



Evaluating Integrated International Community Services in Malaysia: The Benefits and Possible Improvements

Dias Tiara Putri Utomo^{1*}, Abdul Rokhman², Finaty Ahsanah³

¹⁻³ Faculty of Health, Universitas Muhammadiyah Lamongan, Indonesia

*Corresponding Author: diastiara@umla.ac.id

Abstract. In light of the importance of understanding real situation in the community, it is imperative that higher education institutions provide students opportunities with activities off the campus. In 2022, the Association of Educational Institution of Muhammadiyah- Aisyiyah Universities (ALPTKPTM) launched a program called integrated international community services which was held in some districts in Malaysia. Considering the role of feedback, this study sought to evaluate the implementation of the community service program by highlighting the benefits and possible improvement. The participants were eleven teachers from eight different SB. The data were collected through a survey which was distributed electronically through Google Form link. The quantitative data from teachers' demographic characteristics were analyzed statistically to obtain the frequency and percentage, while the qualitative data were analyzed through the framework of qualitative data analysis by Miles et al., (2014). The results indicated that the benefits were received by SB in the form of improvement in education and health. The community service teams also introduced some innovations like using creative media and establishing honesty canteen. Furthermore, both teachers and students showed positive responses to this program. Finally, it is suggested that the program initiators should take into account the quality of the program along with the quantity.

Keywords: community service, international, evaluation study

INTRODUCTION

In this modern era, higher education students are not only expected to think and act scientifically, but also to considerate and understand real situation in their society. To reach this goal, the Ministry of Education, Culture, Research and Technology of Republic of Indonesia through the decree No. 3/M/2021 encourages students to get experience off the campus [1]. The decree suggests students to be involved in public activities other than what they obtain from the classroom. It is believed that students' participation in the community during their campus life can be their stepping stone for solving societal issues [2]. Being involved in the volunteering activities contributes to students' responsibilities towards society, broaden valuable experience, and develop soft skills [3]. This is able to increase students' abilities and insight into social life as a provision for life after graduating [4]. Furthermore, by participating directly in the society, students benefit greatly both emotionally and academically.

Considering the advantage of students' involvement in the community, the Association of Educational Institution of Muhammadiyah-Aisyiyah Universities (ALPTKPTM) launched a program called Integrated International Community Service. This program was first held in 2022 and located in some districts in Kuala Lumpur, Malaysia. It initiates a collaboration between higher education students from various majors, lecturers, and what is called as *Sanggar Bimbingan* [5]. *Sanggar Bimbingan* (SB) is

a term referring to a non-formal school where Indonesian migrant workers' children can study and get educational equity [6]–[8]. SB is under the supervision of *Sekolah Indonesia Kuala Lumpur* (SIKL) which facilitates Indonesian children who cannot enroll formal education in Malaysia [9]. In a four-week program, students from diverse Muhammadiyah- 'Aisyiyah universities in Indonesia will have an opportunity to develop educational sector in the SB through teaching and bring other benefits such as in the aspect of health. Besides, this activity is hoped to motivate SB students to get better future.

Some published articles have depicted the implementation of this program. For instance, [10] gave training in the utilization of technology as good netizen generation in December 2022 in SB Kepong. Most students in SB Kepong were digital natives and owned *gadget*; however, they only used it for entertainments like playing games or watching videos. Additionally, the teachers did not use any technology as one of their teaching resources. Even though the use of technology is very important nowadays [11]–[14]. For introducing the use of technology in the SB, Affandi et al., (2023) taught the materials using LCD, laptop, and PowerPoint Presentation (PPT). They also shared the PPT to the students so that they could use their *gadget* in a better way, that was for studying. PPT media can be used as a tool in interactive learning [15], [16]. In SB Kampung Bharu, [17] held “Fun Easy English” to improve students' competence in English and to support their career in the future. Utomo et al., (2023) integrated technology such as utilizing songs and videos and used Total Physical Responses method, in which this resulted in the increase in students' enthusiasm and activeness. English is a second language in Malaysia, and thus it is important for students to master it [18].

