STUDENTS' SELF REFLECTION ON SERVICE LEARNING PROGRAM

(A Case Study of Service Learning Program at Trisakti School of Tourism)

Nurti Rahayu[1], Emenina Tarigan[2], Deafani Clara Sinaga[3]

Hotel department, Trisakti School of Tourism, Jakarta, Indonesia

Corresponding e-mail: Nurti@stptrisakti.ac.id/Nurti.gr8@gmail.com

ABSTRACT

The implementation of East ASEAN Community is a sign that the global competition has begun. Therefore, universities and colleges need to prepare their students to win the competition. Since lecture-based classroom is no longer sufficient to equip students with soft skills, more colleges requires their students to take part in Service Learning (SL) Program. One of them is Trisakti School of Tourism. In this institution, Service Learning is integrated with English Competency Test (ECT) and curriculum. Upon taking the ECT with Test of English as an International Communication (TOEIC) equivalency, top achievers students are not required to attend the English for Specific Purposes (ESP) classes. They are involved in SL program where they try to develop a project as a community contribution. In the project, they mostly have to utilize their skills in English. This study aims to reveal the students' personal reflections regarding the impacts of the program. Fourteen students participated to fill in self-reflections questionnaires and interviews. A descriptive method is employed to reveal students' reflections in 5 (five) areas; attitude toward self, attitude toward school and learning, civic engagement, social skills, and academic performance.

Keywords : Impacts, Descriptive, Service Learning, Self-Reflection

1 INTRODUCTION

The implementation of East ASEAN Community early this year signals the beginning of global competition. Therefore, it is high time for higher education institution to prepare its graduates to be ready to face the competition. Not only does the institution need to take some breakthrough on the curriculum, but it also needs to incorporate some teaching learning methods to equip the students with hard skill and soft skill. In this view, conventional teaching learning process through lecturing, when the lecturers serves as the primary source of information is the classroom, is no longer sufficient to prepare the students for their future with soft skills.

The latest report from the Organization for Economic Cooperation and Development (OECD) released a recent survey on International Assessment of Adult Competencies (PIAAC) which assess adult proficiency in literacy and numeracy skills. Indonesia hit the bottom rank for this assessment (Jakarta Post, October 2016)
. The result is a bad news for Indonesian workforce. Moreover, an employer skill survey in 2008 reveals that for manager and professionals, behavioral skills are the most important skills after thinking skills. The behavioral skills are among other communication, ability to work independently, negotiation, risk taking and initiative, and team orientation. (Di Gropello :2011).

Given the fact above, service learning is performed for various reasons. The first and foremost, it is is fundamental human value and element of education (Pritchard, 2004). In Indonesia, service is deeply rooted in regional culture ranging from direct care giving

to civic participation. The local custom to help each other is reflected in different terms such as '*gotong royong'*, '*kerja bakti'*,
'*gugur gunung'*, etc. As an element of education, service learning serves as the source of experience and a link between the theory and practice where students are able to absorb some life skill from the community Also, it connects the classroom with the community. (Ward, 2006).

In Indonesia, service learning (SL) has long been adopted by universities as part of students' requirements to fulfill practice requirements with or three credit. (Chisholm, 1999). This SL program, better known as Kuliah Kerja Nyata (KKN), requires the students from various background educations to spend six month community service in rural areas. In these areas, they have to investigate some projects which are badly needed by the local people. To do this, a mentor is assigned to guide, supervise and assess the students' activities.

Since SL activities might vary due to the places, subjects, and focus, a standardized assessment is urgently needed. This assessment not only measure the impact of the activities toward the community, but it also has to assess its effect on other aspects, such as attitude toward self, attitude toward school and learning, civic engagement, social skills and academic performance. Some methods that can be used to assess SL program are, among other, portfolio assessment, assessing oral presentation, assessing teamwork, and self-assessment program. (Farber, 2011)

