Kokom Komalasari, Didin Saripudin
Indonesia

The New Educational Review

Service Learning Model in Social Studies to Foster Student Social Care

Abstract

The presented study aims to describe a service learning model in social studies in order to foster student social care. The research adopted a Research and Development design, with junior high school students in Bandung, Indonesia, as research subjects. Service learning in social studies is a learning framework that is developed by changing students' learning experience by capitalizing more on the application of knowledge to provide benefits to the environment. Service learning activities were carried out in four types, namely direct service learning, indirect service learning, advocacy service learning, and research service learning. The activities were performed through stages: determining learning objectives, designing-implementing-monitoring service learning activities, presenting service learning activity reports, clarifying and reflecting on social awareness values. After the application of the service learning model in social studies, students showed a very high level of social care.

Keywords: *Indonesia, service learning, social care, social studies, students*

Introduction

Social changes in the era of globalization and industrial revolution 4.0 are so fast that they have changed the importance of values that exist in society. This can be seen in various examples of values reflected in students' attitudes such as lack of respect for the problems in the surrounding environment, lack of empathy

for others, and more individualistic tendencies. Examples of these attitudes are indicative of students lacking involvement in various social functions. Individual readiness to participate appears to be very low; additionally, there is no visible membership or participation in civic activities as a form of social concern (Putnam, 2000; Saripudin & Komalasari, 2016). It is, therefore, necessary to cultivate social care among the young generation. Social care is defined as an attitude that arises on the basis of concern for the surrounding environment. Such an attitude will render people more responsive to the reality in their environment. A sense of caring basically does not stop at the concern of social problems, but involves action to resolve social problems that occur.

School as a community of character occupies a pivotal position in developing student social care, primarily through social studies as "part of school or college curriculum concerning the study of social relationships and the functioning of society and usually made up of courses in history, government, socioeconomics, civics, sociology, geography, and anthropology (Evans and Brueckner, 1990). Through such courses, students are expected to be able to: 1) have the knowledge of the concepts related to the lives of people and their environment; 2) have logical and critical thinking, curiosity, inquiry, problem-solving, and social life skills; 3) have social awareness and humanitarian values; 4) have the ability to communicate, cooperate, and compete in pluralistic societies, at local, national and global levels (Sumaatmadja, 2006). One of these goals is an awareness of social values and humanity that are intimately related to social care.

Learning as a core activity in school, including social studies, plays an essential role in promoting student character. Implicit in social studies are three pedagogical traditions, namely: 1) "Social studies taught as Citizenship Transmission" reflected in conforming to accepted practices, holding certain beliefs, being loyal to certain values, participating in certain activities, and conforming to norms which are often local in character; 2) "Social studies taught as Social Sciences" characterized by mastery of a mode of thinking from social science disciplines that is generalizable; and having learned it the student will understand properly, appreciate deeply, infer carefully, and conclude logically; 3) "Social studies taught as Reflective Inquiry", seen from the ability to engage in the process of clarifying the process of students' own value structure (Barr et al., 1978).

Service learning is construed as a learning model that embodies those three pedagogical traditions of social studies and an effective means in developing students' social care. It is a form of education that provides students with an experience where students are more involved in activities that prioritize humanity and community based on structured planning to facilitate students' self-development.

As a learning model, service learning is tailored and integrated as part of the academic life, which accords with the needs of the community involved in it (Jacoby, 2009; Howard, 2001). Service learning differs from other forms of community service or volunteer work because the education of students and young people is always at its core. Students actively participate in the process of understanding, integrating, and applying knowledge from various subject areas as they work to improve their communities" (Kaye, 2010).

Any service learning model should meet the following characteristics: (1) underscoring the needs and local wisdom of the community; (2) developing social sciences, reflective inquiry, and living values activity in an integrated manner according to the Indonesian state ideology "Pancasila", which is reflected in people's daily lives; and 3) promoting social concern in the aspects of moral knowledge, moral feeling, and moral action as a whole.

