

The “Paulo Freire” Educational Thinking Paradigm in the Service Learning Model in Higher Education

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ABSTRACT

The study of writing this article is focused on discussing the concept of an educational paradigm of thinking about problems or problem-posing offered by Paulo Freire's character in relation to the implementation of lecture activities combined with the service-learning model. The purpose of writing this article will be focused on seeing how the implementation pattern or learning stage model uses the problem-posing paradigm of Paulo Freire's thinking which will be linked to the service-learning model. The method in writing this article uses the literature review method. The literature review was carried out by analyzing journals in the 2010-2021 period related to the study of Paulo Freire's paradigm of thinking about problem posing and theoretical studies on the implementation of service-learning. From the results of the analysis of related journals found 15 journals that can be used as a reference for the analysis. Based on the findings of the integration of the service-learning model and problem posing, it was found that 4 steps can be taken, namely: listening, action, reflection, and demonstration. Paulo Freire's paradigm of thinking about education facing problems or problem posing is based on the phenomenon of education with the "bank system" style, in which students are like "empty souls" who passively receive explanations from the teacher in the classroom. Through this paper, it will be emphasized how the pattern or model of implementing the learning paradigm of educational thinking towards the Paulo Freire problem is offered with the service-learning model approach.

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1. INTRODUCTION

Universities have a role in social life which is currently one of the emerging contemporary issues. In his theory, Clark Kerr states that the invisible product of higher education is knowledge that can be a strong element in culture, influencing the rise and fall of various professions, social classes, regions, and even nations. (Palmer., 2006; Irhamsyah, 2015; Syamsuddin, 2016). Universities which are said to be knowledge collectors and disseminators have an important role in managing their knowledge assets so that they will later create innovative and superior organizations in the current era of competition (Sopandi & Saud, 2016). One of the tasks that must be carried out by universities is community service, especially making the community able to compete globally (Marlinah, 2019; Maryati, 2012). However, the learning outcomes applied to universities only teach theories that are still difficult to apply directly to answer problems that exist in society (Buchori, 2011; St. Syamsudduha & Tekeng, 2017; Wekke et al., 2016). This has become one of the reasons behind several leading universities in several developed countries to change the learning model in higher education such as at Michigan State University (MSU) and Eastern Michigan University (EMU). One of the changes made at this campus is to take advantage of technological developments in the learning process, especially in the doctoral program which applies two offline and online (hybrid) learning systems (Henriksen et al., 2014). Changes in the learning model applied, such as the implementation of education for prospective teachers at MSU, which emphasizes learning through field practice. The assignments given through field practice are service learning, child study, coteaching and lead teaching. Furthermore, the implementation of lectures at the MSU College of Education, all student activities are brought closer to the context of community life with a service learning approach. One of the tasks of service learning is that students have to go through a process of interaction with one student and the community where the student lives or known as the one on one model. In this activity, students learn the context of society, including learning about the differences that exist in individuals, how individuals learn, and patterns of community interaction (Celio et al., 2011; Chiva-Bartoll et al., 2020; Christine I. Celio et al., 2011)

The results of other studies that support the service learning model, one of which is research conducted in America. The purpose of this study was to analyze the effect of service learning on students, especially physical teacher education which was carried out in 2015-2018. The results of this study indicate that service learning is able to provide inclusive pre-service teachers with educational experiences that enable them to link theory and practice in a truly operative way. (Chiva-Bartoll et al., 2020). The concept of a service learning learning model was also developed in Australia which is undergoing a period of change and scrutiny in response to growing opportunities to institutionalize Aboriginal and Torres Strait Islander culture at every level of activity (Lavery et al., 2014; Power & Bennett, 2015; Young & Karne, 2015). The findings of another study conducted by Lovat & Clement related to the service learning model that was associated with the conception of pedagogical values. In the results of the study it was found that the concept of service learning or service learning can strengthen students' pedagogy including responsibility to themselves and others and have a positive impact on learning outcomes (Lovat & Clement, 2016).

The concepts offered in the service learning model are in harmony with the problem posing learning model concept or problem-solving education offered by Paulo Freire. In the concept of Paulo Freire's paradigm of thought, he tries to change the concept of education with a "bank system" style that tends to treat students in class like "empty souls". In this "bank system" learning style, students passively only accept the explanations and theories presented by the teacher without conveying their ideas or findings. In Paulo Freire's concept of thought, through a problem posing learning model, it offers change by restoring "awareness" in society to jointly seek solutions to problems that exist and arise in society itself (Freire, 2000).

