

Diversity, unity, and global citizenship education: a case study in community outreach program in Indonesia

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Abstract. COP (Community Outreach Program) is an established service-learning program which has been around for 21 years. The program offers an inter-discipline activity set in an international atmosphere to connect the academic theories with the actual social life and problems in the community. This program is conducted during semester break in July-August every year as a supporting medium to foster community development in a rural area of East Java Province, Indonesia. So far in the program there have been students from 15 university partners from 10 different countries ever participating. This diverse background of students group who join COP, locate and live in several sub-villages for 3 to 4 weeks can be considered as a small world in which diversity exists – there are many differences in their background, how they see and think about the world but yet they serve and learn from one another and unite to try to solve problems. In this study, the reflection books of participants from COP 2015 were studied to understand how COP has provided an education setting in which an interaction in a multiracial, multiethnic, and different religions setting is possible and even the diverse was united to educate caring and responsible citizens committed to peace and sustainable development, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences.

Keywords: Community Outreach Program, Service-Learning, Diversity, Citizenship Education.

1 Introduction

Every higher education institution in Indonesia has to engage in three activities of education, research, and community service. [1] Higher education institutions are inseparable parts of the

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community and are established to meet society's needs and problems. Higher education institutions should actually be involved in the community, not only locally but also nationally and even globally. Students need to develop the knowledge, attitudes, and skills that will enable them to identify the society's needs and problems so that they have the contribution to function as citizens in a global society. Increased attention to the need to grow the social responsibility and citizenship skills of students has urged Petra Christian University (PCU) to initiate an international service-learning named Community Outreach Program (COP) in 1996. Majority of students from Petra Christian University come from middle-class family. They live life comfortably and their parents might be of dual career couples who find much less energy to go out for a call of engagement for some transformation of society. Therefore these young generation seldom has an intensive interaction with a diverse cultural mix particularly the overseas friends as well as less opportunities for them to meet people from less developed area in the villages. Thus COP provides an excellent education program in which students are part of the community involvement together with their international peers to participate effectively in public life and prepare them to be full citizens. They will learn from their peer as well as from the community. In its 20th anniversary of COP in 2016, the total number of students who had participated was 2,684 students, consisting of 1,557 students were from overseas and 1,127 students from PCU. Last year alone there were 193 students comprising of 137 overseas and 56 Indonesian students joined the program. Those 137 overseas students and 56 Indonesian students were located in six sub-villages in Mojokerto Regency so there were around 32 students live in each of the sub-village. This diverse group of students from eight to nine nations including the local villagers who majority are Moslems created a rich cultural mixed of a mini world in the village (Fig. 1). We firmly believe that including students in the community involvement are necessary conditions to develop in them capable global citizens with an intercultural competent with the ability to act in the world and for the world. In this research, we studied from the reflection books of 90 students from Asia (Hong Kong, Japan, South Korea, and Indonesia) who joined COP in 2016 the responses they shared as they reflected on their expectation on the program, what they have learned and experienced.



a)



b)

Fig. 1 a) A group of COP participants 2016 who was placed at Gumeng village had a photo session with the villagers and b) Ms. Sri, the head of Gumeng village embraced a participant from the Netherlands.

1.1 About COP

The need for interculturally competent professionals and service leaders urges universities to provide education to enable their students to think, judge, care and act responsibly in a continually changing society. Social problems need to be addressed through an interdisciplinary approach, therefore a platform is necessary to connect knowledge from different academic disciplines and diverse social aspects, to learn from each other's best practices and to apply knowledge in different settings to achieve a better world. Service-learning through COP precisely prepares students with softskills and characters needed in

order to succeed in the future world and to achieve the mission described above. These include a sense of social responsibility, subject related knowledge, as well as skills and competencies such as social competence, communication skills, organization skills, problem-solving skills, and research skills. In an interview in the celebration of 20th anniversary of COP, Rolly Intan, President of PCU said “ As future leaders, the students need emotional and spiritual intelligence besides intellectual aptitude. The students need direction and purpose through this life voyage. He believes that by joining the COP, the participants’ journeys of life will be transformed to reach their purposes. [2]