[19] introduced Indonesian culture to students of SB Hulu Kelang through literacy bonding program. The results indicated that 43 out of 47 students (92%) performed better literacy skill, and to increase students' awareness of Indonesian culture, the community service team presented some kinds of traditional musical instruments. They also used videos to engage students in singing Indonesia national anthem, Indonesia Raya. At the end, they concluded that the program brought positive impacts to both SB's students and the management. Considering students' lack of nationalism for being away from Indonesia, [20] introduced the values of *Pancasila* student characteristics to the students in SB Gombak. After undergoing initial studies in the form of identification and cooperation, they conducted regular meetings to teach students Pancasila values and how the students were expected to behave in accordance with those values. Besides, they also played a movie about the formulation of proclamation text so that the students could remember the history of independent day.

In SB Sentul, [5] who observed students' problems in clean and healthy lifestyle behavior commenced Clean and Healthy Wednesday. There were two major activities in the program including doing gymnastic together and cleaning the environment. The activities fostered students' awareness of the importance of environmental cleaning and promoted cooperation among SB students. By understanding the usefulness of a healthy lifestyle, people can practice a healthy living [21]. On the other hand, [22] who considered the importance of developing literacy, numeracy, and life skills of teachers in SB Subang Mewah provided structured and directed guidance to the teachers. By the end of the community service, teachers' pedagogical knowledge and skill improved significantly. They could implement a variety of best practice methods, innovations in teaching, and technologies as teaching media. Moreover, the students felt so happy since the materials were delivered in an enjoyable, easy, and engaging way. The implementation of active, creative, and fun learning can enhance students' motivation and outcomes [23].

Heretofore, the published articles mainly discuss direct impact of the community service to SB students and management; that the presence of community service teams have brought many positive values and innovations. However, the evaluation which involves SB teachers and managers has not been carried out. Meanwhile, evaluation can assist the program initiators and managers to make a better decision and improvement in the future and to determine whether the program has been working as intended [24]. It is also essential to deeply understand why a program is or is not achieving its desired outcomes

[25]. Moreover, the advantage of evaluation is always connected with feedback which can be an

applicable input for decision-making process [26]. Therefore, considering the importance of program evaluation, this research was performed to evaluate the implementation of integrated international community service program especially in the perspective of SB teachers.

METHOD

This evaluation study applied descriptive research design. Descriptive research describes the characteristics of the phenomenon and focuses more on what the research subject [27]. This study involved eleven participants from various SB. They were obtained by purposive sampling. The participants were SB teachers who had been a teacher in the SB when the integrated international community service was held. The data for this study were collected through a survey with 10 questions. Survey is often intended to depict demographic characteristics of individuals and to gain opinions on a certain program [28].

In this study, the first five questions asked the participants demographic issues and rest elaborated participants' views about the program. The demographic questions included: 1) the name of SB, 2) age, 3) gender, 4) length of teaching in SB, and 5) educational background. The questions regarding the implementation of the program included 1) the perceived benefits of integrated international community service program in terms of education quality,

2) the perceived benefits of integrated international community service program in terms of education quality 3) The perceived innovations of integrated international community service program 4) Positive changes made by the integrated international community service program 5) Possible improvement suggested by the teachers

The survey was made by Google Form, and then the link was sent via WhatsApp on May 16, 2023. Prior to sending the link, the researchers asked the participants' willingness to be involved in the study. The participants filled out the survey from May 17, 2023 to May 26, 2023. After that, the researchers checked the results to make sure all the participants had filled them out properly. Then, the quantitative data from the demographic question were analyzed statistically to obtain frequency and percentage while the quantitative data were analyzed using the framework of qualitative data analysis by [29] consisting of data condensation, data display, and conclusion.

RESULTS

The results are explained and divided into two sub-sections: 1) participants' demographic characteristic and 2) participants' perceptions of the program.

Participants' Demographic Data

Participants' characteristic including the name of their SB, age, gender, length of teaching in SB, and educational background can be perceived in Table 1.

