

Community Outreach Program : An Effective Approach for a Two-way Learning Process

Mariana Wibowo

Petra Christian University

Mariana_wibowo@petra.ac.id

ABSTRACT

From 1996 to 2003, UK Petra partnered with the government of Magetan to conduct COP in Magetan, in which the students of Dongseo University-South Korea, Inholland University – Netherlands, Hong Kong Baptist University – Hong Kong participated in. Since 2007 until now, UK Petra has applied Service-Learning method to Community Outreach Program (COP). As an International Service-Learning, COP is expected to have a two-way learning process. Students can apply their knowledge to meet the needs of the society and they can learn from the community. They will also have to write a report reflecting this experience. Respectively, in 2008, COP was selected by the Indonesian Minister of Education as pilot KKN which was conducted internationally. However, the effectiveness of using the COP process approach to teach the students is still inconclusive. It is necessary to confirm this effectiveness through further research studies. This study investigated 61 students on how effective the learning process through service learning method is in a village, named Lebak Jabung, Dilem & Kulubanyu, Mojokerto, as a case study of COP 2017 to improve their skills through reflections and questionnaires. The effectiveness of the programme was investigated through interviews, reflections and questionnaires. It was found that the programme brought positive results across all students who joined COP from many countries. The process approach seems to be a very effective approach to students from many countries, not only for inner personal development, but also for academic development and especially for their social skill development.

Keywords: service learning, process approach, COP, Mojokerto

1. Introduction

When talking and listening about the word ‘learning’, mostly people will think about ‘studying’ (learning event) and school. In fact, learning is not only in school or university (being in a building or space). People will learn every day in their lives wherever they are. In a broader understanding, learning happens when experiences make changes relative permanently in knowledge or attitude of a man.

The change can be intentional or unintentional to be better or worse, more correct or more wrong, and conscious or unconscious (Hill, 2002). In order to be able to meet the definition of learning, these changes must be realized through experience, by the interaction of a person with his environment.

Such learning in the present should be made as attractive as possible to attract students’ interest. Interest has grown in recent years in what is sometimes referred to as the Learning-Centred Paradigm (McManus, 2001), because it situates learners at the center of the experience, empowers and motivates them to assume responsibility for their own learning, and adopts teaching and learning strategies designed to encourage students to see themselves as active thinkers and problem-solvers. As Clinchy

(1995, p.100) puts it, in conventional teaching–learning situations too often teachers pressure students to “defend their knowledge rather than exhibit their thinking”. The programs in COP are made as attractive as possible to attract students from both Petra and other universities to follow.

Basically education has two goals, namely: to guide the younger generation to be smart and have virtuous behavior. In addition, education is also expected to have social sensitivity to the environment and other people. As time passes, the various views that support character education slowly disappear. This makes Petra Christian University create Community Outreach Program for its students and cooperate with other partner universities to be able to educate students not only to be smart but also to have virtuous behavior and to have social sensitivity to environment and other people.

Community Outreach Program is held twice each year. It is an international program for students’s learning. It uses service learning method. Service Learning is a method under which young people learn and develop through active participation in thoughtfully-organized service experiences that meet actual community needs that are coordinated in collaboration with the school and community. It is integrated into each student’s academic curriculum or provides structured time for the student to think, talk or write about what he/she did and saw during the actual service activity. Moreover, it provides students with opportunities to use newly acquired academic skills and knowledge in real life situations on their own communities, enhances what is taught in school by extending student learning beyond the classroom and into community, and helps to foster the development of a sense of caring for others (National and Community Service Act of 1990). Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teaches civic responsibility, and strengthens communities. It is a teaching and learning approach that engages students in addressing real unmet needs or issues in a community and actively involves them in decision-making at all levels of the process (Pritchard, 2004). Service-learning combines service objectives and learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and content knowledge. It has also been shown that service learning can increase the development of intellectual thought and cognitive abilities, improve academic performance and achievement, and strengthen student’s citizenship education, their senses of community responsibility and their abilities to participate as a good citizen. Thus, service learning is a joint effort between the university and community where both students and the community benefit.

