The Effectiveness of Applying Service Learning In Teaching Values and Soft Skills:

An Analysis of
Students' Reflective Journals

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Hongkong, June 3, 2009

Background

PCU Vision: To be a Caring and Global University committed to Christian Values

2006-2011 Strategic Plan

Service learning

Christian values:

Whoever wants to be a leader among you must be your servant and whoever wants to be first must be the slave of all, For even I, the Son of Man, came here not to be served but to serve others, and to give my life as a ransom or many (**Mark 10-43-45**). Since I, the Lord and Teacher, have washed your feet, you ought to wash each other's feet. I have given you an example to follow. Do as I have done for you (**John 13: 14-15).**

Serving others

Teaching values to students

Background

LIS Class

Values (Christian Values) → **Serving others**
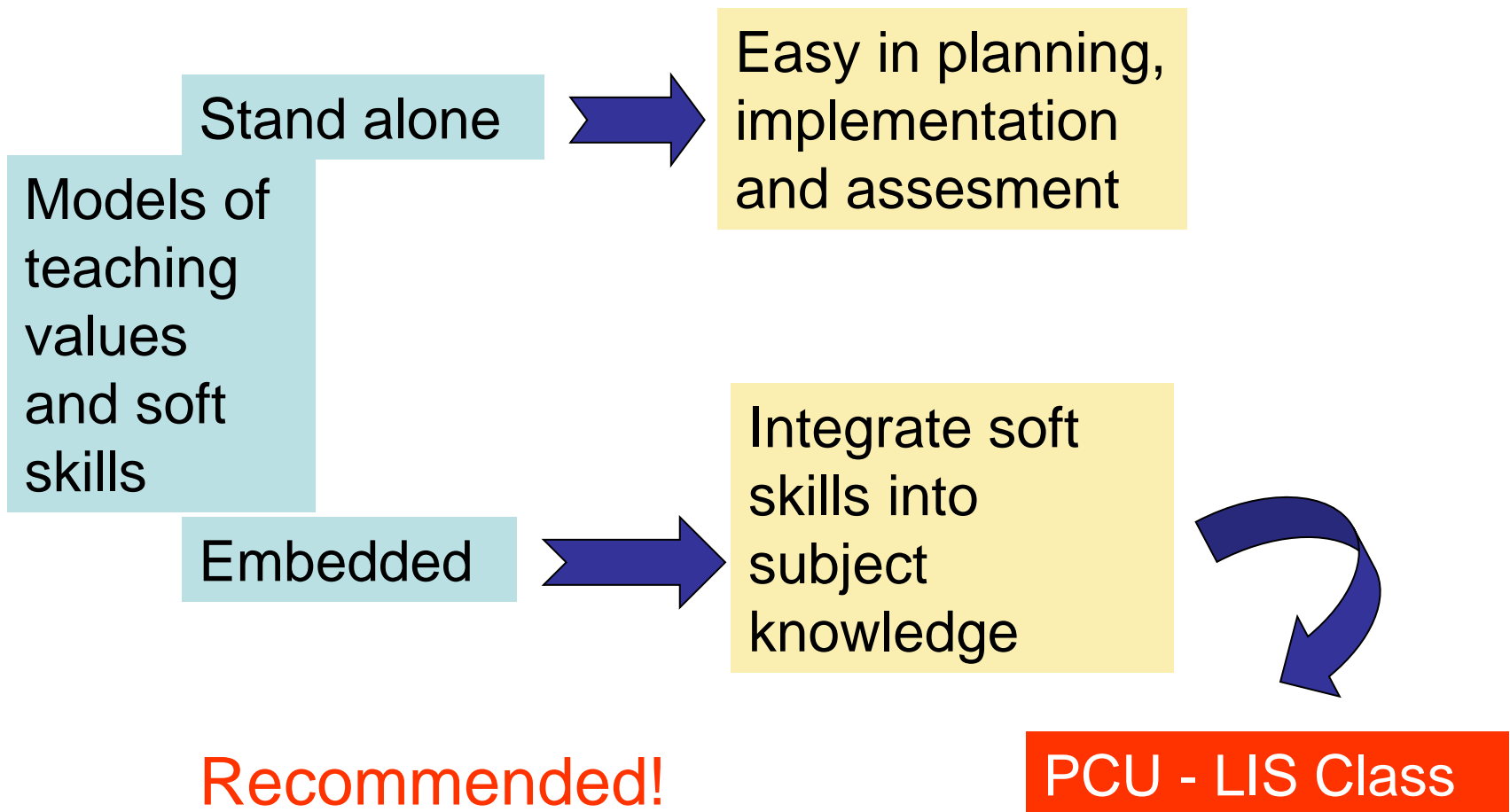
Soft skills (Salih, n.d) →

