



## TRANSFORMING FUTURE EDUCATORS: THE IMPACT OF SERVICE-LEARNING ON PRE-SERVICE TEACHERS' PROFESSIONAL DEVELOPMENT AT AN ORPHANAGE IN NORTH JAKARTA

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### **Abstract:**

Service-learning is a powerful tool for pre-service teachers' development. This approach integrates academic learning with real-world practice, developing not only content knowledge but also the essential 21st-century skills needed for effective teaching. This study explores how pre-service teachers in Indonesia view service-learning implemented at an orphanage in North Jakarta. Questionnaires will be used to understand how they see the integration of service-learning into their class activity and its impact on developing skills like critical thinking, collaboration, and cultural awareness. Focusing on the unique context of an orphanage, this research delves into both potential benefits and challenges that pre-service teachers might experience when using service-learning in this setting. Furthermore, the study seeks to contribute to a deeper understanding of how service-learning in a specific community can transform pre-service teachers' professional development, equipping them with the skills and experiences for success in later classrooms.

**Keywords:** *Pre-service Teachers, Professional Development, Service-Learning*

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## 1. INTRODUCTION

In recent years, the concept of service learning has gained popularity in teachers' education programs as a transformative approach to developing essential teaching skills. It is a form of learning that involves students in various social activities and services to the community (Sulaiman, T., 2017). It integrates community service with academic courses, providing pre-service teachers with opportunities to apply their theoretical knowledge in real-world settings. Through service learning, those who will become educators can develop essential 21st-century skills such as critical thinking, collaboration, communication, and creativity, which are crucial for success in increasingly diverse and complex classroom environments (Sabat et al., 2015).

Service-learning is a valuable tool in teachers' education, offering pre-service teachers the chance to connect theory with practice. Bringle and Hatcher (1995, 1996, 2009, as cited in Saeed et al.) defined service-learning as an educational experience where pre-service teachers can take part in a planned service project that addresses a specific community need. Through this activity, pre-service teachers reflect on what they have done to understand the course material better and develop a stronger sense of their subject and civic duty. Moreover, service-learning empowers pre-service teachers to tackle problems within their communities and globally (Farber, 2011), fostering critical skills such as critical thinking, collaboration, and cultural awareness (Sabat et al., 2015). These competencies are essential for success in today's increasingly diverse classrooms.

The implementation of service learning globally and in Indonesia reflects some benefits and challenges. In various global contexts, service learning has been integrated



into teachers' education programs to prepare pre-service teachers for the complexities of diverse classrooms. Similarly, in Indonesia, service-learning projects, such as those in North Jakarta, provide critical insights into the challenges of teaching in underprivileged areas, helping pre-service teachers develop the skills and resilience needed to succeed. Waterman (1997) also further emphasizes that service-learning benefits the community, the pre-service teachers, and the students or residents involved by aligning practical experiences with educational goals. For pre-service teachers, this means that service learning not only enhances their teaching abilities but also provides practical, real-world experience that prepares them for future challenges in their educational careers.

Despite its benefits, service-learning also presents some challenges for pre-service teachers, particularly when implemented in socio-economically disadvantaged areas like the orphanage in North Jakarta. One key challenge is aligning the program's objectives with the realities of the community. Montague et al. (2009, as cited in Roy et al.) note that while service-learning prepares pre-service teachers for "work and life," it also requires them to handle complex community dynamics and adapt their teaching strategies to meet diverse needs. In the context of North Jakarta, pre-service teachers may struggle to address the educational needs of students affected by poverty, like some materials might not be suitable just because the residents were never exposed to the contents covered. The impact of poverty on education can be extreme. This condition requires teachers to be innovative and resilient to think critically about what to prepare for certain types of places. Additionally, the emotional and psychological demands of working in such environments can be exhausting, highlighting the need for regular support systems and reflective practices to help teachers manage and learn from their experiences. In both global and Indonesian contexts, these challenges underscore the importance of carefully designed service-learning programs that provide appropriate support and resources for pre-service teachers.