Service learning method combines learning goals and community service in ways that can enhance both students’ growth and the common good. It is “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Typically, community engagement is incorporated into a course or series of courses by way of a project that has both learning and community action goals. The project asks students to apply content course to community-based activities. This gives student experiential opportunities to learn in real world contexts and develop skills of community engagement, while affording community partners’ opportunities to address significant needs. This is where a two-way learning process happens. Students give ‘service’ to the community based on their knowledge and content course, but also learn something from the community during the process of ‘service’. Moreover, the community also learns something from the students while they are giving service to the community.

Community Outreach Program (COP) 2017 with its service learning method has a program to help different villages and their residents in Mojokerto, East Java. Students from Korea, the Netherlands, Hong Kong, Japan and Indonesia were participated to work in ~~the~~ Lebak Jabung, Kulubanyu and Dilem villages. They are located in East Java Province and have 2053 villagers spread over 628 families. Most of the people there work as farmers on rice, corn, tomato, chili, long beans and zucchini fields.

However, the effectiveness of using the Community Outreach Program with service learning method approach to teach the students is still inconclusive. It is necessary to confirm this effectiveness through further research studies. For that reason, this research has been made.

2. Literature Review

Service Learning

In service learning, the students are taking the academic, social and emotional, and personal ideals that they are learning out of their immediate classroom and applying those ideals and experiencing them in the context of real life relationship and experiences. It is these experiences that the students bring back to the classroom to reflect on more deeply-thus completing the learning cycle.

Enhancing one's academic skills is important to education. However, service learning is ideally suited to enhance the development of character as well. Students also develop compassion, the ability to empathize with others, respect for others as well as respect for themselves, and develop a strong sense of otherness or selflessness.

A good service learning program has four areas of outcome. They include (1) enhancing learning through active learning, (2) promoting of character development, (3) nurturing a sense of civic responsibility and citizenship, and (4) making a contribution to the community (Waterman, 1997)

Learning and assesment

When an educator thinks about the teaching and learning process, two things must be remembered about these basic steps. First of all, they should be considered as a 'cycle'. The teaching process is a cycle and it is continuous. Before teaching, teachers have to make some objectives, decide what kind of method they are going to use, and make the measurement. (Arnold.J.Lien, 1972)

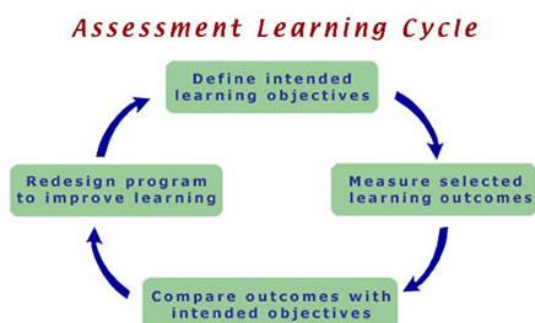


Figure 1. The teaching process & assessment

Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (adapted from Mayer, 2002). There are three critical components to this definition :

- Learning is a process, not a product. However, because this process takes place in mind, teachers can only infer that it has occurred from students's products or performances.
- Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.
- Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences – conscious and unconscious, past and present.

As educators, we are primarily concerned with fostering intellectual and creative skills in our students but we must recognize that students are not only intellectual but also social and emotional beings, and that these dimensions interact within the learning climate to influence learning and performance.

Students are still developing the full range of social and emotional skills. To some extent, people are always developing in those areas, but two considerations are important when dealing with students. First, emotional and social processes are particularly salient during this phase of life. In fact, a preponderant body of research documents shows that the social and emotional gains to students are considerably greater than the intellectual gains over the same span of time (Pascarella & Terenzini, 1991). Second, these emotions can overwhelm students' intellect if they have not yet learned to channel them productively.

Although we cannot control the developmental process, the good news is that if we understand it, we can shape the learning climate and methods in developmentally appropriate ways. Moreover, many studies have shown that the climate we create has implications for learning and performance. A negative climate may impede learning and performance, but a positive climate can energize students' learning (Pascarella & Terenzini, 1991).