1. Communicative skills
1. Thinking and Problem Solving Skills
2. Teamwork Force
3. Life-Long Learning & Information Management
4. Enterpreneur skills
5. Ethics, Morals and Professionalism
6. Leadership skills

⇒

1. Caring
2. Creative, Reflective Thinking
3. Global
4. Teamwork
5. Leadership
6. Communication

Background

Models of teaching values and soft skills

Stand alone → Easy in planning, implementation and assesment

Embedded → Integrate soft skills into subject knowledge

Recommended!

PCU - LIS Class

Implementation of Service Learning at LIS Class

- Non required class
- 3 credits
- Integrate soft skill into hard skill learning goals
- 5th – 7th semester students
- Main Project: Designing and developing Library Information System
- Online discussion (e-learning)

Since 2nd sem 2003-2004

- Visiting, interviewing small libraries
- not necessarily marginal libraries

Since 1st sem 2005-2006

- service learning (elective)
- Reflective journals
- Assessment on values and soft skills

Implementation of Service Learning at LIS Class

- Condition of the target libraries

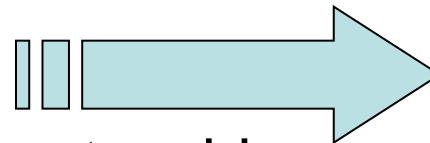# Implementation of Service Learning at LIS Class

- What are the students doing?
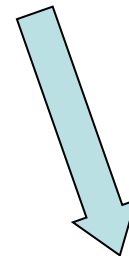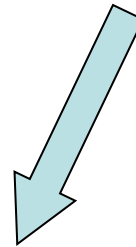
Objectives

Service learning

teaching

Values & soft skills

effective

problems

Research Methods

Analyzing students' reflective journals
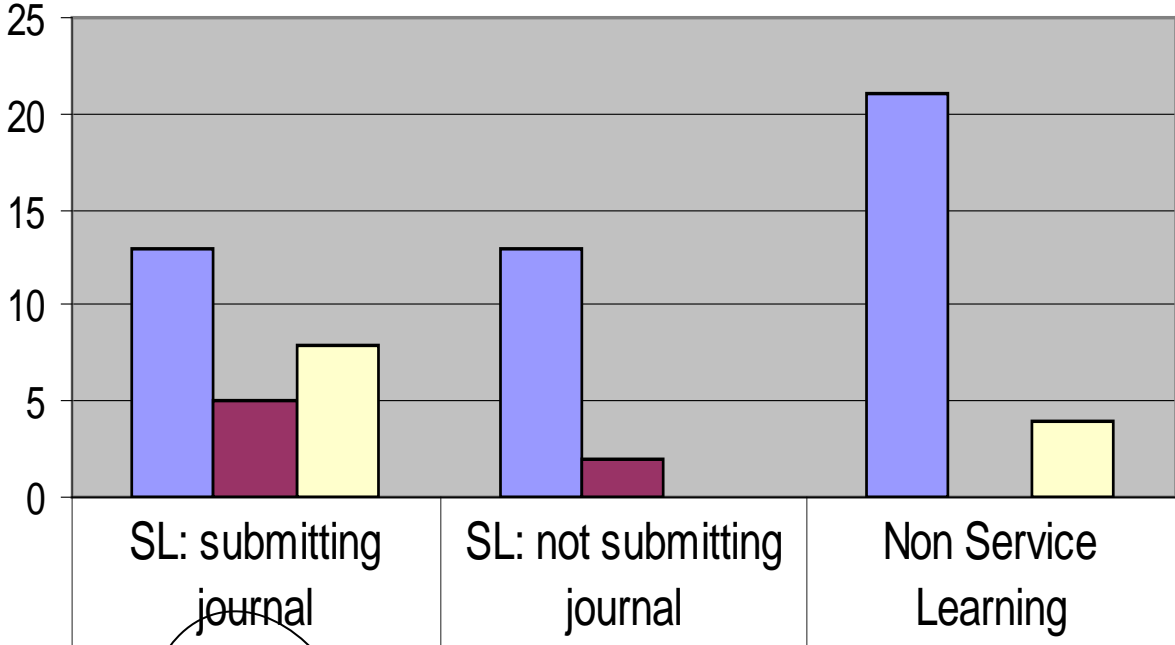Categorizing values & softskills reflected
Identifying problems