Table 1 *Participants' Demographic Data*

Demographic Data	n	%
1. Sanggar Bimbingan		
1) Subang Mewah	1	9.1
2) Kepong	3	27.27
3) Kampung Bharu	1	9.1

Demographic Data	n	%
4) Hulu Klang	1	9.1
5) Hulu Langat	1	9.1
6) Sanggar Permai	1	9.1
7) Sentul	1	9.1
8) Kuala Langat	2	18.18
2. Age		
1) 20-30	5	45.45
2) 31-40	4	36.36
3) 41-50	1	9.1
4) 51-60	1	9.1
3. Gender		
1) Male	5	45.45
2) Female	6	54.55
4. Length of Teaching in SB		
1) ≤ 1 year	9	81.82
2) > 1 year	2	18.18
5. Educational Background		
1) Senior High School	4	36.36
2) Diploma	2	18.18
3) Bachelor	4	36.36
4) Postgraduate	1	9.1

It can be perceived in Table 1 that there are 11 teachers from 8 different SB who fill out the survey. There are 3 out of 11 participants (27.27%) from SB Kepong, 2 participants (18.18%) from SB Kuala Langat, and one participant (9.1%) from SB Subang Mewah, SB Kampung Bharu, SB Sentul, SB Sanggar Permai, SB Hulu Langat, and SB Hulu Klang respectively. Five participants (45.45%) are aged between 20 and 30 years old, 4 participants (36.36%) aged between 31 and 40 years old, and 2 participants (18.2%) are aged more than 41 years. Six out of 11 participants (54.55%) are female, while the rest is male (45.45%). Most of the participants (81.82%) have taught in SB for less than one year. Four of the participants (36.36%) are senior high graduates, and the other four participants (36.36%) are bachelor graduates from various majors.

The Participants' Perceptions of The Program

The perceived benefits of integrated international community service program in terms of education quality

To the question "How do you perceive the benefits of community service program in terms of education?", most of the participants agreed that the community service team had improved educational quality in their SB. Some participants mentioned about literacy practice, the use of teaching media, and enriching students' understanding through regular practices and quizzes. In addition, other participants also revealed that the community service team stimulated students' creativity through arts and daily projects.

Table 2 The perceived benefits of integrated international community service program in terms of education quality

Perceived Benefits In Education Quality	
Literacy practice	<i>“They (students participating community service) provided questions and practice regularly so that the students here (in the SB) could understand the materials easily.” (participant 7, male)</i>
Teaching media	<i>“The students in our SB were happy because the community service members taught them using attractive learning media.” (participant 8, female).</i>
Arts and projects	<i>“They carried out learning activities by stimulating children’s creativity to develop their natural talents. Children were also trained to be more courageous in expressing opinions in every lesson.” (participant 9, female) “The community service team introduced students some musical instruments. They also guided the students to make poster, handicraft, and even taught them how to farm and plant.” (participant 10, female).</i>

The Perceived Benefits of Integrated International Community Service Program in Terms of Health Quality

To the second question, “How do you perceive the benefits of community service program in terms of health quality?”, the participants mentioned various activities including performing healthy lifestyle, doing physical exercises, and implementing good environment.

Table 3 The perceived benefits of integrated international community service program in terms of health quality

Perceived benefits in health	
Healthy lifestyle	<i>“The students (community service participants) from Health major taught how to do personal hygiene by doing proper handwashing.” (participant 1, male) “The team (community service team) checked students’ nails, teeth, hair as well as cleanliness of the students’ body and clothes every morning.” (participant 2, male) “The community service team coached SB students in keeping their body clean and healthy.” (participant 4, female)</i>
Physical exercises	<i>“The community service members asked SB students to jog around the park every Friday morning. They wanted the students to be healthy by doing exercise and get exposed to the sunlight.” (participant 3, female) “They (the community service team) taught students new gymnastics called Maumere and Sasambo, and then they practice the gymnastics together.” (participant 11, female)</i>
Good environment	<i>“SB students learned how to be responsible for cleaning the environment and taking care of their garbage.” (participant 7, male)</i>

The Perceived Innovations of Integrated International Community Service Program

For the third question regarding innovations implemented by the community service team, surprisingly there were two participants who answer “none” and “not yet”. However, the other two participants reacted positively. The innovations are related to any new ideas or methods brought by the community service team to the SB. One participant mentioned learning using map, and the other one brought out honesty canteen as one of innovation activities. In another SB, the community service team asked the students in SB to have Monday ceremony and learned mathematics through a digital application in laptop.