COP in PCU & 3 Villages 2017

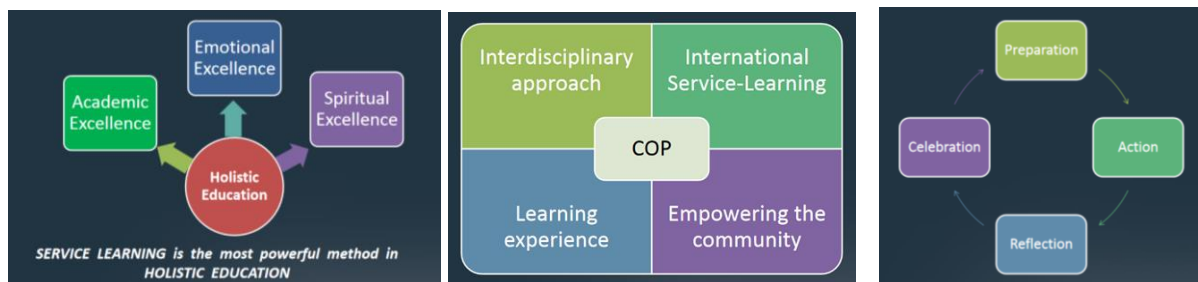


Figure.2. Service Learning in Petra Christian University & Its Program Structure (source : Rector Presentation)

Petra Christian University uses service learning method in its education, especially in community outreach program for students to get holistic education (academic excellence, emotional excellence and spiritual excellence). Service and learning are conducted in a balance portion (Sygmond, 1994). For the output of service learning in Petra Christian University, we can see from figure below.



Figure.3 Service Learning Output & Assesment in Petra Christian University (source : Rector Presentation)

Lebak Jabung village is derived from Javanese language; Lebak means village and Jabung also means village. Lebak Jabung Village is one of 18 villages which are administratively located in Jatirejo Subdistrict, Mojokerto. Village of Lebak Jabung is divided into 2 hamlets, Lebak hamlet (area 130.293 Ha) and Jabung hamlet (area 56.113 Ha). Each hamlet has two citizenship associations (RW). Dusun Lebak which consists of seven neighbourhood associations (RT) is divided into 2 regions namely Upper Lebak (Lebak Geneng) and Lower Lebak (Lebak Jabung) while Dusun Jabung consists of six neighbourhood associations (RT). Lebak Jabung village is located on the main road of the regency (Jatireja - Wonosalam). The level of education in Lebak Jabung Village is still low. The facilities in Lebak Jabung Village are only one elementary school, one MI (Madrasah Ibtidaiyah), two kindergartens, and two Islamic boarding school. We had programs both in physical and non physical program. The physical program such as repairment programs for public playgroup, kindergarden and elementary school, toilet renovation, bio- send filter & making a river site pile, etc. We also made non physical programs such as: providing information about home industry, cleaning the village together, giving health education, holding morning gymnastic, teaching a foreign language and art craft, and holding a culture day. The main purpose of the programs that had been prepared is to improve and increase the potential that the village and the villagers have. Other than that is to help them to make a better living in the village, because this village is a big village. The physical program that was arranged is to fulfill the needs of the villages from the young to the old. Moreover, by fulfilling their needs, the goal is to improve their village. For the non-physical project, there were so many projects, more than the physical ones. The project that we assigned is to improve their soft skill from the kids to the adults, teaching them to improve their language, arts, and also physical activities.