Research Problem

Based on the above background, a research and development model of service learning in social studies in developing students' social care is necessary. The research problems are formulated as follows:

1. What is the conceptual model of service learning in social studies for the development of students' social care?
2. How is the service learning model implemented in social studies for the development of students' social care?
3. What are the validation results of the model and the development of students' social care after the implementation?

Research Methodology

Research General Background

The research was conducted with the use of Borg and Gall's (2003) Research and Development design to produce a model of service learning in social studies, which fosters students' social care. An exploratory method was utilized to discover and validate the service learning model and a quantitative descriptive method was used to analyze the development of students' social care.

Research Sample

The research subjects were 8th-grade students at State Junior High School 5 and State Junior High School 44 Bandung, West Java, Indonesia. From each of these

junior high schools, three classes were taken, each consisting of 30 students, so the total number of research subjects was 180 students.

Instrument and Procedures

Data collection instruments used in this study included: (1) observation sheets (2) documentation study; (3) focus group discussions; and (4) questionnaires. The ten stages of research development of Borg and Gall (2003), four stages were adapted as follows: 1) preliminary study; 2) drafting a conceptual model; 3) validation and revision of the conceptual model; and 4) model implementation.

Data Analysis

Qualitative data analysis was made through: (1) conducting data reduction by summarizing field reports, recording key points relevant to the focus of the study; (2) systematically arranging the data according to specific categories and classifications; (3) displaying the data in the form of tables or images so that the relationship between different types of data is clear; (4) conducting a cross-site analysis by comparing and analyzing data in depth; and (5) presenting findings, drawing conclusions in the form of general trends and implications for their application, and recommendations for development (Fraenkel & Wallen, 2008). Quantitative data analysis was carried out through attitude scale questionnaires using a quantitative descriptive method (Creswell, 2012), aimed at describing students' concern after the application of the service learning model.

Research Results

Conceptual Model of Service Learning

Based on a preliminary study and the results of a focus group discussion with relevant experts and practitioners, the conceptual model of service learning in question was formulated by modifying the students' learning experiences, which emphasized the application of knowledge to benefit the environment. The model falls into four distinct types as follows:

a. *Direct service learning*, conducted face to face, resulting in the community receiving direct assistance from the students;

b. *Indirect service learning*, benefitting the community indirectly;

c. *Advocacy service learning*, providing advocacy services or guidance in accordance with the students' abilities;

d. *Research service learning*, in the form of mini-surveys to study, evaluate, experiment, and collect data with the aim of finding, compiling, or reporting topics about public interest.

The service learning activities were realized at the following stages:

a. Determining learning objectives that are oriented to studying social problems and concrete actions to help overcome the social problems according to the students' abilities.

b. Designing service learning activities to be performed related to the social problems identified by the students. This stage constituted 1) identifying problems; 2) identifying alternative solutions; 3) identifying the time and place for service learning; 4) specifying anyone involved in service learning activities.

c. Performing the service learning activities in accordance with the designs that had been prepared.

d. Monitoring by the teachers related to planning and implementation of the student service learning activities.

e. Writing reports on the service learning activities and presenting reports on the student service learning activities using multimedia.

f. Clarifying and reflecting the values of social care nurtured through the service learning activities that the students performed.

Implementation of Service Learning Model

The service learning model was implemented with the topic "Social Problems and Resolution", where the students were expected to understand a variety of social problems and come up with critical and creative solutions through various social engagements according to their abilities. The learning process was divided into two activities, namely classroom activities and project activities in school and community. The stages involved:

a. Agreeing on the learning contract and "Social Care Class" contract that nurtures love, responsibility, and life harmony.

b. Presentation and discussion of learning material about "Social Problems and Resolution" in class.

c. Dividing groups of students into six groups to carry out the service learning activities.

d. Designing, implementing and reporting the service learning activities in groups. The group learning activities are presented in Table 1.

e. Reflecting on the implementation and results of service learning in building students' social care.