The concept of the educational paradigm of thinking facing the problem of "problem posing" emphasizes that knowledge will only emerge through a process of discovery and rediscovery, through restless searching, carried out continuously. Students learn through investigation of aspects

of the world around them, and one of them is through student-centered learning (Behizadeh, 2016). The "problem posing" methodology of students is seen as agents who are actively involved in the discovery and development of their own knowledge. In developing the problem-posing methodology, several processes are needed, namely clearly defining the problem, analyzing the cause, and acting to solve the problem (Smith-Maddox & Solórzano, 2010).

In a previous study conducted by Marianus Saesfao who analyzed the comparison of Paulo Freire's thoughts with the Taman Siswa teachings, especially in the implementation of Merdeka Learning. From the results of his research that uses the library method with critical-comparative analysis, it results that the concept of the method used by Paulo Freire in the education system is problem-facing education where students are emphasized to think critically in solving the problems they face, so that in the implementation of free to learn in the Paulo Freire concept it directs on the liberation of the shackles of teaching such as the banking system (Sesfao, 2020). From the results of Marianus's research, what is used in this study is the concept of student learning that emphasizes a system of freedom or learning that requires students to be able to think critically independently, especially in solving problems..

Another study was also conducted by Sujata Khandekar who discussed problem posing with the results that in the context of problem posing learning, learning content was devoted to the context and its relevance to elevating people's lives. The learning process that can involve intervention with real life in the community can form an understanding and awareness for students (Khandekar, 2021). These results are also applied to this study which emphasizes the learning process for students by approaching the community directly and participating in community life directly.

The results of research conducted by Jannette Brunstein, et al who examined the sustainability of the problem posing method in learning. From the research results obtained from 117 cases, 66% in the class mostly used problem solving in explaining to students, while the remaining 9% used problem posing. At the end of the conclusion, this study recommends that there are 3 things to change the use of problem solving to problem posing in class, namely: 1) removing the mention of specific problems in class; 2) refer to larger and more sustainable topics such as discussing the social environment and social justice; 3) provide instructions to students to identify problems and direct them to be active (Brunstein et al., 2021). The results of this study are used as a reference in this study to apply the steps of the problem posing method in the field.

The purpose of this research will be focused on looking at the pattern of implementation of field lectures in universities by using an educational thinking paradigm approach to Paulo Freire's "problem posing" problem which is packaged with a service learning model. The pattern of implementation of field lectures that integrates the two models refers to the following three main components: 1) Combining academic material with community service by looking at problems or phenomena that are currently happening in a community group; 2) Apply the academic knowledge obtained or lecture material obtained by thinking critically about the phenomena of problems that exist in society; 3) Carry out reflection actions and involve the community in handling problems or offering solutions to problem solving in the community (Center for Excellence in Learning Through Service, 2004). Furthermore, this research also aims to identify the steps of integration of problem posing learning models and service learning, especially in the learning process in higher education. This research will also create a model or pattern of integration of problem posing learning and service learning. The results of this study can later be used as an alternative by educators (teachers and lecturers) especially in higher education in applying a learning model that emphasizes student activity and independence through social phenomena in the surrounding environment. This research is also expected to enrich the concept of learning models, especially at the university level.

2. METHODS

The method used in writing this article uses a literature review. The literature review is a form of research that examines, critiques, and synthesizes representative literature on a topic in an integrated

manner to produce a new framework and perspective on a topic (Torraco, 2005). The articles used in this study are a collection of online databases including book chapters, journal articles, and proceedings. The database sources include science direct and spinger, which are searched using service or article search tools from Google Scholar, Scopus.com, and the Mendeley application program through a literature search. The criteria/indicators in the article review process can be seen in the table below:

Table 1. Indicator in the process of reviewing articles

Criteria Type	Criteria Description
Topic	Articles must be relevant and in accordance with the theme of the study written (focusing on the discussion of service learning in higher education and Paulo Freire's thoughts on problem posing)
Search Keyword	Problem Posing, Problem-facing Education, Service Learning, Paulo Fraire
Article Timeline	Related articles searched in time range year 2010-2021
Age Range or Research Level	Higher Education
Context	Articles relevant to the world education, especially in higher education
Language	Articles in English and Indonesian
Research Methods	Quantitative, Qualitative, Literature Review

Furthermore, the data analysis used uses content analysis. The content analysis procedure goes through two stages, namely: 1) Data Procurement; 2) Reduction of data. The results of the content analysis are as follows:

1. Data Procurement

a. Unit Determination

Determination of units in this study using unit measurements according to physical and referential units. The physical units in this study were limited to searching databases in the form of book chapters, journal articles, and proceedings on problem posing and service learning in the 2010-2021 period. Meanwhile, the referential unit in this study is limited to Paulo Fraire's thoughts on problem posing and the service learning model applied at the university level.

b. Sampling

Determination of the sample in the study is based on the sample unit, recording unit and context unit. Determination of the sample is based on the paradigm of Paulo Fraire's thinking which emphasizes education that wants to change the style of education with a "bank system" and the concept of service learning which emphasizes service learning with the teacher as a facilitator.

c. Recording

The process of recording/recording in this research is by coding the articles according to the specified keywords, namely problem posing and service learning in universities.

2. Data Reduction.

In this process, data reduction is carried out which is less relevant to the research objectives. Previously found 32 journal articles, proceedings and book chapters that match the topic, but after reviewing only 15 articles that can be used for analysis.

3. FINDINGS AND DISCUSSION

Learning in higher education places more emphasis on developing students' social competence, whether from the start they enter college or when implementing community service later. Graduates of higher education will work in the public and private sectors and will become actors or actors in various fields later, some of these graduates will become policy makers and formulators (Salam et al., 2019). This is of course in line with the description described in the National Higher Education Standards, namely "it is important to consider the learning process which includes the characteristics, planning, implementation of a learning process in a course with a student teaching load (Setyowati & Permata, 2018).

The two concepts of service learning and problem posing bring students closer to the realities of society and the problems that exist in society. The results of the study have described the stages of the implementation process of each of these models. The author through this article integrates the two stages between problem posing and a service learning approach for students in higher education. In the results obtained there are 4 stages that can be carried out in the implementation of the two models. The stages are as follows: (1) listening, at this stage the two approaches use this process where in this integration the listening process is a preparatory stage to analyze problems that exist in the community obtained from the student environment; (2) action, at this stage is a process to develop learning strategies or engineering by taking into account the needs in the field that are adapted to the provision of theory in courses on campus; (3) reflection, at this stage it is necessary to have repeated reviews or reflection activities from actions that have been carried out in the field in order to obtain the most relevant results; (4) demonstration, at this stage is a process to present the results obtained in the field so that it can be disseminated and repeated studies can be carried out and even better elements are added.

Result of Problem Posing Concept Analysis and Service Learning

Based on the literature review that the researcher did, it was found that there are 5 steps that can be taken to integrate the concept of service learning with the concept of problem posing. The description of these stages is as follows:



Figure 1. Stages of Integration of Problem Posing and Service Learning

Researchers will discuss the study of each model, namely problem posing and service learning to form a picture of the integration model as shown in Figure 1, with the help of data from the literature below:

Table 2. Literature Review

Author and year	Title	Research methods	Main Results	Research Subject and Place
Terence Lovat, Neville Clement, 2016	Service Learning as holistic Values Pedagogy	Literature review	Service learning leads to the pedagogical value of increasing the dimensions of the learning environment	Education Programs in Australia

Author and year	Title	Research methods	Main Results	Research Subject and Place
Mandi Asghar dan Nick Rowe, 2017	Reciprocity and critical reflection as the key to social justice in service learning: A case study	Qualitative	Service Learning encourages students as socially responsible citizens and is active with community members	Studying at UK Universities
Roberts G. Bringle dan Julie A. Hatcher, 2012	Implementing Service Learning in Higher Education	Case Study	Higher education institutions have potential human resources and facilities for partnerships with the community	Higher learning in America
Amelia Jenkins dan Patricia Sheehey, 2011	A checklist for implementing service-learning in higher education	Literature review	There are four stages in the implementation of service learning in universities	Analysis in different countries
St. Syamsudduha, Nurjannah Yunus Tekeng	Application of Service Learning in Pedagogical Courses in Teacher Candidate Education Curriculum	Participatory	The Service Learning model has an impact on better mastery of knowledge	One of the LPTKs in Indonesia
Maimoona Salam, Dayang Nurfatimah Awang Iskandar · Dayang Hanani Abang Ibrahim · Muhammad Shoaib Farooq, 2019	Service learning in higher education: a systematic literature review	Systematic literature review	Service learning in Higher Education as a modern learning strategy that can be applied in various aspects of the field	Service Learning in Asia
Endah Setyowati, Alviani Permata, 2018	Service Learning: Integrating Academic Goals and Character Education of Students through Community Service	Qualitative	Implementation of service learning can be done by including in humanities courses and through community service activities	Humanities course curriculum at UKDW

Author and year	Title	Research methods	Main Results	Research Subject and Place
Òscar Chiva-Bartoll, Carlos Capella-Peris & Celina Salvador-García To, 2020	Service-learning in physical education teacher education: towards a critical and inclusive Perspective	Qualitative	Service learning has an impact on the experience of inclusive education for pre-service teachers, providing experience connecting theory and practice in teaching	Analysis of teachers in Spain
Christine I. Celio, Joseph Durlak, and Allison Dymnicki Service-learning, 2011	A Meta-analysis of the Impact of Service-Learning on Students	Literature Review	Students with service learning show an advantage in terms of attitude change compared to those not provided with the model	Analysis of different countries
Judith Reed, Karen Saunders, & Susan Pfadenhauer-Simonds, 2015	Problem-posing in a primary grade classroom: Utilizing freire's methods to break the culture of silence	Literature Review	Problem Posing is an educational strategy that refers to the personal experience of students, resulting in social relationships and responsibility in the learning process	Analysis of implementation in several countries
Nadia Behizadeh Enacting, 2016	Enacting Problem- Posing Education through Project-Based Learning	Literature Review	Knowledge will only emerge through discovery and rediscovery which is formed from the problem posing process	Analysis in multiple countries
Renée Smith-Maddox and Daniel G. Solórzano, 2010	Using Critical Race Theory, Paulo Freire's Problem-Posing Method, and Case Study Research to Confront Race and Racism in Education	Qualitative	Determination of three phases in the implementation of problem-facing education	Analysis in multiple countries
Ratna Rustiana, 2016	The effectiveness of using problem posing models in increasing students' critical thinking skills	Quantitative	Problem posing models can effectively improve students' critical thinking skills	Study at one of the universities in Indonesia

From the data review above, the following is an overview of the main theoretical analysis matrix used by the author's analysis in integrating problem posing and service learning models. The review data matrix can be seen in the following figure:

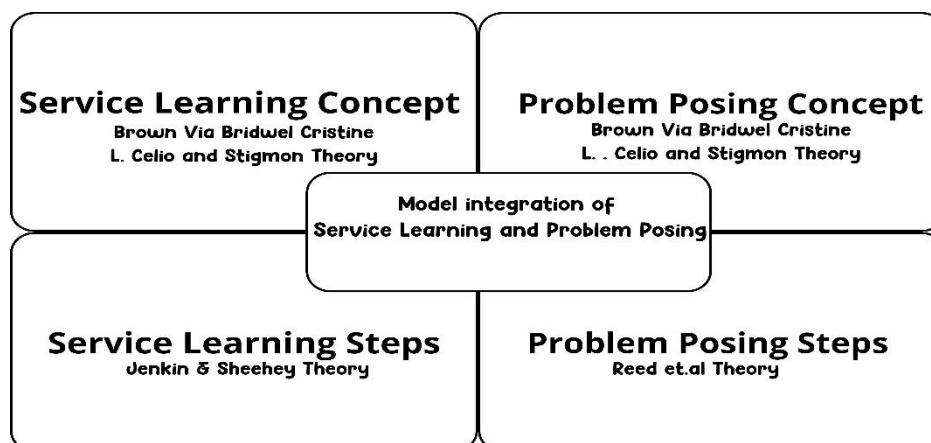


Figure 2. Review Data Matrix

The first analysis stage is carried out on the learning process in higher education which focuses on the point of view of problem posing and service learning. In this case the author adopts the definition proposed by the most cited theoretical view. The concept of service learning in higher education is presented in table 2 below:

**Table 3. Service Learning Concept
Brown via Bridwel**

Service learning is also an activity in the community but is carried out as a form of "social activity practicum" of a certain subject with the aim of developing student skills as citizens.

Christine I. Celio

Service learning is defined as a teaching and learning strategy that tries to integrate community service with academic curricula that has been widespread in the United States since 1999, while 32% of public schools create service opportunities as part of their curriculum to extend to secondary education and higher education. (Christine I. Celio et al., 2011).

Stigmon

The application of service learning in courses is emphasized on the concept of course content with practical activities in the field in the form of service and community service (Stigmon via Fulco (Setyowati & Permata, 2018)

Service learning in the context of higher education is applied as a service learning model that collaborates theoretical concepts in course design with implementation of actions in the community. The concept of integrating material and field activities is also found in the problem posing model, following the analysis of the problem posing concept that the author adopted from the quote, the concept can be seen in table 3 below:

Table 4. Problem Posing Concept**Reed et al**

Learners must understand their situation not as an unchangeable destiny, but as a limiting and very challenging one. Problem posing emphasizes students' ability to explore problems and challenge them to solve them by being with the world (Reed et al., 2015)

Rustiana

The concept of problem posing in Higher Education emphasizes activities in learning that motivate students to develop their knowledge and apply concepts in theory to situations or problems that enable students to solve the problem (Rustina, 2016)

Similar to the concept of service learning, the concept of problem posing also emphasizes the relationship between understanding the concept of material and solving problems in society. This problem posing is based on a partnership relationship between educators and students, between the two there must be a mutually beneficial interaction that lays the foundation for the concept that there is no coercion of thinking from lecturers to students (Ayudha, 2016). The author can draw conclusions between the two points of view in terms of concepts that have the same point of analysis, namely integrating the concepts of courses in the classroom with the conditions of reality in society by being faced with solving problems.

The concept of "problem posing" connects a conscious thought for humans to deal with problems that exist in the world, these problems that intersect with human life are unavoidable but are faced to be solved jointly between lecturers and students. The purpose of education facing problems or "problem posing" is to realize communication or known as "dialogue" and reject the results of knowledge obtained from statements (Supriyanto, 2013). Connected to Paulo Freire's paradigm of thought with the service learning model lies in the concept of emphasizing the process of acquiring knowledge and the concept of the reality of problems with the community. In Freire's concept that problem posing knocks students or students on the reality of problems that exist in society to gain knowledge. In line with this, according to Goodfrey (2005) there are three basic elements in service learning which include (1) the existence of reality; (2) reflection activities; (3) reciprocal relationships. It can be concluded that service learning also confronts students with the reality of social problems or problems in society (Setyowati & Permata, 2018).

The next analysis stage is seen from the analysis knife, how are the steps for implementing the service learning model (Jenkins & Sheehey, 2011) and problem posing (Reed et al., 2015). Table 4 below will show a comparison of the stages between the two.

Table 5. Stages of service learning and problem posing

Service Learning	Problem Posing
Investigation or Preparation Stage	Listening
Identification of community needs, at this stage students see the needs of social problems that arise in society that must be resolved. At this stage it is also possible to collaborate with related parties to facilitate policy making	At this stage is a process to see the generative themes that come from the daily lives of students. This can be related to problems with emotional impact on students

Action/ Implementation Stage	Codifying and dialogue
Learning process planning. At this stage the lecturer needs to provide a theoretical basis for the implementation of activities, provide a rationale and look for relevant sources. This relevant source can be done by providing examples of previous project models that can be used as review material	In this process is to bring the real context in the form of code, or it can be said as something that is real represented from the critical problems that arise. Codes can be developed by lecturers or students, for example in the form of photos, written dialogues, stories, plays or songs.
Reflection Stage	Action
The reflection stage is carried out when a series of learning processes are carried out by making a kind of assessment questionnaire on the process that has been implemented. In this process, lecturers need to take the time to assess student performance in implementing service learning activities in the community	Students develop strategies for changing from previous conditions to new conditions. There are stages of an iterative action reflection process, to formulate a new and better approach
Demonstration Stage	
This stage is a demonstration process or presentation stage by students of the results of their projects. Presentation of the results of the experience gained can be distributed not only from one faculty, but can be distributed to other faculties at the same university	

Result of Pattern/Integration of Problem Posing and Service Learning Model

From the comparison of the stages of implementing service learning and problem posing, the author integrates the two models. These stages are reduced according to the similarity of the analysis of the two models. The description of the integration process of the two models can be seen in table 6 below.

Table 6. Integration Process Stages of Service Learning Model and Problem Posing

Service Learning Stage	Problem Posing Stage	Integration of Service Learning and Problem Posing	Information
Investigation/ preparation	Listening	Listening	Reduction from the investigation and listening stages based on the analysis of problems/facts in the community
Action	Codifying and dialogue	Action	Reduction of the action stages in service learning and coding and dialogue on problem posing. Emphasizing on linking problems encountered in the field with existing material concepts, a coding process and discussion with lecturers is required

Reflection	Action	Reflection	Reduction of reflection and action activities on problem posing, emphasizing the process of reflection from actions or solutions given to the community by repeated actions
Demonstration		Demonstration	Activities to disseminate results and presentations to wider targets

From several aspects and processes obtained in service learning and problem posing above, a picture of the integration between the two can be made. The integration of these two things can be presented in the description of the stage model as follows:

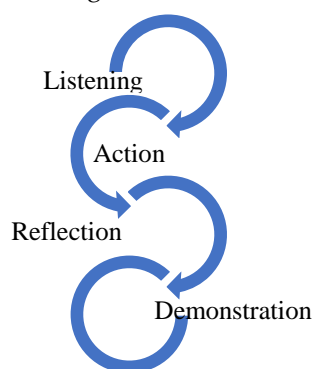


Figure 3. Service Learning Integration Model and Problem Posing Concept

Service learning is a form of teaching with an approach method that combines academic activities or academic processes side by side in an effort to raise awareness and solve problems in the community (Karl, 2018). Service learning is a different concept from community service, the concept of community service is that students carry out activities in the midst of society but are not bound by certain subjects. The principle of teaching courses developed in the service learning method emphasizes the linkage of concepts about course content in the classroom and continues with practical activities in the form of community service. Teachers or lecturers certainly need guidelines in the preparation and design of courses with the concept of service learning.

In another concept, Paulo Freire's view that raises the issue of problem posing education has a correlation and stages that are almost in line with the concept built in the service learning model. The concept of "problem posing" connects a conscious thought for humans to deal with problems that exist in the world, these problems that intersect with human life are unavoidable but are faced to be solved jointly between lecturers and students. The purpose of education facing problems or "problem posing" is to realize communication or known as "dialogue" and reject the results of knowledge obtained from statements (Supriyanto, 2013). Connected to Paulo Freire's paradigm of thought with the service learning model lies in the concept of emphasizing the process of acquiring knowledge and the concept of the reality of problems with the community. In Freire's concept that problem posing knocks students or students on the reality of problems that exist in society to gain knowledge. In line with this, according to Goodfrey (2005) there are three basic elements in service learning which include (1) the existence of reality; (2) reflection activities; (3) reciprocal relationships. It can be concluded that service learning also confronts students with the reality of social problems or problems in society (Setyowati & Permata, 2018).

4. CONCLUSION

The implementation of Paulo Freire's paradigm of thinking about education facing problems or problem posing emphasizes the existence of students and teachers with positions as human beings who must exist with the world. This means that students as part of society must be involved in social problems encountered in society and raise them as a topic of study in class to find solutions to problem solving. From the findings, the implementation stage in problem posing consists of 3 steps, namely listening, coding and dialogue, and action. Listening in this model is a process of seeing themes based on analysis of problems encountered in everyday life in society. The coding and dialogue process is a follow-up process from listening that brings problems in the field into the classroom by coding to facilitate the discussion process. In the final stage of action, students develop strategies for changes from previous conditions to new conditions. The stages of problem posing in the findings carried out are in harmony with the process of the stages of the service learning learning model. However, in service learning there are 4 stages that are passed, namely investigation, action, reflection, and demonstration. This investigative stage is the same as the listening stage in problem posing, where students look for themes based on problems in society. The second step is to take action where the lecturer provides reinforcement material to students related to the problem being studied. The reflection stage is carried out after the learning process is carried out by providing an assessment questionnaire and as a reflection of activities. The final stage here is a demonstration where students make presentations of the results of projects that have been carried out by students to other classes or in a larger scope. From the second step of the model studied, this research integrates it into a pattern of learning models that can be carried out at the higher education level. The results obtained are that there are 4 stages of the integration process, namely listening, action, reflection, and demonstration.

The implication of the results of this study is that the learning process in higher education is not only limited to theoretical explanations in the classroom but rather to the application of existing theories to the needs of the community based on problems encountered directly in the community. This research can be used as a reference for implementing learning that frees students to independently develop ideas for the common good without any restraints. The drawback of this research is that there has not been an in-depth study of how the impact of using the integration of problem posing and service learning models has been, especially quantitative data. Therefore, further research is needed to see the results of the integration of the two models.

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