benefits of developing students' characters in higher education

Luisa Diana Handoyo[1], Paidi[2] and Paulus[3] Suparno

Yogyakarta State University, Sanata Dharma University

Abstract

This study provides an overview of the application of service-learning for the development of students' character. There are three aspects to be analyzed in this research, i.e. procedures to apply service-learning, procedures to select service-learning participants, and benefits of service-learning to the development students' character. A qualitative approach is used to review journal articles regarding the implementation of service-learning in Indonesia. In the current study, 15 research studies were found to meet the particular criteria. Results suggest that a service-learning program in higher education in Indonesia involves the procedures of implementation, procedures to select participants, and benefits to the development of students' character. Service-learning was generally integrated into lectures with non-live-in procedures (60%), while the remainder (40%) applied live-in procedures. The majority of the service-learning participants (86.67%) were selected to participate because they attended the course that implemented service learning. In relation to the benefits of service-learning, it can be concluded that service-learning can develop students' social care, communication skills, responsibility, creativity, hard work, discipline, and tolerance.

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Introduction

Indonesia's young generation is currently experiencing a crisis of character. Therefore, the Indonesian Government has promoted a Character Education program from basic education to higher education since 2011. Many learning models and methods have been developed. However, they have not been able to resolve the character problems of the younger generation. It is necessary to continue to develop models and learning methods that can help students develop their character. One learning model offered is service-learning. Service-learning is a learning model that was developed in America quite some time ago. In Indonesia, it has not been used extensively. Many reports state that service-learning can improve students' learning achievement and develop students' affective aspects including character. The implementation of the American service-learning model has slightly different characteristics from that in Indonesia. How is the service-learning in Indonesia implemented? What are the procedures to implement it and procedures to select the participants? What benefits do students get in terms of their character development? This paper provides an overview of how service-learning is implemented in Indonesia and the benefits of Service-Learning in developing students' character.

Character education in Indonesia

The development of the character of the young generation is still a challenge for the Education system in Indonesia (Yuasnil 2017; Suyanto 2016:204). Therefore, in 2011 the Indonesian government launched a character education program to be implemented at all levels of education in Indonesia. It was conveyed by the Deputy Minister of National Education Mr. Fasli Jalal during the preparation and declaration of the Character-based education held in SMA Negeri 70 Jakarta, on July 12, 2011. He said that "Through character-based education, the government hopes to produce learners who have a noble character, healthy, knowledgeable, capable, creative, independent, democratic, and responsible" (Jalal 2011). Through the statement, it is clear that the government wants the young generation of Indonesia to have good character and cultivate it through the education process. Education is a means of preparing the character of the nation. Rokhman, et al. (2014) argue that "educational institutions are not only places to transfer knowledge, but also a place to shape the attitude, behavior,

character and leadership spirit of the young generation" (p.1161). Thus, the value of character should be cultivated through education. According to Listyarti (2012), the Indonesian Government proclaims eighteen main character values that are included in character education, namely being religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, peace-loving, having the spirit of nationality, patriotism, sportsmanship, communicative skills, good literacy, environmental care, social care, and responsibility (p.5-8).

In recent years, Indonesia's young generation has experienced character degradation. Cases of juvenile delinquency have increased. According to the Central Bureau of Statistics in 2016, the number of narcotics-related crimes reached 39,171 and ranked second after armed robbery. The number of graft cases in 2016 was 1,318. Crimes against morality, such as sexual assaults, reached 1,594 incidents and obscenity as much as 365 cases (BPS 2017:20). The rising incidents of school brawls, the rampant circulation of narcotics, the easy circulation of alcohol, promiscuity, and the occurrence of ex-marital pregnancy leading to abortion, are symptoms of the declining character of the young generation. This problem of character in Indonesia's young generation indicates the ineffectiveness of the implementation of character education in the community, including in the education institutions. Concern over the decline in the character of this nation's children is prompting the urgency of integrating character education into learning processes.

The word 'character', etymologically, is derived from the Greek "karasso" which means blueprint, basic format, fingerprint. Literally, in Latin "character" means character, psychological nature, personality or morals. Mounier (Koesoema, 2010) sees character as two things, namely (1) as a set of conditions that have been given for granted, or have just been given, and (2) as the level of strength in which the individual is able to control the condition, as a desired process (willed) (p.90-91). Ki Hadjar Dewantara, an Indonesian education figure, equalized character with personality (Suparno 2015:28). Character or personality is a blend of all fixed human nature; a special sign to distinguish one person from another. Human beings have a talent or nature that with the influence of teaching can be a character. The development of a person's character depends on the basic talent possessed and the influence of education experienced. Thus, in the end, all these things become the character that belongs to a person.