Table 1. Service Learning Activities in Social Studies

Group	Types of service learning	Service learning activities	Goals of service learning activities
1.	Direct service learning	Visit to an orphanage	Providing assistance (school equipment) directly to the children of the orphanage.
2.	Direct service learning	Visit to flood victims	Providing assistance (money, clothes, and food) directly to victims of floods
3.	Advocacy service learning	Services in the Reading House	Providing services to learn to read and telling stories, organizing and tidying up books at the Reading House.
4.	Indirect service learning	Water management in school and its environs	Creating a clean and comfortable environment, raising awareness of the importance of waste segregation according to its type (organic and non-organic).
5.	Indirect service learning	"Social Care" Bazaar in school	Selling healthy food and beverages, as well as school equipment, where profits are donated to students who are sick/affected or victims of natural disasters.
6.	Research service learning	Research into street children issues and resolution of their problems	Conducting observations and interviews with interested parties (government, NGOs, shelters) related to street children issues and resolution of their problems.

The students reflect on the implementation and results of service learning by focusing on the values of social care, namely: 1) love, which includes devotion, help, loyalty, family and caring; 2) responsibility, which includes ownership, discipline, and empathy; and 3) life harmony, which includes justice, tolerance, cooperation and democracy.

Validation of the Model and Student Social Care after Implementation

The results of the questionnaire of the student social care scale after the implementation of the service learning activities are shown in Table 2.

Table 2. Student social care scale (N=180)

No	Social Behavior	Always (%)	Often (%)	Rarely (%)	Never (%)
1.	Doing good deeds to others sincerely	87	13	-	-
2.	Selflessly helping others who are in need	85	15	-	-
3.	Maintaining friendships	80	20	-	-

No	Social Behavior	Always (%)	Often (%)	Rarely (%)	Never (%)
4.	Treating other people as part of family members who must protect each other	83	15	2	
5.	Feeling concerned about other people's suffering or problems	87	12	1	-
6.	Keeping, loving, and protecting each other, and caring for others	82	12	6	-
7.	Complying with the regulations that apply in their environment as part of a commitment to maintain security, comfort, and social order.	75	15	10	-
8.	Congratulating others who have an accomplishment	78	12	10	-
9.	Comforting people who are sad.	85	8	7	
10.	Giving donations (money/food/clothing) to victims of natural disasters.	75	19	3	3
11.	Giving suggestions/opinions to other people who are facing problems/confusion	87	10	3	-
12.	Being fair to others (impartial)	70	20	5	5
13.	Assuming that all humans have the same position as God's creatures	75	25	-	-
14.	Rejecting and condemning bullying (use of violence, threats or coercion to intimidate others)	90	10	-	-
15.	Respecting differences in personality, socio-economic status, culture, ethnicity, religion, race, and intelligence.	76	18	6	-
16.	Cooperating in carrying out useful tasks to achieve common goals	90	10	-	-
17.	Being actively engaged in school organization and extracurricular activities	75	10	15	-
18.	Being actively engaged in organizations outside of school	32	25	23	20
19.	Having the courage to express opinions rationally and critically	75	20	5	-
20.	Respecting differences of opinion in a discussion	75	15	10	-
	Total	**78.1**	**15.2**	**5.3**	**1.4**

The above table shows that after the implementation of the service learning model, the students exhibited social care, where most social caring behavior patterns are in the category of "very socially caring" (78.1%) and "socially caring"

(15.2%), while "less socially caring" (5.3%) and "socially no caring" category (1.4%). The aspect of social care is most apparent in doing good deeds to others sincerely, rejecting and condemning the actions of bullying, and cooperating in doing positive activities. Meanwhile, the areas of social care that still need improvement are being actively engaged in an organization outside of school and being fair to others (impartial/not biased).

Based on the results of expert validation on the service learning model, the majority of the components and stages of service learning were considered sufficient, yet some areas need improvement in their implementation, namely: (1) the teacher should be more creative in directing students in their service learning activities; (2) the students should understand the benefits of service learning activities and learn to organize themselves for learnig service activities; (3) the curriculum of social studies should contain material that must support social service-integrated practices; (4) more time is necessary for service learning activities, integration with other subjects also oriented to practical activities in the community may be taken into account; (5) school infrastructure should facilitate the implementation of school-based service learning; (6) suitability of services to community needs is a necessity; (7) support from institutions and parties involved is to be increased; and (8) internal reflection that touches on the process of internalizing values and follow-up actions in everyday life should be done.

