



## ANALYSIS OF SERVICE LEARNING MODELS IN CIVIC EDUCATION TO IMPROVE 21<sup>ST</sup> CENTURY SKILLS

<sup>1</sup>M. Alif Al Ghifari, <sup>2</sup>Kokom Komalasari

Universitas Pendidikan Indonesia

**Keywords:**

Service-learning model, 21<sup>st</sup> century skills, civic education

**\*Correspondence Address:**

Email: [alifsmart23@upi.edu](mailto:alifsmart23@upi.edu)

**Abstract:** Technological developments and global changes have changed various lines of life. To face life in the 21<sup>st</sup> century, it is necessary to master 21<sup>st</sup> century skills in the younger generation which can be done through learning. Through research with a qualitative approach with a literature study method that aims to examine more deeply and elaborate on service learning to improve 21<sup>st</sup> century skills in civic education learning. Through this study, it was found that the service learning model is a relevant model to be applied to civic education learning by integrating 21<sup>st</sup> century skills. Service learning is a learning model that provides opportunities for students to provide services to the community through activities designed by connecting learning materials with practice and needs in society. The integration of 21<sup>st</sup> century skills consisting of critical thinking and problem solving, creativity, communication, and collaboration can be applied to the stages of service learning, namely: preparation, action, reflection, and demonstration. With the integration of 21<sup>st</sup> century skills in the service learning model in civic education learning, students are faced with being able to understand various problems and offer solutions to the community.

### INTRODUCTION

Global developments and technology in the 21<sup>st</sup> century have changed various lines of life, such as lifestyles, working, interacting, and communicating with the surrounding environment (Sinaga, 2023). These shifts and transformations necessitate individuals to equip themselves with the ability to adapt and be ready to confront swift changes and intense global competition. In the 21<sup>st</sup> century, it also seeks to improve skills through self-habituation and the fulfilment of every aspect of life with knowledge (Mardhiyah et al., 2021). To navigate and adapt to the advancements of the 21<sup>st</sup> century, it is essential not only to enhance knowledge but also to develop skills through education.

Education is an effort that plays an important role in building students' intellectual abilities, attitudes, and skills. Education enhances not only students' cognitive abilities but also

their affective and psychomotor skills. The vital role of education in the equitable distribution of scientific progress in various aspects can shape the life of an intelligent, characterful, and democratic society (Cahyani et al., 2021). Education in Indonesia aims to build and master a variety of skills. This is in line with Indonesian education as an effort to form a nation that has faith and devotion to God, has good knowledge and broad insight into nationality and produces a generation of people who are experts and skilled in their respective fields of (Sujana, 2019).

The influence of technological advances in the realm of education has brought about major changes. In 21<sup>st</sup> century learning, it is possible for students to get the opportunity to master a variety of skills. The challenges resulting from globalization, technological developments and increasingly complex social life require students as the younger generation to have 21<sup>st</sup> century skills which include critical thinking and problem solving, creativity, communication, and collaboration, known as skills 4Cs. Fundamentally, these four skills require students to have skills in life and career, learning and innovation, as well as in the fields of information, media, and technology to achieve success in life and work. (Hamzah et al., 2023). In addition, digital literacy, flexibility, adaptability, and problem-solving skills are also essential aspects that must be integrated in the educational process (Trilling & Fadel, 2009).

Civic Education has a strategic role in shaping individuals who not only have skills but are also able to play the role of active, responsible, and ethical citizens. Civic education as a part of learning that focuses on strengthening knowledge and attitudes, is also expected to be able to build students' skills. The goal of Citizenship Education is to guide citizens in a dynamic life in the era of globalization, building good citizens and intelligently intellectually, emotionally, socially, and spiritually in thinking critically to face problems that occur (Khairunisa & Damayanti, 2023). In the current civic education learning objectives, one of them is to be able to strengthen character, literacy, and learning based on 21<sup>st</sup> century skills that tend to high-level thinking skills and 4C skills so that students are interested in developing the noble values of Pancasila contained in students. The contextual understanding conveyed to students needs to be accompanied by the active involvement of students in the application of civic value practices in society.

Civic education can be implemented by applying various learning models. One of the models that can be applied in civic education learning is the service learning model. As one of the models rooted in the theory of constructivism, service learning is built to grow students' knowledge through the development of thinking concepts obtained through experience and environmental factors, which in this case are the needs of society. The service learning model

is expected to be a link between the material or theory that has been learned in civic education and practices that can be implemented in daily life, especially in society, and solve various problems in society. Civic education is very closely related to people's lives. The theories learned in the classroom are so relevant and contextual to what is happening in the field. So there needs to be learning that is able to connect this, namely through service learning. By connecting learning materials in the classroom with circumstances outside the classroom, it is also expected to improve 21<sup>st</sup> century skills in students.