One of the self-assessment programs is self-reflection. The importance of self-reflection in evaluating SL program has been investigated in some research. As John Dewey believed people don't learn from experience, people learn from reflecting on experience. (Dewey, 1938) It is, therefore, essential for SL students to conduct self-reflections on the impact on their activities during SL program. To this end, this research analyses the students' self reflection on their service learning program, a closer study that allows the stakeholder to have overall description on the impact of SL program. The research is conducted qualitatively in order to answer these research questions on how the impacts of SL towards students' attitude self, school and learning, civic engagement, social skills and academic performance. The formulation of the problems is:

1. How and to what extent does SL contribute to students' understanding in school and learning?
2. How and to what extent does SL contribute to students' personal attitude?
3. How and to what extent does SL contribute to students' understanding in academic performance?
4. How and to what extent does SL change students' perception, attitude, beliefs, and level of empathy?
5. How and to what extent does SL contribute to students' problem solving skills, leadership,   care,   and   respect   on   cultural   diversity?

2 METHODOLOGY
2.1 Participants

Undergraduate students (N=14) were recruited from Trisakti School of Tourism in Jakarta. The participants are from 2015 academic year, and they conducted SL when they were at the 1St semester. Now, they are at third semester students from hotel and travel department. The selection on the SL participants SL is based on their English Competency test with TOEIC equivalency. Any students with 800 score or higher are required to take SL for one semester. It is assumed that students with such score will have better competency in English compared with their peer, so they can learn the course independently, and at the same time they can also perform SL in the community. During SL program, they have privilege not to attend English for Specific Course Class (ESP). As a substitute, their activity in SL program will be evaluated and graded. Evaluation is performed with observation, project report and presentation. The score will be then input into ESP course.

2.2   Instruments

As a descriptive qualitative research, the instrument is the researchers themselves. An analysis on the students' writing is performed to categorize students' reflection towards the impact of SL in five areas: students' attitude self, school and learning, civic engagement, social skills and academic performance. Questionnaires with open ended questions are distributed to participants. The questionnaires consist of two parts. The first part asks demographic questions on gender, age, program, previous involvement in SL, origin, parents' job, level of English competency, and community partner.

2.3   Procedure

Service Learning students were evaluated after service by completing a questionnaire. The questionnaires measure demographic and 5 (five) open-ended questions on SL impacts. Students completed the questionnaire with their own pace and placed it in confidential envelop, and submitted it directly to the researchers. Besides the questionnaires, they have previously been requested to make written report and presentation on the project completed with some documentation such as pictures and videos.

2.4   Analysis

Open-ended questions inquiring what students' get out of participating in SL were analyzed to categorize responses. Two independent coders read the responses with agreed unit analysis resulting from the isolated thoughts expressed by students. Despite the item questions which have specifically designed to get specific impact the students feel, some students misplaced their responses for inappropriate questions. Therefore, the coders need to sort them out beforehand.

The general result is presented using narratives and percentage. In analyzing the students' response, the researcher conducts both conceptual and relational analysis with some unit analysis.

3   REVIEW OF RELATED THEORIES
3.1 Self-Reflection in Social Work in Education

There are three methods to gaining wisdom. The first is reflection, which is the highest. The second is limitation, which is the easiest. The third is experience, which is the bitterest. (Confucius)

The role of self-reflection is initiated by Dewey's work stating that it has positive role in education as it promotes critical thinking, and in development of professional

values or skills. (Dewey J. , 1991). Beside that, self-reflection serves as the link between the service and learning as it provides the bridge between the community service activities and the academic content of the course. (Brookfield, 1995)

Janet Eyler (2002) also outlines the benefit of reflective service learning in these following areas: 1) engaging students in authentic community service, 2)developing positive attitude towards community engagement, 3) developing a sense of personal efficacy and commitment, 4) developing deeper understanding of social issues, 5) developing lifelong learning and problem solving skills, 6)developing skills for community action and involvement, and 7) developing post formal reasoning abilities necessary to deal with social problems. The activities might range from reflect alone, reflect with classmates, and reflect with community partners. (Eyler, 2002) The details reasons for conducting reflection prior to service, according to Brookfield (1995) can aid students to anticipate what their service experience would be like and what assumptions they have, while reflection during and after service facilitate students' understanding the actual outcome of their experience in relation with the course content Regarding with self-reflection, Yip in Toros and Medar (2015) defines self-reflection as a process of self-analysis, self-evaluation, self-dialogue, and self-observation. Therefore, self-reflection is considered as spontanious practice to recall past experience, self-articulation and internalisation of professional knowledge into actual practices.