- 1st semester 2005-2006
- 1st semester 2007-2008
- 2nd semester 2007-2008
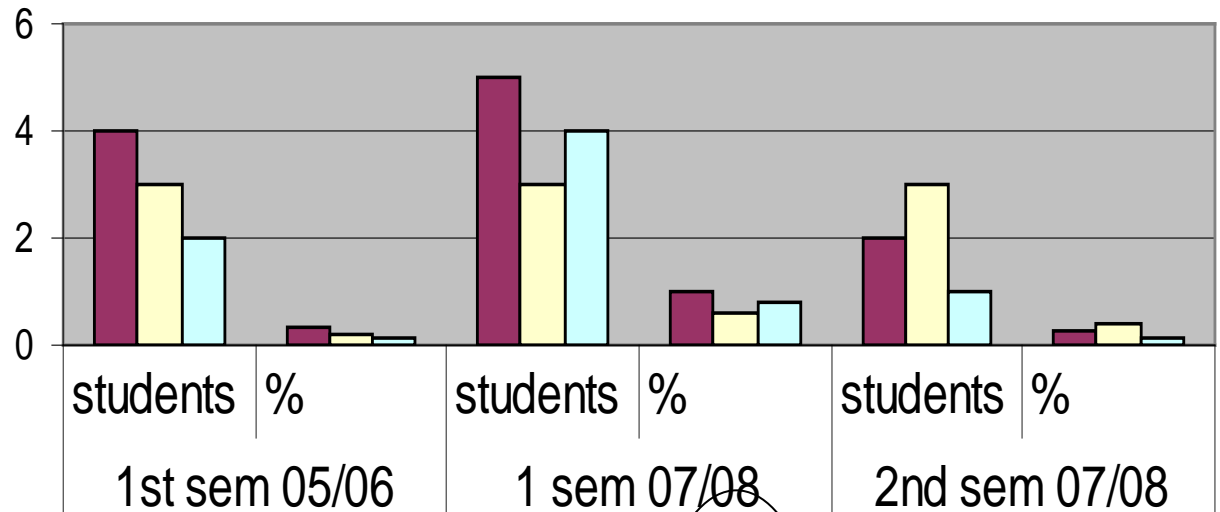
Analysis

Journals analyzed

	SL: submitting journal	SL: not submitting journal	Non Service Learning
■ 1st sem 05/06 students	13	13	21
■ 1st sem 07/08 students	5	2	0
□ 2nd sem 07/08 students	8	0	4

Analysis

caring

	1st sem 05/06		1 sem 07/08		2nd sem 07/08	
	students	%	students	%	students	%
■ 1.1.1 Helpful	4	31%	5	100%	2	25%
□ 1.1.2 Respect other & self	3	23%	3	60%	3	38%
□ 1.1.3 Environment	2	15%	4	80%	1	13%