The implementation of the service-learning model has been examined by numerous researchers in previous studies. Research that discusses the model service learning among them are strategies service learning a study to develop learning activities that shows that the strategy of service learning can internalize the spirit of service and apply it as an effort to increase student concern (Nusanti, 2014). Furthermore, the research entitled actualization of character education through service learning in biology learning that shows that the service learning It is a learning model that is carried out by collaborating learning in the classroom with meaningful and positive actions, and its application to biology learning in order to internalize character values to students (Indarti & Kutsiyah, 2016). As well as research on learning integration service learning in civic education: building active involvement and social understanding of students in the independent curriculum which shows that it can improve the holistic development of students including empathy, social skills, understanding of social reality, strengthening character relevant to civic education learning (Pradanna & Irawan, 2024). From some previous studies service learning can improve the affective aspects of students or instill students' character and social skills.

This research is significant to be studied in order to develop a more inclusive civic education that aligns with the community's needs and faces the challenges of learning in the 21<sup>st</sup> century. The purpose of this study is to examine more deeply and elaborate on service learning to improve 21<sup>st</sup> century skills in civic education learning. The goal of this research is to enhance the quality of learning in civic education and prepare students to become active, responsible, and mastering 21<sup>st</sup> century skills. Furthermore, it can provide new insights and positive contributions in the development of education oriented to the empowerment of the community environment as well as the formation of students' character and skills.

## **RESEARCH METHODS**

The methodology employed in this research adopt a qualitative approach by applying the literature study method to analyze the learning model service learning on civic education learning as a means of developing students' 21<sup>st</sup> century skills. The literature review method involves a series of activities aimed at gathering information from various sources, beginning with reading, taking notes, and analyzing data obtained from previous studies. (Zed, 2014). The data collected is sourced from sources in the form of books and scientific articles in the last five to ten years. By using the literature review method in this research to analyze and obtain data that focuses on how the concept of the learning model service learning, civic education, and 21<sup>st</sup> century skills.

## **RESULTS AND DISCUSSION**

### **Concept of Service Learning Model and Civic Education**

Service learning is a learning model that offers students the chance to provide services to the community through activities designed by connecting learning materials with practice and needs in society. Service learning is based on learning and experience, where everyone must participate to live democratic values, learn from real-word encounters and foster connections between the school and the community (Dewy; Pacho, 2015). Service learning is a social action learning model that involves students in the community to help the community in overcoming problems (Komalasari, 2017). Service learning become a learning and teaching strategy and carry out reflection by opening opportunities to serve others by students by connecting theory in the classroom with what is needed and problems that exist in society (Nusanti, 2014). In the service learning model, learning takes place not just within the classroom, but also beyond its walls. This makes learning more varied and allows students to get a better experience.

Service learning It is a collaborative learning strategy that requires the implementation of cooperation between educational institutions and the community that is mutually beneficial with the results of improving academic ability, development and involvement of students in the community and meeting what is needed by the community (Syamsudduha & Tekeng, 2017). The service learning model is strongly connected to the community, aligning with the goals of civic education, which seeks to develop responsible and informed citizens.

Civic education is a form of learning designed to equip students with an understanding of their rights and responsibilities, while also fostering engagement in civic activities (Wahab

& Sapriya, 2023). Civic education simply aims to create good citizens, which is detailed by developing their potential for all aspects of citizenship consisting of attitudes with commitment, determination, and civic responsibility, knowledge and skills with proficiency and participation in citizenship (Setiarsih, 2017). Civic education is a medium for students to be actively involved in community life. Civic education contributes to increased civic engagement, especially by facilitating active participation in community and organizational activities (Martens & Gainous, 2016). Through service learning, students can implement civic engagement. Civic engagement is a form of citizen involvement in overcoming problems in society, so that it is in line with the service learning model that can be seen from the steps.

Service learning as one of the learning models has at least four steps in learning. According to Kaye in (Kasi et al., 2018) The steps are as follows: 1) preparation, by analyzing problems in the community; 2) implementation, implementation of programs that are prepared based on problems and solutions; 3) reflection, looking back at the programs that have been implemented; 4) demonstrations, submitting implementation reports and conveying the success of implementation. In civic education learning, service learning can be carried out in several stages, namely as follows: 1) learning planning, at this stage the teacher identifies the civic education learning objectives to be accomplished through the service learning model; 2) the implementation of learning, students are divided into groups, make observations in the community, discuss problems and design solutions, carry out actions, reflect to present activities that have been carried out in class and prepare reports; 3) learning closing, in the form of giving reflective questions on the learning that has taken place regarding material concepts and learning processes and conveying a learning follow-up plan (Okanna &4, 2024). Based on the steps implemented in the service learning model, students have a major role and fully contribute to the learning process, both in using knowledge and applying their skills.