Some activities can be done to aid reflection such as journals, experiental research paper, directed reading, class presentation, electronic reflection, etc. (Eyler J. G., 1996). Eyler also mentions the reflections activities in four skills area such as speaking, reading, writing, doing and telling. As for writing, the activities are group journals, personal journals, structured journals, free form journals, porfolfios,letters and memo,and integrative papers. (Eyler J. G., 1996). Written reflections provide students with continous opportunity to describe and interpret their feelings and learning experiences for the duration of SL experience. Therefore, it is widely used as a method to record reflections. (Goslin, 2016)

Reflection activities can be performed before, during, and after service experience. When it is conducted before service, it facilitates to help students anticipate what their service learning will be like and what assumptions they have already got. Reflection during and after service help students understand the result of their experience in relation with course content. (Eyler J. G., 1996)

The benefits of self-reflection are, among others, it facilitates students to a) review the group process and their personal functioning in the group, b) understand how their learning and problem- solving strategies might reapplied, and c) relate knowledge to prior understanding to the contents of were discussed and taught (Salomon G, 1989).

3.2 Service Learning in Pedagogy

I hear and I forget. I see and I remember. I do and I understand. (Confucius)

The government, teacher, students and parents posses a great contribution in education management as they have to prepare students for future responsibilities. The responsibilities require more activity to integrate values. In this case, there should be some activities to integrate those values, and one of them is Service Learning. (Godfrey, 2009)

Service Learning (SL) has been widely practiced in higher education. Simons (2006) defines SL as reciprocal learning in that students apply theoretical knowledge to 'real world' situations, and, at the same time, they connect the service experience to the

course content through goals and objectives, activities and assignments, and reflections and discussion.

Another definition is that it is as a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (Bringle and Hatcher in Bringle R. G., 2004)

SL has long been associated with experiential learning with Kolb as its initial practitioner. Kolb integrated Kurt
Lewin's action research process and Piaget's dynamic of assimilation and accommodation, and Dewey's concept of action-reflection process. (Pritchard, 2004). Experiental learning is a process of constructing knowledge involving a creative tension among the four learning modes that is responsible for contextual demands. (Kolb, 2008) Kolb model shows two related modes of grasping experience : first, Concrete Experience (CE) and Abstract Conceptualization (AC), and second, Reflective Observation (RO) and Active Experimentation (AE). Figure 1 shows Kolb experiental learning model where students must pass through the cycle consisting of four general moments: planning, doing, observation and reflection. (Sharlanova, 2004).
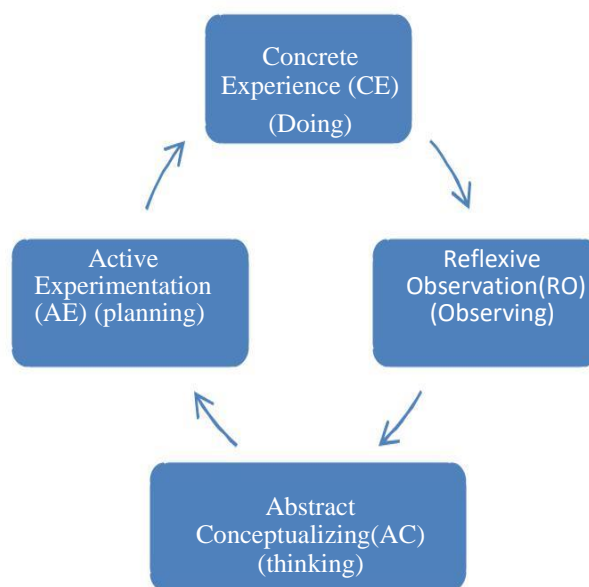

Figure 1. Kolb Experiental Learning Model

The benefits are, among other, increased understanding of cognitive development , increase students' academic performance, strengthening students' citizenship education (nationality), and accelerate school reform. (Pritchard, 2004). Previous research has also revealed that SL is related to a number of social, academic, citizenship, and personal outcomes that are proven to be beneficial for students. (Conway,Amel, & Gerwien in (Pinnow, 2015). While a significant impact on students' personal and social development has been proven by a research conducted by (Simmons, 2006)