Analysis

Creative &
reflective thinking
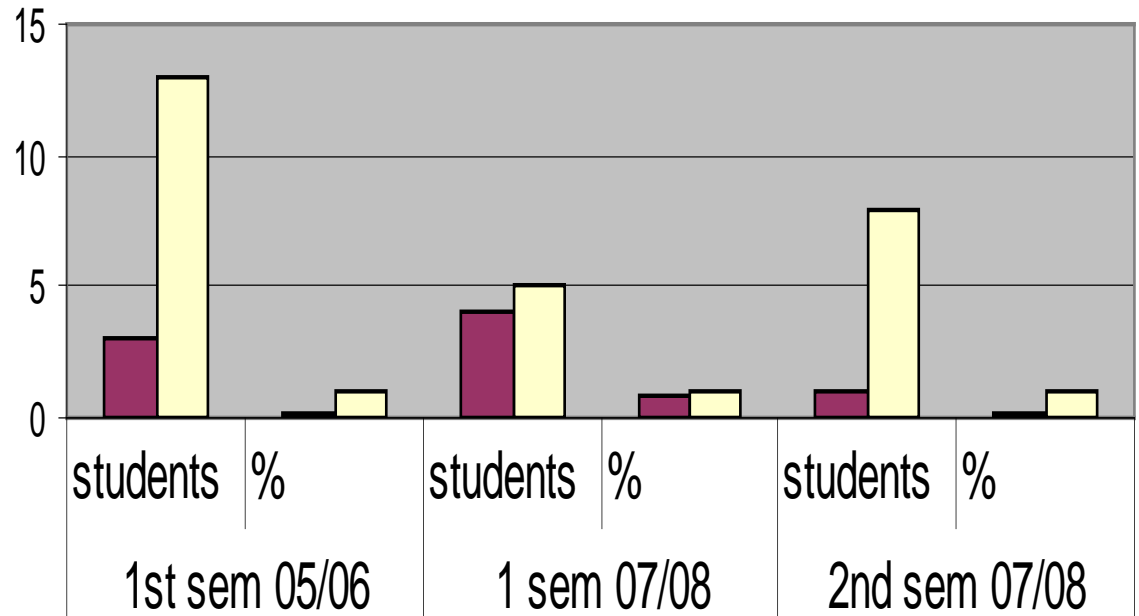
	students	%	students	%	students	%
	1st sem 05/06		1 sem 07/08		2nd sem 07/08	
■ 1.2.1 New ideas/creative	3	23%	4	80%	1	13%
□ 1.2.2 Reflective	13	100%	5	100%	8	100%

Analysis
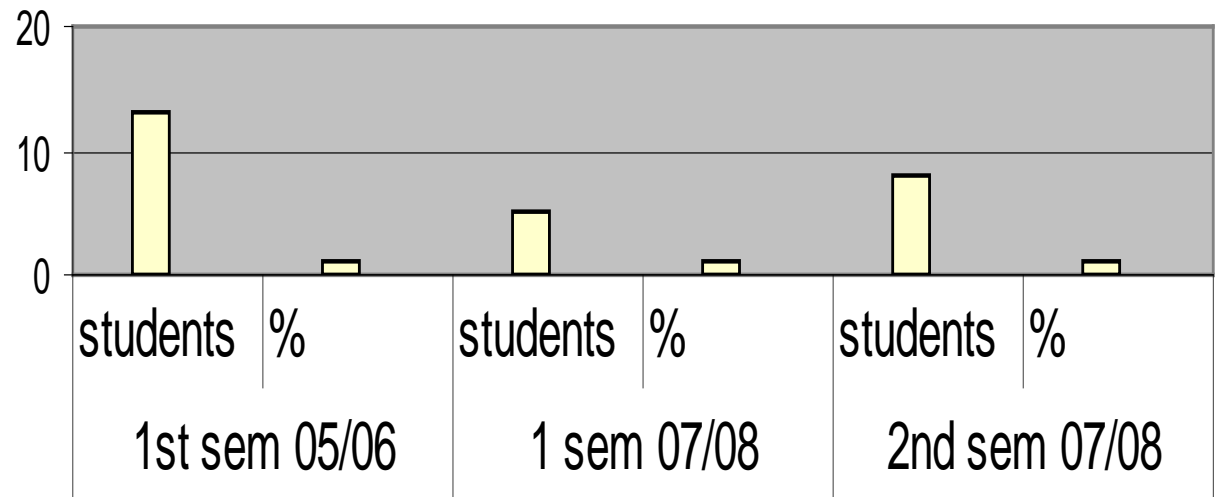
	students	%	students	%	students	%
Global	1st sem 05/06		1 sem 07/08		2nd sem 07/08	
■ 1.3.1 Languange						0%
□ 1.3.2 IT	13	100%	5	100%	8	100%
□ 1.3.3 Information literacy						0%