Table 4 The perceived innovations of integrated international community service program

Perceived innovations	
Media	<p><i>“The community service members brought Indonesia map, and then they pointed some areas in Indonesia as well as the stories. Many students felt excited because some of them never visited Indonesia, even once.” (participant 5, male)</i></p> <p><i>“The students also learned mathematic from digital applications in the laptop.” (participant 10, female)</i></p>
Activities	<p><i>“The team initiated the establishment of an honesty canteen (canteen managed by SB students). It was intended to train numeracy skills and product recognition and service to buyers, as well as training honesty.” (participant 9, female)</i></p> <p><i>“They (community service team) accustomed SB students to do Monday ceremony like the students in Indonesia.” (participant 10, female)</i></p>

Positive Changes Made by the Integrated International Community Service Program

In the fourth question about positive changes made by the program, it is found that the program has brought plenty of benefits for both teachers and students. For the teachers, it supported their professional development while for the students the changes were in terms of students’ knowledge and attitude.

Table 5. The positive changes made by the integrated international community service program

Perceived innovations	
Teacher professional development	<p><i>“In addition to learning in the classroom, the community service members came up with various extracurricular activities.” (participant 10, female)</i></p> <p><i>“Community service team who came from education major used up-to-date teaching methods and media. And thus, we can learn from them.” (participant 11, female).</i></p>

Perceived innovations	
Students' academic and attitude	<p><i>"We can see that students have shown great improvement especially in terms of reading and counting."</i> (participant 1, male)</p> <p><i>"The community service team has motivated the students to be more focused in learning. They also encouraged the students to develop their talents."</i> (participant 7, male)</p> <p><i>"I observe that the students are more responsible in the class."</i> (participant 9, female)</p> <p><i>"Since the community service team came, the students became more diligent and discipline. They showed better attitude and had passionate enthusiasm."</i></p>

Possible Improvement Suggested By The Teachers

Finally, the last question regarding any possible improvement indicated various answers including suggestions for the program initiators and the student participants.

Table 6 The possible improvement suggested by the teachers

Possible improvement	
Specific requirement for student participants	<p><i>"As SB managers, we hope that in the future the student participants who are sent to Malaysia will be students from education department."</i> (participant 2, male)</p> <p><i>"Although not from the education faculty, we hope they can interact thoroughly, especially for lower grade students."</i> (participant 4, female)</p>
The need for special training or seminar	<p><i>"We hope that the student participants can develop learning methods so that they don't just repeat what has been learned, but look for initiatives that make children happy to learn new things, and also class management so that children can focus on paying attention to the material by assuming that the material presented is very important."</i> (participant 8, female)</p> <p><i>"The team should provide more activities related to learning either outdoor or indoor so that children enjoy learning at school"</i> (participant 10, female)</p>
The need for more time	<p><i>"I hope that International KKN students will be given longer time at SB."</i> (participant 9, female)</p>

DISCUSSIONS

The Benefits of Integrated International Community Service

Overall, the results of the survey indicated positive responses from the participants. First, the benefits in terms of education quality can be perceived in the form of literacy practice, the utilization of teaching media, and regular quizzes. The use of arts and projects is also assumed to have an essential role in improving educational aspect in SB. In the case of literacy, [30] who researched the effectiveness of literacy school program revealed that there was an increase in the school quality through a distinctive literacy culture. Regarding the use teaching media, [31] points out that teaching media can assist teachers in delivering materials so that the students will be easier to understand them. In terms of giving regular quizzes, [32] mentioned that quizzes which were given regularly could provide positive effects to the students' achievement. Quizzes also have positively contributed to students' learning outcomes, engagement, and motivation [33]. As it is approved by the previous research, the activities mentioned by the participants indeed can enhance the quality of education in the SB.

Second, the benefits of health quality in SB are reflected in the form of promoting and practicing healthy lifestyle. A healthy lifestyle is a positive attitude that a person practices every day, such as proper nutrition, adequate rest, regular exercise, adequate hydration, a good environment, self-discipline, and even interpersonal relationships [34]. Among those activities, community service team has conducted regular exercises and encouraged good environment and self-discipline. Promoting healthy lifestyle to elementary school children is considered beneficial as it is believed that they can be promising agents for doing so in their society [35]. Doing physical exercises like gymnastics has been proven to be fruitful for students. Previous research by [36] revealed that students' fitness increased after doing rhythmic gymnastics. Also, doing gymnastics regularly can improve students' motor skills and body strength [37], [38]. On the other hand, the implementation of good environment in SB is performed by being responsible for waste. Students behavior regarding eco-friendly is highly affected by their knowledge and awareness of waste [39]. Therefore, by implementing those activities, health quality in SB can be better.