Figure.4 Lebak Jabung Program Documentation

In Kulubanyu Sub-village, there are eighty six heads of families and most of the villagers are still family or relative. It gives a good impact for the villagers in Kulubanyu Sub-village because it makes the villagers ~~are~~ open to one another, not only with the local villagers, but also with foreigners and students who came to their places, for example with the participants of Community Outreach Program and other UNESA students. The local villagers welcomed these participants with open arm to live in their village. Our projects were both physical and non physical projects. We had 7 programs in the physical program, among others were Toilet, Mural, Wall renovation, PAUD Partition, Elementary School Partition, Trash Bin, and Gate of Graveyard. For the non physical project, we taught Math, English and Science, taught the community about how much sugar that was allowed to be consumed in a day and also how to have a healthy lifestyle like washing hands correctly, maintaining the cleanliness of the public toilet, teaching children how to brush their teeth in the right ways, teaching craft & origami, etc.



Figure.5 Kulubanyu Program Documentation

Dilem village is located in Gondang sub-district, Mojokerto Regency, which is 7 km away from centre of Gondang sub-district, and 30 km from the regency. It is approximately 9.5 hectares. It has agriculture and plantation lands. Heading to Dilem village, we had to pass through Kalikatur village and road to Begagan Limo village. Dilem village borders Kalikatur village to the north and east, Begagan Limo to the south, and Perhutani forest area to the west. Dilem village only consists of three neighborhood heads. The population of the village is 260 people and 77 heads of the family. Our projects are both physical and non physical. The physical projects consist of ground and land hardening, making a security post, cleaning the public toilet, painting the elementary school's wall and building a guardrail. The non physical projects are mostly teaching things like English, Bahasa Indonesia, creativity and health lessons.



Figure.6 Dilem Program Documentation

3. Research Method

Community Outreach Program of Petra Christian University has objectives for the learners to increase their inner personal development, academic development and social skills development. The method used to achieve those objectives was service learning method. To measure the effectiveness of the learning process, we collected data from 61 students from 3 villages by questionnaires & reflections to provide evidence for analysis and interpretation (collection phase). For the statistical method, we used descriptive statistics analysis (analysis

phase). Finally, for the evaluation, we gave interpretation of the results to determine how well the students has fulfilled the objectives.

The questionnaire used 4 likert scale. Over the years, numerous methods have been used to measure character and personality traits (Likert, 1932). The difficulty of measuring attitudes, character, and personality traits lies in the procedure of transferring these qualities into a quantitative measure for data analysis purposes. In response to the difficulty of measuring character and personality traits, Likert (1932) developed a procedure to measure attitudinal scales. The original Likert scale used a series of questions with four response alternatives: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). He combined the responses from the series of questions to create an attitudinal measurement scale. His data analysis was based on the composite score from the series of questions that represented the attitudinal scale (Clason & Dormody, 1994). Likert scale data, on the other hand, are analyzed at the interval measurement scale. Likert scale items are created by calculating a composite score (sum or mean) from four or more type Likert-type items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale. After the data were collected, descriptive statistics recommended for interval scale items included the mean for central tendency and standard deviations for variability.

4. Result

The research result from 61 respondents through questionnaires spread to students in 3 villages : Lebak Jabung, Dilem and Kulubanyu village in Mojokerto, East Java Province in Indonesia in order to know the effectiveness of community outreach program from their perspectives can be seen from the table below.

Tabel 4.1

Frequency Distribution from Respondents's Perspectives

Development	N o	Answer								Mean	
		SDA (1)		DA (2)		A (3)		SA (4)			
		F	%	F	%	F	%	F	%		
Inner Personal Development	1	0	0.0	5	8.2	35	57.4	21	34.4	3.26	3.34
	2	0	0.0	4	6.6	28	45.9	29	47.5	3.41	
	3	1	1.6	5	8.2	32	52.5	23	37.7	3.26	
	4	1	1.6	6	9.8	25	41.0	29	47.5	3.34	
	5	1	1.6	4	6.6	22	36.1	34	55.7	3.46	
	6	0	0.0	4	6,6	35	57.4	22	36.1	3.30	
Academic Development	1	5	8.2	11	18.0	35	57.4	10	16.4	2.82	3.13
	2	4	6.6	6	9.8	33	54.1	18	29.5	3.07	
	3	3	4.9	7	11.5	28	45.9	23	37.7	3.16	
	4	3	4.9	4	6.6	34	55.7	20	32.8	3.16	
	5	1	1.6	1	1.6	38	62.3	21	34.4	3.30	