Analysis
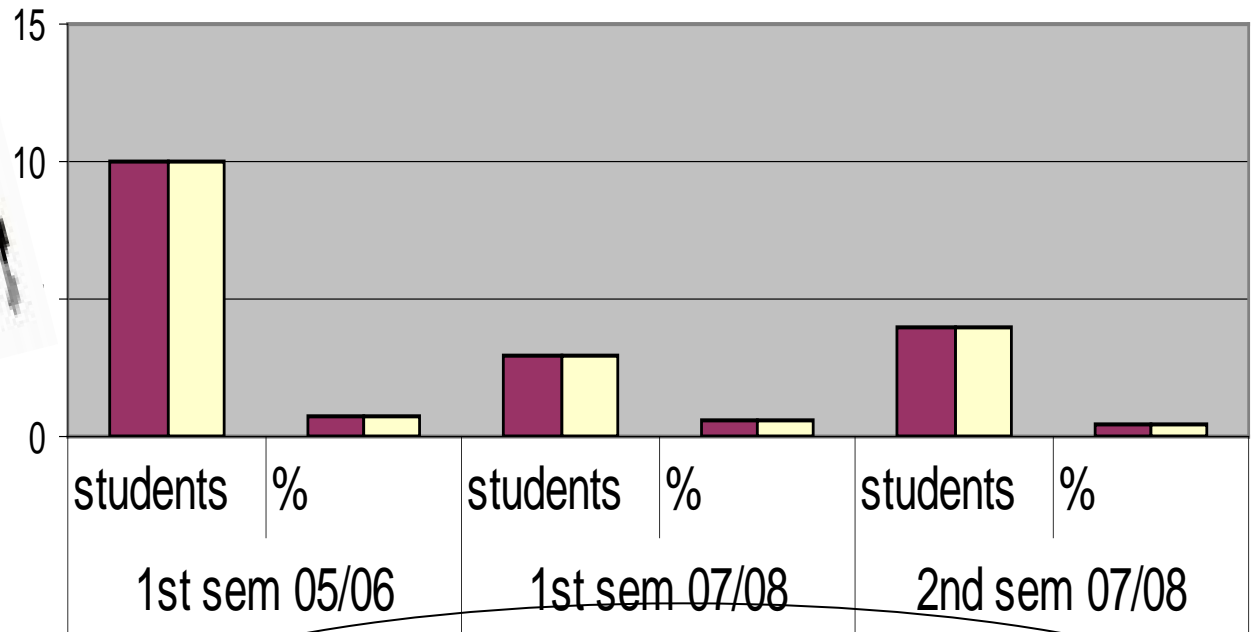
	1st sem 05/06		1st sem 07/08		2nd sem 07/08	
	students	%	students	%	students	%
■ 1.4.1 Spirit of sharing	10	77%	3	60%	4	50%
□ 1.4.2 Participation	10	77%	3	60%	4	50%

Analysis

leadership
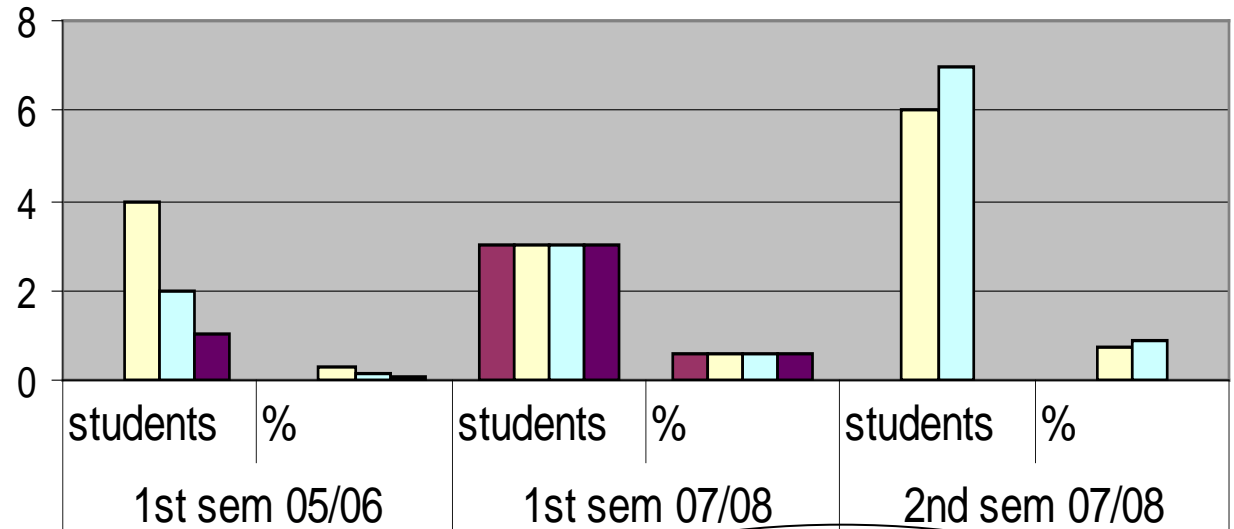
	students	%	students	%	students	%
	1st sem 05/06		1st sem 07/08		2nd sem 07/08	
1.5.1 Independent			3	60%		
1.5.2 Responsibility	4	31%	3	60%	6	75%
1.5.3 Integrity	2	15%	3	60%	7	88%
1.5.4 Vison	1	8%	3	60%		