COP is held on a semester break of July to August every year. Students are prepared in their home universities prior to the program. At PCU, COP requires nearly one year preparation in the aspects of 1) selection of the location, in this case is searching for deprived villages, 2) recruiting the students as participants, as well as 3) the proposed development programs for the village. Preparation activities also include conducting one semester preparatory class, jointly with inviting and communicating with the partner universities, local government as well as the non-governmental organizations involved. Fig. 2 shows the stages of one-year preparation of COP. A group of students who are appointed as the group leaders are directed to the village to do a survey for data collection on the village’s potentials, its demography, infrastructure, as well as the problems and needs. Those data are important for their group discussion to result in a proposed program. The overseas members of the group are also part of the group discussion via online using social media. At this stage, COP participants learn to observe, analyze, and make sense of the data regarding the condition and potential of the village. They also try to recognize and solve the current local problems by considering several alternatives based on their study of the local surroundings and potential. They finalise the planned program for the village when all the group members meet up as a full team one day before the departure to the village.

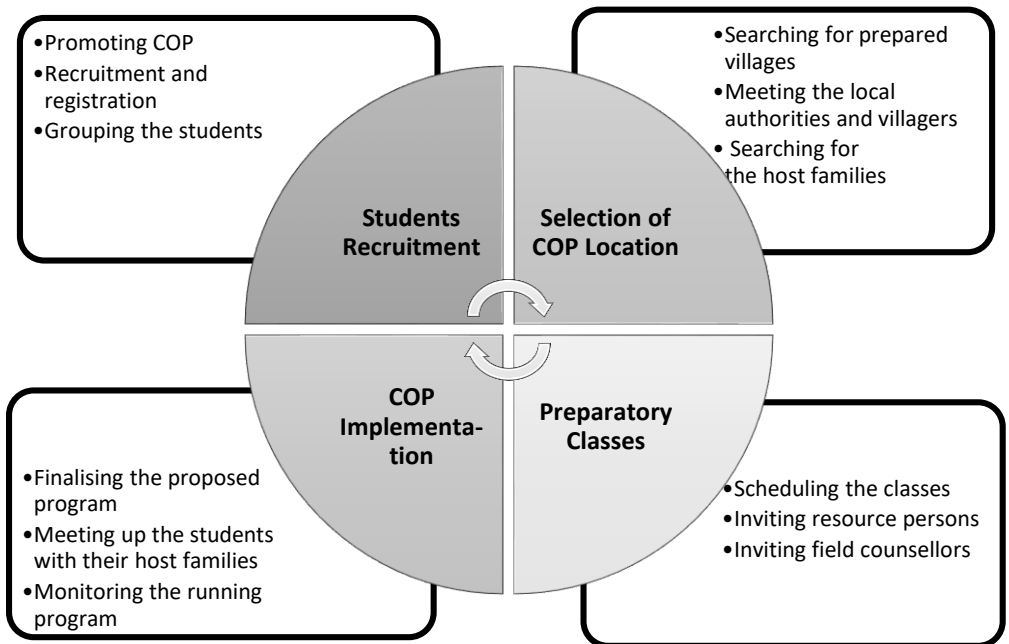


Fig. 2 Stages of COP preparation

Implementation of COP requires students to live in the selected villages for 3-4 weeks. Students live with the local families in their homes. Thus the students live and feel the host culture including

the warmth and the friendliness through daily interaction and meals with their host family. Fig. 3 shows the condition of a village, i.e.: the road, housing, and communal toilets as well as the host family they lived with. For the students, living with the villagers who live very simply with much less facility compared with the urban life, have clean water shortage, and no toilets in their houses, they are also taught not only to sympathize but also to empathize. In this case, COP helps in the transformation of characters.

