STUDENT COMMUNITY SERVICE AS A TOOL FOR CIVIC EDUCATION

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INTRODUCTION

• Benjamin Franklin observed that no sailing ship is ever designed, built, and captained by a single person.

• Success will depend on the work of many, including local institutions – universities, in particular.
Community-University Partnerships

• University-community collaborations offer important opportunities for traditionally segregated groups to work together in collaborative relationships (Cherry & Shefner, 2004).

• Community partnerships are important because they serve as convenors of people and communities who might not otherwise come together to address significant issues or conditions they face.

• When residents, organizations, agencies, and local communities actively participate in outreach projects, the commitment to sustain the project is much greater than community projects that are spearheaded and conducted solely by academicians.
Student Community Service (SCS)

• SCS is an awareness of students to share their science and knowledge to solve the problem and implement community development.
• SCS was started in 1971 by three universities, namely the University of Gajah Mada (UGM), University of Hasanuddin (Unhas) and Universitas Andalas (Unand).
• All undergraduate students (S1) shall participate the SCS as a GRADUATION REQUIREMENT.
Student Community Service (SCS)

• SCS is a form of community-university partnerships
• The program is able to encourage empathy of students, and provide input for the completion of the existing problems in the community.
• By learning together with the community, students will discover a lot of new things that are not acquired in the college.
Student Community Service (SCS)

• SCS is one manifestation of the Three Dharma of College (Teaching, Research, & Community Service) by providing learning and work experience to the students about the application and development of science and technology in society.

• In the SCS, students implement their knowledge to solve problems of the people so that people can empower themselves to help themselves (or to help people to help themselves).

• Community will learn from the students and the students will gain knowledge of the society

• There is a mutual benefit in SCS between student and the community

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Student Community Service (SCS)

- SCS becomes real contribution of the university to the community, industry, local government and community groups who want to become economically and socially independent.
- SCS not only teaches the concept of "working for the community" but also "working with community".
- SCS conducted a cross-sectoral and interdisciplinary.

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The Purposes of SCS (1)

• Developing and improving the knowledge, attitudes and skills so that students have the awareness and the ability to assess, formulate and solve societal problems based on their competence;
• Increasing knowledge students about social problem;
• Providing experience and skills to the students about the application of science and technology in solving interdisciplinary problems and fostering and developing social awareness and responsibility towards the betterment of society;
• Increasing the student's role as a motivator, dynamic factor, accelerator, and resources in development activities;
• Increasing the acceleration and effectiveness of development programs;
The Purposes of SCS (2)

• Integrating the role of universities, government and the community in efforts to improve the welfare of society;
• Increasing the ability to think and act for citizens in solving problems and meeting the needs of life as well as the ability to plan, implement and evaluate development programs;
• Forming cadres in the society especially in the location of SCS in order to encourage a positive dynamics of community life in the achievement of development;
• Providing information as inputs to the government for economic development planning model.
• Assisting the government in accelerating sustainable economic development;
• Provide inputs for the development of university curricula tailored to the needs of development.
The SCS’ Activities

1. Infrastructure Development
2. Micro and middle enterprises development
3. Increasing Agriculture, Fishery, Poultry, and Forestry Production
4. Natural resources development
5. Community empowerment through education
6. Public health improvement
7. Environment management
8. Socio-Cultural Values Preservation
9. Gender Mainstreaming

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1. Infrastructure Development
(Faculty member: Civil Engineering)
2. Micro and middle enterprises development
(Faculty member: Economic)
3. Increasing Agriculture, Fishery, Poultry and Forestry Production
(Faculty members: Agriculture, fishery, poultry & forestry)
4. Natural resources development
(Faculty member: forestry)
5. Community empowerment through education
(Faculty member: Education)
6. Public health improvement
(Faculty member: medical)
7. Environment management
(Faculty member: environmental engineering students)
8. Socio-Cultural Values Preservation
(Faculty members: art & culture)
9. Gender Mainstreaming

(Faculty members: law & politic)
The SCS’ Principles

- Integration.
- Based on Needs.
- Interdisciplinary.
- Active participation
- Sustainability.
Integration

• SCS is implemented in an integrated manner, covering aspects of intellectual, socio-economic, physical and managerial aspects in order to increase the knowledge, abilities and skills.

• SCS should be able to combine elements of the three Dharma University, which is education and teaching as well as research-based community service.

• SCS should be able to combine the idea among university, government, partners, and the community needs.
Based on Needs

• SCS is implemented based on the needs expressed by individuals, public institutions and government.