Analysis

communication
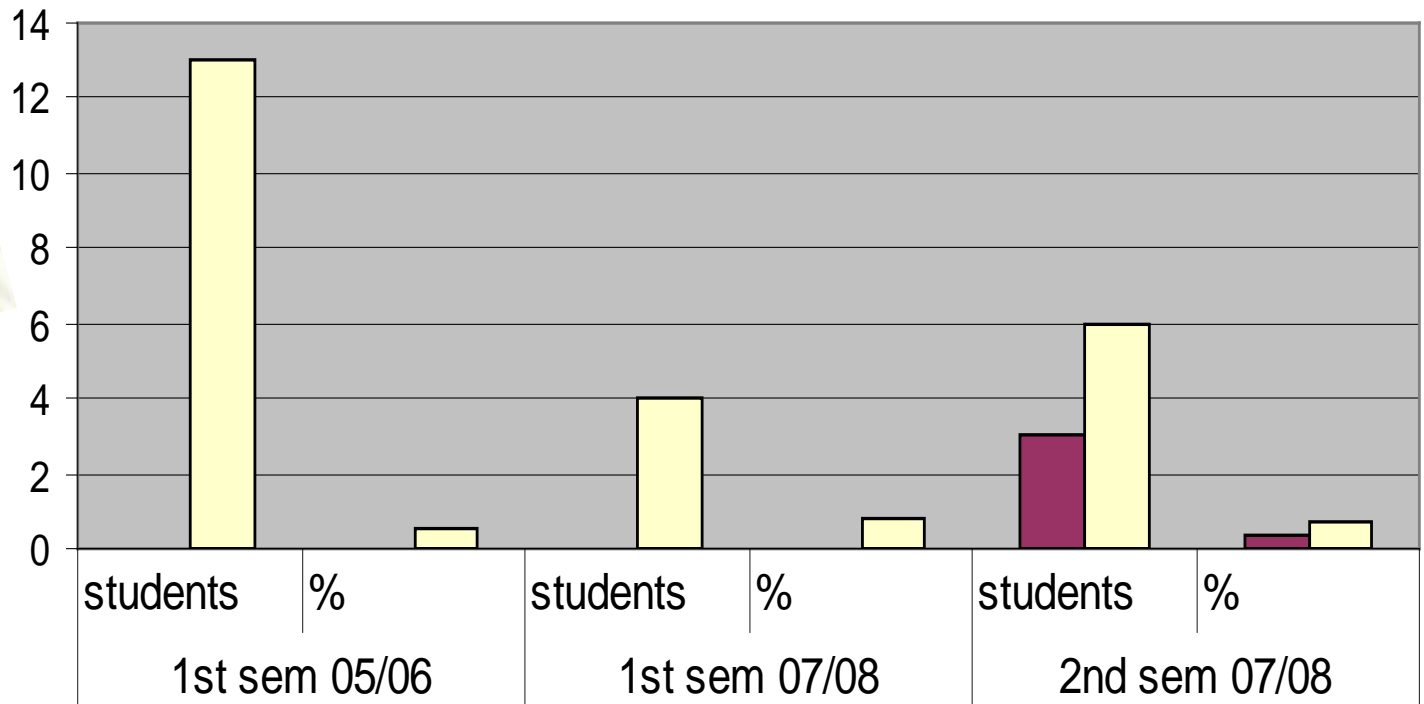
	students	%	students	%	students	%
	1st sem 05/06		1st sem 07/08		2nd sem 07/08	
■ 1.6.1 Oral					3	38%
□ 1.6.2 Written	13	50%	4	80%	6	75%

