CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains a thorough literature review related to the topic under study to strengthen the analysis and utilize the data that has been collected in this study.

2.1. Service Learning

In recent years, service-based learning approaches have been widely discussed in academia and started to be implemented in various communities as part of efforts to increase social engagement and practical learning. Service-based learning has developed into a popular teaching method in higher education, combining academic learning with practical experience in the community (Jenkins, 2019). In addition, according to Brown et al. (2023), service learning is an experiential learning model incorporating community engagement into the course curriculum to improve student learning outcomes and advance community efforts. It is an understanding of service learning that combines community service with academic instruction and focuses on critical thinking and responsibility (Baecher & Chung, 2020). According to Yusop & Correia (2013), service learning is a teaching and learning method that allows students to learn a specific curriculum by providing services to community members in real life. In addition, (Bringle et al., 2016) stated that service learning is a community service activity that is integrated into the academic curriculum, in contrast to non-academic volunteer activities. Since students are placed in community-based environments mostly to interact and share knowledge, they also gain an understanding of the relationship between education and civic responsibility (Brown et al., 2023). Moreover, according to Rodríguez-

Rodríguez-Ferrer et al. (2023), service learning achieved in well-articulated projects, where students are trained, and engaged in real contexts needs to be improved. In other words, Choi et al. (2023) state that service learning emphasizes the academic and personal aspects of participants through the provision of services, while volunteer work focuses more on supporting specific organizations or communities that require short-term projects. Therefore, in a well-designed service learning program, time is allocated for students to participate in guided reflection on the experience, leading them to a deeper understanding of its meaning (Hood, 2009).

In addition, service-based learning provides many benefits for improving students' academic performance and social and emotional development, including character strengthening (Marcus et al., 2020). Students involved in the program showed significant improvements in academic achievement, social skills, as well as participation in civic activities. In addition, this experience also helped them hone their communication skills, organizational skills, and engagement in learning, thus positively impacting their general abilities in various aspects of life. In terms of individuals, students who participate in the program can deepen their understanding of their knowledge and gain new insights and skills, such as effective communication in a multicultural environment, teamwork, and understanding of gender equality issues. In addition, research shows that service-based learning also contributes to the development of positive leadership attitudes (Marcus et al., 2020).

2.2. PLP II as Service Learning

PLP is one of the prospective teacher preparation programs followed by students of the Bachelor of Education Program at the University. Based on Article 1 Paragraph 8 of Permenristekdikti number 55 of 2017, PLP is a process of observation and apprenticeship carried out by Bachelor of Education Program students to study aspects of learning and managerial education in educational units. According to Irvianti et al. (2020), PLP in general, is a means of preparing professional education personnel who have knowledge, attitudes, and skills, and are able to apply them in the education process both inside and outside school.

In addition, Hamdani & Rahayu (2022), said that PLP is one of the compulsory courses for students of the Faculty of Teacher Training and Education (FKIP) students to obtain a bachelor's degree. Introduction to School Field Practice (PLP) has 2 stages, namely PLP I and PLP II. According to Nurwidodo et al. (2022) (Guidebook for PLP FKIP Muhammadiyah University of Malang), PLP I students carry out this stage in the fourth semester and this program includes information-gathering activities about school administration and learning administration as well as making learning tools. According to Muhammadyah et al. (2022), Introduction to School Field (PLP II) is a practical course for students of the Faculty of Teacher Training and Education (FKIP) which is carried out by seventh-semester students, in PLP II students carry out teaching activities in the classroom and practice the results of the lesson plans they have made.

In this study, researchers examined the Introduction to School Field (PLP II). PLP II is an educational program that aims to provide initial experience to prospective teacher students before they enter the real world of teaching. This

program is part of the course at the Faculty of Teacher Training and Education (FKIP). This PLP II was held at SMP 13 Malang. The aims is to provide prospective teachers with initial experience of the school world. This program lasts for one month and is held from Monday to Sunday.