	6	3	4.9	3	4.9	31	50.8	24	39.3	3.25	
Social Skill Development	1	0	0.0	9	14.8	30	49.2	22	36.1	3.21	3.39
	2	4	6.6	7	11.5	28	45.9	22	36.1	3.11	
	3	0	0.0	0	0.0	27	44.3	34	55.7	3.56	
	4	0	0.0	4	6.6	29	47.5	28	45.9	3.39	
	5	1	1.6	4	6.6	32	52.5	24	39.3	3.30	
	6	0	0.0	1	1.6	30	49.2	30	49.2	3.48	
	7	2	3.3	3	4.9	23	37.7	33	54.1	3.43	
	8	0	0.0	1	1.6	21	34.4	39	63.9	3.62	

Source: Primary data processed

A. Inner Personal Development

Inner Personal Development	
1	COP helped me to feel more grateful of who I am now
2	COP helped to make me feel more worthy as I am able to become a blessing for others
3	COP changed the way I see other people in needs
4	COP taught me to love other people even more
5	COP taught me a lot about 'heart of giving'
6	In overall I feel I have become a better person now

Based on the data processed, the details of the responses of 61 respondents to 6 questions of Student's Inner Personal Development are as follows:

In question no 1, the respondent who answered strongly disagree was 0 people or 0.0%, respondents who answered disagree were 5 people or 8.2%, respondents who agreed were 35 people or 57.4% and respondents who answered strongly agree were 21 people or 34.4%. Therefore, it can be seen that most respondents answered agree with the average scale of question no 1 3.26, which means COP helps the students to feel more grateful of who they are now.

In the question no 2, the respondent who answered strongly disagree was 0 people or 0.0%, respondents who answered disagree were 4 people or 6.6%, respondents who agreed were 28 people or 45.9% and respondents who answered strongly agree were 29 people or 47.5%. Thus, it can be seen that most respondents answered strongly agree with the average scale of question no 2 is 3.41. The students strongly agreed that COP helps the students to feel more worthy as they are able to become a blessing for others.

In question no 3, the respondent who answered strongly disagree was 1 person or 1.6%, respondents who answered disagree were 5 people or 8.2%, respondents who agreed were 32 people or 52.5% and respondents who answered strongly agree were 23 people or 37.7%. Hence, it can be seen that most respondents answered agree with the average scale of question no 3 3.26, meaning COP changed the way the students see other people in needs.

In the question no 4, the respondent who answered strongly disagree was 1 person or 1.6%, respondents who answered disagree were 6 people or 9.8%, respondents who answered agree were 25 people or 41.0% and respondents who

answered strongly agree were 29 people or 47.5%. Therefore, it can be seen that most respondents answered strongly agree with the average scale of question 4 3.34. The students strongly agreed that the COP taught the students to love other people even more.

In the question no 5, the respondent who answered strongly disagree was 1 person or 1.6%, respondents who answered disagree were 4 people or 6.6%, respondents who agreed were 22 people or 36.1% and respondents who answered strongly agree were 34 people or 55.7%. Thus, it can be seen that most respondents answered strongly agree with the average scale of question 5 3.46. They strongly agreed that COP taught the students a lot about 'heart of giving'.

In the question no 6, the respondent who answered strongly disagree was 0 people or 0.0%, respondents who answered disagree were 4 people or 6.6%, respondents who agreed were 35 people or 57.4% and respondents who answered strongly agree were 22 people or 36.1%. Hence, it can be seen that the majority of respondents answered agree with the average scale of question no 6 3.30. They agreed that in overall the students have become a better person now after COP.

Based on the respondents' answers for question no 1-6 on Inner Personal Development problem, it can be seen that the average highest answer is on problem no 5, namely: COP taught the students a lot about 'heart of giving'.