Despite these challenges, service-learning remains a crucial experiential approach in teachers' education. By participating in service-learning, pre-service teachers gain practical experience that will accompany their academic learning. As Waterman (1997) suggests, this approach allows teachers to apply their knowledge in real-world settings, deepening their understanding and enhancing their teaching practices. For pre-service teachers, service-learning projects, such as those in North Jakarta, can provide meaningful insights into the uniqueness of teaching in underprivileged areas. These experiences not only build practical teaching skills but also foster a strong sense of civic responsibility and a commitment to social justice. Ultimately, service-learning equips pre-service teachers with the tools and experiences necessary to succeed in diverse and challenging classroom environments.

This study focuses on a service-learning program implemented at an orphanage in North Jakarta, an area facing some significant challenges in their community. One of the challenges in education is the impact of poverty. This orphanage provided opportunities for pre-service teachers to engage in meaningful service by allowing them



to share knowledge with the students while developing their teaching skills. This research explores the following questions:

1. How do pre-service teachers see the transformative impact of working with underserved communities on their professional development?

By addressing this question, this study aims to explore the benefits and challenges of service-learning for pre-service teachers, particularly in their teaching skills and experience. This will also contribute to a deeper understanding of the potential of service learning to transform and prepare future educators for the complexities of diverse and challenging classrooms.

## 2. METHOD

The method used in this study is a quantitative method that involved giving a questionnaire to pre-service teachers participating in a service-learning project at an orphanage in North Jakarta. Participants from the English Language Teaching class were asked to fill out a questionnaire, and data from 17 respondents were collected. The purpose of the questionnaire was to gather data on the participants' experiences and perceptions of the service-learning activity and its impact on their professional development.

The questionnaire was taken from (Moely Ilustre, 2014) in their article that also talked about service-learning for university students. It consisted of Likert-scale questions, where participants rated their agreement with various statements. The data collected through this questionnaire was then analyzed to identify the pre-service teacher's insights related to the impact of the service-learning experience on their professional growth and views on community service. Ethical considerations were taken into account throughout the research process. Participants were given instructions to fill out the questionnaire, and their responses were kept confidential.

## 3. FINDING AND DISCUSSION

The results of this study show some important things about how the service learning program affected the development of pre-service teachers. Analysis of the feedback and performance data from the pre-service teachers indicates that participating in the service-learning activities led to improvements in many areas. Here are the results from the questionnaire feedback provided by the pre-service teachers:

### 3.1 Value of Service

The following section contains the findings from an analysis of English translations of Indonesian short stories produced by students. The first strategy is domestication, which adapts the text to be more familiar and accessible to the target audience, which may come at the cost of cultural independence, while the second one is foreignization, which retains many of the original context-dependent elements from ST, maintaining its exotic identity.

**Table 1** Value of service

| Value of Service | Disagree (%) | Neutral (%) | Agree (%) |
|------------------|--------------|-------------|-----------|
|------------------|--------------|-------------|-----------|



|   |   |       |       |
|---|---|-------|-------|
| I made progress in my service-learning project.                       | 0 | 5.88  | 94.11 |
| I performed admirably in my service-learning assignment.              | 0 | 17.65 | 82.35 |
| I think the service-learning I did was beneficial.                    | 0 | 5.88  | 94.11 |
| During my service-learning program, I received praise for my efforts. | 0 | 11.76 | 88.24 |
| My service-learning activity met the real needs of the community.     | 0 | 5.88  | 94.12 |
| Grand Total   | 0 | 9.41  | 90.59 |

Service-learning is a way of teaching that lets students learn by doing real work in their community. This approach has become more popular in teacher training programs because it helps connect what students learn in class to real-life situations. Service-learning does not just teach academic theories but also helps students develop a deeper understanding and appreciation of the different social, cultural, and economic conditions in the communities they work with (Amanda, 2017). This teaching method gives future teachers chances to use the information they have learned in real-world settings. The current study looks at the results of a questionnaire given to future teachers who took part in a service-learning project.

