



# The Tutor Perceptions of Community Service in ESA Hamzanwadi Organization

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**Abstract:** This study explores the perceptions of tutors from the English Student Association (ESA) at Hamzanwadi University regarding their participation in a community service program held from 2022 to 2024. Using a qualitative descriptive approach, data were collected through questionnaires and semi-structured interviews with purposively selected participants. The study findings indicate that the community service program has had a significant impact on the academic, social, and personal development of prospective tutors. Most tutors considered this activity a valuable experiential learning platform that improved their communication, teaching skills, self-confidence, and leadership. This analysis is supported by experiential learning theory (Kolb, 1984), the concept of service-based learning (Dewey & Freire), and the principles of assistive therapy (Riessman, 1965), which collectively demonstrate that community service not only benefits the community but also fosters meaningful personal growth among participating students. This study recommends continued support and institutionalization of community service programs as part of professional and character development in higher education.

**Keywords:** Perception, Community Service, ESA Hamzanwadi, Experiential Learning, Tutor Development.

## Introduction

Community service is one of the main pillars of the Tri Dharma of Higher Education, alongside education and research. As part of the Tri Dharma, community service is oriented towards applying the science, technology, and art possessed by higher education institutions in community life. Through these activities, higher education institutions not only play a role in creating new knowledge through research and education, but also contribute to efforts to improve the quality of life and social welfare of the community around the campus (Directorate General of Higher Education, 2020).

Community service is also often given attention within the framework of service-learning, a higher education learning model that combines social service with academic learning. Based on a study by Lindsay & Li (2023), service-learning has proven effective in shaping students' prosocial identities, increasing critical awareness (conscientization), and developing civic capacity (civic agency). As explained by Dewey and

Freire, service learning encourages students to "learn through action" while understanding community problems more deeply. In the context of ESA and its community service, this model can help ensure that students not only focus on teaching English language learning but also can learn from direct experience, reflect on themselves practically, and elaborate on an ethical understanding of social problems.

In addition, the theory of Helper Therapy Principle by Riessman (1965) shows that individuals who help (helpers) gain the greatest benefits in the form of increased self-confidence, self-efficacy, and strengthening of social identity. In this case, ESA acts as a tutor/helper and facilitator; they not only provide academic assistance to students, but also receive "psychological gifts" such as increased self-image, which can be a way to evaluate themselves, but also a means to advocate ideas, and the satisfaction of being a role model.

Community service activities are expected to be a liaison between universities and the community or schools in general, so that they have a fairly large

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possibility of establishing mutually beneficial cooperation in solving various real problems in the midst of society, especially in several agencies that still need student intervention. Thus, community service not only provides benefits to the community but also enriches the experience and insight of students and lecturers in applying their knowledge in the real world (Directorate General of Higher Education, 2020).

Based on the statement above, community service is an activity that has a role in improving the quality of individuals and groups, starting from increasing self-confidence, mentality, and social sensitivity. This is reinforced by government support and also various studies that highlight the importance of individual development and increasing social sensitivity built through community service activities. Indirectly, it can be concluded that these activities strengthen the argument that the service experience has a significant influence: for the community being helped, the university as an institution, and students as agents of change.

The English Student Association (ESA), as a student organization, has a very significant role in supporting the implementation of community service, especially in the field of language education. Various programs held, such as teaching English, language skills training, and often, indirect cultural exchanges. ESA makes a real contribution to community empowerment, especially the community around the campus (Aulia, Dwianggraeni, & Ishak, 2022). The programs implemented by ESA not only focus on disseminating linguistic knowledge but also strive to provide opportunities for students to improve their competencies, which ultimately can open up more opportunities in the world of work and everyday life.

In addition to providing benefits to schools, this activity also functions as a forum for self-development for students. Through community service programs, students get the opportunity to develop social, leadership, and professional competencies. ESA provides a forum for students to develop soft skills that are very much needed in the world of work, such as communication skills, problem-solving, and teamwork (Aulia, Dwianggraeni, & Ishak, 2022). Therefore, without realizing it, students learn a lot about how to manage and implement programs, communicate with the local community, and face various challenges in their respective locations.

