CHAPTER 19

Reframing Service-learning in Curriculum Reform in TESOL Teacher Education in Indonesia

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ABSTRACT

The common practice in TESOL teacher education in Indonesia is to assign their students to do service-learning in secondary school in the third year of a four-year undergraduate degree program. In the wake of curriculum reform in 2010, some TESOL teacher education institutions made a different approach by requiring students to be engaged in service-learning from the first year of their program. This study aims to describe the service-learning in a TESOL teacher education institution in Indonesia and to explore students', teacher educators', and service users' perspectives in service-learning. The data was collected through in-depth interviews with three students (sophomore, junior, and senior), a teacher educator, a supervising schoolteacher, and a school principal. The study shows that service-learning was considered as a mutual symbiotic relation between students and school. During the service-learning, students faced a variety of challenges, including pedagogical, personal, and team challenges. The study also reveals that assessment became one of the major issues in service-learning. One enlightening finding from this study is that students received adequate orientation about school contexts prior to service-learning. The orientation evidently was able to bridge the gap between TESOL theory and practice during service-learning.

Keywords: service-learning, TESOL teacher education, curriculum reform, Indonesia

INTRODUCTION

Service-learning has become one of the most important topics in higher education since 1990s. In Indonesia, service-learning has been well-known, especially among students of teacher education because they will have to conduct service-learning at one point in their study. Teacher education institutions, including
TESOL, commonly have partnerships with a local community to which the students would have the service-learning. The type of community organizations for this service-learning is usually high schools. While service-learning is not a new concept and considered as highly important in Indonesian higher education contexts, there has been very little research on service-learning. In the area of service-learning in TESOL teacher education, research is mostly conducted in English speaking countries, such as USA (Fitzgerald, 2009; Grassi, Hanely, & Liston, 2004; Polansky et al., 2010; Russell, 2007; Sallee & Harris, 2007; Smollen, Zhang & Detwiller, 2013) and Australia (Yang, 2013). Studies on service-learning in TESOL teacher education in non-English speaking countries have been scant.

The article describes how the service-learning of a TESOL department in Indonesia in the wake of curriculum reform is organized. This article also explores perspectives of TESOL students, teachers, and users involved in service-learning. Theories underlining this study, reviews of related literature, and the findings of the study are discussed later in this paper.

Theoretical Framework

Dewey (1938), in his book Experience and Education, argues that one of the most important factors in education is for students to have experiences. This refers to students having interaction and making connection between their existing experiences and the environment around them. This interaction can encourage students to be independent because, in many cases, they are forced to deal with real-life problems with little or no help from other people, including their teacher educators. Minor (2002) argues that the interaction promotes experiential learning within the students that, at the same time, addresses social problems.

For teacher educators, providing experiences to their students is not an easy task to do. First of all, according to Dewey (1938), teacher educators have to ensure “the quality of experience” (p. 27) that students should have because students’ future experiences depend upon the ones that they are having. Experiences should be engaging so that it meaningfully contributes to students’ future lives. Thus, one of the most crucial agenda items for TESOL teacher education institutions is “to select the kind of present experiences that live fruitfully and creatively in subsequent experiences” (Dewey, 1938, p. 28). This philosophy indicates that existing knowledge is inseparable with the environment in which students learn, which will lead to new experiences (Giles & Eyler, 1994). Service-learning provides students with ample opportunities to make a connection between their existing knowledge and the situation they are in.
Dewey proposes two main principles that promote the quality of experience: continuation and interaction. Continuation refers to the experiences that students obtain from previous, present, and future learning, which should occur in the right sequence to ensure that learning takes place in an orderly fashion. Meanwhile, interaction is concerned with the communication that takes place between students and the environment. These two principles, if they exist together, would guarantee the “measure of educative significance and value of an experience” (Dewey, 1938, pp. 44-45).

**Service-Learning in TESOL**

Service-learning is defined as structured activities designed to engage students with real world situations beyond campus that may enhance students’ academic learning (Elwell & Bean, 2001; Ruppert, 2013; Yang, 2014). Working with the communities in the real-world situations provides students with opportunities to exercise their problem solving and analytical skills. In addition, Elwell and Bean (2001) state that students will learn the values of service-learning, such as responsibility, accountability, individuality, and diversity through service-learning. In short, service-learning helps students learn the skills that they may not learn or obtain from the courses they take as they need a certain context to obtain the values.

