CHAPTER I

INTRODUCTION

This chapter provides the background of the study, the research question, the purpose of the study, the significance of the study, the scope and limitations of the study, and the definition of key terms.

1.1   The Background of the Study

In one educational experience, the fundamental component of service learning has played a significant role, notably in improving the curriculum to make it more engaging and participatory. The term "service learning" covers a wide variety of didactics, including experiential learning, fieldwork, and internship programs (Halberstadt et al., 2019). Service learning began as a teaching and learning strategy that connected academic curricula to community problem-solving. This is a creative teaching method that offers a lot of potential for sustainable entrepreneurship education. It was originally intended for university students, but today's participants are usually from elementary, middle, high, and postsecondary schools (Leonori, 2021). Service learning activities are typically integrated into the training activities of various disciplines in their syllabi or are carried out through the university's services outside of their degree and, in other situations, are voluntary (Asenjo et al., 2021). While community service learning is not mandatory, it might be a co-curricular program or activity. It is something students undertake away from or in addition to their academic education that plays a crucial role in other developmental areas. In service learning, students participate in community service while also acquiring academic

material. To create a meaningful experience, service and learning must be matched.

Over the last two decades, service learning programs have been used as an engaging pedagogy. It plays a vital role in the development of social skills by fostering ethical and responsible citizenship. When correctly organized, service learning is an innovative, cutting-edge way to develop critical thinking and other domain-specific abilities (Li et al., 2018). Service learning also helps academic institutions create strategic partnerships with important community members and stakeholders. Educational institutions have usually prepared students for the demands of the world by emphasizing critical thinking and social responsibility, as well as the significance of giving to the community and participating in social activities (Afzal & Hussain, 2020). Omar et al. (2022) stated that service learning has been researched over the past several years and has been able to gather a lot of attention due to its impact by connecting students with real-life situations. Most academics believed that service learning had achieved effective results in helping students include a variety of elements that may help to improve their knowledge and abilities. According to Kolb, as cited in Lin & Shek (2021), students build experiences by applying academic principles to community service, and then they observe and report on these encounters. Their understanding of the concepts will change because of this reflective observation, and they will be better equipped to apply those concepts in new situations in the future. Mutual advantage, or reciprocity, is a crucial aspect of service learning. Volunteering and community service don't often contain formal educational components, which is how service learning differs from them. Students who participate in service learning are expected to accomplish both their academic objectives and the specified

community needs. Thus, the activities will be beneficial to both service providers and recipients.

Teaching Assistance is an activity that supports continuous learning in an educational setting and is connected to the learning process (Firdausi & Christanti, 2024). Initially, students who participate in Teaching Assistance will receive training in creating lesson plans and creating instructional materials. The knowledge they have gained will subsequently be put to use in their classroom instruction (Irawan, 2022). Teaching Assistance places a strong emphasis on curricular flexibility and academic freedom, enabling students to customize their educational courses to fit their requirements and professional goals (Azwar et al., 2024). The implementation of Teaching Assistance aims to accomplish a number of goals, such as giving students the chance to practice directly in the field and enhance their competencies. Students' roles in the Teaching Assistance program include aiding with the learning process, school administration, technological adaption, and incidental school activities (Firdausi & Christanti, 2024). It also seeks to increase the availability of high-quality education and emphasize the connection between primary and secondary education and contemporary trends and higher education (Santi et al., 2023).

Based on the previous study by Olagoke-oladokun et al. (2020), the purpose of this study is to determine how service learning has affected the students who have taken part in these programs actively. An exploratory design and qualitative methodology were used in this study. The data collected from the participants in the exploratory study indicated that service learning might stimulate the development of skills necessary for human capital development. In order to conduct this study, a sample of twenty-five undergraduate students from two

institutions was specifically chosen. Student participation in service learning implementation was a determining factor in the selection process. Therefore, these criteria guaranteed that the respondents to the one-on-one interviews conducted by the researcher using open-ended questions had sufficient expertise and correct knowledge to generate the necessary data collected for the study. After gathering the data, it was transcribed and then validated using the member checking approach. Additionally, the students were exposed to a range of obstacles and challenges that members of the community face through service learning. Through service learning, students are guaranteed to apply the theoretical information they have learned in the classroom to real-world situations that support community development. In the process, their proficiency in a relevant field of practice is also improved, and other talents like interpersonal skills are created. Service learning implementation provides graduates with opportunity to apply classroom knowledge to address social issues. As a result, students' skills in their chosen career improve even before they graduate. These students' practical experience demonstrated that knowledge gained through service learning programs was more likely to stick in memory. This is due to the fact that, in contrast to the traditional teaching approach, which is typically a passive one, the active experimental process is an instance of inventiveness. As a result, service learning has shown to be more useful to participants due to the procedures involved in its implementation. It has been shown to achieve the primary goal of education since all participants are generally influenced.