In addition, ESA is a real example of how student organizations can be a catalyst for positive social change through an educational, adaptive, and collaborative approach. ESA builds closer relationships between students and the community, introduces a service model based on collaboration and active participation, hence it can improve the quality of life of the community and

empower them to be more independent and develop (Rahayu & Fitriana, 2021). In this case, ESA not only focuses on the academic role of students but also provides opportunities to learn by interacting directly with local school students, thus having a positive impact on both parties (ESA and local schools).

Based on this information, ESA's role as a driver is important. This is because ESA, as a student organization, must be able to have a significant impact on society. So, it can be concluded that the role played by ESA and other student organizations must be a facilitator that directly provides real change through their respective fields of science.

Based on its history, English language learning is greatly influenced by individual learning motivation and learning strategies. Some experts who put forward the idea are Gardner and Oxford. Gardner (1985) distinguishes between intrinsic and extrinsic motivation, which is the basis for understanding foreign language learning motivation. In addition, Oxford (1992) highlights how strategies such as problem solving and organizing help learners actively undergo the learning process.

However, in today's era, technological developments have their own role in the development of English language learning. Various literature shows that technology is very significant for increasing engagement and motivation. Ponnaiah & Aziz (2022) in their systematic study found many studies between 2014 and 2020 that confirmed this in elementary/primary students. However, the challenges faced by educators are quite complex, especially in schools that are still unfamiliar with technological developments.

Based on these theories, English language learning in Indonesia historically has complex problems even today. Several experts stated that motivation, innovation in teaching methods, and mastery of technology are issues that must be considered, especially in rural areas.

English language learning in underdeveloped areas still faces significant challenges, especially in terms of student learning motivation and limited educational resources. Several factors, such as the lack of competent teachers, inadequate learning facilities, and students' socio-economic backgrounds, greatly affect the quality of the teaching and learning process. According to the British Council (2025), English teachers in remote areas in Indonesia experience major obstacles such as limited access to Continuous Professional Development (CPD) programs, socio-economic barriers, gender disparities, and lack of digital literacy. This shows that the problems faced are not only didactic, but also structural and systemic, which still require long-term solutions from various parties involved, in this case, the government and higher education institutions.

This condition is exacerbated by the lack of moral support from families for their children's learning process. Kacenews (2024) reports that in many rural areas in Indonesia, the level of education and understanding of parents regarding the importance of English is still very low. This results in children tending not to have a comfortable and conducive learning environment at home, resulting in a lack of motivation and massive practice of using English outside the school environment.

The lack of supporting facilities such as books, learning media, and internet access also makes it increasingly difficult for students to learn independently. Therefore, increasing student motivation and enthusiasm cannot rely only on interactions in the classroom but must be supported by the wider community through a more contextual and adaptive approach.

In this context, community service is a very suitable approach to answer this challenge. Through programs that directly touch the community, organizations and educational institutions can play an active role in expanding access to more meaningful learning for the community in the context of ESA, namely, students directly.

In response to this, ESA Hamzanwadi has developed a teaching method that creates an interesting learning environment for English-based learning. Such as teaching modules with interactive materials that can encourage a more dynamic and contextual learning atmosphere, allowing students to learn English in a real-world context that can also be felt directly by students. This approach is different from traditional methods because improving language knowledge is more relevant, contextual, and fun.

In addition, student organizations such as the English Students Association (ESA) have a fundamental role in developing community service activities that focus on improving language skills. ESA Hamzanwadi can create a more contextual, interesting, and meaningful learning environment. These activities not only have a positive impact on recipients, but also on schools, which can improve social adaptation and teaching skills, so that they can improve students' professionalism as prospective educators/teachers.

Thus, the synergy between universities, student organizations, and local schools has great potential to overcome the challenges of learning English in remote schools. A collaborative approach that prioritizes community empowerment, technology utilization, and strengthening the capacity of teachers and students plays a key role in creating an inclusive and sustainable education system.

In the context of community service programs initiated by student organizations such as ESA (English

Student Association), tutors are defined as members who act as facilitators and English Education students in semesters 2-6. They not only deliver materials but also guide students, become facilitators in the learning process, and play a full role in supporting the success of the overall activity. This role is in line with that described by the Ministry of Education and Culture, where facilitators are tasked with providing direction, accompanying participants, and facilitating learning reflections in teacher driving training (Directorate General of Higher Education, 2020).

