Service Learning and Its Influenced to Pre-Service Teachers: Social Responsibility and Self-Efficacy Study

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Abstract

The purpose of the research was to study pre-service teachers on social responsibility and self-efficacy through service learning. The mixed methodology included two major procedures (i) the actual use of a developed service learning instructional model by means of action research principles and qualitative research and (ii) the study into the pre-service teacher on social responsibility and self-efficacy by means of quantitative research and quantitative research. The findings revealed that the pre-service teachers had after score of social responsibility and self-efficacy higher than those before learning through service learning.

Keywords: service learning, social responsibility, self-efficacy

1. Introduction

Service learning instruction is a mixed teaching method of community service and academic knowledge. In this method, students learn by experiencing community service. They can link academic knowledge to service experience. They are also aimed at reflecting their concepts and attitudes on learning by service learning instruction in both direct and indirect ways. Service learning instruction also teaches learners about living in the democratic society. They are equipped with desirable qualifications in developing the society and environment. They expectedly consider themselves an important part of the society.

Expected desirable qualifications, for example, include running service that serve people's needs or solve problems in the community of which they are members. Based on their roles in the community, students can apply their potentialities, academic knowledge, personal skills to community service and problem solving. Another advantage of service learning instruction is that it reflects the development of the community, students' experience through cooperation with local people, and university's visions)James & Iverson, 2009; Butin, 2010).

The elements of the constructed service learning instructional model were composed of basic concepts and theories concerning service learning instruction, objectives of the model, teaching process, social system, responses, and support system. The use of the developed model followed the four stages of a process called "PCAR Model" (P - Preparation, C-Class Presentation, A-Activity Based Learning, and R-Reflective Thinking). The emphasis of the PCAR model is students' community service. They are allowed to set projects and activities to serve the community based on its existing needs. Taking a different role, the teacher designs the group process whose activities can be later adjusted, added, and reduced based on real-world ongoing situations. As a consequence, students are not fed up with the process, but eager to follow up the group activities. Finally, the achievement of the project is reached by the real practices of students who take pride and have inspiration from being a social benefit.

Based on the earlier mentioned significance of service learning instruction, it was worth studying pre-service teachers on social responsibility and self-efficacy promoted through the developed service learning instructional

model in "Source of Knowledge and Local Wisdom" as a compulsory pre-service teaching course. The study aims to study pre-service teachers on social responsibility and self-efficacy after using the developed service learning instructional model

2. Method

The study employ mixed methods for formulating the service learning instructional model in which designed for pre-service teachers to engage social responsibility and self-efficacy. It can be explained the stage of study as below;

2.1 Contextual Study

The first stage of this study investigates related literatures in which the existing context, concepts, theories, and related research on the service learning instructional model for pre-service teachers. Needs of the community were examined by interviewing and observation. Data was analyzed and examined.

2.2 Tentative Model study

The tentative model of the service learning instruction was developed in which summarized by data of contextual study and also supported theoretical background. Then, the instructional model was assessed by the appropriateness and validity by the five educational experts.

2.3 Instructional Model Implementation

The study of the actual use of the developed model was done in a couple of stages. The developed model was used with the samples on basis of qualitative and action research principles. The samples' social responsibility and perception of self-efficacy were evaluated through quantitative research, interviews, and qualitative research.

3. Results

The mean scores of social responsibility and self-efficacy before and after students learned by service learning were compared with t-test (Dependent Sample). The results of the comparison are shown in Table 1 and Table 2 respectively.

Table 1. The comparison of the mean scores of social responsibility before and after

Social responsibility	n	$\bar{X}$	S	df	t	p
Before	74	3.74	0.174	73	20.43	0.000
After	74	4.30	0.234			

Table 1 shows that the mean score of social responsibility after students learned by service learning was higher with a significant level at $p<0.05$.

Table 2. The comparison of the mean scores of self-efficacy before and after

Self-efficacy	n	$\bar{X}$	S	df	t	p
Before	74	3.50	0.213	73	20.37	0.000
After	74	4.04	0.220			

Table 2 shows that the mean score of self-efficacy after students learned by service learning was also higher with a statistical significant level at $p<0.05$. The results of the analysis of the social responsibility and self-efficacy after students learned by service learning are separately. The statistical analysis was showed in details in Table 3 and Table 4.