Most respondents in the project felt they made good progress and did a great job. For example, 94.11% said they made good progress, and 82.35% believed they performed well. Kolb explained that service-learning can help students improve important skills like critical thinking, problem-solving, communication, and civic engagement (Kolb, 1984). These results match Kolb's idea of experiential learning, which says that hands-on experiences, like service learning, can help pre-teachers build these skills. However, since respondents felt differently about their progress and performance, it shows the need for more support to meet everyone's needs.

Respondents viewed the service-learning experience as helpful, with 94.11% saying it was very useful. This shows that service learning can help students grow both in school and personally. When it comes to helping the community, 88.24% of respondents felt their activities made a real difference, and the same percentage said they somewhat met the community's needs. These results show that the service learning projects were successful in supporting community goals.

### 3.2 Focus on Service

**Table 2** Service on service

| Value of Service   | Disagree (%) | Neutral (%) | Agree (%) |
|--|--------------|-------------|-----------|
| I was ready to work on the assignment I completed for this course.   | 0            | 11.76       | 88.23     |
| Serving others gave me the freedom to create and apply my ideas.   | 0            | 0           | 100       |
| The community group where I was employed was prepared to accept students participating in service-learning.    | 0            | 0           | 100       |
| Rather than being a mere "add-on" activity, the service-learning component of my college course was essential. | 0            | 17.65       | 82.35     |
| Grand Total  | 0            | 7.35        | 92.65     |

Here's the revised version with the "pre-service teachers education course" included: The questionnaire results from a pre-service teachers education course showed important insights about service learning. Most respondents felt well-prepared for their assignments, with 88.23% agreeing that they were ready. This shows that the service-learning part of the course helped students feel more confident and prepared, which is important for their success which aligns with research emphasizing the importance of student preparedness for successful service-learning experiences. From this experience, the pre-teachers will gain confidence and strive for success because they believe their efforts will have a positive impact and make a difference for the residents. This belief motivates them to work hard and succeed. (Cuseo, 2012 in Astin 2000). As the pre-service teachers prepared for their activity, they also focused on making the activity successful and helpful for the residents.

Respondents also appreciated the creative freedom in the service-learning projects. About 70.59% strongly agreed that serving others allowed them to use their ideas. This freedom helped them be more creative and solve problems, which are important skills for good teaching. The positive feedback about creativity shows that service learning helps students stay engaged and use what they know in new ways. However, there were mixed opinions about how ready the community groups were. While 88.23% of respondents felt the groups were prepared, 11.76% were unsure. This shows that most community groups were seen as ready, but there is still room to improve their preparation to make the projects run smoothly.



Most respondents also saw service learning as a very important part of the course, with 82.35% agreeing. This shows that pre-service teachers think service learning is an important part of their education. Research also supports this, saying that service learning helps students learn better and stay committed. Making sure all community groups are well-prepared could make the projects even more effective. Overall, the results show the many benefits of service-learning for pre-service teachers, such as feeling more prepared, using their creativity, and seeing how important this approach is for their growth as future teachers.

### 3.3 Opportunities for Reflection

**Table 3** Opportunities for reflection

| Opportunities For Reflection  | Disagree (%) | Neutral (%) | Agree (%) |
|---|--------------|-------------|-----------|
| I had opportunities to reflect on my service-learning experience through discussions with faculty, students, and community members. | 0            | 11.76       | 88.23     |
| I had opportunities to reflect on my service-learning experience through written journals and papers I did for the course.          | 5.88         | 0           | 94.12     |
| Grand Total   | 2.94         | 5.88        | 91.18     |

Reflection activities play a crucial role in service learning by directing students' attention to new interpretations of their experiences. According to Hatcher and Bringle, reflection allows students to analyze and interpret their community service in a manner similar to studying a text for deeper understanding. (Hatcher & Bringle, 1996).

This process is not only beneficial for the students but also for everyone involved in the service-learning project. For pre-service teachers, reflection provides valuable insights into what aspects of their teaching or learning activities are effective and which areas need improvement. By engaging in reflective practices, students can gain a more comprehensive understanding of their experiences and their impact.