Based on this theory, the author concludes that tutors act as peer teachers, are also able to become friends, companions, and even siblings, who must pay more attention and provide maximum results for their students.

Tutor perception is the tutor's perspective and assessment of the implementation of the community service program. This perspective plays an important role in measuring the effectiveness of the program being run, because positive perceptions tend to increase tutor motivation and involvement, and vice versa. Research by Tias, Hidayat, and Danugiri (2023) found that the perception of tutors who play an active role as facilitators, motivators, and evaluators has a direct impact on increasing the learning motivation of participants in the equivalency program in Karawang. This shows that the views and attitudes of tutors are important indicators in the success of community service activities Tias et al., (2023).

Therefore, the perceptions resulting from the tutor's experience can be an important effort to evaluate tutors for the implementation of community service programs that can experience an increase in quality every year, especially for the tutors themselves.

Tutors' perceptions of community service programs are quite fundamental in influencing the quality of the program in depth. The suggestions given by tutors not only serve as evaluation material but also as a tool to improve the quality of activity implementation. According to the Tanoto Foundation (2022), ongoing training for regional facilitators can form constructive perceptions and improve their ability to implement the curriculum effectively (Tanoto Foundation, 2022). On the other hand, Government Training (2024) also emphasizes that feedback from program implementers is a key strategy in improving services because it allows identification of problems and adjustments to policies based on realities in the field (Government Training, 2024).

Based on this theory, the perceptions obtained from tutors can be a constructive assessment for the sustainability of the program. Good perceptions would result in program improvements, while negative

perceptions can be a reference for other community service programs.

In recent years, community service and service-based learning have received considerable attention in academic research, reinforced by the presence of programs directly initiated by the government, so that they have a real impact on student development and community empowerment. Continuous research pays more attention to programs so that they can be a bridge between theoretical knowledge and practical application.

In exploring the perception of community service in the English Students Association (ESA) organization at Hamzanwadi University, this study focuses on literature that emphasizes the impact of service learning and organizational interventions on improving students' personal, social, and academic development. Several studies that provide important insights in this regard include;

First, a study conducted by Tai Do et al., (2024) entitled "Community engagement, service learning, and underrepresented college student success: An examination of multiple cohorts". This study examines how engagement in service-based learning can support the academic and social improvement of underrepresented students, focusing on the importance of this experience in inclusive education. These findings demonstrate the potential of community service programs to support and improve academic achievement and the development of social responsibility in students, especially those from disadvantaged backgrounds. This is relevant to ESA's efforts to promote inclusive engagement through community service activities.

Second, a study conducted by Joan Clifford et al., (2020) entitled. "Seeing Community Engagement as We Are: Student Perceptions of Service-Learning and Social Entrepreneurship Education". This study examines how students view service-based learning and social character education for students, and how their perceptions can influence the implementation/application and outcomes of these programs. This study shows that student attitudes, behaviors, and levels of engagement play an important role in determining the success of community service-based education initiatives. These findings are particularly relevant to ESA's efforts to understand student perceptions of community service to improve program effectiveness.

Third, activities carried out by Pratiwi dan Sampelolo (2022) through the Community Partnership Program (PKM) at SDN 15 Mengkendek, Tana Toraja. This program implements the "English Kids" application, which is designed to increase students' interest and digital literacy in learning English. Through

interactive technology-based methods, this activity not only increases students' learning motivation but also invites teachers and parents to create a learning environment that supports the rapid growth process, which can develop children's and students' abilities.

Based on these theories, it can be concluded that these studies illustrate the importance of understanding tutors' perceptions in the context of community service and service-based learning programs. By combining insights from these studies, this thesis will examine the perceptions and involvement of ESA members in community service activities, focusing on how these experiences influence their personal development and contribution to the organization.

The theoretical framework in this study departs from the understanding that community services are an important part of the Tri Dharma Higher Education, parallel to education and research. Service is not only a form of real universities for the community, but also becomes a direct learning forum for students. In this context, the service-learning approach, as explained by Dewey, Freire, and strengthened by Lindsay & Li (2023), is a strong basis for seeing services as a learning process that unites social actions and the formation of academic competencies. Students not only learn through theory, but also through real experience when they are directly involved in the community. In line with that, the theory of the principle of Helper Therapy from Riesman (1965) emphasizes that people who help really get many benefits, such as higher confidence, increased self-esteem, and strengthened social identity. In this case, ESA students who act as tutors get valuable opportunities to develop personally and professionally.