Yang (2014) characterizes service-learning with students’ engagement in “a range of participation-reflection-learning activities” (p. 121). This also refers to students engaged in a series of organized activities designed between higher education and community organizations that host the service-learning. The activities in which students participate may vary from one community to another, depending on the community’s objectives. For example, American students worked with the local community by providing tutoring services (Fitzgerald, 2009; Polansky et al., 2010), with low income families by providing housing, language assistance, and service for arts in the neighborhoods (Grassi et al., 2004), and international students engaged in public schools by assisting and teaching classes (Sallee & Harris, 2007).

Many studies have shown strong evidence that service-learning in the TESOL area provides positive results. Since most studies in this area were conducted in English speaking countries, students gained the opportunities to improve their linguistic ability due to their interaction with English native speakers in the service-learning sites (Busch & Joseph-Goldfarb, 1994; Minor, 2002; Sallee & Harris, 2007; Smolen et al., 2013; Steinke, 2009; Steinmetz, Busch, & Joseph-Goldfarb, 1994). Aside from the linguistic advantage, these
studies also show that students also obtained new experiences. Sallee and Harris (2007), for example, found that service-learning contributed in their participants' understanding of the American education system. Their participants, who came from Taiwan and Korea, were able to critically compare the education systems of their home countries and that of the U.S. Steinmetz et al. (1994) argue that their students learned more about the native American culture after they performed the service-learning. Meanwhile, Steinke's (2009) study reveals that service-learning helped her students settle in the United States. Her participants came from Asia and Latin America and had different levels of English proficiency. Prior to starting the service-learning, they did scaffolding activities, such as practicing making phone calls and simulated conversations with prospective service users. While students were quite resistant to the concept of service-learning the first time it was offered, students' reflective journals showed that their involvement within the community helped them cope with culture shock and depression.

Last but not least, service-learning does not only have positive impacts to the students. The community in which students perform the service-learning also gains benefits from the students because service-learning helps the community achieve its goals. For example, having students to serve food to clients and to provide translation services to minorities were advantages that the community obtained from service-learning (Minor, 2002; Smollen et al., 2013). Russell's (2007) study shows that many students who were engaged in service-learning continued to work with the local community after the service-learning program ended. They even designed programs based on the needs of the community, such as recycling program. Indeed, the relation between TESOL teacher education institutions and service users with regard to service-learning is symbiotic rather than taking advantage of one another.

In spite of the benefits that it gives, service-learning does not come without challenges in Indonesia. Because most students' participation in service-learning is required by the department, it is the teacher educators' responsibility to create curricular or environmental conditions that are engaging and that can give meaningful experiences to students (Dewey, 1938). This sometimes takes a long time to ensure that everybody, including teacher educators, students, and service users and their patrons, gets the benefits from service-learning. Fitzgerald (2009) underwent many meetings that involved a number of people to ensure the educational curriculum meet the community needs; she successfully incorporated service-learning in her curriculum and worked with a local community by providing tutor services. In addition, the service-learning had promoted diversity in her classroom because her students had worked with a community with
multicultural backgrounds. Apart from this, teacher educators also have to prepare their students before conducting service-learning. This can be done by engaging students in simulated interaction between students and service users (Minor, 2002; Steinke, 2009; Wurr, 2009) or equipping students with linguistic knowledge and teaching techniques (Fitzgerald, 2009).

As service-learning is usually related to credit hours, students undeniably want to have good grades. Therefore, a systematic assessment needs to be designed to obtain maximum benefits from the service-learning. Experts and research suggest that the best way to assess students' learning is through narrative reflection (Elwell & Bean, 2001; Polansky et al., 2010; Yang, 2014). Yang (2014) asserts that to be considered successful, service-learning should enable students to reflect critically on their experiences. In addition, Minor (2002) highlights the importance of connecting service-learning experiences and in-class activities by asserting "[i]f there is no clear connection, then the pedagogical potential of the service activities is not fully realized" (p. 13). Yang (2014), who conducted research with graduate TESOL students at a university in Australia, found that critical reflection helped them to put "TESOL theories into guided practice more thoughtfully in specific pedagogical contexts rather than using one-size-fits-all" approaches (p. 123). The reflection had encouraged students to look at their teaching methods more closely and do trial and error.