The survey data supports the significance of reflection in service learning, revealing that students had ample opportunities to engage in both discussions and written reflections about their service experiences. All 94.12% of respondents agreed that these reflective discussions with faculty, peers, and community members, as well as written reflections, were valuable components of their service-learning. This high level of the agreement indicates that the reflection



activities were effectively integrated into the project, significantly enhancing the educational value and depth of the service-learning experience.

### 3.4 Charity-Oriented Experiences

Table 4 Charity-oriented experiences

| Charity-Oriented Experiences                              | Not at all (%) | Moderate Extent (%) | Great Extent (%) |
|---|----------------|---------------------|------------------|
| Getting engaged in assisting people.                      | 0              | 0                   | 100              |
| Assisting people who are in need.                         | 0              | 5.88                | 94.12            |
| Significantly altering an individual's life.              | 0              | 47.06               | 52.94            |
| Working to provide the needs that are lacking for others. | 0              | 5.88                | 94.12            |
| Grand Total   | 0              | 14.71               | 85.29            |

Service-learning is an education approach that combines academic learning with community service, it lets students use and apply what they have learned to solve real-life problems. Problems while also teaching them to care about others and fostering their civic responsibility and social awareness (Eyler, J., & Giles, 1999). For pre-service teachers, engaging in service-learning projects provides an opportunity to develop essential teaching skills while simultaneously cultivating a deeper understanding of the societal issues they will encounter in their professional careers.

The questionnaire results indicate that a significant majority of pre-service teachers were highly engaged in assisting with the service-learning project. Remarkably, 100% of respondents reported active participation in supporting others, with none expressing discomfort or reluctance in helping. This high level of engagement aligns with prior research highlighting how service learning fosters a commitment to social justice and community service among students (Butin, 2006). The active involvement of pre-service teachers in this project reflects their readiness to assume the ethical and moral responsibilities inherent in the teaching profession, including addressing the diverse needs of students and their communities.

Furthermore, 94.12% of participants felt they had effectively assisted individuals in need. This finding underscores the strong connection between service learning and the development of social justice-oriented perspectives among pre-service teachers. Social justice refers to the fair distribution of resources, opportunities, and privileges within a society. It entails promoting equality and safeguarding human rights, ensuring that all individuals receive the same access to opportunities regardless of characteristics such as race, gender, or socioeconomic status (Rawls, 1971). According to Davis and Jeffery, social justice



should be a foundational element of teacher education. This includes embedding social justice principles into the goals, curriculum, and objectives of teacher preparation programs. Teacher education must focus on ensuring equitable access to education for diverse groups based on race, class, ability, gender, and other characteristics while employing a critical approach to addressing systemic inequalities. (Davis & Jeffery, 2020).

### 3.5 Social Change-Oriented Experiences

**Table 5** Social change-oriented experience

| <b>Social Change-Oriented Experience</b>                                 | <b>Not at all (%)</b> | <b>Moderate Extent (%)</b> | <b>Great Extent (%)</b> |
|--|-----------------------|----------------------------|-------------------------|
| Modifying public policies for the good of the populace.                  | 11.76                 | 35.29                      | 52.94                   |
| Helping to bring about societal change that impacts everyone             | 5.88                  | 11.76                      | 82.35                   |
| Attempting to solve a significant social issue that faces our community. | 0                     | 47.06                      | 52.94                   |
| Attempting to transform the environment in which we live.                | 5.88                  | 23.53                      | 70.59                   |
| <b>Grand Total</b>   | <b>29.4</b>           | <b>29.41</b>               | <b>64.71</b>            |

The involvement of pre-service teachers in social change is a crucial element in modern teachers preparation programs, reflecting a broader educational goal to cultivate socially responsible and proactive educators. This engagement, as demonstrated by recent data, highlights a growing recognition of the importance of addressing societal issues within the teaching profession. The significant involvement of pre-service teachers in societal change is underscored by the data, which shows that 52.94% of pre-service teachers feel actively involved in modifying public policies. This expectation aligns with the broader educational goal of fostering socially responsible citizens who can navigate and address the complex challenges of contemporary society (Giroux, 2011).

This perspective on the role of education in preparing individuals to navigate and address complex societal challenges. Furthermore, this involvement fosters a sense of agency among pre-service teachers, empowering them to see themselves as active contributors to the educational system rather than passive recipients of top-down decisions (Brown, 2022).