The role of Esa Hamzanwadi in community service cannot be separated from its efforts to advance English language education in unfair and affordable areas. Through various activities such as language training, making interesting learning modules, and contextual approaches, ESA not only helps the community but also provides a very meaningful learning space for its members. Students are trained to build communication skills, leadership, and problem-solving, for the cooperation of the soft skill team needed in the world of work.

In this service activity, the aspect of learning English is also an important focus. A number of theories support the approach used, including the theory of learning motivation from Gardner (1985), which emphasizes the importance of intrinsic and extrinsic motivation, as well as learning strategy theories from Oxford (1992), which highlight the importance of active and organized learning methods. However, learning English in rural areas faces significant challenges, such as limited educators, a lack of learning facilities, and low parental awareness of the importance of education. This



is where ESA innovation plays an important role: Creating an interesting learning method, pleasure, and in accordance with the local context.

Based on the theory, the author concludes that tutors act as peer teachers, are also able to become friends, companions, and even siblings, who must pay more attention and provide maximum results to their students. Therefore, the tutor's perception of community service is a very important aspect to learn. As revealed by Tias, Hidayat, and Danugiri (2023), the positive perception of the tutor can increase student learning motivation, while unfavorable perceptions can be an evaluation material for improvement of programs in the future.

More than just a personal assessment, the tutor's perception is a reflection of their true experience during the program. This perception can be used as a basis for a comprehensive evaluation of program effectiveness, as well as to increase future implementation. This is where the learning theory of experience from Kolb (1984) is relevant, because it explains that effective learning is born from concrete experiences followed by reflection, understanding of concepts, and applications. The theory of social constructivism from Vygotsky, Piaget, and Bruner also complements this framework by emphasizing the importance of social interaction and context in building understanding.

In other words, community services by Esa Hamzanwadi are not only social programs, but also valuable study space. Students not only contribute to the community but also develop themselves to become more adaptive, reflective, and transformative educators.

## Method

This study used qualitative methods to gain a comprehensive understanding of the perceptions, experiences, and impacts of community service as directly felt by ESA Hamzanwadi members. This approach was chosen because it allowed for an in-depth exploration of personal reflections, emotional responses, and lived experiences, aligning with Creswell & Poth (2018) who argue that qualitative research is effective in capturing subjective realities. Through this method, the study aimed to uncover the motivations, challenges, and benefits experienced by ESA members during their participation in community service, while also examining its influence on their personal and academic development.

The research focused on semi-structured interviews, offering flexibility for participants to express their thoughts freely while ensuring that key topics were thoroughly addressed. This technique, as supported by Ruslin et al. (2022), provided depth and adaptability

during interviews, enriching the qualitative data. Thematic analysis was used to identify recurring themes across the data, following Braun & Clarke's (2019) approach, which emphasizes flexibility and the integration of inductive insights with theoretical perspectives. This design enabled the researcher to analyze how perceptions evolved, how members interpreted their roles, and how these experiences shaped their development as tutors.

The study was conducted at Hamzanwadi University, chosen for its accessibility and its ability to provide a real context for reflecting on the tutoring experiences of ESA members. Participants were selected through purposive sampling, focusing on those with direct and extensive involvement in the community service program. This ensured the inclusion of individuals whose experiences could yield rich and reliable data. As highlighted by Bouncken et al. (2025), purposive sampling is effective in achieving data saturation by selecting informants with maximal relevance to the research focus.

Data collection involved two instruments: questionnaires and semi-structured interviews. The questionnaire consisted of two parts: participant biodata and general perceptions of the program, addressing objectives, benefits, and evaluations. Meanwhile, interviews explored deeper aspects such as motivations, challenges, skills gained, and overall impact on participants' academic and social growth. Data were collected face-to-face or online (via Zoom, Google Meet, or WhatsApp), and all interviews were audio recorded with consent, transcribed verbatim, and analyzed thematically.