• The activities are based on the interests of the people and the government.
Own abilities.

- SCS is conducted by prioritizing excavation and development local potential as well as increasing community which is based on the self-reliant development
Interdisciplinary

• SCS conducted by students from various disciplines in the university environment.
• In this case, students carry out their duties on the basis of the mechanism of thinking and working in an interdisciplinary manner.
Active participation.

- Governments and other elements associated with this program, are encouraged to participate actively since the planning, implementation and evaluation of programs...
Sustainability.

• SCS is implemented gradually and continuously.
• It means that the successful programs are the starting point for the next program to achieve the goals expected by the public and government
SCS as A Tool for Civic Education

- Civic education is education that teaches the rights and obligations of citizens (Triyanto, 2011).
- According to Citizenship Foundation, UK (2010), Civic education is “… about enabling people to make their own decisions and to take responsibility for their own lives and their communities”.
- Conceptually, the qualified citizen has three main abilities, namely civic knowledge, civic skills, and civic disposition (Branson, et al., 1999).
Civic knowledge

• Civic knowledge is a material substance that should be known by the citizens.

• Principally, the knowledge must be known to citizens concerned with the rights and obligations / roles as citizens.

• In learning, civic knowledge is categorized as cognitive ability.
Civic skill

• Civic skill is developed from the knowledge of citizenship.
• Knowledge becomes MEANINGFUL because it can be used to solve the problems of the nation and state.
• Civic skills include intellectual skill, and participation skill.
• In learning, civic skill is categorized as psychomotor ability.
• SCS can improve civic skill by implementing the knowledge for the community
Civic disposition

- Civic disposition is a trait that should be owned by every citizen in order to keep the dignity, self-respect and common interests.
- One form of civic disposition is civic responsibility.
- Even though a person already has a good knowledge and skills, but he/she can be nasty if he/she does not have a good character and mental.
- In learning, civic disposition is categorized as affective ability.
- SCS can improve civic dispositions by taking responsibility to empower the community.

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Problem Encountered

1. the complexity of the local bureaucracy;
2. low community participation;
3. incompatibility between programs and issues;
4. human relations between students and the community; and
5. comprehensive assessment system.
The complexity of the local bureaucracy

• Before carrying out the SCS, the university needs to take care of licensing to local officials.
• The permitting process often takes **A LONG TIME**.
• Sometimes, local official does not realize that SCS will give many benefits to the community.
• Thus, SCS should have local license easily.
Cooperating with the local leader
Low community participation

• In some areas, SCS lack of public response.
• Their participation in the SCS was minimal.
• The older generation was usually more active than the younger generation
• It is THE BIG CHALLENGE of community service
Empowering the local people participation
Incompatibility between programs and issues

• SCS programs sometimes are not preceded by earlier research.

• This causes the program does not match to the needs of the community.

• Incompatibility between the competence and the needs of society causes the students can not apply their knowledge.

• For example, agricultural students are not applicable in the industrial region.

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Lack of human relations between students and the community.

- Each region has different social and cultural characteristics.
- Students from urban areas often have difficulty in communicating with people in the village because students are not familiar with the local social and cultural conditions.
A comprehensive assessment system

• Universities should assess student performance on the field.
• Student performance assessment requires assessment instruments.
• This instrument must be able to measure all the components, especially in the areas of psychomotor and affective
Assessment

• Assessor:
  – Supervisor (lecturer)
  – Community (local leader)
  – Student (peer assessment)

• Assessed Components
  – Skill (psychomotor)
  – Dispositions (affective)
Assessed Components

• **Skill (psychomotor)**
  – Ability to implement the knowledge
  – Ability to work together
  – The quality of products
  – Creativity (etc)

• **Dispositions (affective)**
  – Discipline
  – Respectful
  – Serious
  – Responsibility (etc)
Skills Assessment Instruments

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<th>Poor</th>
<th>Average</th>
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<th>Excellent</th>
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<td>3</td>
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<td>2</td>
<td>Ability to work together</td>
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<tr>
<td>3</td>
<td>The quality of products</td>
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# Dispositions Assessment Instrument

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Conclusions

• SCS is an implementation of civic education, especially civic skills and civic dispositions.
• SCS teaches civic participation and civic responsibility.
• Students apply the knowledge gained in college to participate directly in community development.
• As a part of the community, students are trained to be responsible for community development.
Suggestions are welcome ...!

Terimakasih
(thank you)