2.3 Students' Challenges and Solutions in Implementing Service Learning

Despite its benefits, service-based learning also faces several challenges in its implementation (Yusof, Ariffin, et al., 2020). These challenges can arise in both individual and group settings, covering students' personal aspects as well as teamwork dynamics. Previous research by (Olagoke-Oladokun et al., 2021) in his research entitled "Challenges of Implementing Service-Learning Pedagogy In Nigeria Public Universities" this study describes the challenges faced by students in Nigerian public universities during the implementation of service-learning. In this study, faculty members and students became participants in the research. This study used a qualitative research approach and interpretivism paradigm to generate research data, while respondents were taken using a purposive sampling method. This study collected data using semi-structured interview questions that were transcribed and coded using NVIVO software to generate themes. There were 25 participants selected in this study, the interview was terminated when the data collected had reached 19 participants because there was no new information provided by the participants during the interview. This study found challenges experienced by students during service learning, including first, financial challenges where students feel difficulties in financial terms, due to lack of support from the institution. Therefore, students usually choose projects that do not require

too much money that they can easily sponsor. The second challenge is caused by social, students feel barriers in communicating, have different religious and cultural backgrounds from natives, and feel social hatred felt by students. For example, students found it difficult to communicate with local Nigerians, as Nigeria consists of a multi-ethnic society. Furthermore, the third challenge is time constraints, in this challenge students feel less time given for implementation and a lack of time to carry out activities. The fourth challenge is poor knowledge implementation, in this challenge, students have difficulty in making decisions to meet the needs that are relevant to the curriculum and in accordance with the financial capabilities of the group. In addition, students found it difficult to project the assessment, difficulty in evaluating the project, and lacked knowledge about the sub-themes found. Furthermore, the fifth challenge was found to be caused by students' negative attitudes, in this challenge students showed a lack of interest in implementing service learning which then led to a lack of cooperation between participants. Students were less interested in service learning because they did not know the benefits of service learning in learning methods. The last challenge found was the challenge experienced by students during the implementation of service learning due to the inadequacy of the institution or institutions concerned. Some examples are, the institution has no documentation of service learning in the past, service learning is not adopted by the university curriculum, untrained facilitators, and inadequate facilitators. This study shows some of the solutions that students and institutions or facilitators undertook to overcome the challenges they experienced when implementing service learning in Nigeria. In the financial challenge, students

sought financial assistance from external sources, improvisation, and personal donations. In addition, in the time constraint challenge, facilitators identified the lack of time allocated to implement service learning, as it would result in changes in service learning pedagogy within the allotted time.

Another study by Yusof, Ariffin, et al. (2020) in a journal entitled "CHALLENGES OF SERVICE LEARNING PRACTICES: STUDENT AND FACULTY PERSPECTIVES FROM MALAYSIA" investigated the challenges they face when participating in service learning. The research was conducted through group interviews with students. The study found that students encountered challenges when implementing service learning in schools. First, lecturers faced challenges in the form of a lack of structural support, which was reflected in limited budget, planning, time, and teaching staff. In addition, difficulties arose when lecturers attempted to include the service learning program in the lecture schedule, which made it difficult to align the activity with other academic activities. The proposed solution is to integrate service learning into courses as part of a more formal curriculum. In addition, the university needs to find ways to raise additional funds by involving stakeholders and industry to support the implementation of this program. The next challenge for students is the difficulty in building relationships and collaboration with the community. They need support to establish cooperation with communities and companies, especially small and medium enterprises. In addition, universities need to establish a center or department that can act as a liaison between the campus and the community targeted by the program, so as to

facilitate coordination and implement service learning more effectively (Yusof, Ariffin, et al., 2020).

Previous research revealed that the implementation of service learning faces various challenges, both from internal and external factors. In addition, the challenges that arise and the solutions applied in the implementation of this program vary. Nevertheless, the results of this study are expected to provide benefits for participants, organizers, and all parties involved, to improve the effectiveness and sustainability of service learning in the future.