For analysis, the study adopted a holistic approach as outlined by Sharma (2023) and Piccarreta & Studer (2019), involving five steps: data collection, integration, presentation, interpretation, and maintenance. This approach enabled a comprehensive and structured understanding of the phenomena. The researcher first gathered data through interviews and questionnaires, integrated participant responses, organized them systematically, interpreted the findings in-depth, and ensured consistency for reliability.

To ensure trustworthiness, the study applied several criteria. Credibility was enhanced through participant validation of transcripts and interpretations. Transferability was addressed by providing detailed descriptions of the research setting and participants. Dependability was ensured by thoroughly documenting the research procedures, and confirmability was supported through maintaining reference journals and minimizing researcher bias. Additionally, triangulation was employed by collecting data from various methods and sources to provide a comprehensive view of the phenomenon, aligning with Rahardjo's (2010) assertion

that triangulation enhances the validity and quality of qualitative research.

Result and Discussion

This chapter presents the findings of the data on the perceptions of community service in the ESA Hamzanwadi organization. In this study, there are two steps taken: a questionnaire and an interview.

Result

When conducting the questionnaire, the researcher gave 15 questions regarding their perceptions as tutors during the Community Service (PKM) activities. The researcher managed to collect 25 answers filled in by the tutors online via Google Forms. Subsequently, the researcher conducted interviews with 5 participants selected based on the purposive sampling method, and based on in-depth experience in their respective areas. The researcher also selected participants based on the geography of the participants, such as East Lombok, Central Lombok, West Lombok, and North Lombok. The analysis is presented in several main themes that reflect the perceptions, experiences,

challenges, benefits, and reflections of students who participate in community service activities through the English Student Association (ESA). These findings are integrated with the main theory of the proposal, especially the experiential learning approach, the principle of helper therapy, and service-learning.

Questionnaire

The table below presents the percentage distribution of responses to each statement regarding the ESA community service program. The data was gathered using a Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The findings reveal that a significant majority of participants expressed positive perceptions of the program. Notably, the highest levels of agreement were seen in statements such as *"This program provides benefits to universities and local schools"* (76% agree), *"I became more disciplined and responsible after joining this program"* (76% agree), and *"I feel more confident to socialize after this program"* (72% agree). These results suggest that the program had a meaningful impact on students' academic, social, and personal development.

Table 1. Percentage of Participants' Responses

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I understand the purpose of ESA's community service program.	0.0%	0.0%	0.0%	72.0%	28.0%
2	This program provides benefits to the community at the service location.	0.0%	4.0%	8.0%	64.0%	24.0%
3	This experience improved my academic skills.	4.0%	0.0%	8.0%	48.0%	40.0%
4	I feel more confident in communication after this Program.	0.0%	4.0%	12.0%	56.0%	28.0%
5	I feel more confident in teaching after this program.	4.0%	0.0%	16.0%	52.0%	28.0%
6	I feel more confident in socializing after this program.	0.0%	4.0%	8.0%	72.0%	16.0%
7	This program taught me how to work together.	0.0%	4.0%	8.0%	64.0%	24.0%
8	This program provides benefits to the university and local schools.	0.0%	4.0%	12.0%	76.0%	8.0%
9	The program helped me develop empathy and social awareness.	0.0%	4.0%	24.0%	52.0%	20.0%
10	This program helps me learn how to make lesson plans.	0.0%	8.0%	28.0%	56.0%	8.0%
11	This program helped me improve my problem-solving skills.	0.0%	4.0%	16.0%	68.0%	12.0%
12	I became more disciplined and responsible after joining this program.	0.0%	0.0%	20.0%	76.0%	4.0%
13	I found challenges while serving as a tutor.	4.0%	4.0%	20.0%	60.0%	12.0%
14	I got enough support from ESA during the program.	0.0%	4.0%	28.0%	64.0%	4.0%
15	I am willing to participate in similar service programs in the future.	4.0%	4.0%	12.0%	68.0%	12.0%

Based on the results of the questionnaire above, it can be explained that the results of the tutors' perceptions of Community Service (PKM) vary, but they agree more regarding the positive results of the activity.

The first item, *"I understand the purpose of the ESA community service program"*, showed a high level of agreement, with 72.0% of respondents agreeing and 28.0% strongly agreeing, indicating that participants

generally have a clear understanding of the program's objectives.

In terms of perceived benefits for the community, 64.0% of respondents agreed and 24.0% strongly agreed that the program was beneficial to the community at the service location. This reflects a strong perception of the program's external impact.

Regarding personal academic development, 48.0% agreed and 40.0% strongly agreed that the

program improved their academic skills, while only 4.0% strongly disagreed. This shows that the program has a significant influence on academic improvement. Participants also reported improvements in communication, teaching, and social confidence:

- a) Communication: 84.0% positive (56.0% agree, 28.0% strongly agree)
- b) Teaching: 80.0% positive
- c) Socializing: 88.0% positive

These numbers reflected the program’s role in improving nontechnical skills.

Collaboration was also highly rated, with 64.0% agreeing and 24.0% strongly agreeing that the program taught them how to work together. Additionally, 76.0% of respondents agreed that the program benefited not only the community but also the local university and schools.

On affective outcomes, such as empathy and social awareness, results were more mixed: 52.0% agreed, 20.0% strongly agreed, and 24.0% remained neutral, indicating moderate emotional development. Items related to technical teaching skills, such as lesson planning, showed a more mixed distribution: 56.0% agreed, but 28.0% were neutral, and 8.0% disagreed, suggesting room for improvement in teaching support.

In the area of problem-solving skills, 68.0% agreed and 12.0% strongly agreed, indicating a strong impact in this domain.

The program was very successful in fostering discipline and responsibility, with 76.0% agreeing and 4.0% strongly agreeing.

Interestingly, the item “*I found it challenging to tutor*” was answered positively by 60.0%, indicating that most students were aware of the difficulties of their role, which could also indicate a rich learning experience.

Support from the ESA was considered positive by 64.0%, although 28.0% remained neutral, indicating some variation in experiences related to institutional support. Finally, willingness to participate in future programs was very strong, with 68.0% agreeing and 12.0% strongly agreeing, reflecting the overall positive

acceptance of the program and its potential for sustainability.

Based on the explanation above, the author found more positive responses to the Community Service activity. Many of the tutors thought that this activity had a positive impact on their academic, social, and personal development.

Interview

The author used interviews to obtain deeper information and perceptions regarding the Community Service Program. The author provided 6 main questions regarding the activity and documented them through images and audio recordings.

Table 2. Participant Biodata

No	Full Name	Gender	Semester	Year of Community Service	Community Service Location
1	DFA	Female	4	2024	SMK Pariwisata, Aik Bual, Central Lombok
2	MZM	Male	6	2023	MA Al-Muslimun NWDI Gerung, West Lombok
3	MZH	Male	8	2023	Sa’adatul Islamiyah NWDI, East Lombok
4	RH	Female	8	2022	MA NWDI Lepak, East Lombok
5	RP	Male	6	2023	YPP Ishlahul Ummah NWDI, Gangga, North Lombok

Interview Summary Result

Based on the results of interviews with the participants, the author obtained several conclusions, including:

Table 3. Interview Result

No	Question/ Participant	DFA	MZM	MZH	RH	RP
1	Initial Motivation	Practice speaking, help society, and give influence.	Look for experience because I’m still a student.	To add insight and be useful to the public.	In the beginning, try it out, then become interested after knowing its benefits.	Motivated by my brother, the level of his public speaking is Good.
2	Experience During the Program	Many obstacles remain for students, and in places, students find it difficult.	Study from the Older brother’s level: management class, socialization, and lesson plan.	Get up in the morning, teaching, preparing lesson plans, and doing afternoon lessons. Smooth but congested.	Experience First teaching; students are enthusiastic, the school, and the community are very welcoming.	Lots of experience: knowledge, education, life, approach, teaching strategies.

3	Challenges (and How to Overcome Them)	Lack of communication with the teacher; overcome by building communication.	Interest in learning for students is low; it is overcome by Motivation for students.	Challenge embraces students to be interested learn; overcoming socialization benefits the English language.	Difficulty time because the student is in a boarding school; overcome with an adapted timetable.	Nothing is a Challenge means all walk fluently.
4	Benefits and Impact (Academic and Personal)	Believing in oneself and communication increases, academic performance is not too affected.	Teaching skills, lesson planning, and communication increased. Personal growth is also felt.	Discipline, trust self, teaching skills, and increase (writing & speaking).	Communication is Good with school & society; discipline increases.	Creativity and critical thinking increase, and mastery of the material gets better.
5	Reflection and Evaluation	Need to repair communication between the tutor and the committee, including consumption.	Importance of an experience outside on campus; need Tutor readiness & support on campus.	Teach that fun; it's necessary for lots of training for tutors before plunging.	Learn problem-solving and work in the same team; the number of tutors needed to be reduced to be effective.	Study from error teaching and communication; Improve method delivery.
6	Overall Impression and Recommendation	Important and recommended for practice personality.	Very important, recommended for students new to the experience outside campus.	Important and highly recommended.	95% important, recommended for all semesters, including seniors.	Very important and recommended, especially for a new student.

Based on the interview conclusions, the author describes it as follows:

#### 1. Student Perceptions of ESA Community Service Activities

Most participants stated that they participated in the PKM program because of the urge to develop and provide benefits to the community. This motivation reflects the foundation of service-learning as explained by Dewey and Freire, where students' direct involvement in the community becomes a source of critical learning. MZH stated that he wanted to increase his insight and become a useful person. DFA emphasized the importance of social involvement. RP was motivated by the example of his seniors, and RH realized the importance of direct experience.

#### 2. Student Experiences During the Program

Based on the theory of experiential learning (Kolb, 1984), concrete experience is the starting point in the learning process. MZH experienced a busy rhythm as a tutor, starting from teaching in the morning to holding afternoon lessons. DFA faced the dynamics of students who were less disciplined and communication barriers with teachers. MZM received a lot of direction from more experienced seniors. RP felt comfortable and adapted well, while RH felt very supported by the school environment and the local community.

*"Every morning, I have to wake up, teach, then prepare lesson plans, then have lessons again in the afternoon."* (MZH)

*"Because there are a lot of arguments there... it's hard to manage. That's why we have to be patient and keep communicating."* (DFA)

#### 3. Challenges and Strategies to Overcome Them

The challenges faced are diverse, ranging from low student interest in learning, lack of support from the school, to time constraints due to boarding school activities. This reflects the reality in the field that strengthens the reflective aspect in experiential learning. MZH and MZM conduct socialization about the importance of learning English to attract student interest. DFA builds better communication with teachers, while RH adjusts the activity schedule to the busyness of boarding school students.

#### 4. Academic and Personal Benefits

Under the principle of helper therapy, the role of a tutor not only benefits students but also increases the tutor's self-confidence, communication skills, and discipline. MZH admitted to experiencing a significant increase in teaching skills. DFA feels more open socially. RP and RH feel that there is growth in the aspects of creativity and responsibility.

*"I used to be a bit introverted... after PKM, I feel more confident and more fluent in communicating."* (DFA)

*"Of course, the most obvious benefit is that I've become more disciplined and confident. Furthermore, my teaching skills have also improved."* (MZH)



## 5. Reflection and Suggestions for Improvement

Reflection is an important part of the experiential learning process. Participants provided several suggestions for improvement, such as the need for more intensive tutor training (MZH and MZM), better communication between tutors and the committee (DFA), and managing the number of tutors to be more proportional (RH). RP highlighted the importance of developing more effective teaching methods.

## 6. Views on Program Sustainability

All participants agreed that PKM activities are very important for students. DFA sees it as a way to shape personality, MZM considers this program important for new students, and RH emphasized that this program remains relevant for senior students because not all of them have field experience.

Based on the findings above, it can be concluded that the Community Service (PKM) program implemented by ESA has a positive impact on students, both in terms of academics and personal development. Students are motivated by the desire to learn and provide benefits, experience real learning through challenges in the field, and develop various skills such as communication, responsibility, and creativity. Despite facing obstacles, participants were able to apply adaptive and reflective strategies that are in line with the experiential learning approach. In addition, they also provided constructive input for future program improvements, while emphasizing the importance of the sustainability of this program for students across generations.

## Discussion

This section examines the perceptions of English Education students at Hamzanwadi University regarding their participation in the Community Service (PKM) program organized by the English Language Students Association (ESA). This analysis integrates questionnaire and interview data, interpreted through the perspectives of Experiential Learning Theory (Kolb, 1984), Service-Learning Theory (Dewey & Freire, as cited in Lindsay & Li, 2023), and the Principles of Helping Therapy (Riessman, 1965).

The questionnaire results indicate very positive perceptions among ESA tutors regarding the PKM program. Most respondents agreed or strongly agreed that they understood the program's objectives (100%), reflecting the clarity of the program's vision and mission, highlighting the first component of Kolb's experiential learning cycle: concrete experiences. These findings support a service-based learning approach, where clear objectives contribute to meaningful engagement (Clifford et al., 2020).

Furthermore, the data showed significant improvements in soft skills: 84% reported improved communication skills, 80% in teaching ability, and 88% in social confidence. These improvements support Riessman's Principles of Helping Therapy, which states that those who help others (ESA tutors) experience increased self-confidence, self-efficacy, and personal growth. The act of teaching in a challenging environment allows tutors to develop their identities as future educators.

Academic impacts were also noted 88% felt their academic abilities improved. This aligns with Kolb's theory, which argues that experiential learning leads to cognitive development through reflective observation and abstract conceptualization. Participants had the opportunity to apply educational theory in real-life contexts, consistent with Oxford University's (1992) emphasis on active learning strategies and Gardner's (1985) concept of intrinsic motivation in language learning.

Teamwork was another key development, with 88% of respondents stating that they learned to collaborate. This reflects the social constructivist perspective (Vygotsky, Bruner, Piaget), which emphasizes the role of social interaction in learning. However, approximately 28% of respondents remained neutral regarding the development of lesson plans, indicating a need for more technical training and expanded service delivery areas.

The interviews provided deeper insights and confirmed the trends from the questionnaire. Initial motivations for joining PKM included a desire to help others, gain real-world experience, and personal drive, indicating strong intrinsic motivation and aligning with Dewey and Freire's service-based learning model, which encourages community engagement through direct involvement.

The interviewees faced real-world challenges: lack of student interest, difficulty coordinating with the school, and time constraints due to the Islamic boarding school's schedule. However, per Kolb's model, students engaged in reflective observation (identifying problems), abstract conceptualization (planning responses), and active experimentation (adapting methods and schedules). This adaptive behavior aligns with Lindsay & Li (2023), who emphasize how service-based learning strengthens critical consciousness and civic identity.

The personal benefits described, such as increased self-confidence, teaching skills, discipline, creativity, and communication, reflect the expected benefits of the assistant role (Riessman, 1965). One tutor said, *"I used to be somewhat introverted... after PKM, I feel more confident and more fluent in communication,"* confirming the

emotional and interpersonal growth predicted by assistant therapy.

Participants also provided constructive feedback: they suggested more structured tutor training, better coordination with the committee, and a more proportional tutor-to-student ratio. These recommendations indicate that reflection, the final phase of Kolb's cycle, has been effective.

From a theoretical perspective, this study confirms that community service is not only an obligation of higher education (as part of the Tri Dharma Perguruan Tinggi) but also a transformative learning process. The ESA community service program is an example of a blended education model that combines classroom learning with social engagement, as theorized in experiential learning, service-based learning, and constructivist learning.

Practically, the positive feedback from tutors suggests that such programs need to be institutionalized and scaled up. Integration into the curriculum as part of project-based or field-based learning would formalize the program's value and make reflective and contextual learning an integral part of teacher education. Furthermore, since 28% of students expressed neutrality regarding planning and support, this requires increased technical readiness, institutional support, and ongoing mentoring, as highlighted in Tanoto Foundation (2022) and Government Training (2024).

## Conclusion

Based on the findings and relevant theories, the study concludes that the Community Service (PKM) program by ESA Hamzanwadi is a valuable experiential learning platform. It effectively integrates academic knowledge with real-world teaching experiences, allowing students to face challenges such as low motivation and limited resources while developing adaptive strategies. Grounded in Kolb's experiential learning theory and supported by the principles of Dewey and Freire, the program promotes critical reflection, social engagement, and skill development. Tutors reported improvements in communication, teaching, empathy, and teamwork, aligning with Reissman's Helping Therapy concept where helping others also benefits the helper. Questionnaire and interview results confirmed that the program enhanced tutors' academic and personal growth. Participants suggested improvements in coordination, training, and tutor distribution. Overall, the ESA PKM program is impactful and recommended to be continued and institutionalized as part of character and professional education at the university.

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