3.3 Service Learning at Trisakti School of Tourism

As one of its commitment to prepare high quality graduates, Trisakti School of Tourism utilizes Test of English for Foreign Language (TOEIC) for its students. This international language proficiency test is developed by Educational Testing System (ETS) with test master distributor all over the world. More than 5,000 international corporations use this test, and more than 5,000,000 people take this test every year. (Trew, 2011)

All the students are subject to take TOEIC international test prior to their graduation. In fact, TOEIC certificate is one of the requirements to register for thesis examination at this institution. However, long before this test, new students from all departments are required to take English Competency Test (ECT) with TOEIC equivalency. This test is conducted to measure the students' competence towards English.

Having participated in the test, the institution sets standardized score for the follow-up action. The students belong to elementary level have to register for remedial class, a 14 session TOEIC preparation course for few months. After this test, all students are required to take the test again to measure their progress.

Meanwhile, the students with higher score (800 or above) are subject to take Service Learning program. This is a community service where high achiever students are grouped in 4-5 to conduct a community project which utilize their English and other skills. At initial phase, some students have shown their objection to join this program, at the end of the program, however, the students reveal their personal reflection on how they benefit from this program.

This program has been conducted since 2014, and has gained wide recognition for its benefit. To join this program, SL students are not required to attend English classes in the first semester. As a consequence, the score is taken from the SL assessment which is conducted in report writing, presentation, and writing reflection.

4 RESULTS AND DISCUSSION

4.1 Demographic Data

The first demographic data is gender. 29% of the participants is male, while 71% is female. Most of the participants' age is less than 20 (93%), and the rest (7%) is between 20-25. As for their program, 64% is from hotel department, 29% is from travel department, and 7% is from S1 Hospitality. This data is in line with the students' composition in the campus with majority students study in hotel department. For their previous SL experience, only 14% of the participants have ever experienced SL program in higher education. It means that majority of the participants have no prior experience on SL program. Regarding with their origin, 79% participants are from Java, and 21% is from other islands. The general description of their parents' job is businessman/woman with 64%, civil servant with 21%, and others (professional jobs) 15%.The participants classified themselves to have intermediate level in English proficiency with 57%, and advance with 43%. 64% of the participants state that their motivation to join SL is voluntary, while 36% takes part in the program since it is obligatory for them to join. The last data reveals the composition of community partner.

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Around 57% of the community partner is public school, while 43% is from private school.

It can be inferred that since most of their parents are businessmen, the participants might have derived from the 'have' family. With such conditions, their parents can send them to study at private tourism school where they have to pay bigger tuition fee. It is quite reasonable that some students are reluctant to join SL program. These students state that they have no experience on how to deal with such community service where they have to share their English skills to others. These students said that they are not confident enough to face the challenges in this activity. In this situation, the mentors have played their role to motivate and encourage the students to take part in this program.

4.2 Students' Reflection on the impacts of SL program

The students' response on the questionnaires are then analyzed and classified based on 5 (five) major categories as presented in the figure. The result shows that the most dominant impact is felt on the aspect of personal values with 35%, social value with 24%, civic engagement and attitude towards school and learning with 14%, and the lowest impact is on academic achievement with 13%. The complete data is presented in figure 2.
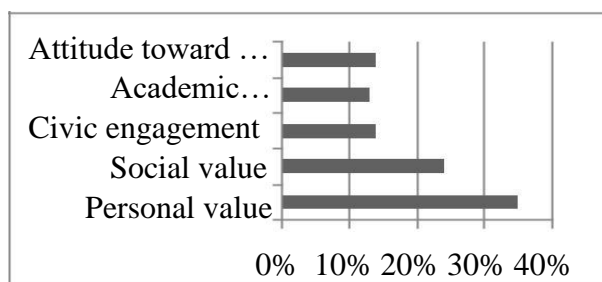

Figure 2. Students' Reflection on the impact of SL program. The table below demonstrates the details analysis of impacts from the written reflection.