**Service-Learning in Indonesian Contexts**

Service-learning is not a new concept in Indonesia, particularly in higher education contexts. In the context of TESOL teacher education in Indonesia, all students are assigned to perform service-learning in secondary schools. Although TESOL students have to teach school students – as a part of teaching practicum program, they are usually recommended to stay full time in schools to enable them to learn the diverse socio-culture and socio-educational situations of the school and beyond. Thus, TESOL students are able to interact and provide service more meaningfully with students and service users in general and get the experience from their environment (Dewey, 1938).

In 2010, higher education in Indonesia experienced curriculum reform, shifting from a content- to a competency-based curriculum following Government Regulation 17/2010. This curriculum requires all study programs in Indonesia, including TESOL teacher education, to understand better their institution's needs and students' needs. Relying its basis on the Four Pillars of Learning from UNESCO (learning to know, learning to do, learning to be, and learning to live together), the competency-based curriculum provides a new
challenge for TESOL teacher education to include the four pillars when designing their curriculum. As a result, some TESOL teacher education institutions attempt to keep up with the new law by encouraging their students to do service-learning starting from the first year of their program. For these TESOL teacher education institutions, the service-learning program is also intended to meet the learning to do and learning to be criteria of the competency-based curriculum law. However, some other TESOL teacher education institutions still recommend their students to do the service-learning later in their degree program.

METHODS

The present study was conducted in a college town in Indonesia. To answer the research questions, in-depth interviews were conducted with three students: Heni, Titik, and Fina who, at the time of the data collection, were a sophomore, junior, and senior respectively. They had been involved in service-learning in different schools. The interviews were conducted in the language with which the respondents felt comfortable: English or Bahasa Indonesia (the Indonesian language). Most respondents used the later. While all participants had had their service-learning in elementary schools, at the time of the data collection, Heni was completing a service-learning course in a middle school and Titik was in a high school conducting a similar program. Meanwhile, Fina had done service-learning in all school levels: elementary, middle, and high school.

In-depth interviews were also conducted with Isti, Dina, and Eni. They were respectively a teacher educator, a high school supervising teacher, and a high school principal. For the purpose of this study, elementary and middle school supervising teachers, their principals, and teachers educators were contacted to participate, but they declined. With respondents' agreement, interviews were recorded. Eni, however, was uncomfortable being recorded; thus, field notes were taken based on the information that she provided during the interview. Interviews were transcribed and member-checking was conducted for reliability and validity (Merriam, 1998). The data from the student participants were analyzed by finding the recurring information provided by the respondents.

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1 All names used in this study are pseudonyms.
RESULTS AND DISCUSSION

Finding the Best Design of Service-Learning for TESOL Students

Since the curriculum reform, the TESOL department has been attempting to balance the theory and practice by incorporating service-learning in its curriculum as well as following the laws. Apart from the demand from the new curriculum and laws, the department tries to provide students with ample opportunities to gain real-life experiences by performing service-learning in different contexts. While there are numerous types of organizations to which students can engage in the service-learning, the TESOL department focuses on local elementary, middle, and high schools. This being said, careful planning is essential to build a service-learning program that can benefit everyone involved in the program (Karaman, 2013; Minor, 2002; Cummings, 2009).

Isli, a teacher educator of the department revealed that, at first when the service-learning program was started, the department was apparently still trying to find the best design that fit into their context. It was obligatory for students in this department to engage in service-learning from the first year of the program. The first design that was applied by the department was once the program was started; students went straight to school to teach English classes. Most students provided tutoring services to students during afterschool English classes, depending on the school needs. There was hardly any meeting between service users and students prior to the service-learning program. This design caused confusion with students when they needed help to solve their problems.

The students told their stories with regard to this design of service-learning. Fina mentioned that when she did the service-learning in elementary and middle schools, she served as a tutor in an afterschool program. They experienced culture shock because they were not familiar with the school contexts, such as library, administration office, and teachers’ office. Discussions with supervising teachers were conducted sporadically at their own convenience. In addition to Fina, Titik explicitly stated that this first design did not allow students to obtain feedback from supervising teachers and teacher educators. This apparently became an issue during the implementation of this particular design.

During the evaluation meetings with service users and students, according to Isli, it was revealed that students received minimal orientation on the school contexts, although they had received courses in teaching techniques, such as Classroom Management. Lack of preparation made students feel unprepared to deeply engage in the service-learning. Apparently, adequate orientation plays a significant role in preparing students to engage in service-learning. Dewey (1938)
maintains that knowledge has to be organized in such a way so that students can get the best experiences that are useful for their future. Giving orientation for students is one way to organize the knowledge. Some scholars like Minor (2002), Wurr (2009), and Steinke (2009) embedded service-learning in their courses and taught their students how to interact with the community. In addition, Perren (2013) offers several strategic steps that can be taken to have a successful service-learning program.

