

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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