The benefits of this engagement are considerable. For example, 82.35% of respondents reported being involved in activities aimed at bringing about societal change to a “great extent,” indicating a strong commitment to addressing broader social issues. This active participation enhances their ability to tackle complex issues such as inequality, discrimination, and environmental sustainability within their teaching practices. Furthermore, the distribution of involvement in community-based issues—52.94% highly involved to a great extent and another 47.06% moderately involved—demonstrates the practical experience gained in problem-solving and community engagement. This hands-on experience helps develop critical thinking, problem-solving, and teamwork skills, which are essential for effective teaching (Eyler, J., & Giles, 1999). This connection improves their cultural competence, enabling them to understand better and relate to the diverse backgrounds and experiences of their students (Banks, 2001). This connection not only enriches their teaching practices but also prepares them to foster a more inclusive and engaging learning environment for all students.

Despite these positive outcomes, there are challenges associated with integrating social change into teachers’ preparation. 11.76% of respondents feel their influence on public policies is minimal, and the 5.88% with minimal involvement in societal change activities highlight areas where engagement may be less robust. This variability indicates a disparity in how pre-service teachers embrace these responsibilities, with some struggling to balance educational duties with social activism. Additionally, addressing major social issues in community settings requires a nuanced understanding of complex social dynamics, which can be challenging for those still in training. Ensuring that all pre-service teachers are adequately prepared to handle these responsibilities remains a significant challenge, particularly in cultivating the creativity and critical thinking needed for effective transformation of the learning environment. (Eyler, J., & Giles, 1999) While the integration of social change into teachers’ preparation programs offers profound benefits, including enhanced teaching skills and improved cultural competence, it also presents challenges that need to be addressed to ensure that all future educators can effectively contribute to societal improvement.

### 3.6 Charity Orientation

**Table 6** Charity orientation

| <b>Charity Orientation</b>   | <b>Very Much Dislike (%)</b> | <b>Neither Like Nor Dislike (%)</b> | <b>Very Much Like (%)</b> |
|--|------------------------------|-------------------------------------|---------------------------|
| A service opportunity where you can deeply engage in assisting others. | 0                            | 5.88                                | 94.12                     |
| Providing support to those who require help.                           | 0                            | 5.88                                | 94.12                     |



|   |   |       |       |
|---|---|-------|-------|
| Making a significant impact on someone's life.                | 0 | 17.65 | 82.35 |
| Working to provide others with the essential needs they lack. | 0 | 0     | 100   |
| Grand Total   | 0 | 29.41 | 92.65 |

The data provided reflects the attitudes of pre-service teachers towards various charity-oriented service opportunities, highlighting their insights into attitudes and preferences. These insights are crucial for understanding how to design effective service-learning projects that implement the college course into this service-learning that resonate with the values of future educators, highlighting both the potential benefits and challenges of these experiences. Through the data collected there are many different opinions among pre-service teachers towards engaging in service opportunities, with an overwhelming 94.12% expressing a positive attitude. This high level of enthusiasm underscores the intrinsic motivation that drives many individuals towards teaching and service roles, as noted in research on teachers' career choices (Ryan & Deci, 2000). This strong commitment is significant because it reflects a deep-seated desire to contribute meaningfully to the community and support others, aligning with the educational goal of fostering socially responsible educators. However, this engagement also highlights the importance of addressing the emotional and psychological demands associated with such roles. The high level of commitment to service can lead to challenges such as burnout or compassion fatigue, emphasizing the need for adequate support and reflection opportunities to help pre-service teachers manage these risks effectively.

The analysis reveals several key benefits of pre-service teachers' involvement in charity-oriented service-learning. For instance, 94.12% of respondents reported a strong preference for providing support to those in need, indicating a significant alignment with altruistic values and a commitment to social justice (Wade, 1997). This alignment facilitates a deeper connection to the communities they serve, enhancing empathy, cultural competence, and a sense of professional identity. Additionally, the strong support for addressing essential needs, with respondents of pre-service teachers filling it 100%, this form of service suggests that meeting fundamental human needs is highly rewarding and fulfilling. These experiences not only provide immediate results but also reinforce pre-service teachers' commitment to teaching and service. Engagement in service-learning projects helps develop critical skills such as problem-solving and empathy, which are essential for effective teaching and building strong, responsive learning environments.

