

4.1 Communication

In terms of communication, all prospective teachers state that their communication skills have significantly improved. Here are the excerpts of translated statements with emphasis added.

My team and I always communicate our work programs, both school-based or community-based, to the local people. We always try to convince them. (Student 8)

I have a close interaction with local people. This is real life. (Student 24)

When there were a few people rejecting my work program, I was finally able to negotiate with them. My work program ran very successfully. This was a fantastic experience. (Student 33)

I had a shy student at school. I had never successfully asked her to perform. I came up to her parents at night and talked about this to them. They allowed me to have closer contact with their child. I visited and motivated her every night, and now she has good confidence when performing in front of the class (Student 88).

4.2 Own Learning and Development

In terms of own learning and development, all prospective teachers state that they have learnt a lot of things. Here are the excerpts of translated statements with emphasis added.

People once said “learning cannot stop.” I finally realised “yes” this is totally true. (Student 55)

I have learnt a lot from my friends and local people. They gave me advice on how to successfully complete something. A big thank you to them. I never had such experiences before I took part in this “real life” community service. (Student 68)

I should be professional and punctual. It is not just about me; it is about other people. (Student 38)

When I was appointed to work on something I never did before, and no one knew how to cope with that, I independently found out by searching on the Internet. This was a challenge, and I successfully passed it. (Student 90).

4.3 Information Technology

Regarding information technology, all prospective teachers state that they have learnt and done a lot of

things related to the information and technology to help local people solve their problems. Here are the excerpts of translated statements with emphasis added.

I am not an expert of websites, but my knowledge of this was so helpful. I helped the village apparatus develop their village official website. I coached them as well. (Student 120)

Honestly speaking, I did not really understand Excel in detail. However, I was assigned by the village head to work on something that had to do with the Spreadsheets. It was impossible to say, “No, I don’t really the complicated formulas of Excel.” I learnt a lot till finally, I could complete the assignment given to me according to schedule. This was great. (Student 128)

I provided training on how to make use of simple technological tools such as email, browser, and cloud to the village apparatus to help them with their administrative work. (Student 122)

Thank God I have some understanding of information technology. Moreover, during the community services, I have improved my understanding of it since I have always been using this knowledge to help with some administrative work in the village. (Student 98).

4.4 Management

Regarding management, each prospective teacher states that they have developed their managerial abilities due to the community service program, as shown in the excerpts of translated statements (emphasis added) below.

We have several projects or programs to complete during this community service, and each of us plays a role as a team leader for each project. We plan and manage everything to make sure everything runs as expected. (Student 88)

Yes, of course, we need funding for our project. We made our financial contributions, but we were also thinking of finding additional funds. We did it. (Student 72)

Some of the local people here make cassava chips and other snacks. We assist them in selling and marketing their products online. (Student 65).

4.5 Numeracy

In terms of numeracy skill, all prospective teachers state that their numeracy skill has significantly improved. Here are the excerpts of translated statements with emphasis added.

I am not from Mathematics Department. At first, I just had an understanding of the basic numeracy level. However, let's say 'by the force of circumstance', I have developed my numeracy skill above the basic level. I successfully helped the local product producers make a business analysis. (Student 68)

I learnt Excel again. I recalled the formulas I had forgotten. It turned out the application of numbers plays an important role. (Student 19).

4.6 Work Organisation

In terms of organisation of work skill, all prospective teachers state that the way they organise their work has significantly improved. Here are the excerpts of translated statements with emphasis added.

To carry out our project, from planning to execution and evaluation, we do it all. (Student 121)

I can say that all of us are now multi-tasking. (Student 140)

My planning skill is now much better. When planning, I have to think of everything. This is challenging. (Student 44).

4.7 Problem Solving

Regarding problem solving skill, one of the most essential aspects of human cognition, each prospective teacher states that they have developed their ability to identify and resolve problems, as shown in the excerpts of translated statements (emphasis added) below.

In terms of administrative work in the village, my team and I provided the village apparatus with something innovative to make them leave out the traditional approach. (Student 90)

At my home, my bedroom has air conditioning. Here, at first, it was hard for me to fall asleep. However, finally, I could sleep well without air conditioning. It was amazing. (Student 72)

Each of us takes responsibility for a project. (Student 55)

After identifying the emerging problems here in this village, my friends and I have solved a lot of problems here. This was challenging, but we enjoyed it, really. (Student 112)

4.8 Teamwork

Regarding teamwork skill, each prospective teacher states that they have developed their ability to work with a group of people, as shown in the excerpts of translated statements (emphasis added) below.

In addition to working independently, I also work in a team. It is almost impossible to complete everything on our own. Teamwork plays an important role. (Student 67)

Of course, we work collaboratively, coordinate with team members, and ask for advice from the village elders and apparatus. (Student 98)

5 Discussion

Based on the findings of the current study, the student participants under investigation strongly agree and agree that the community service program has benefited them personally, socially, and professionally, as well as improved their generic skills. This is in line with what has been found by [42], [43] that students gained autonomy through real-world experiences, enhanced self-confidence and personal growth, gained fresh insights into the functioning of community service organizations, and progressed toward being responsible citizens.