Table 3. Social responsibility after students learned by service learning

Item	$\bar{X}$	S	Social responsibility
1. I strictly follow the rules and regulations of the university	4.27	0.556	High
2. I am aware of civic roles and responsibilities	4.34	0.556	High

3. I willingly follow social order	4.49	0.579	High
4. I responsibly do my assignments	4.26	0.684	High
5. I follow work regulations	4.32	0.599	High
6. I strictly follow traffic rules	4.19	0.696	High
7. I willingly give my collaboration to social activities	4.46	0.601	High
8. I do not make noise to annoy others during work	4.16	0.663	High
9. I can adjust myself to others and accept their roles and duties	4.28	0.586	High
10. I want to take part in reducing social problems	4.11	0.610	High
11. I can work along well with others	4.47	0.646	High
12. I respect the right of others	4.64	0.538	Highest
13. I can help the community solve their problems	4.15	0.634	High
14. I clearly plan and schedule my activities	3.96	0.671	High
15. I respect the human dignity of others	4.64	0.538	Highest
16. I can adjust my way of life to social conflicts	4.05	0.700	High
17. I follow the Code of Ethics of Teaching Profession	4.30	0.613	High
18. I collaborate with the community to do their activities	4.34	0.580	High
23. I generously donate essential supplies to disaster victims and the underprivileged	4.15	0.589	High
24. I am not unwilling to do my job that is assigned by the group	4.24	0.592	High
25. When a problem occurs in the group work, I consider my work first	4.27	0.727	High
26. I fully help social development activities	4.39	0.615	High
27. I fully volunteer for community service in my neighborhood	4.35	0.607	High
28. I am proud of making benefits for the society and the community	4.61	0.519	Highest
29. I agree that everyone collaborates in developing the community	4.70	0.460	Highest
30. I am an important part in community service activities	4.15	0.655	High
Total	4.30	0.612	High

Table 3 shows that the mean score of social responsibility after students learned by service learning is 4.30, which is described as "High." The social responsibility in which are at the "Highest" level include *respecting the right of others, respecting the human dignity of others, being proud of making benefits for the society and the community,* and *agreeing that everyone collaborates in developing the community.*

Table 4. Self-efficacy after students learned by service learning

Item	$\bar{X}$	S	Self-efficacy
1. When the teacher asks us to express opinions, I always raise my hand up and give an opinion	3.64	0.653	High
2. For group work, I volunteer to represent my group to give a presentation in front of class	3.72	0.750	High
3. I feel proud of myself	4.01	0.767	High
4. When the teacher asks me a question, I can stand up and answer the question	3.72	0.673	High
5. I can represent my group to give a discussion of the community problems	3.82	0.765	High