### **Relevance of Service Learning Model to 21<sup>st</sup> Century Skills in Civic Education**

In accordance with the goals and steps of service learning, this model has relevance to 21<sup>st</sup> century skills, known as the 4Cs, namely critical thinking and problem solving, collaboration, communication, and creativity. (Hamzah et al., 2023) describe the four skills as follows: 1) Critical thinking, critical thinking is the activity of thinking about something in depth that is done systematically for cognitive things such as problem solving, decision-making, analysis, and research; 2) Collaboration, collaboration is the ability to cooperate with other individuals to achieve planned goals; 3) Communication, communication is a form of

interaction between individuals or groups that not only conveys messages but also receives a response; 4) Creative thinking, this skill is a skill that creates new ideas that are creative, useful, easy to understand, and can be used in solving problems. These 21st century skills can be integrated in the service learning model.

In implementing the service learning model in civic education, there is an opportunity to incorporate 21st-century skills into the learning process. Critical thinking and problem-solving skills are skills in understanding various problems and information received that can find solutions to existing problems. In the implementation of the service learning model, critical thinking and problem-solving skills are a process that has started from the beginning of learning. The students are provided with the chance to analyze various problems in society and what are the needs in society. In the learning of civic education material human rights, democratic participation, social issues, or other civic values (Pradanna & Irawan, 2024). By analyzing the issues related to the material with what problems occur in society, there has been the involvement of students' critical thinking processes accompanied by what solutions will be offered to overcome the problems encountered. At the reflection stage, students also need skills in analyzing and reviewing the service actions that have been carried out.

The next skill, creative thinking skills that emphasize the ability to come up with innovative new ideas. In service learning, the skill to find new ideas needs to be possessed, especially in helping to offer solutions to problems that occur. Students should be encouraged to think creatively, provided with opportunities to share innovative ideas, ask unconventional questions, and engage in making educated guesses about potential answers (Nurhayati et al., 2024). These skills can be facilitated in the implementation of service planning that will be provided to the community through a discussion process with teachers and groups.

Communication skills are important skills to have in an interaction. The mastery of good communication skills has an impact on the message conveyed is clearly received and understandable, this skill is essential both in everyday life and in the professional world. (Nurhayati et al., 2024). Likewise in the learning process, when students prepare service plans and discussions in a compact manner, this communication ability needs to be possessed so that the message conveyed can be well received by group members. In addition, in the process of implementing communication skills, it is also important to consider this because the target community is a diverse society so that the communication carried out must be good and understandable by every community. At the demonstration stage, this skill is also needed so

that the actions that have been taken can be conveyed properly to other class members in the class.

Collaboration skills, collaboration skills are also equally important in planning with group colleagues and implementing actions in the community. Collaboration skills in learning are cooperation that helps and complements each other to perform certain tasks between each other according to the specified goals (Nurhayati et al., 2024). In the service learning model, in addition to communicating well, it is also necessary to carry out effective cooperation between students to achieve learning goals, especially in providing services to the community. Students can collaborate with local or social groups within the community as partners in delivering services to the public.

Through the service learning model, 21<sup>st</sup> century skills can be integrated into learning, including civic education. By including 21<sup>st</sup> century skills in learning, it is hoped that students will understand various problems that occur in society and students can offer and provide solutions to problems that occur through their 21<sup>st</sup> century skills. So that it can be implemented not only in the classroom but also outside of it and later applied in the life of society, nation and state as a form of good and intelligent citizens.

## **CONCLUSIONS AND RECOMMENDATION**

Technological developments and global changes require the fulfillment of 21<sup>st</sup> century skills that can be done through learning. The service learning model is a suitable approach for civic education, as it incorporates essential 21st-century skills. Service learning is a learning model that offers students the chance to provide services to the community through activities designed by connecting learning materials with practice and needs in society. The integration of 21<sup>st</sup> century skills consisting of critical thinking and problem solving, creativity, communication, and collaboration can be applied to the stages of service learning, namely: preparation, action, reflection, and demonstration. With the integration of 21<sup>st</sup> century skills in the service learning model in civic education learning, students are faced with being able to understand various problems and offer solutions to the community. These skills are not only carried out in the classroom but also outside the classroom as a good and intelligent citizen as the goal of civic education.