Discussion

Empirically, the results of this study reveal that the service learning model under investigation contributed to the development of the students' social care. These results can be accounted for as follows: First, every human being is born with uniqueness and has distinct social experiences. Thus, social care is paramount because it can be used as a barometer of normality. When one exhibits social care, one has achieved psychological maturity (Adler, 2009; Feist & Feist, 2008). Social care is influenced by environmental factors. Therefore, the school environment as a community of character can be used as an effective vehicle, for there is a process of character education through learning including service learning, habituation, and extracurricular activities (Saripudin & Komalasari, 2015)

Second, social care is character that must be developed in its entirety, including moral knowledge, moral feeling, and moral action (Lickona, 2003; Komalasari, et al., 2018). The aspects of social care in question, according to Crandall (1991), include (1) motivational aspect (drive, struggle); (2) cognitive (understanding,

identification); (3) emotional (sympathy, empathy); and (4) behavioral (cooperation, contribution to general welfare). Therefore, service learning activities must address all the aspects comprehensively by heeding the values of life developed according to local wisdom and the Indonesian nation's philosophy, "Pancasila", especially the second principle "fair and civilized humanity" and the fifth principle "social justice for all Indonesian people" (Saripudin & Komalasari, 2016).

Third, service learning activities are closely related to the social cognitive learning theory propounded by Vygotsky (1978), according to which much learning occurs in a social context. Individual cognitive knowledge and development come from social sources outside the individual. The social cognitive theory holds several assumptions about learning and behavioral practices, namely: (1) reciprocal interactions between people, behavior, and environment; (2) learning through practice and through observation; and (3) learning and practice; and self-regulation (Zimmerman, 2003; Schunk, 2012). Service learning is one of the contextual learning models as it fulfills such characteristics as relating, experiencing, applying, cooperating, modeling, self regulating, and authentic assessment (Bern & Erickson, 2001; Komalasari, 2012).

Fourth, service learning is the implementation of learning activities having the following components: (1) it is tailored according to the needs of the community to be served; (2) it is designed by formal education institutions; (3) it is aimed to enhance students' sense of responsibility as community members; (4) learning activities are part of the school curriculum by involving the community; and (5) there is time allocation in learning activities to provide ample opportunities for students to reflect on the experience of doing service to the community, changing student learning experiences and thinking process (Billig & Waterman, 2003). Teachers must properly do the entire cycle of the process from preparation, implementation, coordination, monitoring, to evaluation of service learning so that the community will find the learning beneficial.

Fifth, aside from offering benefits for the community, service learning activities also facilitate the learning process of the character of students' social care. Among the benefits of service learning for students there are: 1) applying academic, social, and personal skills to develop the community; 2) making real decisions rather than hypotheses or conclusions; 3) growing as individuals, promoting respect for colleagues, and increasing participation; 4) obtaining successful experiences that may not be in line with their skills; 5) getting a deeper understanding of themselves, their community, and society; 6) nurturing leaders who are able to take the initiative, solve problems, work as a team, and show their abilities temporarily and help others (Kaye, 2010).

Conclusions

The service learning model is very apt to be used in social studies learning, which highlights the purpose of developing social and humanitarian values. Service learning rests on the social cognitive theory and contextual learning because it links social sciences with the reality of student life in the form of social service practices to the community. Service learning activities can be carried out in a variety of types: direct service learning, indirect service learning, advocacy, and research. Service learning can foster students' social awareness comprehensively including aspects of motivation, cognitive, emotion, and behavior. To further streamline service learning activities, it is necessary to pay attention to the aspects of teachers, students, curriculum, time, infrastructure, suitability of services to community needs, diversity, support from institutions and parties involved, evaluation and reflection.

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