Despite the benefits, the analysis also highlights several challenges associated with charity-oriented service-learning. The moderate response to the desire to make a significant impact—82.35% "very much liking"—reflects an awareness of the complexities involved in creating lasting change. This awareness underscores the challenge of managing expectations and dealing with potential frustration if the outcomes of their efforts are not as immediate or tangible as anticipated (Einfeld

& Collins, 2008). Additionally, while the focus on meeting essential needs is rewarding, there is a risk of developing a narrow focus on immediate results at the expense of broader educational goals. Balancing the satisfaction derived from addressing immediate needs with the development of long-term strategies for social change is crucial. Ensuring that pre-service teachers have structured reflection processes and support systems can help them navigate these challenges, understand the long-term nature of social change, and appreciate the incremental progress they contribute to. By providing adequate support, structured reflection, and a balanced approach, we can help pre-service teachers navigate these challenges and fully leverage the opportunities presented by the service-learning project.

### 3.7 Learning About the Community

**Table 7** Learning about the community

| <b>Learning About the Community</b>                                 | <b>Disagree (%)</b> | <b>Neutral (%)</b> | <b>Agree (%)</b> |
|---|---------------------|--------------------|------------------|
| I have gained a deeper awareness of the community I am involved in. | 0                   | 11.76              | 88.24            |
| My perspective on societal issues has shifted.                      | 0                   | 0                  | 100.00           |
| My views on the communities I have worked with have evolved.        | 0                   | 0                  | 100.00           |
| I have gained knowledge about the community.                        | 0                   | 0                  | 100.00           |
| I have developed an appreciation for different cultures.            | 0                   | 5.88               | 94.12            |
| I have learned to view social issues from a fresh perspective.      | 0                   | 0                  | 100.00           |
| <b>Grand Total</b>  | <b>0</b>            | <b>2.94</b>        | <b>97.06</b>     |

Service-learning programs have been widely recognized for their potential to bridge the gap between theory and practice, enhancing pre-service teachers' understanding of community dynamics, cultural diversity, and social issues (Butin, 2006). The questionnaire revealed that 88.24% of the respondents agreed and strongly agreed that they gained a deeper awareness of the community they were involved in. This enhanced awareness is a critical outcome of service learning as it equips pre-service teachers with a more grounded understanding of the socioeconomic, cultural, and educational contexts in which they will eventually work. Afzal et al. stated that many educationists like Dewey emphasized that the main goals of teaching and learning are to nurture social skills, develop character,



and instill ethical, moral, and social values Afzal et al. (2020). By engaging directly with the community, pre-service teachers develop a heightened sense of social responsibility and a deeper understanding of the challenges faced by the communities they serve.

Additionally, service-learning shifted the pre-service teachers' perspectives regarding societal issues. Service-learning fosters the critical thinking and ethical engagement of the pre-service teachers. The result of the findings shows that 94.12% of pre-service teachers learned to view social issues from fresh perspectives and developed an appreciation for cultural diversity. These outcomes suggest that the service-learning experience effectively equipped pre-service teachers with the social and moral values necessary to become culturally responsive and socially responsible educators, ready to address the needs of diverse student populations.

### 3.8 Academic Learning

**Table 8** Academic learning

| Academic Learning   | Disagree (%) | Neutral (%) | Agree (%) |
|---|--------------|-------------|-----------|
| I integrated what I learned from my college coursework into my service-learning activity. | 0            | 0           | 100.00    |
| My interest in the academic material of my service-learning course(s) grew.               | 0            | 11.76       | 88.24     |
| I revised my career and life plans.   | 29.41        | 35.29       | 35.29     |
| I developed a deeper comprehension of the topics covered in my courses.                   | 0            | 5.88        | 94.12     |
| I learned how to apply concepts from my service-learning course to real-world situations. | 0            | 23.53       | 76.47     |
| I made choices regarding my major field(s) of study.                                      | 5.88         | 17.65       | 76.47     |
| I studied more rigorously and with greater focus than I had previously.                   | 5.88         | 35.29       | 58.82     |
| Grand Total   | 5.88         | 18.49       | 75.63     |

