



伍.主題研討(I)

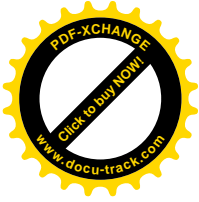
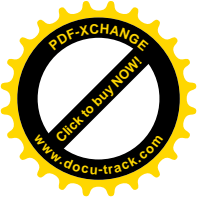
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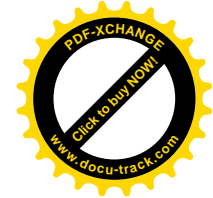
Community Service & Service Learning in Indonesia

Introduction

The implementation of community service in Indonesia was carried out since the inception of State University of Gajah Mada in Yogyakarta five decades ago. The implementation of community service is related with the trilogy mission of the university e.g., education, research and community service. Service learning in Indonesia basically takes form of outreach program (*Kuliah Kerja Nyata*), *KAPKI* (Applied Technology for community service). Indonesia's Minister of National Education (Republic Act. No. 045/U/2002) stipulated an education reform concerning education reform which included service learning.

According to Holland (2002), academic excellence of a university has expanded from size (number of colleges, faculty members, student body), number of research, scientific publications to the implementation of university's vision and mission. The underlying premise for this expansion is the concept of engaged university that means university gets involved in the community problem-solving.

The concept of engaged university is committed to direct interaction with external constituencies and communities through the mutually beneficial exchange, exploration, and application of knowledge, expertise and information. These interactions enrich and expand the



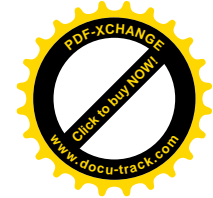
learning and discovery function of the academic institutions while also enhancing community capacity.¹

The work of engaged institutions is responsive to community identified needs, opportunities and goals in ways that are appropriate to the universities' mission and academic strengths. The interaction also builds greater public understanding the role of the university as a knowledge asset and resource.

The concept of engaged university emanated from the concept of scholarship of engagement initiated by Boyer an US education practitioner (Brigle *et al*, 2002). Colleges and universities are inseparable body with their communities; therefore, community service activities should be incorporated with the (a) mission of the university, (b) university relationship with society, (c) curriculum development, and faculty member's academic activities. In this regard, community service could not be assumed as a peripheral attachment to the educational agenda, but as a central component that benefits the most important educational goals, and, in turn, improves society.

Obviously, the engaged university or scholarship of engagement is not meant to become a university as a service provider that the primary mission is to solve variety problems of the society, instead, the primary responsibility and focus of colleges and universities is to make their intellectual resources available to communities in ways that are consistent with their educational purpose. This concept puts emphasis that academic trilogy of colleges or universities should be integrated effectively to improve academic life.

¹ Paper presented at Service Learning Conference at Taichung University Taiwan March 9th 2007.



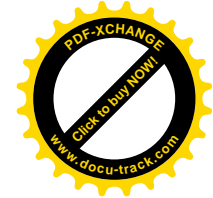
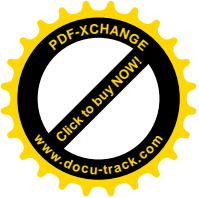
Altman (1996) stated that three basic principles of knowledge that should be undertaken by the universities i.e., (1) foundational knowledge, (2) professional knowledge, (3) socially responsive knowledge. In addition, he added that higher education of the future must do more than teach foundation concepts and contents and professional skills and techniques. The good citizens of the world to come must be versed in all three knowledge domains: foundational, professional and socially responsive knowledge – so that they may actively and directly serve their communiti

Service learning

Service learning refers to the civic engagement, community engagement or campus-community partnership, in practice, an active engagement of learning process to solve problems faced by the communities. (Brigle & Hatcher, 2002). However, the definition of service learning far more complicated than Brigle & Hatcher stated. There are 147 formal definitions about service learning (Werner *et al*, 2002).

“Credit bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such way as to gain further understanding of the course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service learning is a course –based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions and class presentations. Unlike practices and internships, the experiential activity in a service learning course is not necessarily skill-based within the context of professional educations”. (Brigle & Hatcher, 2002, p. 66).

There are some viewpoints concerning the idea of service learning, first, service learning is credit bearing experience meaning it has to be implemented in the context of curricula of a college/faculty/study



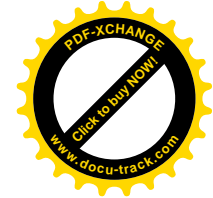
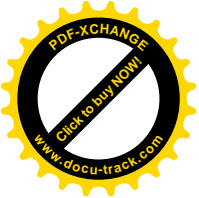
program. All service learning activities must be grounded in a deliberate, carefully articulated, understanding of how such activities advance the specific learning goals of the course in which they are embedded.

Service learning holds the expectation that the field experience will be placed in the context of larger intellectual concerns that are the focus of reading, writing, and classroom discussion.

Service learning is formulated by the communities as stated by Singer *et al* (2002, p. 537), service learning intends to serve, that is, service learning is commensurate to civic responsibility...it entails participation in activities that seek to enhance the quality of the overall society and its diverse constituents, not simply one's own life or the lives of one's immediate circle.

Service learning must undertaken in a critical way, because some assignments to the community is not meant to only improve students' technical knowledge but also to gain broader appreciation of the discipline, and an enhanced sense of civic responsibility. In addition, reflective thinking is the key to making experience educative, continuous reflection will give benefit to the experiential learning. Consequently, the implementation of service learning must need the change of paradigm of the faculty members or teachers. The main role of the teachers is shifted to be facilitators because teacher is not the main source of knowledge; instead, the community's key person is involved in the process of learning.

To succeed service learning program, university needs to plan, formulate objectives, conduct relationship with community, and facilitate training to their faculty members, conduct supervision and evaluation. The implementation of service learning in many universities as a matter



of fact gives the positive benefit in terms of creative learning as stated by Hardy *et al* (2000, p. 48).

“Consistent with my academic goals; consistent with my personal goals; allowed me to integrate material from class to real life situation; allowed me to integrate material from my review of literature to a real life situations; enhanced my understanding of the course material; helped shape my future goals; was more didactic than other papers and projects I have completed; was more enjoyable than other projects I have completed.

Conclusion

In affluent and developing countries the progress and development of service learning is basically concerned not only for the reason of pedagogy-didactical matters but also for social matters e.g., problems of disparity and injustice, terrorism, the lack of social cohesiveness, In Indonesia problems are addressed to the destruction of environment and rainforest, the rampant of massive corruption in all levels of society, the gap between the rich and poor etc. Obviously, in Indonesia service learning is still in the stage of discussion, it is yet to be implemented thoroughly; however, community service that has been implementing for couple decades could be a valuable precursor for implementing service learning.

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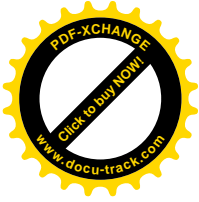
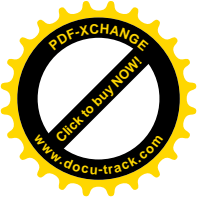
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