In line with Ki Hadjar Dewantara, Driyarkara equates character with manners or behaviors. A person is said to have a character or good manners if he is trained to control negative impulses. In other words, they can train good impulses. These good talents are developed through character education, so education has an important role in developing an individual's character (Suparno 2015:28-29).

Integrating character education in school system is cultivated from elementary to higher education. Kamaruddin (2012) argues that "*the character building is an important part of education performance*" (p.224). The term character education was originally introduced by Thomas Lickona in 1993 in his book *The Return of Character Education* and was followed by his book *Educating for Character: How Our School can Teach Respect and Responsibility*. Character education does not just teach what is right or wrong to learners, but the emphasis of character education is on instilling good habits known to students, able to be felt, and done in everyday life. Megawangi (2004) argues that "character education is an attempt to educate children so that they can make wise decisions, practice them in their daily lives, and thus contribute positively to the environment (p.95). The purpose of character education is for learners to experience, acquire, and possess the desired strong character (Suparno 2015:29). Character education includes three main elements, namely knowing the good, loving the good, and doing good (Kamaruddin 2012:225).

In Higher education, the development of the learners' character is one of the goals of education that is elaborated in the learning outcomes. Learning outcomes do not only cover aspects of knowledge and skills, but also attitude. Character education in college level is as important as that in the previous levels. Character education must be continuously applied from primary education to university. Higher education is a place where previously planted characters are strengthened (Novianti 2017:255-256).

Service-learning as a method of character education

The cultivation of character in universities is pursued through various activities such as extracurricular, co-curricular, and curricular. The curricular development of student character is pursued through the application of various models, strategies, and methods of learning. Project-based learning (Jamilah 2015:1; Mutaqin 2014:185), search-solve-create-share learning-model (Assidiqi 2015:45), cooperative learning (Purwanto & Winarni 2014:307), game methods (Rukiyati et al. 2014:2013), fairy tales (Rosyiidah

2013:250), team-based learning (Rahayu 2013:341), scientific methods (Mundilarto 2013:153), are some methods that can be used to assist students in developing character. There are many other models, strategies and learning methods that can be implemented in learning that will develop students' character, one of which is service-learning.

Service learning is defined as a learning and teaching strategy that integrates community service with an academic curriculum (Celio et al., 2011:165). Jacoby (2015) argues that service-learning is a form of experiential education in which students engage in activities that address human and community needs (p.2). Service-learning is said to have benefits for many parties involved, such as for communities, universities, and students (Blouin & Perry 2009:120). Service-learning integrates community service activities, learning concepts and reflections that enrich teaching-learning experiences, and encourages community awareness and engagement.

Many benefits can be obtained through the implementation of service-learning in the learning process. In their meta-analytical study, Celio et al., (2011) state that students applying service-learning exhibit significant improvements in five aspects: attitudes toward self, attitudes toward school and learning, community involvement, social skills, and academic achievement (p.164). Other studies describe that service-learning can enhance the understanding of learning materials (Bringle & Hatcher 1996:221), give students the opportunity to apply classroom-acquired theories in real-world contexts (Bushouse & Morrison 2001:9), and to develop students' character such as creativity, hard work, communicative skills, and social care (Handoyo 2014:183).

There are 5 stages in service-learning, namely Investigation, Planning and Preparation, Action, Reflection, and Demonstration. Students' characters are processed and developed through these five stages. Handoyo & Listyarini (2017) stated that, through the investigation stage, students can develop their curiosity, communicative skills, social care, and honest character. Through the stages of Planning and Preparation, students can develop their creativity, hard work, communicative skills, and responsibility. Through the Action stage, students can develop their character of hard work, discipline, responsibility, communicative skills, and social care. Through the Reflection stage, students can develop an honest character, and through the Demonstration stage, they can develop an honest character and communicative skills (p.74).

In recent years, service-learning has become a method of learning that is widely developed around the world, including in Indonesia. In America, service-learning

becomes an important learning method especially in higher education (Kajner et al 2013:37). In Indonesia, service-learning began to flourish in the learning process, especially in Higher Education. In order for service-learning to attract students' attention, it is necessary to study the benefits to be obtained by students through the implementation of service-learning in lectures, especially those related to the development of students' characters.

Therefore, this study aims: (1) to analyze the implementation of the service-learning procedure in the learning process in Indonesia; (2) to analyze the procedure for selecting service-learning participants; and (3) to analyze the benefits of service-learning in developing students' character.

Method

This study uses a systematic literature review approach to explain the application of service-learning for higher education in Indonesia. The documentation technique is used for the collection of data in this research. The population in this study includes all written documents on the implementation of service-learning in the learning process. The documents are in the form of research results published through journals or conference proceedings. The sample was taken using a purposive sampling technique in accordance with three specified criteria to show the benefit in character development.