Third, the community service teams come up with some innovations in media and activities. Innovation in education is understood as planned change aimed at improving the process of teaching and learning and bringing new ways of thinking and acting in the classroom [40]. In terms of media, the community service teams use maps and digital learning application. Both maps and digital application are interactive learning media which are considered effective to use in the classroom. In her study, [41] came to a conclusion that interactive maps can improve students' learning outcomes, while [42] mentioned that the use digital applications could give different colors in teaching and motivate students more. How the participants assuming that teaching media is an innovation in their SB and the fact that SB is a newly established institution are inseparable issues. Indeed, through direct observations, the researchers discovered that some SB still lacked of teaching media either print or digital.

On the other hand, other innovations in terms of activities include the establishment of honesty canteen. The participant considers the establishment of honesty canteen as an innovation since it is the first time being implemented in SB. The participant also draws positive comments about the honesty canteen because it offers some benefits in terms of students' characters and knowledge. Honesty canteen is a medium for improving students' awareness, truth, self-determination, and gratitude [43]. Some studies also suggest that the implementation of honesty canteen can support anti-corruption behavior and teach morality in students [44], [45]. However, among the abovementioned innovations, two participants mentioned that the community service teams do not develop any innovations in their SB. There are many plausible reasons for this situation including limited time, lack of money, and poor communication between student participants and SB managers or teachers.

Fourth, positive changes are both shown by the teachers and students. For the teachers, positive changes are in the form of transferring knowledge of up-to-date teaching methods and media. As it can be perceived in Table 1, most participants are senior high school graduates and bachelor graduates from

various majors like Economics and Islamic religion. Many of them are non-education major graduates. Teachers who do not obtain regular teacher certificates are likely to face many difficulties in teaching including in pedagogical knowledge [46]. Fortunately, almost a half of them is 20-30 years, in which they are categorized as young adults. As adults, they will be self-directed and able to learn something easier and faster. They learn about teaching materials, methods, and media from the community service members and then apply them in their own class. In this case, the community service program has accomplished one of its initial purposes, that is to improve the quality of teachers and managers in SB. While for students, they made considerable changes in terms of academic and attitudes.

The Possible Improvement

There are several suggestions as provided by the SB teachers which can be used as possible improvement in the future including the issue of student participants from non- education major, lack of innovation from the community service team, and less activity time. Regarding to this fact, therefore, improvement should be made. First, in terms of student participants issues, it must be noted to all Muhammadiyah–‘Aisyiyah universities to only register the students from education major as they will be teachers for primary and secondary schools. This requirement must be delivered in a written regulation.

Second, related to lack innovation and time issues, the program initiators should focus on the quality not only the quantity. To improve program quality, the program initiators and universities must prepare their students to join this program. They can conduct a seminar or training in education to improve students’ knowledge. They can also organize sharing session to broaden the student participants’ experience. Additionally, since this program is a collaborative program among many universities, the students must be given more time to discuss with their community service team. By doing so, it will be faster for them to get along and arrange activities together to be performed in SB. Also, they will have more time to discuss with the SB teachers and manager about what should be done, what should not be done, and what should be continued. Thus, the quality of this integrated community service will be better.

CONCLUSION

This study set out to evaluate Muhammadiyah integrated international community services in Malaysia especially in terms of benefits perceived by SB teachers and improvement which could be made. Overall, this program has provided a lot of benefits for both students and teachers in SB, even though several aspects require to be modified. The benefits include an improvement in education and health aspects. Furthermore, the innovations are also carried out in the form of teaching media and activities. The teachers also acquire up-to-date knowledge of teaching methods and media from the community service team. However, an improvement in the implementation of this program must be carried out. The program initiators must consider the requirement of the student participants, give longer time for preparation, and conduct seminar/training on education.

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