Another previous study by Suwanti et al. (2022) which aims to describe the impact of implementing the MBKM curriculum program coordinated by the Ministry of Research, Technology, and Higher Education, Kampus Mengajar, on

the attitudes of students at the Faculty of Science and Technology, Universitas Kanjuruhan Malang. Mixed methods were utilized in the study. The quantitative data in this study comes from questionnaires distributed to Kampus Mengajar school partners and students. The 78 participants in the Kampus Mengajar from the Faculty of Science and Technology at Universitas Kanjuruhan Malang and the 18 teachers from partner schools at the Kampus Mengajar served as the study subjects. The instruments employed in this study include 1) student and partner surveys, and 2) student interview guidelines. A partners questionnaire created based on their opinions of students' performance in the classroom. The student questionnaire was created based on students' perceptions of what they gained from participating in the Kampus Mengajar program. The outcome is that students learn how to collaborate with others and acquire soft skills like responsibility, independence, and discipline. Students collaborate to solve difficulties faced by the school. For instance, students raised concerns about the need to rebuild the school library and toga park due to damage to these areas. The experience acquired extends beyond classroom instruction and learning activities. Additionally, students participate in a range of extracurricular activities at school, including theater, enhancing libraries, activating UKS, and creating togas. According to the opinions of the students, Kampus Mengajar programs assist students develop their soft skills and collaborative abilities in addition to giving them classroom teaching experience.

Based on the previous study, the researcher intends to find the impacts of Teaching Assistance as service learning on students of Universitas Muhammadiyah Malang at SMAN 3 Malang. Service learning can provide an overview of the future world of work to undergraduate students. In addition, the

potential integration of service learning into the university course curriculum would develop a fresh and efficient approach to teaching and learning. It is high time experiential learning was used to actualize service learning in the field of postgraduate education. Both communities and postgraduate students can benefit from one another's participation in the transmission of information and skills (Omar et al., 2022).

1.2   The Research Question

According to the background of the study, the researcher develops the research question as mentioned: "What are the impacts of Teaching Assistance as service learning on students of Universitas Muhammadiyah Malang at SMAN 3 Malang?"

1.3   The Purpose of the Study

This study aimed to find the impacts of Teaching Assistance as service learning, especially on Universitas Muhammadiyah Malang students who participated in Teaching Assistance at SMAN 3 Malang.

1.4   The significance of the study

This research was conducted to find out the impacts of Teaching Assistance as service learning on students of Universitas Muhammadiyah Malang at SMAN 3 Malang. The findings of this study are expected to be a consideration for students to do their best while participating in Teaching Assistance, given that these activities provide several benefits for each individual. Hopefully, this research is useful for future researchers and readers to expand their knowledge about Teaching Assistance, service learning and its impacts.

1.5   The Scope and Limitation

Based on the background of the study, this research focuses on the impact of Teaching Assistance as service learning, especially for students of Universitas Muhammadiyah Malang who participated in Teaching Assistance at SMAN 3 Malang.

1.6   Definition of The Key Terms

To avoid misunderstandings in this current research, the key terms related to this study are:

a. Service Learning

Service learning is described as a strategy or approach for achieving academic objectives connected to the service and learning elements. In terms of service, Service Learning is defined as adhering to genuine community needs and is directed by an educational institution with a specific pedagogical goal, but always in connection with and collaboration with the community (Mortari & Ubbiali, 2021).

b. Teaching Assistance

According to the Teaching Assistance guidebook (2023), Teaching Assistance, also known as Pengenalan Lapangan Persekolahan-2 (PLP II), is the second stage of the Pengenalan Lapangan Persekolahan (PLP) for Bachelor of Education candidates, and it takes place during the fifth semester. In the second phase of the program, participants will work as a teacher's assistant to create lesson plans, create instructional materials, and/or conduct small-scale instruction under the supervision of a mentor instructor.