Analysis
- summary
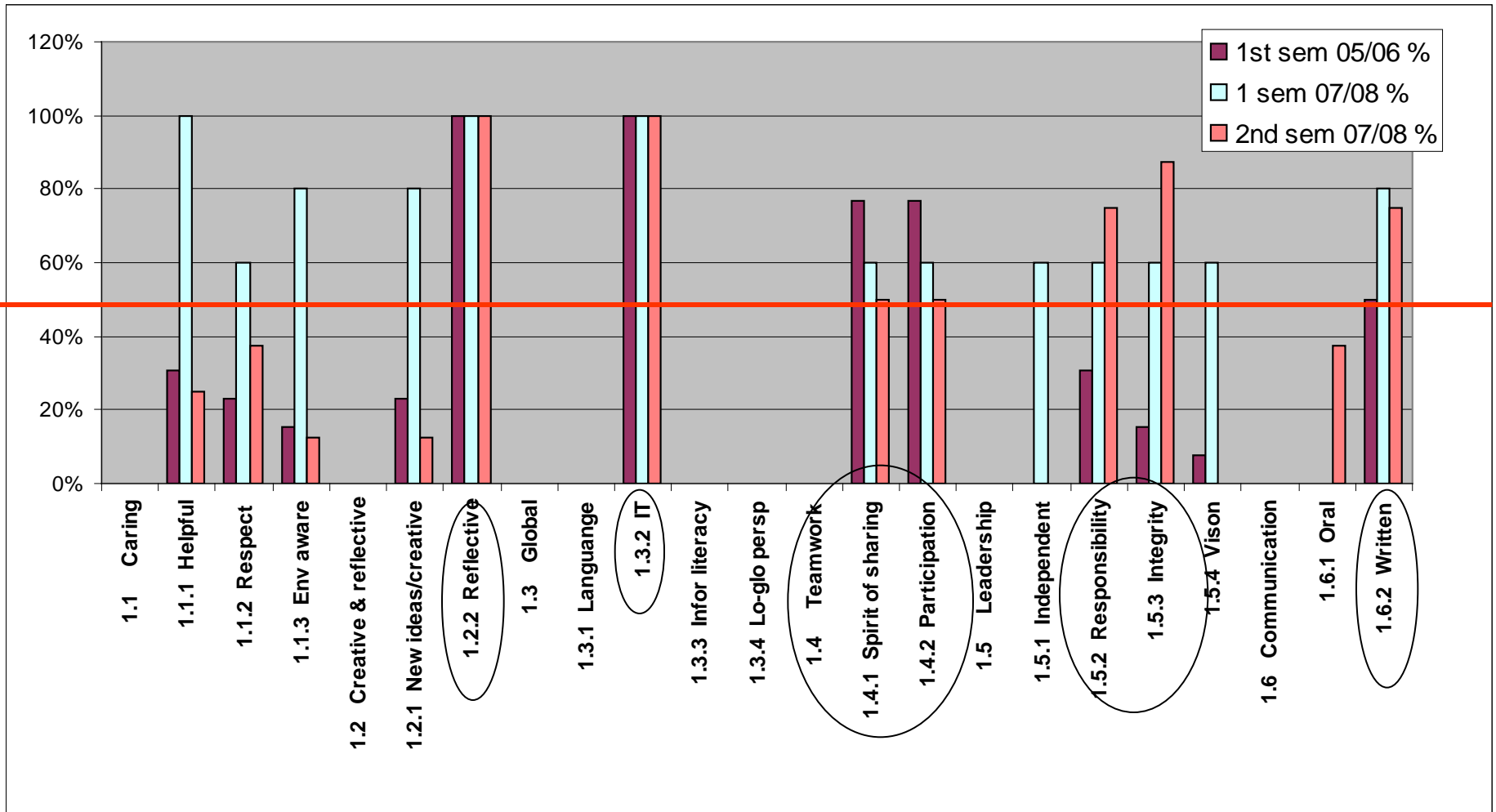
Conclusion

- service learning is quite effective in teaching values and softskills (V&S). Almost all V&S are reflected in the students' journals, though