6. I am able to express my leadership	3.68	0.685	High
7. I can accept others' opinions	4.53	0.555	Highest
8. I can represent my class to run community service activities	3.81	0.676	High
9. I can relieve my nervousness when I speak to a large audience	3.64	0.694	High
10. I open up my mind to welcome different opinions	4.46	0.502	High
11. I am able to live along well with others	4.53	0.555	Highest
12. I have interpersonal skills	4.26	0.684	High
13. I can apply my academic knowledge to community service	4.14	0.728	High
14. I am able to integrate my knowledge with other sciences	3.61	0.658	High
15. I am able to search for more knowledge	3.85	0.655	High
16. I am skilled to criticize and analyze problems based on ongoing situations	3.92	0.678	High
17. I am able to evaluate others' concepts	3.93	0.648	High
18. I am able to use information to solve problems	3.89	0.610	High
19. I am able to deal with the effects of my decisions	3.95	0.546	High
20. I am able to use my creativeness	3.78	0.647	High
21. I am able to analyze the situation of my work	3.85	0.806	High
22. I am able to use my critical thinking	3.99	0.731	High
23. I am able to control my temper	4.28	0.673	High
24. When I encounter a problem, I attempt to overcome it myself first	4.27	0.556	High
25. When I do not understand a matter, I search for more information myself first	4.11	0.674	High
26. I believe that an attempt can accomplish a difficult task or homework	4.12	0.682	High
27. I believe that I myself can succeed my work	4.23	0.653	High
28. I am proud of the community service project	4.27	0.647	High
29. When there are choices, I myself can choose a choice	4.14	0.581	High
30. I always generate a new idea and take it to action	3.74	0.684	High
31. I can make my friends put their trust in me	3.93	0.669	High
32. I can finish my work in the due time	4.30	0.591	High
33. If my group work is not done, I help my group mates to finish it	4.26	0.598	High
34. I help my classmates on their work regardless of the teacher's request or command	4.24	0.679	High
35. I can adapt my habits if my classmates dislike	4.16	0.620	High
36. I can adjust myself to the changing society	4.19	0.715	High
37. I keep myself updated with innovative technology	4.00	0.641	High
38. I can talk with others without feeling worried	4.23	0.684	High
39. I always greet others first to make friendship	4.12	0.721	High
40. I willingly help those who have greater difficulties than mine	4.43	0.551	High
Total	4.04	0.660	High

Table 4 reveals that the mean score of self-efficacy after using the developed service learning instructional model is 4.04, which is described as "High." The self-efficacy which are at the "Highest" level consist of *accepting others' opinions and being able to live along well with others.*

4. Discussion

The service learning for pre-service teachers developed the students' social responsibility and roles of citizens. The community, in particular its leader or delegate, which was selected to process the model, was an important factor in building a body of knowledge as well as teaching and learning activities. The knowledge gained in the community met the students' interests. Likewise, the students played an important role in solving community problems when they were needed. The students possessed certain problem-solving knowledge which they searched through information technology and the Internet. When both the community members and the students cooperated with each other, they raised awareness of their social responsibility and roles of citizens. This supported the process to develop good citizenship by means of the course-based service learning instruction (Hervani and Helms, 2004).

The use of the service learning also enabled the students to learn existing local wisdom through authentic experience as in the studies (Brandes and Randall, 2011; Phillips, 2011; Tosado, 2011). They found that the service learning instruction could develop students' social responsibility. They students could learn through community-based experience. It is apparent that the development of the service learning instructional model in this research followed a systematic process based on basic concepts and theories. Moreover, the developed model was evaluated by experts. The results of the evaluation confirmed the effectiveness of the model. Implication of the model is that it is used to manage the teaching and learning of a course whose objective is to develop students' social responsibility and roles of citizens (Joyce *et al.*, 2009; Christine, 2011).

Furthermore, the service learning instruction allowed the students to perceive their own efficacy. They happened to have social responsibility and various positive attitudes toward pre-service teaching at school. They were also encouraged to develop creative innovation. This accorded with the research of Terry (2008) who discovered that the service learning instruction promoted creative thinking and helped solve problems of the community. This kind of teaching also allowed the students to perceive their self-efficacy. This was found when they were doing reflective thinking during the class presentation and doing the field study with the researcher. Another indicator of the success of this research project was the students' pride and roles in the community. They were proud of learning the community and playing a role in solving the community problems. The students' pride was found in their presentation of the summary of the project and activities, innovation from the source of knowledge and local wisdom to promote the community market, design and campaign of the innovation on the Internet. The knowledge of the students helped raise income for the community with new products. This was a direct solution to the community problems.

In addition to the service learning instructional model, the PCAR had a role in building the students' pride in solving the problems occurring in their community. This is a factor to the success of service learning instruction. The service learning instruction not only generates student group interaction, but also enables them to integrate academic knowledge into authentic problem solving. Students come up with visionary and systematic thinking. They added that students' assessment of success and summary of lessons give them an insight into the course content. The teacher designs the group process whose activities can be later adjusted, added, and reduced based on real-world ongoing situations. As a consequence, the students are not fed up with the process, but eager to follow up the group activities. Finally, the achievement of the project was reached by the real practices of the students who took pride and had inspiration to be a social benefit.

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