Serving the community during COP, students can directly apply science, technology, and arts that they learn from the classroom. The participation of the community during implementation of the program is also very important since it will help the villagers to recognize and solve their own problems independently in the future. In other words, through COP, students help the community in solving and handling emergent problems.



a)



b)



c)



d)

Fig. 3 Road, housing, and communal toilets condition at COP locations a), b) in Jembul village and c) in Siman village and d) Participants from Hong Kong, Indonesia, and the Netherlands took a picture with their host family on the last day of COP

1.2 Global Citizenship Education

No society is immune from the influences of globalization. It is changing the very fundamentals of human relations and social life. Globalization affects every aspect of communities, including beliefs, norms, values, and behaviors, as well as business and trade. There is an increase in diversity in in most nation-states due to worldwide migration; this is forcing nations to rethink citizenship and citizenship education. National boundaries are wearing away because millions of people live in several nations and have multiple citizenships thus local demographics are markedly changing. [3] The need for interculturally competent professionals and service leaders urges universities to prepare their students with a whole-person approach education that enables them to think, judge, care and act responsibly in a continually changing society and wider world. It is also very important for higher

education institutions to develop capable global citizens that can use of knowledge wisely for the improvement of the world.

Global citizenship refers to a sense of belonging to a broader community and common humanity. [4] It highlights the interdependency in political, economic, social and cultural along with interconnectedness between the local, the national and the global. Growing interest in global citizenship has resulted in increased attention to the global dimension in citizenship education as well, and the implications for policy, curricula, teaching and learning. The basis for defining global citizenship education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning is on aspects from all three domains of learning: cognitive, socio-emotional and behavioural (Fig. 4).



Fig. 4 Core conceptual dimensions of global citizenship education [4]

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Guidance on moral values and personal development are essential preconditions of citizenship, therefore global citizenship education should be developed from early education. From the very beginning children should learn self-confidence and socially and morally responsible behaviour both in and beyond the classroom whenever and wherever they work or play in groups or participate in the affairs of their communities, both towards those in authority and towards each other. Through learning and discussion, children are already forming concepts of fairness, and attitudes to the law, to rules, to decision-making, to authority, to their local environment and social responsibility etc. Learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community are the second way of applying global citizenship education. COP as an international service-learning program offers global citizenship education in which students from various disciplines such as engineering, architecture, social studies, environmental studies, geography, history, religious education, science, music and arts can build capacity for self-expression, develop a sense of belonging and facilitate understanding of and dialogue with people from different cultures; they also play a central role in critical inquiry and analysis of social and other issues. Fig. 5 shows several program implementations during COP.



a)



b)

Fig. 5 Students' activities during COP a) teaching art lesson at early childhood local school and b) in physical program: building the village's entrance gate.

3 Methodology

To measure the extent of how COP can provide global citizenship education to the students, a study on their reflection journals was carried out. The number of the journals studied were 90 books belonged to the students who came from four different countries in Asia, i.e. 21 journals owned by students from Hong Kong; 7 journals were from Japanese students, 21 journals from South Korean students; and 41 journals from Indonesian students.

3.1 Design of the Reflection Journal

Reflection journals were designed with open questions and the questions were interrelated in three-period of time, i.e. pre-departure to the village, at mid COP, and at the end of COP. At each period, students reflected and answered only a set of questions for that particular stage. In this research, it was focused on the students' answers on their expectation to achieve by participating in COP (prior to COP), what they feel (mid COP) and what they have learned and achieved (end of COP). Table 1 shows some of the questions on the students' reflection journals.

Table 1 Open questions on students' reflection journals

| Period | Questions |
|------------------------------|--|
| Pre-departure to the village | What do you expect to learn or achieve by participating in a COP? |
| Mid COP | What do you feel until this mid period? |
| End of COP | a) Are your expectations as in pre-program achieved? Why? b) Did you accomplish your projects goal? Please explain? |

4 Results and Discussion

4.1 Students' Responses

Ninety students' responses from their reflection journals on their expectation by participating in COP and what they had learned were collected and grouped into five classifications, i.e.: open to different culture, academic, self development, care for villagers and spiritual growth. These Asian young people when they decided to join COP in the rural areas in Indonesia knew their goals. Table 2 shows that mainly they wanted to learn about different culture particularly from the locals. The locals that the students lived and worked with during COP were Javanese people, speaking Javanese language and their religion background was

Moslems. Majority of them were farming workers and had low level of education. Many responses also expected to learn from cultural difference among the participants as the COP could attract nine nationals to take part including students from the Netherlands, United Kingdom, Taiwan, China, and Singapore.

These students also show the awareness of the importance of communication skill in regards with the language skill, either skills in English or Indonesian language speaking to enable them to interconnect with both international participants as well as the villagers. Although the responses about improving communication skill were classified in the group of self development, however those responses were interrelated with the openness to different culture.