In addition, it is evident that prospective teachers inevitably apply key generic skills, including communication, own learning and development, information technology, numeracy (application of numbers), teamwork, and problem-solving. In addition, they also develop the other two generic skills, including management and work organisation [2]. Thus, the student community service program is also a course with a component of professional experience for the prospective teachers [44]. In so doing, they have a chance to practice and develop a set of generic skills (essential general abilities) underpinning their success in education, career, lifelong learning, and personal growth [2], [22], [45] as well as "citizenship, employability, resilience, problem-solving, and self-motivation" [10, p. 111].

Through the student community service program, prospective teachers can show a strong concern for

democratic participation and a commitment to it in order to collaborate with others and develop common understandings that encourage collaborative action, working with a variety of stakeholders to improve existing conditions both within and outside the school [46]. Moreover, when working on community-engaged projects, they find it useful as a way to foster complex and flexible community understandings, which could lead to a more sociocultural understanding of teaching as community-oriented practice in the long run [47]. In other words, they develop their areas of knowledge and other important domains, e.g. ethical, social, and personal domains [22], [28]–[31], which is in line with HEIs' responsibilities in community engagement [3], [9].

In addition, this has also resulted in the development of a very meaningful and long-term community capacity, providing novice teachers with an innovative way to teaching careers [48]. They are trained in a 'real laboratory', taking an active role in building their knowledge in the context of a larger community [48], [49]. This intervention has the potential to positively impact students' personal development, knowledge, skills, and attitudes, all of which are considered required for employment in today's workplace and society [48]. In other words, the finding of this study is also in line with what is stated [11], [15] that students must have generic abilities in order to compete in society, education, and the workforce once their formal education is over since the field-specific abilities are insufficient for occupational requirements [16], [17].

Looking at the finding of the current study, it is also apparent that prospective teachers place a great value on generic skills of which these skills are also of importance in real classrooms [15], [16], transferred through, among others, group discussions, topic presentations, and projects [11], [15]. This finding also resonates with another finding that states studying and interacting with the real environment are fundamental for students of HEIs [6], [18].

6 Conclusion

To conclude, the current study puts emphasis on the generic skills that future teachers have developed while participating in a student community service program. The findings of this study provide clear evidence that generic skills and the development of these skills are deemed important by students enrolled at teacher training and education. When they graduate and go to work as teachers, the

generic skills they obtained in the community will come in handy.

Therefore, this study has several implications. We believe that this student community service program is a potential tool to enable student teachers to form connections in order to explore their generic skills and teaching practices, seeing themselves as part of a larger community than their own [50], [51]. The student community involvement appears to empower students as co-generators of knowledge by providing them with learning environments putting emphasis on community interaction [10]. After having experience in a student community service program, the student teachers, when graduating, can teach the generic skills to their students as a by-product of subject studies integrated with particular pedagogical practices and teaching methods [11]. In addition, we should continually improve the students' community service program, because it also promotes the government's newly launched Freedom to Learn – Independent Campus (Indonesian: *Merdeka Belajar Kampus Merdeka/MBKM*) policy with an emphasis on independent real-world learning. Students are given opportunities to explore their talents and abilities without being constrained by rigid constraints that could stifle their creativity. Through this policy, it is expected that students will no longer be simple names and signatures on administrative paperwork, but rather scholars with highly-developed critical thinking and practical skills who are ready and well-prepared to meet problems in the workplace [52], [53]. Therefore, to ensure the student community service program's success, all parties, including HEIs, students, governments, communities, private sectors, and so forth, must continue to collaborate [54].

However, this study also has several limitations, leading to phenomenon under investigation, we have made a carefully considered assumption. Our findings have been interpreted as prospective teachers' perspectives on student community service programs, providing a relatively complete overview of this program in the Indonesian context. Therefore, in order to better understand this phenomenon, we emphasise the importance of undertaking additional research on this topic by observing naturally occurring community service practices in more diverse geographical areas with a larger number of student teachers and communities involved. Future research should also look at the cognitive development of community service programs in greater depth and develop an instrument to quantify it. In addition, future research needs to consider more advanced qualitative and

quantitative data analyses. In doing so, we would be able to conclude more valid findings and conclusions, which might be used as a framework for making a significant contribution to long-term education sustainability.

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Contribution of Individual Authors to the Creation of a Scientific Article (Ghostwriting Policy)

Muhammad Basri and Suparman Arif conceived of the presented idea. Muhammad Basri developed the theory and performed the computations. Heryandi and Risma Margaretha Sinaga verified the analytical methods. All authors discussed the results and contributed to the final manuscript.

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