Document source search strategy

To produce a comprehensive analysis of literature review, several research sourcing strategies were conducted. Several studies were taken from the proceedings of the International Conference on Environment and Health held at the Soegijapranata Catholic University of Semarang in 2013. At the conference, there was a special theme on the implementation of service-learning funded by the United Board. A total of 7 studies of proceedings were collected.

Another source for journals was the online search with the keyword "model pembelajaran service learning pdf ". A total of 338,000 articles were found. The articles were a mix of published journal articles, blogs, and students' final assignments. The articles were filtered and searched to find articles that contained the application of service learning in the learning process. The search yielded 11 studies. Advanced search was done by online browsing of SHARE journals published by Petra Christian

University and 6 studies found. Throughout the entire search, 23 studies were eventually collected.

All articles illustrate the application of service-learning in Indonesia. The final criteria were drafted as follows: (1) service-learning is applied in universities, (2) it suggests the benefits of service-learning for character development, and (3) the characters include the 18 character values emphasized in character education in Indonesia.

Sample

A total of fifteen studies were examined to see if they met the three criteria. Eight studies were excluded. Five of them did not provide an overview of the implementation of service-learning and did not describe the benefits of service-learning related to character development, while three other studies used Senior High School students and Kindergarten as research subjects. The final set of fifteen studies meeting the three criteria - including eight journals and seven proceedings - became the samples for the literature study.

Findings and Discussion

The fifteen studies included in this literature study were published between 2006 and 2018. All describe the implementation of service-learning in Indonesian universities. A variety of course disciplines were represented in these studies, including agriculture, biology, biology education, english literature, architectural engineering, accounting, interior design, primary school teacher education, civil engineering, and English education. The characteristics of the studies included in this study are shown in Table 1 below.

Table 1. Characteristics of studies included in this meta-analysis

No.	Study	Sample	Discipline
1	Yudiono (2013)**	16 undergraduates	Agriculture
2	Nugroho & Sucahyo (2013)**	8 undergraduates	Biology
3	Handoyo (2013)**	50 undergraduates	Biology Education
4	Gunawan, Djunjung & Meilinda (2013)*	16 undergraduates	English literature
5	Wonoseputro (2014)*	27 undergraduates	Architectural Engineering
6	Adiasih (2014)*	Not mentioned in text	Accounting

No.	Study	Sample	Discipline
7	Handoyo (2014)*	41 undergraduates	Biology Education
8	Kalonica, et al. (2017)**	75 undergraduates	Interior Design
9	Santoso (2007)*	*Not mentioned in text*	Interior Design
10	Priantoro & Sampurno (2013)**	48 undergraduates	Primary Teacher Education
11	Ruktiningsih & Santosa (2013)**	15 undergraduates	Civil Engineering
12	Sasongko & Purwanto (2013)**	22 undergraduates	Agriculture
13	Wonoseputro (2013)*	40 undergraduates	Architectural Engineering
14	Asmiyah (2018)*	46 undergraduates	English Education
15	Syamsudduha & Tekeng (2017)*	12 undergraduates	English Education, Biologi Education

*Journal

**Proceedings

Service-learning implementation procedures

Service-learning implementation procedures obtained from various studies can generally be divided into 2, i.e. live-in and non live-in. The 15 studies garnered the data seen in Table 2 below.

Table 2. Service-learning implementation procedures in indonesia

No.	Implementation Procedure	Number of Studies	Percentage (%)
1	Live-in	6	40
2	Non-Live-in	9	60

From Table 2 it can be seen that service-learning without live-in procedures was implemented with the majority of the students (60%) of service-learning in Indonesia. This is understandable because most of the service-learning is integrated with lectures. The implementation of integrated service-learning in the learning process requires sufficient allocation of time and good time management. This is important to note because the implementation of service-learning requires considerable time. The activities conducted by students range from the Investigation stage to Action stage. Lecturers must be able to provide good planning activities so that service-learning activities can run well and smoothly.

A small percentage (40%) of service-learning is implemented with live-in procedures. In this case, the service-learning program generally lasts for about 2-25 days. Live-in is generally performed at the Action stage. Prior to the live-in, students were prepared with theoretical concepts in in-class lectures related to the problems in the community. The investigation stage is generally conducted with observation to the community without live-in, except for Sasongko & Purwanto (2013, p. 196) and Nugroho & Sucahyo (2013, p.180) research. In Sasongko & Purwanto's (2013) research, two types of live-in programs were performed, i.e. during field observation and during the Action stage. On the other hand, in Nugroho & Sucahyo's (2013) research, live-in was held once so that during live-in, students make observations until the Action stage.