The TESOL department then tried the second model by modifying the structure of the service-learning programs due to the needs for orientation and feedback to students. This particular design of service-learning used by the TESOL department, according to Isti, was involving students in a program orientation that engaged them in a series of activities, including several visits to target organizations, getting familiar with the staff, observing English classes, and observing school activities. After the orientation, which took up to four months, students participated fully in service-learning with the school. Heni and Titik had the same opinion about the orientation and stated that this design best fit their needs in service-learning. For service users – Dina and Eni, a structured design had been well-established in their school and they felt comfortable with their current design. They stated that rules, regulations, school culture, and school expectations were shared at the initial meeting with students. Eni, as a school principal, stated the meeting was also used to set up the people in charge in certain posts, such as assisting administration with paper work or proctoring school exams, which would be performed by students.

We do ask service-learning students to assist our routine jobs.... For example, we ask them to help us proctor school exams. It is quite a simple job. But, there are things that you have to do when proctoring that we think students need to know. You have to put students' answer sheets in the correct order, for example. We would like to let them experience what we do at this school.

Isti mentioned that the orientation was not only useful for students, but also for service users. The TESOL department had received fewer complaints due to the students' lack of preparation, which also affected students' attendance and performance. She further explained that the orientation helped the department to adjust with calendar issues between university and school. For example, the university did not start until the beginning of September and ended in December, while school usually started in mid-July and ended in January, which left students very little time to spend in the service-learning sites. With this in mind, Isti
explained further, the orientation was then scheduled during the Fall semester and the service-learning commenced in the Spring, when the university calendar started in February and school started in January.

In short, orientation had helped the department adapt with the needs of the TESOL students. With regard to adaptation to students’ needs, Dewey (1938) argues that schools would fail to provide students with quality experiences if they do not take students’ needs into account. In turn, students would not be able to use the experiences for their future.

Helping Improve School Students’ English Proficiency

Eni maintained that service-learning from students undeniably helped the school achieve one of its objectives. In the interview she stated:

One of our school objectives is to enable our students to verbally use foreign languages – Arabic and English. TESOL students have been helping us to achieve this through the teaching learning process in regular and after-school programs.

Eni’s school was located in a town which was well-known for its high quality education and its cultural heritage that had made the city a major tourist destination in Indonesia. Thus, being able to communicate actively in several foreign languages was considered important. Eni further explained that her school also worked together with Arabic Language departments for Arabic language teaching purposes.

Isti stated that some schools even held after-school programs to get the benefits from the students during the service-learning. In Indonesia, English is among several subjects tested in the high-stakes national examination. It is common in Indonesia for parents and teachers to provide extra English lessons for their children and students. During the service-learning, students provided a great assistance for the schools to reach school’s goal in relation to language learning.

During the interview, students who engaged in the service-learning stated that they were pleased with “gaining new experience,” “being engaged with real-world situation,” “building network with school teachers,” “being assigned to design lesson plans that will be used in real classes,” “being able to put theory into practice,” “practicing my pedagogical knowledge with different types of students,” and “knowing what real students really were [like].”

Not only did TESOL students gain the advantages, service users also benefited from this symbiotic relation. Dina remarked,
Obviously, this service-learning encourages me to open my books again. I especially learn a lot from their creativity. Many times, they inspire me with their teaching strategies.... It is true that I am older and have more experiences with school children, but their [TESOL students'] knowledge and creativity is more updated in some ways.

Although students in this study were also non-native English speakers, their linguistic skills in English were generally higher than school students'. Students’ pedagogical knowledge had apparently contributed not only to students when learning English, but English teachers who also felt inspired by students’ teaching methods. Polansky’s (2004) study also shows that his service-learning participants had been able to develop a good learning atmosphere between university and K-12 students and the supervising teachers.

**Voice from Service Users: Students’ Competence**

Service users stated their challenges when they had to deal with students. Dina made a strong note on students’ skills and quality. By this, she referred to the students’ ability to plan, prepare, execute, and evaluate the class they were about to teach or they had taught. During the interview, Dina revealed that she was quite surprised when most students who did service-learning in her school were not familiar with designing a lesson plan that contained a series of organized steps to deliver a particular topic. Another point that she raised was that a lot of students seemed to present low quality work, such as teaching materials that were not wisely prepared. She stated,

The activities that students prepared sometimes did not sync with one another. For example, when they design a class, the objectives of the first, second, and third activities were not aligned. In the meantime, the paper work of their lesson plan says different aims from those activities.... From what I’ve seen, there seems to be something missing between TESOL teacher education, students’ content knowledge, and students’ pedagogical knowledge.

A similar comment on students’ pedagogical knowledge was made by Eni, who stated that not all students engaged in the service-learning had adequate pedagogical knowledge in teaching English. She further stated that pedagogical mastery was one of the most important things in teaching English to her students.
Wurr (2009) associates this lack of skills and knowledge with students' limited pre-existing knowledge of service-learning.

In the case of this study, students may not be aware of others' expectations, such as service users and the TESOL department. Students' unfamiliarity with the service-learning contexts might have also been an issue. For example, students may only be familiar with providing tutoring services of English lessons for one or two individuals. Thus, when they had to teach a bigger group of school students, they felt nervous and unprepared. With regard to this, Wurr (2009) proposes that the TESOL department and service users work together to focus on student's individual needs, differences, and pre-existing knowledge and skills. From there, the department and service users could find ways "to scaffold service projects to better match a task's complexity" (Wurr, 2009, p. 181). In short, students' competence and motivation are also considered and related to service users' needs.

**Voices from TESOL Students**

*Issues with Colleagues*

When doing service-learning, students were forced to work independently with minimum supervision from teacher educators and supervising teachers in many parts of the service-learning program. They had to rely on each other to help solve their own problems. Elwell and Bean (2001) state that for students, service-learning provides core values that they could learn from, which include "caring and compassion, responsibility and accountability, individuality and diversity" (p. 50). Crossman and Kite's (2007) study also indicates that students would benefit from working with their colleagues. Their study reveals that their graduate service-learners learned how to communicate with other people. Therefore, service learners also have to be accountable and, at the same time, they have to appreciate diversity within each individual and between contexts. Conflicts among colleagues may arise and they are forced to resolve them with little or no help from teacher educators and/or supervising teachers.

Being able to work collaboratively with some colleagues was the biggest challenge faced by Fina and Titik. During the service-learning period in high school, Fina found out the true colors of her colleagues, some of which she had not known in their daily interaction on campus. She shared,

One of the unpleasant experiences was related to my colleagues. Most of my friends are accountable. But, one or two were not accountable at all. When everybody seemed to be busy and needed help, they just sat down
and watched films from their laptop or left the site early. They always do what they were asked to do by the school.

She added:

During the service-learning, we were required to write a peer review. One or two of my friends asked us to write a good review of each other. Well, I know that some of us were nice people, but some others were not really nice and I really wanted to give them a bad review. But, then everybody agreed with this idea. I just wanted to be honest, but I could not. I knew it was not right, but I could not do anything about it.

Heni and Titik believed that others' accountability and lack of teaching skills had caused her some trouble. Heni explained,

I was supposed to share a topic with my friend... This person could not even finish her portion. So, I had to continue her lesson, instead of doing what I had stated in my lesson plan. Another friend was not really into teaching, so when she received an assignment, she did not do it well. Although we were all ready to help, she managed to make us go crazy.

Very few studies in TESOL service-learning look at the problems faced by the students, especially with regard to work with their peers. Most studies describe students' personal experiences they gained from their interaction with their clients, which often show a positive response. Almost no studies assigned their participants to assess their teamwork and their feeling when they had to work with colleagues with diverse backgrounds.

Assessment

Assessment was another concern that the students and teacher educator expressed with regard to service-learning. Students expected to get good grades for the service-learning because they were enrolled in credit hours. Reflection journals were used as one component to grade their service-learning credit hours. Not only were students required to write a self-reflection, they were also assigned to write a peer reflection. Apparently, Ista was concerned with writing a reflection assignment. She shared:

Students are required to write a narrative reflection on their way of teaching and whatever things they have done at the sites. But, I think we
need to teach our students to write a narrative reflection. When I read their reflection, it’s not really a reflection. It’s just like narrative, no reflection. For example, I asked them to share problems they found when doing service-learning. Well, in my opinion, each student would have different problems and coping strategies. But, they wrote the same problems and strategies. I really think that we need to teach them how to write a reflection properly.

She continued on sharing her concern about service-learning assessment. She stated, “I would like to strongly emphasize that teacher educators have to know that the final report from the service-learning is reflection journals. It’s not a report about describing the sites, which, to me, is very superficial.”

Dewey (1938) asserts that student learning should be able to connect students’ past, present, and future experiences to ensure that the experiences are not “mis-educative” (p. 25). Reflection is probably the most effective way to assess the impacts of service-learning within an individual. Almost all studies in service-learning use written reflection to obtain their data. Others, like Askildson, Kelly, and Mick (2013), used oral reflection for their data. Askildson et al. (2013) maintain that reflection is not “a simple step-by-step record of what happened that week, but should be a thoughtful commentary on what happened and how that deepened their thinking” (p. 413). Apparently, both teacher educators and students in this study were not quite familiar to writing reflection. It is worth considering if the Indonesian cultural background contributes to lack of knowledge and skills in writing reflective journals.

Assessing Partnerships

Partnerships between universities and communities provide students with real-life experiences in helping communities achieve their goals, which may be different from one to another. Also, some community organizations may have better resources than others or some community organizations may be more visionary than others. As a result, some schools have more work to achieve the goals than others.

In this study, a group of 10-15 students were assigned to schools that had a variety of needs, resources, and goals. While all students were happy that they were able to put pedagogical theory into practice, some students had higher expectations during the service-learning. Heni and Titik expressed their disappointment because the school did not have as many activities as other schools, other than their regular agenda. They stated that they did not receive the
same experiences as what their friends had gotten from other schools, which they claimed to be richer. Apart from their pedagogical experiences, Heni and Titik shared stories that their friends were assigned by the school to help around the school, such as helping with administration and sitting in front desks, while they were assigned to teaching-related activities only. Similar feelings were also experienced by participants of Askildson et al.’s (2013) study, where they were unhappy with their placement because it did not meet their interests.

With regard to assignments to community, Dodd and Lilly (2000) suggest that flexibility in choosing the community organization to do service-learning contributed greatly to the success of service-learning, “rather than just accepting an assigned placement and project” (p. 83). Asking students to choose community organizations on their own may put students in a more stressful position because they may not be familiar with the local environment. On the other side, TESOL teacher education needs to encourage their students to move beyond their comfort zone so they can get more meaningful experiences.

CONCLUSIONS AND IMPLICATIONS

This study took place in a TESOL teacher education program in a university in Indonesia. The curriculum reform laws and students’ dire needs of balanced knowledge between TESOL theories and practice encourage TESOL teacher education to reframe their service-learning program in their curriculum. Unlike many other TESOL teacher education institutions that designed the service-learning to be carried out at the end of the degree program, this particular TESOL teacher education institution reframed its service-learning from the first year to the third year of the degree program. Students were to perform service-learning in elementary schools in the first year, middle school in the second year, and high school in the third year of their program. It was not until recently that this TESOL teacher education institution found a more structured design in which students were given full orientation from supervising school teachers before students started teaching in schools. The study found that students felt more prepared after they joined the orientation. Likewise, supervising teachers felt it easier to infuse school culture to students than to those who did not receive orientation. This design helped organize students’ past and present knowledge so it could actively contribute to their future experiences as stated by Dewey (1938).

This study also found that writing a reflective journal was still a major challenge for students to reflect on their experiences. Students and teacher educators seemed to have minimum knowledge on writing narrative reflection journals that best reflect the Indonesian cultural context.

This study suggests that paying more attention to the students’ community, inventing a more appropriate service-learning in the TESOL teacher education is one way to make sure that service-learning in Indonesian context is not just superficial but reflect the genuine needs of students and Indonesian community.

journals that became the major part of the assessment. This may be caused by the Indonesian culture that encourages very little to be reflective.

This study argues that TESOL teacher education in Indonesia has begun to pay more attention to service-learning due to its benefits and importance to students, community, and university itself. Continued growth can be achieved by inventing a more structured design in service-learning so that students, community, and university can take more benefits from this program. In addition, TESOL teacher education should promote teacher educators’ engagement in service-learning by, for example, encouraging them to conduct research on service-learning. It’s worth remembering, however, one limitation of the present study is that the number of participants was quite small; thus, its findings may not reflect the general condition of service-learning in TESOL teacher education in Indonesian contexts.

REFERENCES