B. Academic Development

Academic Development	
1	COP helped me to better understand the theory in my lectures
2	COP gave me a new perspective of the real application of my field of study on site
3	COP made me take more responsibility for my own learning
4	COP helped to make me more interested in learning more about my field of study
5	COP made me more aware of the role I play in relation to other disciplines
6	COP made me more aware of the contribution of my study towards the society

Based on the data above, the details of the responses of 61 respondents who were at Dilem, Kulubanyu and Lebak Jabung villages to 6 questions of Academic Development are as follows:

In question no 1, the respondents who answered strongly disagree were 5 people or 8.2%, respondents who answered disagree were 11 people or 18.0%, respondents who agreed were 35 people or 57.4% and respondents who answered strongly agree were 10 people or 16.4%. Thus, it can be seen that most respondents answered agree with the average scale of question no 1 2.82.

In the question no 2, the respondents who answered strongly disagree were 4 people or 6.6%, respondents who answered disagree were 6 people or 9.8%, respondents who agreed were 33 people or 54.1% and respondents who answered strongly agree were 18 people or 29.5%. Hence, it can be seen that most respondents answered agree with the average scale of question 2 3.07.

In the question no 3, the respondents who answered strongly disagree were 3 people or 4.9%, respondents who answered disagree were 7 people or 11.5%, respondents who agreed were 28 people or 45.9% and respondents who answered strongly agree were 23 people or 37.7%. Therefore, it can be seen that most respondents answered agree with the average scale of question number 3 3.16.

In the question no 4, the respondents who answered strongly disagree were 3 people or 4.9%, respondents who answered disagree were 4 people or 6.6%, respondents who agreed were 34 people or 55.7% and respondents who answered strongly agree were 20 people or 32.8%. Thus, it can be seen that most respondents answered agree with the average scale of question no 4 3.16.

In the question no 5, the respondent who answered strongly disagree was 1 person or 1.6%, respondent who answered disagree was 1 person or 1.6%, respondents who answered agree were 38 people or 62.3% and respondents who answered strongly agree were 21 people or 34.4%. Hence, it can be seen that most respondents answered agree with the average scale of question 5 3.30.

In the question no 6, the respondents who answered strongly disagree were 3 people or 4.9%, respondents who answered disagree were 3 people or 4.9%, respondents who agreed were 31 people or 50.8% and respondents who answered strongly agree were 24 people or 39.3%. Therefore, it can be seen that most respondents answered agree with the average scale of question no 6 3.25.

Based on the respondents' answer for question no 1-6 on the matter of Academic Development, it can be seen that the average highest answer is on problem no 5, namely: COP made the students more aware of the role they play in relation to other disciplines.

C. Social Skill Development

Social Skill Development	
1	COP trained me to become a better leader
2	COP helped to improve my time management
3	COP made me learn to accept other people's character better
4	COP made me learn more about listening and accepting other people's opinions
5	COP helped me to express my ideas in a better way
6	COP improved my problem solving skill
7	COP helped me to work in a more creative and effective way
8	COP made me become a better team player

Based on the data above, the details of the responses of 61 respondents who were at Dilem, Kulubanyu and Lebak Jabung villages to 8 questions of Social Skill Development are as follows:

In the question no 1, the respondent who answered strongly disagree was 0 people or 0.0%, respondents who answered disagree were 9 people or 14.8%, respondents who answered agree were 30 people or 49.2% and respondents who answered strongly agree were 22 people or 36.1%. Thus, it can be seen that most respondents answered agree with the average scale of question 1 3.21.

In the question no 2, the respondents who answered strongly disagree were 4 people or 6.6%, respondents who answered disagree were 7 people or 11.5%, respondents who answered agree were 28 people or 45.9% and respondents who answered strongly agree were 22 people or 36.1%. Therefore, it can be seen that most respondents answered agree with the average scale of question 2 3.11.

In the question no 3, the respondent who answered strongly disagree was 0 people or 0.0%, respondent who answered disagree was 0 people or 0.0%, respondents who answered agree were 27 people or 44.3% and respondents who answered strongly agree were 34 people or 55.7%. Thus, it can be seen that most respondents answered strongly agree with the average scale of question no 3 3.56.