Service-learning provides pre-service teachers with opportunities to apply theoretical knowledge in real-world contexts. The integration of academic content with community service enhances students' understanding of their coursework and fosters a deeper commitment to their professional and personal development. The data reveals that 100% of respondents agreed and strongly agreed



that they applied what they learned from their college courses to the service-learning activities. This finding proves the effectiveness of service-learning in bridging the gap between theoretical knowledge and practical application. This aligns with (Eyler, J. & Giles, 1999), who stated that service-learning helps students connect classroom concepts to real-world situations, thereby deepening their understanding and retention of academic material. This alignment between theory and practice is particularly important in teacher education, where pre-service teachers must be able to translate educational theories into effective teaching strategies.

Additionally, the questionnaire results indicate that 88.24% of participants became more interested in the academic content of their service-learning courses. This increased interest suggests that service learning not only reinforces academic knowledge but also enhances students' motivation and engagement with their coursework. This is supported by Jacoby (2014), who stated that the experiential nature of service-learning allows students to see the direct impact of their academic work in a community context, which can lead to a more meaningful and invested approach to their studies. This connection between academic content and real-world application is essential for pre-service teachers, as it prepares them to be reflective practitioners who are both knowledgeable and responsive to the needs of their future students.

However, 29.41% of the respondents reported that they would change their career and life plans as a result of the service-learning experience, while the majority (64.71%) did not. This suggests that while service learning can be a transformative experience for some, leading them to reconsider their career paths, the impact can vary depending on individual experiences and pre-existing career goals. Research by (Astin et al., 2000) supports this, suggesting that while service-learning often leads to increased community involvement and social responsibility, its influence on career choice is more nuanced and may depend on the nature of the service-learning experience and the specific context in which it occurs.

### 3.9 Gains in Problem-Solving Skills

**Table 9** Gains in problem-solving skills

| <b>Gains In Problem-Solving Skills</b>                       | <b>Disagree (%)</b> | <b>Neutral (%)</b> | <b>Agree (%)</b> |
|--|---------------------|--------------------|------------------|
| I have been motivated to develop my solutions to challenges. | 5.88                | 11.76              | 82.35            |
| My problem-solving skills have improved.                     | 0                   | 5.88               | 94.12            |
| My creative thinking abilities have enhanced.                | 0                   | 0                  | 100.00           |
| <b>Grand Total</b>   | <b>1.96</b>         | <b>5.88</b>        | <b>88.23</b>     |



Problem-solving skills, defined as the ability to identify issues, explore and select from various alternative solutions, and make informed decisions, are essential for educators (Bariyyah, 2021). These skills are particularly crucial in the teaching profession, where educators must manage complex classroom dynamics and respond effectively to the diverse needs of students. The capacity to solve problems efficiently enables teachers to create a supportive learning environment, address student challenges, and implement instructional strategies that cater to different learning styles.

Service-learning is an effective approach for developing problem-solving skills, as it immerses students in real-world situations that require practical and immediate solutions. In the context of the service-learning project under review, about 88% of participants agreed that their problem-solving skills had improved. This overwhelmingly positive response indicates that the project successfully enhanced these critical skills. By engaging in service learning, pre-service teachers were able to apply theoretical knowledge to practical challenges, thereby honing their ability to think critically and make sound decisions in complex educational settings.

### 3.10 Gains in Leadership Skills

Students tend to take more responsibility for their education and create better learning environments when they see themselves as learners and teachers (Astin et al., 2000). Related to being learners and teachers, the pre-service teachers are expected to have leadership skills to create a positive learning environment for the community. The leadership skills of the pre-service teachers are counted in the survey, and the survey shows that the service-learning project was successful in helping the pre-service teachers to develop these skills.