  ❑ each student develop different types of values and softskills

  ❑ not all values & softskills developed by each student

  ❑ not all students interested in experiencing service learning

- Other values identified: gratitude, trusting others,motivation to do the best, understanding class materials better by dealing with real problems

Conclusion

- intrinsic motivation plays an important role (1st semester 2007-2008 students learn more)

- Enforcements and strategies are important (skill preparation, assignments, grading system)

Conclusion

•Problems

Extra works for students & teachers

Hard vs soft skills

required vs non
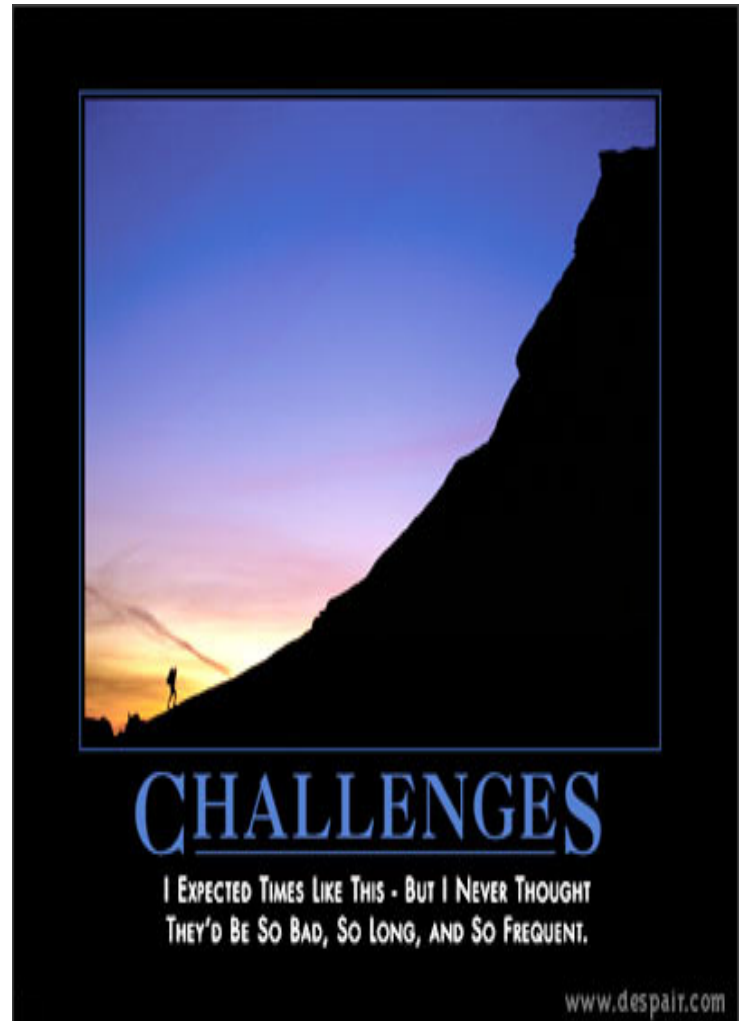
special skills needed

Intrinsic vs extrinsic motivation

Strategies & resources

Loosed vs designed reflective journals

sustainability

- curriculum redesign

- teaching/facilitating strategy curriculum

- Partnership with other parties (expertises, resources, sustainability)

CHALLENGES

I EXPECTED TIMES LIKE THIS - BUT I NEVER THOUGHT
THEY'D BE SO BAD, SO LONG, AND SO FREQUENT.

www.despair.com

"I feel touched when I realize that with the knowledge I gain, I can help other people. This awareness motivates me to complete this project not to get grades but for something bigger, to care for others". (Athika, 1st semester 2007/2008)

Thank You