In the question no 4, the respondent who answered strongly disagree was 0 people or 0.0%, respondents who answered disagree were 4 people or 6.6%, respondents who answered agree were 29 people or 47.5% and respondents who answered strongly agree were 28 people or 45.9%. Hence, it can be seen that most respondents answered agree with the average scale of question 4 3.39.

In the question no 5, the respondent who answered strongly disagree was 1 person or 1.6%, respondents who answered disagree were 4 people or 6.6%, respondents who answered agree were 32 people or 52.5% and respondents who answered strongly agree were 24 people or 39.3%. Thus, it can be seen that most respondents answered agree with the average scale of question 5 3.30.

In the question no 6, the respondent who answered strongly disagree was 0 people or 0.0%, respondent who answered disagree was 1 person or 1.6%, respondents who answered agree were 30 people or 49.2% and respondents who answered strongly agree were 30 people or 49.2%. Therefore, it can be seen that most respondents answered agree and strongly agree with the average scale of question 6 3.48.

In the question no 7, the respondents who answered strongly disagree were 2 people or 3.3%, respondents who answered disagree were 3 people or 4.9%, respondents who answered agree were 23 people or 37.7% and respondents who answered strongly agree were 33 people or 54.1%. Hence, it can be seen that most respondents answered strongly agree with the average scale of question no 7 3.43.

In the problem No. 8, the respondent who answered strongly disagree was 0 people or 0.0%, respondent who answered disagree was 1 person or 1.6%, respondents who answered agree were 21 people or 34.4% and respondents who answered strongly agree were 33 people or 54.1%. Thus, it can be seen that most respondents answered strongly agree with the average scale of question no 8 3.62.

Based on the respondents' answers to the question no 1-8 on Social Skill Development, it can be seen that the highest average answer is on problem no 8, namely: COP made the students become a better team player.

D. Effectiveness of Community Outreach Program

Based on the data above, the respondents' perspectives about the development they got after community outreach program can be seen so clearly. Based on the findings, the responses of 61 respondents who stayed at Dilem, Kulubanyu and Lebak Jagung villages related to Inner Personal Development, Academic Development and Social Skill Development can be seen as follow:

The average answers to the questions are 3.34 on Inner Personal Development, 3.13 on Academic Development and 3.39 on Social Skill Development. Thus, the most effective is on Social Skill Development.

Effectivity Table

		Frequency	Percent
Valid	Effective	58	95,1
	Not Effective	3	4,9
	Total	61	100,0

In the table above, it can be seen that from 61 respondents who became the respondents, as many as 58 respondents or 95.1% answered the problem with the score of the effective category while as many as 3 respondents or 4.9% answered the problem with the score of the ineffective category.

The score category of respondents is as follows:

The minimum answer of respondents is 20 questions $\times 1 = 20$

The maximum answer of the respondent is $20 \times 4 = 80$

Interval = (max – min) : 2 = $(80 - 20) : 2$

= $60 : 2 = 30$

Ineffective if score 20 - 50

Effective if score 51 - 80

Conclusions

This study investigated 61 students on how effective the learning process through service learning method is in 3 villages, namely Lebak Jabung, Dilem & Kulubanyu, Mojokerto, as a case study of COP 2017 to improve their skills through reflections and questionnaires. The effectiveness of the programme was investigated through interviews, reflections and questionnaires. From the statistics descriptive analysis, it was found that the programme brought positive results across all students who joined COP from many countries. 95.1% respondents felt this program very effective as a two-way learning process because they felt the development from this program. Mostly they felt that Community Outreach Program of Petra Christian University with service learning method effectively taught the students about 'heart of giving', made the students more aware of the role they play in relation to other disciplines, and made the students become a better team player. In conclusion, the objective of this program is fulfilled as a two-way learning process.

The students felt that the process approach seems to be a very effective approach to students from many countries, not only for inner personal development, but also academic development and especially for their social skill development.

Acknowledgement

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