**Table 10** Gains in Leadership Skills

| <b>Gains In Leadership Skills</b>                                 | <b>Disagree (%)</b> | <b>Neutral (%)</b> | <b>Agree (%)</b> |
|---|---------------------|--------------------|------------------|
| I have strengthened my leadership skills.                         | 0                   | 17.65              | 82.35            |
| I have had chances to take a leadership role.                     | 0                   | 17.65              | 82.35            |
| I have improved my ability to lead and make decisions.            | 0                   | 11.76              | 88.24            |
| I have collaborated with other students in a leadership capacity. | 5.88                | 11.76              | 82.35            |
| <b>Grand Total</b>  | <b>1.47</b>         | <b>14.71</b>       | <b>83.83</b>     |

The survey shows that about 84% of respondents felt they had improved their leadership abilities through the service-learning project. These leadership skills also include collaboration skills, and the survey shows that 82% of respondents agreed that they have that collaboration skills through the service-



learning project. This number indicates the good performance of the pre-service teachers because in education, being able to collaborate effectively is crucial for successful teaching and teamwork. This positive feedback indicated that the service-learning project provided a meaningful opportunity for participants to practice and improve their collaborative skills, which contributed to their overall leadership development.

### 3.11 Satisfaction with the University

Usually, service learning in higher education is conducted under the supervision of those responsible for ensuring that the projects are effectively integrated with academic learning. Research by (Astin), as cited in (Jenkins, 2022), suggests that when instructors frequently link service-learning projects to academic objectives, a dynamic learning relationship will be formed. This connection will enhance the academic understanding and service experience of the pre-service teachers, which lead to a more meaningful and impactful educational experience. Such integration is critical as it demonstrates how academic support and practical experiences can complement each other to enrich student learning outcomes.

**Table 11** Satisfaction with the university

| <b>Satisfaction with the University</b>  | <b>Disagree (%)</b> | <b>Neutral (%)</b> | <b>Agree (%)</b> |
|--|---------------------|--------------------|------------------|
| I have become more inclined to continue my studies at this college/ university.          | 5.88                | 5.88               | 88.23            |
| I have become more likely to recommend this college/ university to other students.       | 0                   | 29.41              | 70.59            |
| I have become more determined to stay at this college/ university until I graduate.      | 5.88                | 5.88               | 88.23            |
| I have developed a more positive outlook about being at this college/ university.        | 0                   | 11.76              | 88.24            |
| I have become more satisfied with the opportunities provided by this college/university. | 0                   | 5.88               | 94.12            |
| <b>Grand Total</b>   | <b>2.35</b>         | <b>11.76</b>       | <b>85.88</b>     |

From the table, the survey results reflect the positive impact of this approach. Around 86% of respondents reported a more positive view of their university experience and expressed a high level of satisfaction with the opportunities and support provided by the institution. This satisfaction was further evidenced by students' confidence to recommend the university to others,



indicating strong support for the university's programs and support systems. Overall, the positive feedback underscores the university's effectiveness in improving student satisfaction and its commitment to supporting service-learning initiatives.

#### 4. CONCLUSION

This study investigated the impact of a service-learning project in an orphanage in North Jakarta on pre-service teachers' professional development. The findings of this study reveal that service-based learning can be a valuable tool for improving pedagogical skills, fostering critical thinking, and developing a commitment to social justice. However, it also highlights the challenges faced by pre-service teachers in socio-economically disadvantaged environments and the importance of adequate support and reflection opportunities.

The findings of this study have significant implications for pre-service teacher education. Service-learning programs can be designed to equip pre-service educators with the skills and knowledge needed to succeed in diverse and challenging classrooms. However, it is important to provide adequate support and resources to pre-service teachers to help them deal with the challenges associated with service learning in such contexts.

In conclusion, this study demonstrates the potential of service-based learning to transform pre-service teacher education. Service-learning can transform pre-service teacher education by providing opportunities for practical experience, reflection, and community engagement.

For future research, it is suggested that the long-term impact of service learning on pre-service teachers' career journeys and teaching practices be explored. In addition, investigating the effectiveness of different service-learning models and approaches could provide valuable insights for program design and implementation.

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