Table 1. Details analysis on the impacts

Themes	Categories	Units
Impacts on Personal value	Responsibility Discipline Hardworking Self-confidence Logic and critical thinking Creative and innovative	SL has improved my responsibility SL helps me to be more discipline SL taught me the value of hardworking SL enables me to be more confident SL makes me to be more logic

		and critical SL boosts my creativity and innovation
Impacts on Social value Impacts on civic engagement	Awareness on one's right and obligation Obedience with social customs Appreciation on other's achievement Politeness	SL has made more aware of my right and obligation with community SL taught me on how to understand and obey the custom SL makes me learn how to appreciate
Impacts on academic achievement Impacts on attitude towards school and learning	Democratic Being respectful on diversity Improved understanding on certain skills Improved understanding on school and learning process	other's effort I learn how to be more polite through SL I discuss everything in democratic way I become more respectful on the diversity SL has improved my English skills SL helps me understand the importance of school and learning

How and to what extent does SL contribute to students' understanding in school and learning?

Eyler (2002) mentions that there has been little study on communities and institutional goals, and this research question is expected to describe the impacts of SL on students' understanding in school and learning.

The percentage of students' reflection in this category is 14%. Since most of the activities is teaching, students express their reflection on this activity. The reflections is, among other,:"SL has contributed a lot in my understanding of school and learning process especially how the relationship between the teacher and student could affect the students' understanding in the class.

Instead of that, I realize how hard it was to be a teacher that is respected by the students. Everything isn't as easy as how I expected". Another reflection is:"Well, I

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don't know how to express it, but I am placing myself as the students that I've taught, so it made me become a better student" From the reflections above, there is a clear evidence that SL has help students to improved their understanding in school and learning.

How and to what extent does SL contribute to students' personal attitude?

Previous studies on the impacts of SL on personal developments on both quantitative and qualitative methods have been conducted. (Simmons, 2006). This research reveals that the most significant impacts felt by service learners in on their personal values they have gained. 35% of the coded data shows the values ranging from increased responsibility, discipline, hardworking, self-confidence, logic and critical thinking, and more creative and innovative. One of the reflections on this aspect is. During SL, I struggled with my fellow group partners so I felt like the 'supposed-to be-task' becomes hard. So after SL I learn a lot not only for academic skills but also my personality how I will deal with my problems in the future." Another interesting reflection is:"With SL program, I learn how to be more discipline, especially about time. Usually I am late in everything, but now I realize that being late is a waste of a good opportunity". While another student said:" SL contributes a lot on my responsibility level since we are expected to set an example for kids which also makes us more responsible and discipline. The details data on the personal value is presented in the figure 2 with the number of occurrence in the students' reflection.
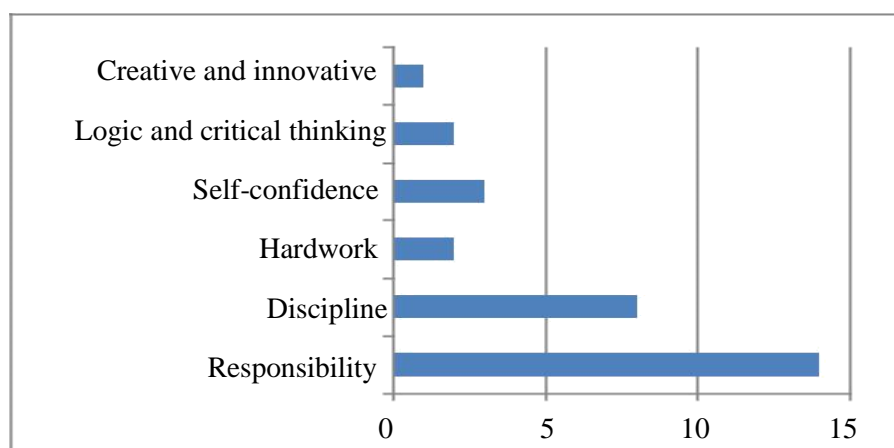

Figure 3. The Frequency of Personal Impacts

How and to what extent does SL contribute to students' understanding in academic performance?