This study suggests that educators could incorporate service learning into civic education to enhance students' 21st-century skills. Then researchers will continue to conduct research to explore deeper data based on empirical information in the field.

## REFERENCES

- Cahyani, D. I., Muna, F. U., Fadhilah, M. F., Wachidah, S., & Hanik, E. U. (2021). Peran Lembaga Pendidikan dalam Membentuk Karakter Peserta Didik Era 4.0 di Sekolah Indonesia Kuala Lumpur. *Journal of Educational Integration and Development, 1*(3), 2021.
- Hamzah, A. R., Mesra, R., Br Karo, K., Alifah, N., Hartini, A., Gita Prima Agusta, H., Maryati Yusuf, F., Endrawati Subroto, D., Lisarani, V., Ihsan Ramadhani, M., Hajar Larekeng, S., Tunnoor, S., Bayu, R. A., & Pinasti, T. (2023). *Strategi Pembelajaran Abad 21* (Sarwandi (ed.)). PT Mifandi Mandiri Digital.
- Indarti, D. A., & Kutsiyah. (2016). Aktualisasi Pendidikan Karakter melalui Service Learning dalam Pembelajaran Biologi. *Pros. Semnas Pend. IPA Pascasarjana UM, 756–763*.
- Kasi, K., Sumarmi, & Astina, I. K. (2018). Pengaruh Model Pembelajaran Service Learning Terhadap Sikap Peduli Lingkungan Dan Kemampuan Menulis Karya Ilmiah Siswa SMA. *Jurnal Pendidikan:Teori, Penelitian, Dan Pengembangan, 4*(3), 437–440.
- Khairunisa, W., & Damayanti, S. (2023). Pentingnya Pendidikan Kewarganegaraan bagi Suatu Negara pada Generasi Milenial Abad-21. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya, 9*(1), 35. <https://doi.org/10.32884/ideas.v9i1.1209>
- Komalasari, K. (2017). *Pembelajaran Kontekstual Konsep dan Aplikasi*. PT Refika Aditama.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan, 12*(1), 29–40.
- Martens, A. M., & Gainous, J. (2016). Civic education and democratic capacity: How do teachers teach and what works? *Social Science Quarterly, 97*(5), 1091–1105. doi:10.1111/ssqu.12365
- Nurhayati, I., Pramono, K. S. E., & Farida, A. (2024). Keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration) dalam Pembelajaran IPS untuk Menjawab Tantangan Abad 21. *Jurnal Basicedu, 8*(1), 36–43. <https://doi.org/10.31004/basicedu.v8i1.6842>
- Nusanti, I. (2014). Strategi Service Learning Sebuah Kajian untuk Mengembangkan Kegiatan Pembelajaran. *Jurnal Pendidikan Dan Kebudayaan, 20*(2), 251–260. <https://doi.org/10.24832/jpnk.v20i2.142>
- Pacho, T. O. (2015). Unpacking John Dewey ' s Connection to Service-Learning University of Hamburg. *Journal of Education & Social Policy, 2*(3), 8–16.





- Pradanna, S. A., & Irawan, H. (2024). Integrasi Pembelajaran Service Learning Dalam Pendidikan Kewarganegaraan : Membangun Keterlibatan Aktif Dan Pemahaman Sosial Siswa. *Bhineka Tunggal Ika: Kajian Teori Dan Praktik Pendidikan PKN*, 11(01), 17–33. <https://doi.org/https://doi.org/10.36706/jbti.v11i1.2>
- Setiarsih, A. (2017). Diskursus Pendidikan Kritis (Critical Pedagogy) Dalam Kajian Pendidikan Kewarganegaraan. *Citizenship Jurnal Pancasila Dan Kewarganegaraan*, 5(2), 76. <https://doi.org/10.25273/citizenship.v5i2.1310>
- Sinaga, A. V. (2023). Peranan Teknologi dalam Pembelajaran untuk Membentuk Karakter dan Skill Peserta Didik Abad 21. *Journal on Education*, 06(01), 2836–2846.
- Sujana, I. W. C. (2019). Fungsi Dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29. <https://doi.org/10.25078/aw.v4i1.927>
- Syamsudduha, S., & Tekeng, N. Y. (2017). Penerapan Service Learning Dalam Pembelajaran Matakuliah Pedagogik Pada Kurikulum Pendidikan Calon Guru. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(1), 1–17. <https://doi.org/10.24252/lp.2017v20n1a1>
- Wahab, A. A., & Sapriya. (2023). *Teori dan Landasan Pendidikan Kewarganegaraan*. PT Remaja Rosdakarya.
- Zed, M. (2014). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor.