Empowering Civic Responsibility: Insights From Service Learning

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Engaged Scholarship and Civic Responsibility in Higher Education

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Chapter 7
Empowering Civic Responsibility:
Insights From Service Learning

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ABSTRACT

The engaged scholarship has been widely viewed as academic service-learning and community service, which aim to link the classroom and community through courses with a transformative experiential education. It becomes an initiative to inculcate civic responsibility among students with the goal to produce responsible citizens and active participants in the community. This chapter will critically explore the main contribution of service learning to build civic responsibility. The literature review

was conducted from referred books and journals on the topic of civic responsibility and service learning. As a core guideline to give a clear understanding and insightful view on the importance of the civic responsibility, this study could contribute to the significant insights towards different aspects of engaged scholarship and civic responsibility. Putting together awareness and goodwill from the community towards the group or organization should do with building civic engagement to get involved in social events to produce responsible citizens and active participants in the community.

INTRODUCTION

In the last decade, the programs covered in engaged scholarship has been widely viewed as academic service-learning and community service, which aims to link the classroom and community through courses with a transformative experiential education (Jacoby, 2009). By promoting the interrelationship of teaching, research, and service, this initiative is significant to reach beyond interactions and contributions to the environment with more open and inclusive area. In addition to feeling comfortable to have access to space, starting point into existing in the community should maintain a reciprocal relationship with the community. To brainstorm about the challenges of what to contribute to others is necessary to create more open on opportunity in putting awareness and goodwill from the community towards the group or organization. It has to do with building civic engagement to get involved in social events (Waterman, 2014). With this regard, embracing civic values to benefit society and organization provides the good outlook with such examples as acting with ethical manners. Those are values, knowledge, skills, efficacy, and commitment. To integrate engaged scholarship into institutions of higher learning, (i.e. businesses, and governments) these organizations should ensure appropriate time and resources dedicated to its adoption in the way that may be considered in developing organizations with the resources essential for a smooth transition into engaged scholarship.

Furthermore, this process can directly benefit to the groups and organizations to produce socially responsible personality to contribute to the others. The need to work in empowering both academic service learning and community-based service to engage with the critical thinking is significant to expand social, cultural, and human capital in both local communities and universities (Kirshner, Strobel, & Fernández, 2003). While higher education (HE) should have an initiative to inculcate civic responsibility among students with the goal to produce responsible citizens and active participants in the community, service learning would contribute to the transformative experiential education. This attempt would take beneficial outcomes in connecting theory into practice in creating experiential learning opportunities to lead

to the self-importance to encounter the challenging issues involving social problems, particularly those faced by universities in urban settings. This chapter will critically explore the main contribution of service learning to build civic responsibility. This attempts to develop a systematic approach in identifying literature on strengthening an actual performance of service learning to empower civic responsibility. This is followed by elucidating a set of literature on the significant essence of behaving the creative thinking for envisioning a future direction. In particular, exploring the key themes and concepts that underpin performing the kind of service learning to be involved to underlie responsibility awareness in the society would be carried out as an ability to make environments more equitable for all and how it should be a wide exchange of particular element in building civic responsibility.

Significance of Service Learning

Engaged scholarship involves academic resources from HE, governments and businesses to collaborate with communities in working the betterment of community-determined needs (Peterson, 2009). The essential process of developmental steps to build the connections between the community and the role of the combination of the structure to support this insight should reinforce the experiences that contribute with significant essence on community connections with special events to shape a sense of community (Stanton, 2008). By helping society to see themselves in various professional roles in the community and beyond, considering the connections with many experiences could entirely give the contribution to a growing sense of civic responsibility.

In line with the outcomes and measurements on civic engagements as better communities to augment the research and learning of academics, businesses, and governments, there are three core points: academic service learning, community-based research, and community engagement (Strand et al, 2003). These points integrate civic engagement within experiential education into the frameworks of academic and business. In further, engaged scholarship entails utilizing technologies to improve engagement with communities, institutions of higher learning, businesses, and governments (Yusop & Correia, 2013). Effectively integrated engaged scholarship as a part of their operating models, the initial stages of engaged scholarship could embrace pedagogy, research methodology, and community development, where both civic engagement and experiential learning are valued as bridges to holistic education and sustainable social change.

In addition to the issue of this chapter, there are many studies on engaged scholarship and civic responsibility. Boyd and Brackmann (2012) for example explored the components of civic engagement with the ultimate goal of increasing personal and social responsibility. Mary (2015) exposed to educating citizens as

an approach to promoting civic engagement. Moreover, Tate (2012) pointed out the approach on schools, neighbourhoods, and communities to inculcate civic responsibility. There is also the impact of service learning to the society in terms of the personal and social development (Conway, Amel & Gerwien, 2009; Eyler, 2002; Ngai, 2006). However, there has been a lack of scholarly attention to see how the insight of service learning to empower civic responsibility in the area of HE's role. In other words, the way of HE to promote the civic responsibility among the students' needs is required to see the condition of circumstance surrounding which should be engaged into the practical implementation level. With this regard, this chapter aims to develop the model reference in empowering engaged scholarship on civic engagement to educate institutionally for personal and social responsibility. It is important to critically explore the main contribution of engaged scholarship to build civic responsibility through possessing an honest, ethical, and moral manner in working together with learning. To incorporate civic awareness, it is necessary to build the foundation that makes people active participants within their community and beyond. In addition, this chapter is aimed at expanding the exploratory approach from such programs to be more elucidated in the way that can be seen as a part of the significant contribution to the civic responsibility into the society.

Challenges of Service Learning

This program is usually described as the series of learning process conducted from the perspective of actual action throughout the service into the society in terms of the organisation, sport team management, health advice promoting program and many others (Jacoby, 2009), as the powerful force to redirect service in the learning community widely known as service-learning (Waterman, 2014). This could be combined with motivation and performance to enforce the need to gain legitimacy with colleagues in the academy. As a result, the types of school-sponsored service programs need to provide such opportunities for the students to engage in the community service activities in intending to serve a specific set of educational purposes to extend beyond the classroom. Providing such benefits among instructor, student, and community partner in possessing awareness into the challenges should develop the service-learning. The ways to overcome those challenges need to make sure on the effective learning experience in integrating the course content within the curriculum.

Such tasks have been directly impacted by their experiences in those course internships where many students are trying to keep in touch long after their courses have ended (Eyler, 2002). Among the skills including political action skills, communication skills, tolerance and confidence which students can afford to give a feedback or contribution in their communities, feeling connected to the community

can be effective in solving the problems and community-related values and perceptions of social problems and social justice (Morgan & Streb, 2001). Conceptualizing the social issues in depth on how these problems should be addressed in both empathy and openness to multiple viewpoints is entirely embodied in high schools and even community service activities (Rosenberger, 2000). For all participants to reach the service learning to diminish the academic content, learning experience covered in the course into incorporating service-learning in the way to control across learning would take the student outside the classroom and away from the instructor (Munter, 2002). It is important to note that service-learning experience would also result in controlling the learning concerned with taking place outside the classroom. In addition to preparing time management which demands the expectations to continue in growing up at many universities and colleges, the approach would also contribute to the research, teaching, and service (Waterman, 2014). It indicates the time commitment involved in developing a service-learning course should be associated with matching students into community organizations.

In addition, committing the service learning project to face the challenges such as inappropriate supervision, actual update of circumstance and gender and equality among the diverse students through the assessment concerned with assessing the student learning, needs to follow up the supervision of the instructor engaged in taking place outside the classroom. Moreover, there are several strategies that can be implemented to overcome these challenges (Wells & Grabert, 2004). With a careful planning and preparation, this includes clearly outlining project goals and outcomes. For instance, creating the service contract that all participants agree with it will ensure that all parties have mutually agreeable expectations clearly on the goals of the project (Mary, 2015). The students should identify potential community partners by implementing the project over time in various stages. Through such experiences, service-learning to enhance course content in the ways to overcome these challenges should check the students' activities on a regular basis to ensure that all participants are adhering to the service contract (Ngai, 2006). To ensure the service adherence into the service-learning across contributing the evaluation, staying connected with the community partner needs to provide flexibility which they can choose to work with and encourage students to travel to the site together. Thus, expecting such achievements on the service can be achieved into the community contribution.

In Charging Service-Learning for Community Service

Both service learning and community service are the two kinds of service processes which can simultaneously contribute to the society, although are actually quite different. As the course based service experience to ensure in creating the good outcomes, service learning through a meaningful service activity, for instance small

group discussions or class presentations, which are related to the content of material, is to make sure on reflecting such program activities which can give the beneficial essence in actual society (Conway et al, 2009). In order to reach this purpose, the universities need to be well suited to lead to the development of service and education in creating the national leaders. To gain further understanding of course content like lessons of civic responsibility in the midst of the community, service learning combined with educational experience which is to enhance the broader appreciation of the discipline to face the needs of identified community in such a way of enhanced sense of civic responsibility could enable the students to participate in an organized service activity (Eyler, 2002). In gaining the educational objective to provide an additional means associated with the identified and evaluated service, the need to make suitable with service activities should enhance the performance in the service learning.

In addition to fit the academic role pertaining to the service learning, bringing the classroom style adapted to the service learning to increase the students' interest in the civic responsibility course could be prepared with teaching skills about problem solving. In particular, the teaching with innovative approach like big data initiative of application and practices provides the way of teaching with technology approach to enable students gain the belief and value within the community service (Huda et al, 2016a). It could be achieved to give such impact on personal, attitudinal, moral, social, and cognitive outcomes (Boyd, & Brackmann, 2012). Through program of sustainability to providing tangible results, these benefits need to be considered in particular to increase the personal growth and understanding of the situation on a certain project. In particular, learning by generating ideas with the dynamics of mechanical aids and rules on the moral purpose to promote sustainable learning should be engaged with preparing the planning designed into ethical consideration of learning with holistic approach including rightful intention and comprehensive perseverance (Huda et al, 2017a). This initiative plays a significant role to strengthen ethical engagement in sustainable learning among the students in helping the service among individuals, organisations, and communities

In addition, learning service in charging community service is aimed at enhancing to provide the service on individuals, organizations, schools and communities through helping the people to learn many things such as life skills and processes along, for example participating in religious worship placing to better people's program in life. The main aim needs to see the learning in underlying a community service volunteering into the life skill that we should all take the time to learn in growing. Such benefits among the youth in the service learning can be achieved through performing and receiving the service in obvious way for instance community service with intentional learning being the primary goal and the service secondary (Munter, 2002). All these refer to putting the service to help others' people in such approaches

of way to be done. In terms of enhancing the assistance on both organizations and individuals, considering the following stage such as planning, assisting the group and then reflecting back on the event could be employed within the service learning course (Waterman, 2014). It is worthwhile to point out paying particular attention on a broad-based learning process in addressing the requirements in the light of learning circumstances of the modern day such as intelligence or high learning ability; high motivation for learning; patience, emotional stability, and commitment to the learning process; availability of financial support; inspiration of the teachers; and disposition to time management in the learning process (Huda et al, 2016b). All these approaches should be considered to generate the ways in the early stage in helping the integration process to take the responsibility and task. This initiative of the learning process may contribute to help the society aware of the way to recognize and solve the problem with their capability through reflecting on what they learn from the real life. It would ensure to recognize their own style of capability to reflect on areas such as what they learn with the different task to be more successful. It indicates that such process is existence on providing the service to come up with.

Community Service as Embodiment of Civic Responsibility

Through gaining the experience embodied from the knowledge of civic responsibility in addressing both corporate and personal aspect to improve the community service, this attempt needs to be integrated into learning and serving all at the same time to underlie civic responsibility. As an element of learning balanced in the community and surroundings, the extent to which both learning life lessons and building character to improve the future servitude in the midst of community service permeates the combination of people in conducting service and learning (Strand et al, 2003). In the ways that can be taught on how to be effective to give a feedback to the people surrounding, it is about development of such information and skill acquisition to get improve the overall experience. It indicates that such opportunities could be used to gain the experiential learning by adding service to the learning to create a balance between serving and learning. In further, students are encouraged to serve as achieving what to contribute to the community service with such steps to create opportunities to change both personal and social community oriented to inculcate such civic values underlying the responsibility within learning experience.

Comprehensively related to the values comprising justice, tolerance, mutual assistance, self-restraint, self-respect, freedom, equality, diversity, authority, privacy, truth and patriotism, the values of civic responsibility with such awareness among individuals in the society could make aware of such issues including social, political, and cultural aspects within respective communities (Einfeld & Collins, 2008). The need in solving such issues requires possessing a responsible value to engage in

addressing the civic responsibility into active participation in the public community. Among such actions and attitudes associated with social involvement and interaction to others, civic responsibility requires the people's activities like volunteering or making donations where all forms refer to the social participation (Haddad, 2006). In particular, enhancing democratic governance and social participation has to do with the citizen's responsibility. With this regard, informed, committed, and constructive manner with the focus on the common good in terms of the component of civic responsibility, civic engagement is considered to become an actual active participation on behalf of individual and social tendency. To engage in becoming civically aware, developing a sense of civic responsibility through the service-learning may foster the opportunity among the students to make sure such upgrade changes within the community (Jacoby, 2003). In addition to fostering the future citizen in implanting a plan of action to make changes within the community, the way of creating responsibility needs to be exhibited with personal and social involvement through certain actions within participation in society. For example, political, civil, environmental and economic advocacy covered within actions and attitudes could be displayed to the civic responsibility.

In addition, the goal of civic responsibility should be taken into consideration with setting positive examples in adopting beneficial values. It indicates that civic responsibility provides such opportunities in supporting the community accomplished by civic action. By adopting beneficial values to encourage students to engage in duties in the HE program, an attempt to accepting and utilizing values that may benefit for the society should be set out providing a good example to include acting in an ethical manner integrated into the guidelines involving the society's laws and rules (Jacoby, 2009). It is important to note that to work together in performing civic values is necessary to engage in conversation and action in a wise approach. Moreover, the citizen has the duty of making societies and communities with conditioning whether they are associated in terms of birth, naturalization and registration (Mary, 2015). The way of communicating with the people in the community should refer to the civic responsibility to provide a good chance to conduct in the midst of nation with diverse society. In terms of the nation with diverse society, learning to incorporate diverse perspectives in the way that can be taken in action through working and rethinking about the problems surrounding among the societies needs to brainstorm a creative solution with such opportunities to gain the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance (Kymlicka & Norman, 2000).

In this view, the civic responsibility needs to be associated with such actions regarded as an important view to the effectiveness of participating in civic responsibility to maintain the civic values. As actions of civic responsibility could be constructed in advocacy for various instrumental stages by advocating social

issues or environmental concerns, strengthening the commitment is needed in both community and individual citizenship. In terms of suggesting that some attitudes related to civic responsibility include the intention to serve others, the belief in helping others such as the tolerance and appreciation of human is one's social responsibility (Conway et al, 2009). The ability to communicate with the organization's intentions and activities to the public promotes awareness and fosters goodwill representing to the organization in community affairs and public activities (Jacoby, 2003). Towards the approaches to address the civic responsibility, an attempt to helping the community is necessary to care about by promoting the corporate giving of supporting participation in civic duties by engaging in it prepared in the HE system, i.e. engaged scholarship and empowering the responsible citizens through creating social participants in the community.

Empowering Service Learning in Building Civic Responsibility

With regard to the challenges of engaged scholarship into the civic responsibility, an attempt to construct the approach to design in empowering service learning plays a significant role in contouring the main foundation on how to integrate students with knowledgeability on understanding and constructing civic responsibility. This could also be done with a set of behaviours and characteristics that make them unique in the affection of academic achievement (Tate, 2012). In order to develop a systematic approach through identifying literature on strengthening an actual performance in the attempts to promote learning culture, three core stages including classroom management, global mind-set skills and intercultural competence (IC) may be incorporated as an important stage to develop better performance on building students' identity on HE setting (Huda et al, 2017b). This initiative referring to their civic awareness and responsibility is supposed to become the basis to enhance their cultural identities while undertaking their studies in HE with such valuable applications integrated to engage their capability. It refers to the significant essence of the service learning engaged in building students with civic responsibility in the way that can be achieved to apply among such programs.

In order to address this, the one which needs to consider in understanding the importance of a supportive feedback with an essential process of developmental steps is to build the connections with the community into civic awareness, engagement and responsibility. As the core foundation with a deep impact to give the good feedback, it would enable them in facing challenges with solving problems more efficiently (Wells & Grabert, 2004). As a result, the need to empower service learning should be considered as a core guideline to give clear understanding and insightful view on the importance of the civic responsibility. By empowering the students and addressing the significance of civic responsibility, this could contribute to the significant insights

towards different aspects of engaged scholarship and civic responsibility. Critically exploring the role of service learning with such cultural identities on students' learning in HE could give a beneficial feedback to empower civic responsibility. It becomes the key role to perform continuous learning with elevating an individual to open opportunities for the establishment to transform continuously for the better citizenship personality. Service-learning where students are involved in the projects with behaving the way of getting high degree of voice and ownership, they will get improve their self-concept and political engagement to become more tolerant toward out-groups (Morgan & Streb, 2001). This could be achieved to have a voice in service-learning programs in the effort to build citizenship in the way that may become a valuable insight to contribute to the community service in terms of the volunteering the programs like team sport advisor, environmental aware program and etc. In order to gain the value of service learning, the need to link the content of program to the real practice should be determined into the community engagement.

Service Learning as Transformative Experiential Education

As a tool organised in emerging the learning service to the community both within and without classroom learning, the need to strengthen a whole part to linking HE may be associated with asserting that service needs to improve its grounding in the curriculum and learning (Munter, 2002). In particular, this would independently be implemented on the way that can expand the notion of the traditional classroom to cover diverse people with the actual situations in the community. To further intensify the learning experience for all participants with the learning service programs can reflect upon such activities with working together in partnership and community-based organizations in planning, implementing and evaluating the service projects. With this regard, it is essential to settle the program which is typically devoted into the approach on teaching and learning to engage in the methods and content reinvigorated with making the focus on how the student should be engaged with from the theoretical base to the practical one.

In line with engaging the intellectually constructed model of service learning, continuous action represents conscious, purposive, contextual and creative way amongst values and meanings of the transformative experiential learning to have the key role to gain original synthesis for planning the service learning programs. It is achieved to constitute the time span to construct the sense of future direction integrated with reflecting on a meaningful view of every program. Moreover, the program with the creativity of thinking in planning to constitute for considering the alternative way to feel more aware of environmental caring beyond deciding a convinced choice to have critical thinking could be used to solve on making aware of the sustainability, quality and equity among diverse students for preparing a

good process to be citizens and politicians. The learning process which can be transformed with integrating commitment and perseverance should be engaged into strengthening the learning aid through combining the technology use like mobile (Anshari et al, 2017). This enhancement aims to gain the experiential basis in convincing the responsible awareness in the way to achieve citizen empowerment (Wells & Grabert, 2004). It indicates the knowledge with such understanding in the sense that can drive the scenario in citizen empowerment. Attempts to generate the citizen to make them trust as participants to become active involvement in the national event for instance need to enforce warily in understanding some scenarios in the sense of presenting the possibility to engage with the responsible awareness among the citizens.

In addition to helping students to get involved in the national event, this process may enhance their capability and thinking more broadly open and thus will be a significant role to drive their future life. This can be seen to identify positive futures where to work to enable citizens with their ownership to behave the responsibility for their behaviour fully achieved to conceive in the way that can make aware of such conditions (Rosenberger, 2000). In particular, the awareness of critical thinking in the learning process to transform an acquired frame of values, beliefs, and concepts covered within the mind-set could be oriented to assess its epistemic assumptions and expectations in the way that would become a valuable dimension 5 contribute to the community. The need to make settings of experience among the learners who have the opportunity to critically reflect on their assumptions to engage through the interactions that prompt complex understandings should be integrated with the educational concerns. As a result, this enhancement could be adapted for instance with the teaching competencies in big data application in the way to strengthen the process and management skills (Huda et al, 2017c). This initiative engaged into the support for assessing the experiential learning through providing the multi-channels of knowledge sources together with adaptive technology skills is supposed to strengthen careful engagement in the digital information (Huda et al, 2017d). The way to generate information source credibility to transform citizen empowerment becomes a pivotal aspect to allow them in getting involved in participation of the national event. Those are amongst faculty members, students and administrators to sustain the transformative experiential learning associated with socially initiative movement based on the community service where they can serve.

Connecting Experiential Learning to the Community Engagement

Connecting the service learning with the experiential basis of community engagement has to do with correlating the theories on social problems through getting involved

into the community service as an attempt to enhance the students' growth including their thinking and skills which refer to the basis of learning enhancement. Such tasks have been directly impacted by the students' experiences in those course internships where they are trying to keep in touch long after their courses have ended (Zhao & Kuh, 2004). Among political action skills, communication skills, tolerance and confidence which students can afford and should make a distinct contribution in their communities, getting connected to the community can be prepared in solving problems through community-related values and perceptions of social problems and social justice (Eyler, 2002). As a result, conceptualizing the social issues in depth on how these problems should be addressed in both empathy and openness to multiple viewpoints could be embodied in high schools and even community service activities (Rosenberger, 2000). Attempts to prepare the planning with designing the initiative to get involved into the community engagement refer to providing the guidance on the way to solve problems which individual and community are facing (Peterson, 2009). In terms of building the relationship among the students and instructors, commencing to conduct the vision well designed for the community engagement should be engaged with the awareness of civic responsibility in order to enable them to gain their experiential learning. As a result, this integrated initiative may enhance the students in terms of their personal, social and academic skills.

In addition, the experiential basis with community engagement to gain the feedback of professional skills with academic enhancement could be added through absorbing the theoretical basis which transforms the task appropriately in strengthening the service learning. In particular, experiential learning integrated with service-learning permeates to engage students in activities that combine both community service and academic learning (Kolb, 2014). Typically rooted in formal courses such as core academic, elective, or vocational course, the service activities are usually based on particular curricular concepts that are being taught (Kolb & Kolb, 2005). It indicates that many service-learning activities could provide students with opportunities for further academic development by allowing them to apply their knowledge in addressing the curriculum-related need in the community. Among the examples are service learning programs e.g., students in a geometry course to use their understanding of geometry to design (Corbett, 2005) in building wheelchair access ramps for disabled persons (Church & Marston, 2003), and also the religious worship program (Smith, 2003). To enhance students' academic development and civic responsibility, the theoretical foundations especially on experiential education cover a broad range of cognitive and affective outcomes for students. In terms of developing the human being socially and personally, the educational domains oriented to the main purpose of service-learning rely upon experiential learning programs such as students' intellectual, social, personal, civic, moral, and vocational development.

Experiential education as part of the supporting idea is oriented to the purposes of education beyond the academic with cognitive development of students. Some service programs like service-learning programs are oriented to advance students' development in the academic domain. Moreover, experiential learning program is mainly prepared to foster development among the students' affective domains (Corbett, 2005). In addition, the engagement of students in service activities as the core intentional learning component of service-learning in describing the difference between community service and service-learning would help to support the social and personal development. To provide the added dimension of learning to the students' experiences, integrated curriculum and instruction to support school reform experiences is necessary to establish the state-wide service-learning initiatives. It aims at supporting intentional and strategic ties between community service and students' academic work. Touted by educators as an academically rich form of service-based experiential education, experiential learning could be viewed with more educationally beneficial than community service mainly in providing opportunities for the formal reflection (Kolb & Kolb, 2005). In the effort to understand the academic content which students can absorb, the needs to highlight on deepening what they are studying in terms of the social issue should be addressed in the way that can profoundly influence in meaningful service activities.

Engaged to possess the responsibility associated with the interest on the attempt which can be done amongst students treated with respect to the members of the community, experiential learning associated with service experiences as the opportunities in organizing the service activity should gain self-respect in getting empowered to contribute to the society at any kind of roles, i.e. to take on adult-like roles (Einfeld & Collins, 2008). In particular, the students tend to be more eager to meet such challenges by communicating and organising with their teachers, their service partners, their peers, and most importantly themselves. It indicates that getting the empowerment in gaining such service amongst the students appears to influence students' personal and social development. This can be indicated to lead to the students in taking more interesting to engage in service activities (Waterman, 2014). In addition to the overall influence on the students with few opportunities to take on leadership roles, for example, it would be likely that students have some control in really making distinct educational outcomes through the service projects. The arrangement set out among the peer groups refer to the growth of social development, mainly within academic and civic engagement. As a result, performing the community service is supposed to strengthen the students' skills in attempting to fend the challenges through getting involved into the participation in community engagement as the entire process to inculcate the thinking skills on the national loyalties.

Enhancing Creative Thinking With Envisioning the Future Direction

Regarded as the kind of thinking which leads to the insights with certain approaches of whole ways on understanding the phenomenological event such as sport team, learning community and etc., service learning with the creative thinking can expand such ways of conceiving relationships in the way of facilitating the learning with some useful techniques and skills (Wells & Grabert, 2004). This attempt would contribute to enable in thinking more creatively in the effort to innovate and adapt easily in empowering and enhancing the creativeness in the service learning. The needs to make effort integrated within habitual action should be considered in particular essence to underlie the basis of critical questioning to gain creativity in inventions and technical innovations. One of the examples can be simplified through community service from the students' organisation, or campus-based religious organizations (Zhao & Kuh, 2004). With this regard, among those involved in the community such as faculty, staff and students, the academic programs engaged with professional skills need to focus on extending the importance of service within the community and lessons of civic responsibility. It indicates that the professional skills emphasized among them are based entirely on how they can serve as academic society and social community. It enables to see the way of the role which can be applied either explicitly or tacitly on the setting direction with articulating a vision.

In addition to the extracurricular community service such as neighbourhood development, community agencies, and religious worship places, participating in their communities to create a variety of experiential learning opportunities could become the learning objectives of these activities (Stanton, 2008). The students with experiential skills from getting involved in such activities like clinical programs and internships in organizations could enhance the students' experiences level (Ngai, 2006). In particular, the initiative of professional schools in HE setting which refers to the academic engagement has a key point of view to enhance the students' awareness to get involved into the community. For instance, campus-based religious organizations can be prepared to transform the understanding of how to recognize the problems by conceiving its main roots and giving the appropriate solution. This aims at enhancing the students' imaginative thinking to reach in tackling the problems they are facing wisely based on their capability.

In line with addressing the students' imaginative thinking to act in the basis of identifying the challenges, the mentioned skills which should be involved into the community engagement in tackling the problems they are facing wisely based on their capability refers to the enhancement to become their habit of thinking and conducting of what they learnt. The attempts to be aware of recognizing the valuable insights to create the reflective skepticism refer to the importance of creativity which

becomes a key role to develop the thinking skills to face the challenging issues. Those include an idea, a scientific theory, a musical composition or a joke or a physical object associated within an invention, a literary work or a painting (Moore, 2004). In terms of calling the question and assumption among the scholarly interest in creativity, covering the relations between creativity and general intelligence may influence to the personality type and creative ability (Kolb & Kolb, 2005). As a result, the essential potency in the effort to foster creativity through education and training needs to improve the effectiveness of teaching and learning in the way that can be seen as the application of creative resources. This way to see problems and situations in distinct perspective on the structured process such as lateral thinking, brainstorming etc. can give a feedback by suggesting the solutions to look creative thinking stimulated both by an unstructured process.

The way of understanding the experiential learning at certain level has a tendency to inform among physical, mental and emotional aspect to consider in undertaking such journeys with distinct setting into the consequences that may be expected. Moreover, in order to make effort the beneficial approaches, the kind of service-learning pedagogy needs to focus on attempt that can make a distinctive contribution for both individuals in the community and for students' commitment to the general welfare of society. This initiative is considered as teaching and learning method to allow the students to learn a specific curriculum by providing services to real-life community members to see what service-learning is. Some examples can be seen such as serving at soup kitchens and satisfying the needs of others (Furco, 2002). To enable students to increase their personal efficacy and ability to work well with others, creative thinking regulated in the service-learning with leadership and communication skills has been successful in increasing students' desire for community involvement. This refers to actively constructing knowledge and develops students' problem-solving skills with service-learning considered as an effective way to focus on human relationships integrated into the students' learning.

Regarding the forms of experiential learning which is generated to the community service programs, the experiential education covers a broad range of cognitive and affective outcomes for the students (Williams, 2005). It is entirely rooted among those focusing on service-learning and service-based internship. In underlying such types of experiential education programs into the community service to give a procedural consequence, creative thinking has a significant role on conceptualizing the internships with adventure education on students' psychological, social, and intellectual development (Strand et al, 2003). Through offering critical accounts of the actual experiences of students in their journeys, considering civic-minded acquisition of knowledge and skill integrated with instructional experience points out the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction (Wells & Grabert, 2004). As

the entire process of analysis of learning needs and goals in the way of developing the system to meet those needs with instructional experiences to make the acquisition of knowledge and skill more efficient, effective, and appealing, it goes beyond the affective educational domains as personal, social and ethical aspect oriented to the civic development.

RECOMMENDATIONS AND FUTURE DIRECTION

In line with preparing good citizen with civic responsibility, service learning has a significant role in driving the rules and trained courses oriented to the community service (Yusop & Correia, 2013). This attempt is consequently rooted to continue civic education in establishing the competence which is necessary to make the right path based on social community. To ensure in meeting the need, contributing the civic responsibility through volunteering such as cleaning up the draining etc. could be emphasised to enable students to meet the basic threshold in settling civic engagement into the society. Towards the sense of personal responsibility which person should feel to uphold their obligations of any community into the civic engagement, an attempt in charging service-learning into community service wholeheartedly endorses extension of a definitive civic competency striking both inexpedient and ripe for abuse among the students in the way of the renewed attention to civic education (Conway et al, 2009; Furco & Root, 2010). With identical aims as a part of the competence belonging to an outcome from the service learning, considering the civic responsibility programs oriented to the community service as embodiment of civic responsibility should be engaged with pointing out the knowledge, understanding, and skills to go beyond contributing comprehensively in the society. In particular, the way to understand the importance of hard working in achieving academic success particularly in connecting the attitudes of youth with the political attitudes and behaviour of adults may be associated with intentional efforts to make it more persistent and relevant through the attempts to create in face to face interactions with others through these experiences to get the reflective insights.

In empowering service learning for building civic responsibility, the models concerned with the service learning could be emphasised particularly to develop the civic attitude which is consistent with the views of such educational theories (Ehrlich, 2000). As a result, such experiential learning which students need to develop the skills to participate in social event held in HE, for instance, places the purpose of the overall program to empower service-learning. In particular, it aims at helping educators with such experiences to manage the program wisely

in determining which students should participate in certain courses. Moreover, it can be seen that service learning can help students become better citizens through maximizing certain programs provided (Furco, 2002). Through the potential they possess with much broader impact on public attitudes and civic dispositions, possessing the real responsibilities with paying special attention to the challenging tasks had significant and substantive impacts on students' increases in self-concept (Kolb, 2014). It indicates that to plan the project in making important decisions together with involvement in service-learning projects into the civic engagement and attitudes should become a major goal. For instance, interacting with the diverse student needs to respect in the way that can see many positive effects imperative to control such activities in the service-learning projects.

Looking at the impact on all participants in the service-learning projects, we should expect at best modest effect on attitudes, although it has the different service-learning projects. Regarding the service learning as transformative experiential education, conversations amongst service-learning participants gave a point of view in authentic experiences that can break down barriers with the artificial experiences (Wells & Grabert, 2004). Influencing beliefs on many related attitudes, being more educated, more tolerant, and more active is entirely the major aim to build good citizens in connecting experiential learning to the community engagement. This is followed by enhancing creative thinking with envisioning the future direction, in working specifically with their project and by having competence in service-learning projects. With more effective approach to allow students to learn, making a responsible in the community through service-learning urges to have a positive impact on the real opportunity to succeed in a task (Zhao & Kuh, 2004). Engaged in providing the students on the completion of projects with their own design would have been impacted with much greater significance, so that they can exert some influences over what happens in the social community in what they should believe in. On this issue, the aspect of citizenship for engaging the civic learning with more tolerant covers a broad term in describing some matters of person's life. As a result, HE should serve the capability to engage with an intellectual ability integrated with socially responsible partnership in advancing civic learning and democratic engagement. The basic attempt to construct civic minded personality is consequently some points which need to address in particular, such as civic ethos engaged across the culture of campus, which may be applied among all fields of study integrated with transformative partnerships as core expectation for the students (Munter, 2002). Thus, there is a hope to gain service learning through the value which citizens experience by giving people about the learning in a way to promote and enlighten responsible citizenry committed to democratic principles to be productive members of society.

CONCLUSION

This chapter has explored the service learning to build civic responsibility. Through demonstrating such discussions in creating pedagogical alternatives that influence civic identity development, to build cultural competence with enhancing notions of citizenship and emphasizing community engagement should be applied with the experiential and transformational learning processes. Fostering transformative experiential learning with extensive evaluation and reconfiguration of existing programs needs to focus on enhancing the learning experience for students. A systematic approach to identifying literature was employed on strengthening an actual performance in action to encompass a great deal of power, and elucidating a set of literature on the significant essence of behaving the creative thinking for envisioning a future direction. In addition to exploring the key themes and concepts that underpin performing powerful decisions, the ability to make environments more equitable for all can be carried out in building civic responsibility. As a result, this attempt could have a benefit in developing a strategic method for optimal learning experiences to serve as communities at home and abroad. An effective experiential learning associated with the ability to enhance civic responsibility could take beneficial outcomes with its valuable insight to assist in the progress of program design. Putting together awareness and goodwill from the community towards the group or organization should do with building civic engagement to get involved particularly in social events. Higher institutional learning should have the initiative to inculcate civic responsibility to students with the goal to produce responsible citizens and active participants in the community. In creating experiential learning opportunities to promote sustainable benefits for both students and communities with self-importance to encounter the challenging issues involving social problems, particularly those faced by universities in urban settings, empowering the students by addressing the significance of civic responsibility could contribute to the significant insights towards different aspects of engaged scholarship and civic responsibility.

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