Previous research has confirmed the benefits on SL in improving students' understanding and application of course material. (Eyler J. G., 1996). This result of this research also reveals such impacts as 13% of the coded data identified improved academic performance upon the program completion. The result is not as significant as other research regarding the facts that the students' projects mostly deal with teaching English for toddler and elementary students. For example, one student commented on this matter: "Actually, it doesn't have much effect on my academic performance because we teach toddlers and we just use simple English". Another student mentioned: "Because we taught basic English, it didn't really affect anything to my academic

performance in English, but one thing for sure, at least now I know how to teach, how to handle kids in English, and it is a good thing.

Despite the reflections above, some students reflected their opinions such as:"SL definitely helped me in improving my speaking and writing skills since I had to speak in front of the crowd, then I had to write a report after the program". Different students stated similar opinion:" it's not helping in a grammatical learning, but it helped us to speak English in front of people. So it helps to develop my skill in guiding. Another student stated: "My English skill improved after doing SL in terms of speaking and teaching especially for material development.

How and to what extent does SL change students' perception, attitude, beliefs, and level of empathy?

This question is intended to reveal students' reflection towards social values as presented in figure 4. The total percentage of this impact is 24% with 20 occurrences from the unit analysis.
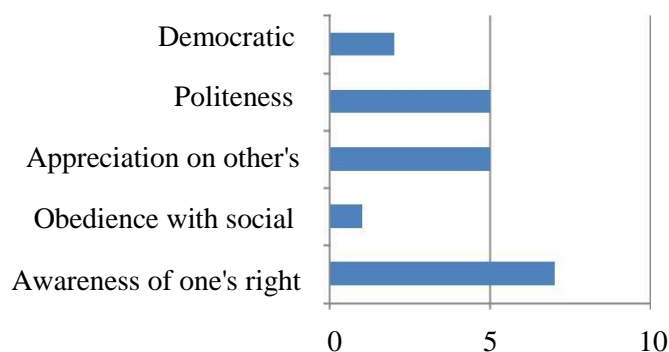

Figure 4. the Frequency of Social Impacts.

The students' reflection on this aspect is:"Being a teacher is not as easy as I thought, even when they're teaching toddlers. They have to be patient, because that's the key. And now I am starting to have more respect to teachers or lecturers". Another student said:" I also feel grateful that I can contribute my strength in English for children, I learned that every child has its own personality and that's why we try to reach them one by one in different ways". Also, one student said:"after joining SL, I believed that learning English is not difficult, but it depends on your own will. And, everybody has the right to get better English education".

How and to what extent does SL contribute to students' problem solving skills, leadership, care, and respect on cultural diversity?

One student mentioned: "Personally, SL really contributed to my personal attitude especially leadership, responsibility, and how to solve problems. During SL, I struggled with my fellow group partners so I felt like the 'supposed-to be-task' becomes hard. So after SL I learn a lot not only for academic skills but also my personality how I will deal with my problems in the future. Another reflection is: "I also learn how to respect the cultural diversity especially because it is Muslim school, and I respect their way of greeting and praying. And you know what? It is not a bad thing at all to learn about their

cultural diversity. Those reflections are the real example on how SL has affected their civic engagement which contributes 14% to the whole data.

5 CONCLUSION, SUGGESTION AND IMPLICATION

Students' reflection on service learning programs have revealed various impacts which affect their personal, social, civic, academic performance, and understanding towards school and learning. The personal impact is considered to be the most significant, while increased performance on academic subject, English, is the least with 13%. In order to maximize the positive impact on SL and English competence, there should be better design on the SL projects to maximize the students' learning. The result is in line with other research on similar subjects.

Since SL is one of effective ways to bridge the gap between theory and practice, it should be incorporated with other subjects. Kuliah Kerja Nyata (KKN) needs to be revived in new and meaningful projects to support A mutual cooperation with other stakeholders should be developed in order to re-introduce this program in higher education curriculum. Higher education such universities need to really take this program into consideration since most employers are seeking graduates with readily available soft skill and hard skill. In this way, students are able to have both academic and life skills which are applicable in their future. Regarding with the research, more research should be performed on the design, comparison, and impacts of SL in Indonesia. It would be interesting for future researches to conduct a SL research with wider scope.

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