The Impact of International Service Learning on Career Development: An Interdisciplinary and Multiculture S-L (Case Study at Petra Christian University)

Herry Christian Palit
Lilianny Sigit Arifin
Community Outreach Program
Petra Christian University
Introduction

- We live in a challenging era with increased pressures on our workforce
- Students should have international experience for their career development
- International experience in terms of the transferable skills that he or she developed while abroad and how they can be applied to the workplace
Introduction

• The 2003 Rand report:

“to effectively exercise leadership in the global workplace, employees must demonstrate the following: a multidimensional and well-integrated” repertoire of skills that includes substantial professional or technical knowledge related to the organization’s core business; managerial ability that includes effective interpersonal and teamwork skills; a strategic understanding of their organization and industry in a global context; and, once again, cross-cultural experience.
Introduction

This paper aims to know is there any relation between international service learning impact to job career development.

There are six COP alumnae’s (from Japan, Holland, one alumni from Petra who works in Holland now and 3 Petra graduates) as informants who have given depth information.
Service Learning & Career Exploration

Yamauchi et al.:
“students in service-learning relative to nonparticipating students had a stronger set of job and career related skills and aspirations, including knowledge of how to plan activities, desire to pursue postsecondary education, and job interview skills.

Furco (2002) found strong statistically significant differences on formulation of career plans and emphasis on finding a career that was personally satisfying and/or beneficial to others between the service-learning and service groups and the nonparticipants.
Service Learning & Career Exploration

- After engaging in service-learning, students were much more adapt to view social or community problems as systemic rather than personal, become more action oriented in their solutions, create more solutions, and advance more realistic solutions.

- All studies about service learning show students who participated in service-learning have strong problem solving abilities and better academic performance.
Several recent studies affirmed shown the value of service-learning in helping young people explore career options.
What is Community Outreach Program (COP)

- COP is an inter-discipline educational activity which aims to give a learning experience by living in the communities, in order to give response to the actual social life and help to develop the communities.

- COP is an international Service-Learning, as a part of the curriculum for undergraduate students.
What is Community Outreach Program (COP)

- All students are divided into several teams consisting of different nationalities, feel a living experience at villages in rural area with the communities, each team have one coordinator and one field counsellor.

- Several projects done by the participants of COP can be divided into 2 major program:
  - physical program
  - non-physical program
What is Community Outreach Program (COP)

Two uniqueness of COP are:
- a multicultural understanding
- an interdisciplinary approach
What is Community Outreach Program (COP)

- Two major problems about multicultural are how to communicate with the host and villagers, and also how to adapt with the physical condition of the house they lived in (bedroom, bathroom, toilet).
- COP uses interdisciplinary approach which aims that students will learn a holistic approach to propose and conduct the projects.
Toilet Condition
House Condition
The Study Methodology

- The critical moment reflection method is based on the idea that learning begins with the examination of actual experiences and perspectives on those experiences.

- The goal of this method is to enable individuals and groups to uncover or create knowledge from their own experiences for improving their future actions.
The Study Methodology

The questionnaire has three parts exploration:

• Inquiry question
  
  The inquiry questions gives a sense of direction to the learning process

• Critical moment
  
  The retrieving of the critical moment illuminates an area of the experience around them, and allows the recovering of many other facts that are connected with them
The Study Methodology

The questionnaire has three parts exploration:

- Story telling

  enables the participants to discover lessons from the experience
A Framework For Processing COP Experiences

- A large element of their culture shock is influenced to their individual’s identity. Areas of competence which gave them a sense of value in their home countries no longer exist and signs of their social status are no longer recognized.

- COP experiences will lead a student to adopt a particular approach to their future language perspective, both for students and villagers in terms of ethnic and religion discrimination.
A Framework For Processing COP Experiences

- Alumni also reported personal qualities resulting from international exchange experiences that have benefited their job performance, including increased confidence, adaptability and creativity in problem solving
“COP has been changing my way of thinking. COP opened my view that my life is actually a very nice life. I should’ve never ever complained for what I have now. In fact, I am so much more fortunate than they are. From that point on, I also learnt that we do need to work out a lot of effort if we really want to be successful.”
What the alumni said?

“COP has been changing my personality. I become more humble that I realized how they live their lives. I also become more open-hearted especially due to the very welcoming attitude of the villagers, most memorably, the one in whose house I stayed. I hardly stayed at home and had a decent long chat with her. But, she still did take a very good care of me like I was her daughter. What touched me most is that she even cried when I was leaving which I didn’t expect to be; I thought I was a burden for her that she has to look for place for me to take a shower (she had no bathroom in her house), cooked a very delicious meal for me every day (I did have the most delicious food among my team members), and cared about me every day (she always waited for me if I came home late, looked for me if I had eaten, checked if I was okay when I was exhausted, and so on).”
What the alumni said?

Widened my “network”. It was what I thought, that I would widen my network by joining COP merely to have more friends from other countries. Yet, these friends turned out to be really good friends. In fact, I am still in contact with most of them until now even though we are spread all over the world. Sometimes I also hang out with my friend who is living in Amsterdam, too.
**Impact’s of SL factors**

- A sense of personal satisfaction
- Professional growth
- Improved preparation for leadership
- Increased awareness of unmet needs of clients

**Career development impact**

- Working under pressure, makes humble
- Hardworking, open hearted to people with different cultures, think creatively
- Ability to manage work effectively, appreciate others’ perspective, learn how to work as a group in a difference culture, time management
- Empathy to understand the clients’ need, learn to create mutual understanding with others
Conclusion

- Students who have spent time abroad should have an advantage when looking for jobs in the global job market.
- Studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and character.
Thank You