Table 2 Students' responses obtained from their reflection journals

| Response | | Students Answers | HK | JP | KR | ID | TOTAL |
|---------------------------|---------------------|--|----|----|----|----|-------|
| Open to Different Culture | | Experience different part of lifestyle | 5 | 0 | 1 | 3 | 9 |
| | | Learn about cultural differences | 4 | 1 | 7 | 19 | 31 |
| | | Learn about local culture of the villagers | 15 | 5 | 6 | 16 | 42 |
| | | Meet new friends from different countries | 3 | 0 | 7 | 6 | 16 |
| Self Development | Interpersonal Skill | Learn to work with people from different background | 3 | 0 | 2 | 6 | 11 |
| | | Learn to live with other people | 0 | 0 | 1 | 0 | 1 |
| | | Learn about time management | 1 | 0 | 0 | 3 | 4 |
| | | Help to choose future career | 2 | 0 | 2 | 1 | 5 |
| | Communication Skill | Want to learn speaking english | 1 | 0 | 3 | 1 | 5 |
| | | Want to learn indonesia language | 1 | 0 | 1 | 0 | 2 |
| | | Improve communication skill | 7 | 1 | 1 | 11 | 20 |
| | Openness | Learn about tolerance | 3 | 1 | 1 | 6 | 11 |
| | | Learn to be more open minded | 4 | 1 | 1 | 9 | 15 |
| | | Learn to cooperate with teammates | 4 | 0 | 0 | 3 | 7 |
| | Adaptability | Develop new ability with working in unfamiliar and different workplace | 1 | 0 | 0 | 3 | 4 |
| | | Get new experience | 1 | 2 | 2 | 10 | 15 |
| | | Learn to adapt in different environment | 2 | 0 | 2 | 5 | 9 |
| Academic | | Assist in majoring that has been chosen | 2 | 1 | 2 | 6 | 11 |
| Care for Villagers | | Help improve the villagers' life | 4 | 1 | 1 | 10 | 16 |
| | | Learn to care for other people | 0 | 0 | 2 | 4 | 6 |
| | | Want to volunteering | 2 | 1 | 5 | 0 | 8 |
| | | Learn to use own skills for other people | 2 | 0 | 0 | 3 | 5 |
| Spiritual Growth | | More appreciation toward life | 2 | 0 | 1 | 4 | 7 |
| | | Learn the meaning of life | 2 | 0 | 0 | 0 | 2 |
| | | In relationship with God | 1 | 0 | 0 | 4 | 5 |

As mentioned previously that global citizenship education is based on the three domains of learning – the cognitive, socioemotional and behavioural. [4] These correspond to the four pillars of learning described in the report ‘Learning: The Treasure Within’: Learning to know, to do, to be and to live together. [5]

- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioural: conduct, performance, practical application and engagement.

Table 3 Domains Of Learning That COP Can Provide For Global Citizenship Education

| Response | Students Answers | Domains of Learning | | | |
|---------------------------|---|--|-----------------|-------------|--|
| | | Cognitive | Socio-emotional | Behavioural | |
| Open to Different Culture | Experience different part of lifestyle | | | | |
| | Learn about cultural differences | | | | |
| | Learn about local culture of the villagers | | | | |
| | Meet new friends from different countries | | | | |
| Self Development | Learn to work with people from different background | | | | |
| | Learn to live with other people | | | | |
| | Learn about time management | | | | |
| | Help to choose future career | | | | |
| | Communication Skill | Want to learn speaking english | | | |
| | | Want to learn indonesia language | | | |
| | | Improve communication skill | | | |
| | Openness | Learn about tolerance | | | |
| | | Learn to be more open minded | | | |
| | | Learn to cooperate with teammates | | | |
| | Adaptability | Develop new ability with working in unfamiliar and different workplace | | | |
| | | Get new experience | | | |
| Academic | Learn to adapt in different environment | | | | |
| | Assist in majoring that has been chosen | | | | |
| Care for Villagers | Help improve the villagers' life | | | | |
| | Learn to care for other people | | | | |
| | Want to volunteering | | | | |
| | Learn to use own skills for other people | | | | |
| Spiritual Growth | More appreciation toward life | | | | |
| | Learn the meaning of life | | | | |
| | In relationship with God | | | | |

The responses related to the openness to different culture as well as self development in communication skill can demonstrate the key learning outcomes and attributes in the domain of socio-emotional which shows a need to develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives. Table 3 shows the domains of learning that COP can provide for global citizenship education.

Fig. 6 shows the groupings from Table 2 in a bar chart. It is known from the chart that the highest number responses were related with self development (109 responses or 41%) then followed with the openness to different culture or background (98 responses or 37%). The other three groups of responses were academic (11 responses or 4%), caring (35 responses or 13%), and spiritual growth aspects (14 responses or 5%).

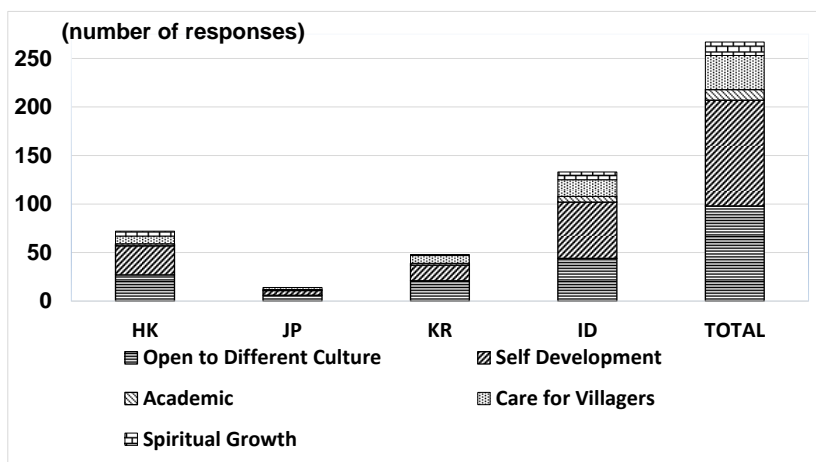


Fig. 6 Distribution of students' responses on their goals as COP participants

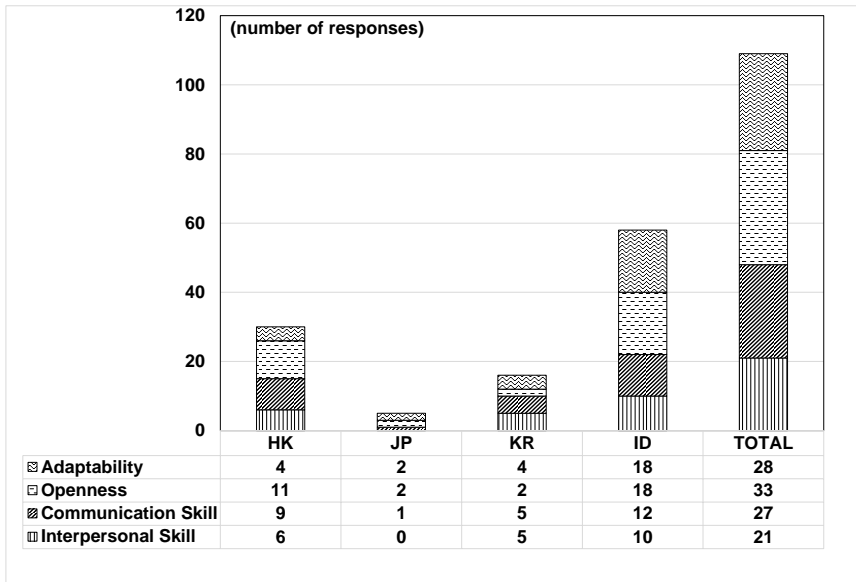


Fig. 7 Distribution of students' responses about self development

Fig. 7 counts the quantity of each response group, particularly on the response about self development within one country to enable us to make a comparative study on these young people's expectations and experiences from COP. Being open to other culture: to learn about tolerance, to be open minded, and to cooperate with team mates got the highest responses from three nationals except the Koreans. This highest response shows a good signal that COP was able to help students develop respect for differences and diversity. The Korean participants wished and gave higher responses on the communication and interpersonal skills.

Fig. 8 lists the distribution of one response among the other responses within one country. The distribution shows that participants from Hong Kong and Indonesia expected to learn and gain self development when joining COP. In the case for Japanese and Koreans, they expected to learn more on being open to different culture. It's hard to have those two responses: open to different culture and self development separated as they might direct to the same purpose to get connect and open to different cultures (see responses in Table 2).

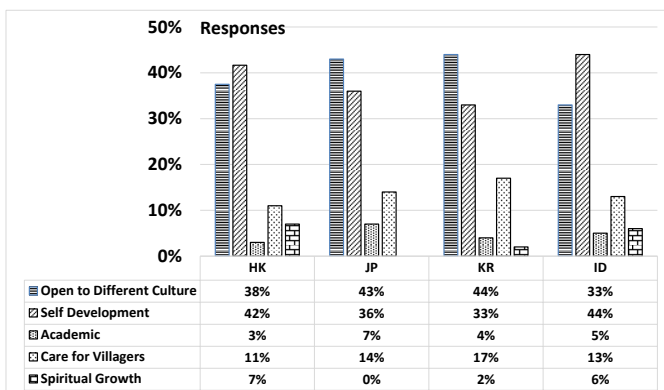


Fig. 8 Expectation and experiences of COP participants from different Asian countries.

4.2 The Learning Environment: Students' Activities During COP

To achieve effective global citizenship education, it requires critically safe, inclusive and engaging learning environments. Such environments enhance the experience of learning, support different types of learning, value the existing knowledge and experience of learners and enable the participation of learners from a diversity of backgrounds.

COP is designed a project-based learning which involves students working in a teamwork to participate in projects. It provides opportunities for a collaborative work, experiential learning, and it uses a service-learning approach. Each day they make a plan on what to do and who will involve and an evaluation at the end of the day. Each one participates in different program implementation and they also invite the villagers to participate in the program when they can. Therefore in COP, the participants feel valued and included, and foster collaboration, healthy interaction, respect, cultural sensitivity and they will learn that other values and skills are needed to live in a diverse world.

The width and depth of global citizenship education through COP have been evidenced through the formation and friendship and family bond among the team mates as well as the host family. Many overseas participants who have holiday in Indonesia making arrangement to visit their friends and the host family they used to live during COP (Fig. 9).



Fig. 9 A visit to meet her host family that she used to live with during her time participating in COP

5 Conclusions

COP has provided an education setting: in which interaction in a multiracial, multiethnic, and different religion setting is possible and even the diverse was united to educate caring and responsible citizens committed to peace and sustainable development, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences.

Authors were grateful with the assistance of Suryani Chandra and Thomas Benmetan in gathering and grouping the data

References

Online references will be linked to their original source, only if possible. To enable this linking extra care should be taken when preparing reference lists.

References should be cited in the text by placing sequential numbers in brackets (for example, [1], [2, 5, 7], [8-10]). They should be numbered in the order in which they are cited. A complete reference should provide enough information to locate the article. References to printed journal articles should typically contain:

- The authors, in the form: initials of the first names followed by last name (only the first letter capitalized with full stops after the initials),
- The journal title (abbreviated),
- The volume number (bold type),
- The article number or the page numbers,
- The year of publication (in brackets).

Authors should use the forms shown in Table 3 in the final reference list.

Table 3. Font styles for a reference.

| Element | Style |
|----------------------------------|--|
| Authors | Normal Initials followed by last name |
| Journal title | Normal Abbreviated |
| Book title, Proceedings title | Italic |
| Volume number | Bold |
| Page number | Normal |
| Year | Normal In brackets |

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1. A. Mecke, I. Lee, J.R. Baker jr., M.M. Banaszak Holl, B.G. Orr, *Eur. Phys. J. E* **14**, 7 (2004)
2. M. Ben Rabha, M.F. Boujmil, M. Saadoun, B. Bessaïs, *Eur. Phys. J. Appl. Phys.* (to be published)
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 1. Peraturan pemerintah terkait tridharma
 2. Unstoppable Mission
 3. (Castles & Davidson, 2000).
 4. Global Citizenship Education, UNESCO (2015)
 5. Learning: Treasure within