

TEDU102 Service Learning Course

Post-Test Results

May 23, 2025

The TEDU102 Service Learning course has significantly contributed to students' comprehension and application of various sustainability concepts. One of the goals of the TEDU102 course is to equip students with a deep understanding of the Sustainable Development Goals (SDGs) and their relevance to community issues. The course aims to inspire students to develop projects that directly address specific SDGs, fostering both awareness and active engagement. By the end of the course, students are expected to apply their knowledge by designing projects that contribute to sustainable and social impact. In this context, Sustainability Competencies Survey evaluated students enrolled in the TEDU102 course as presented in Table 1.

The survey was conducted with the participation of 33 students from various faculties. The majority of students are from the Faculty of Engineering (9 students), followed by the Faculty of Education (8 students), and the Faculty of Arts and Sciences (6 students). The Faculty of Economics and Administrative Sciences and the Faculty of Architecture and Design are also represented, each with 5 students. The age range of participants varies between 17 and 23 years. In terms of gender distribution, based on clearly labeled responses, 20 students identified as female, 12 as male, and 1 preferred not to respond.

Table 1. Evaluation of SDG/Sustainability-Related Competencies in TEDU102 Service Learning Course

Item	Mean (<i>M</i>)
I know how to apply what I learn in class to solve real-life problems.	7.29
I am able to apply/integrate classroom knowledge to deal with complex issues.	7.24
I know how to transfer knowledge and skills from one setting to another.	7.61
I am not afraid of trying new things.	7.06

I am able to generate original ideas.	6.95
I am able to solve challenging real-life problems.	7.06
I feel confident in dealing with a problem.	7.12
I often modify my strategies to solve a problem when the situation changes.	7.11
I am good at keeping in touch with people.	6.62
I am good at building relationships between people.	6.61
I am good at resolving conflicts.	6.89
I am confident in leading others toward common goals.	6.5
I participate effectively in group discussions and activities.	6.79
I will evaluate myself after completing a task.	7.25
I reflect on myself regularly.	5.88
I always think how I can improve myself.	6.73
I consider circumstances when reflecting on how well I have performed.	7.28
I actively discuss possible improvements for our community.	6.76
I can identify useful resources of a community.	6.19
I think about how I can serve the community after graduating.	7.28
I can identify challenges in the community.	6.84
I can investigate the challenges faced by people in need in a community.	7.4
I will contribute my abilities to make the community a better place.	7.37
I can identify issues that are important for a disadvantaged community.	7.1
I will play my part to reduce social problems.	7.17
I believe that everybody should be encouraged to participate in civic affairs.	7.55
I believe that taking care of people who are in need is everyone's responsibility.	7.74
I feel obligated to help those who are less fortunate than me.	6.81

The TEDU102 course post-test results indicate steady student confidence across several sustainability-related competencies. The highest-rated item is “I believe that taking care of people who are in need is everyone’s responsibility” (M=7.74), followed closely by “I believe that everybody should be encouraged to participate in civic affairs” (M=7.55) and “I will contribute my abilities to make the community a better place” (M=7.37). These findings highlight students' strong sense of social responsibility and community contribution. Students also reported high confidence in investigating community challenges (M=7.40), self-evaluation after task completion (M=7.25), and applying classroom knowledge to real-life problems (M=7.29). These scores reflect their ability to transfer and apply academic learning in practical, meaningful contexts.

Despite the generally positive results, some areas may benefit from targeted support. For example, confidence in leading others toward common goals received the lowest mean score (M=6.50), followed by building relationships (M=6.61) and keeping in touch with people (M=6.62). Additionally, reflecting on oneself regularly was rated relatively lower (M=5.88), indicating a

possible need for deeper focus on personal reflection and interpersonal competencies. When compared with pre-test results, these findings suggest that while students made gains in community awareness and knowledge application, further enhancement of leadership, collaboration, and self-reflection skills could strengthen the course's overall impact.