Procedure of selecting service-learning participants

The procedure to select participants for service-learning differs between the studies. In general, there are 2 methods used, namely the participants went through a selection stage; they were not selected through screening. Based on the 15, the obtained data is described in Table 3 below.

Table 3. Procedure for Selection of Service-Learning Participants

No.	Procedures for selection	Number of Studies	Percentage (%)
1	With selection	2	13,33
2	Without selection	13	86,67

From Table 3 it is known that the participants who went through the selection took part in the service-learning activities which are included in the faculty programs (Nugroho & Sucahyo 2013:179) and integrated into the lecture (Yudiono 2013:173). In contrast, the participants who were not selected through screening were students of the courses that apply service-learning as the learning method.

Service-learning benefits in developing student character

Qualitative descriptive analysis was conducted to analyze the characteristics being developed during the implementation of service-learning. The characteristics in this study are limited to the 18 characteristics prescribed in the Indonesian Character

Education program. The service-learning outlined in the fifteen studies helps to develop seven characteristics, namely responsibility, social care, communicative skills, creativity, discipline, tolerance, and hard work. Based on the review of 15 studies, the obtained data is presented in Table 4 below.

Table 4. Characters that develop during the implementation of service-learning

No.	Characters	Number of Studies	Percentage (%)
1	Responsibility	6	40
2	Social care	13	86,67
3	Communicative	11	73,33
4	Creative	4	26,67
5	Discipline	1	6,67
6	Tolerance	1	6,67
7	Hard work	1	6,67

Based on the data in Table 4, it can be seen that the application of service-learning in the learning process can develop students' character. The social care characteristic is the most developed, followed by communicative skills, responsibility, and creativity. However, the characteristics of hard work, discipline, and tolerance are not so widely reported in the study, but expressed in several studies. These seven characteristics develop as long as students follow the stages of service-learning.

At the investigation stage, students conduct environmental analysis through the observation process. Students go directly to the target community to explore the potential of the community and the problems faced by the community. In order to gain maximum information, students must have the desire to find out about the context of the society, otherwise, the students will only conduct observations and interviews with just a few words. Communication skills are clearly required for students to communicate their observation objectives. Students will learn how to communicate with different communities by communicating with their peers. Through the involvement of students in the community, they get to know the concrete problems faced by the community. This will begin to cultivate students' empathy and empathy towards community issues, which will develop their social caring character. The last characteristic to be fostered through this investigative stage is honesty. This can evolve through the presentation stage of the observation result, in which the student must be able to explain what they

find in society. This presentation activity can also train the communicative skills of the students.

At the planning and preparation stage, creativity, hard work, communicative skills, and students' responsibilities can be developed. At this stage, the students in the group make a plan about what will be done to help overcome the problems in the community with their knowledge provision, as well as planning activities. In order for this stage to run well, the students should be able to think creatively to make alternative activities. In addition, the ability to communicate ideas is also needed so that students can undertake joint planning activities. And in the end, it takes hard work and responsibility from the students themselves so that the planning and preparation stage can run successfully.

The activity plan that has been prepared by the students is then executed at the Action stage. At this stage, students will develop the characteristics of hard work, discipline, responsibility, communicative, and social care further. At this stage, students perform activities in the community in accordance with the pre-planning. Good communication skills are needed in dealing with the community so that the pre-planned actions can be delivered properly. In addition, responsibility, discipline, and hard work are necessary because students must be able to carry out activities in the community well. Through direct interaction with this community, students can foster their social awareness.

Through the Reflection and Demonstration stage, students' honest and communicative characters can thrive. This can happen because the students are expected to see their experience in conducting honest service-learning and be able to report the results of their activities honestly. In addition, the final presentation activity can develop students' communicative skills because they must report the results of activities within the class forum.

5. Conclusion

The implementation of service-learning in the learning process in Indonesian higher education involves the procedures to apply service-learning, the procedures to select participants, and the benefits to the development of students' character. The service-learning procedures involved the integration of service-learning into lectures with non live-in procedures (60%), and the application of live-in procedures (40%). The majority of the service-learning participants (86.67%) were selected because they attended

lectures that implemented service-learning. In relation to the benefits of service-learning, it can be concluded that service-learning can develop students' characters, i.e. social care, communicative skills, responsibility, creativity, hard work, discipline, and tolerance. Service-learning can be implemented in the higher education lessons or courses regardless of the discipline. The selected service-learning procedure can be adjusted to the learning objectives in related subjects. Students' characters can be fostered through the implementation of service-learning, so it is deemed necessary to develop this service-learning in the learning process in higher education.

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