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**THE ROLE OF REFLECTIVE LEARNING, SERVICE-LEARNING AND SOCIAL  
IMPACT IN THE SUSTAINABILITY OF MALAYSIAN UNIVERSITIES**

11 JAN 2016



By

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**Universiti Utara Malaysia**

**Thesis Submitted to  
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**OTHMAN YEOP ABDULLAH GRADUATE SCHOOL OF BUSINESS  
UNIVERSITI UTARA MALAYSIA**

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## ABSTRACT

Universities in Malaysia currently face tremendous challenges from both internal and external sources. To ensure business sustainability, there is an urgent need for higher education institutions to find a business model that will transform the way they operate and enhance student graduate capabilities, while contributing to the community. The study investigated how service learning impacts on the reflective learning abilities of the undergraduates and the social impact it has on the community being served. The study also explored the mediating role played by the social impact on the relationship between service learning and reflective learning. The theoretical framework of the study was based on the educational theories of constructivism and social learning. The study utilised a specially designed questionnaire to elicit information pertaining to how integrating service learning into the business curriculum enhanced students' reflective learning capabilities. Data from 256 valid questionnaires was analyzed using the variance-based Partial Least Squares-Structural Equation Modeling (PLS-SEM) method. The results revealed that the four aspects of service learning, namely curriculum connections, community needs, behavioral intent, and student development, were found to have a significant positive influence on reflective learning and on social impact. However, social impact was not found to be a significant moderator in the service learning-reflective learning relationship. The results clearly showed the positive and transformative impact that the team-based service learning-in-curriculum strategy had on the students' learning experience, making service learning an excellent business model for higher education institutions. Integrating service learning as part of the business curriculum was indeed perceived as an innovative and effective tool in a student-centered learning environment that enriched students' educational experiences, increasing the relevance of the subject matter and encouraging students to collaborate effectively with their peers, faculty and the community. The findings offer some interesting implications for educators, researchers and policy-makers.

**Keywords:** service learning, reflective learning, social impact, business sustainability

## ABSTRAK

Universiti-universiti di Malaysia pada masa ini menghadapi cabaran yang besar daripada sumber dalaman dan luaran. Untuk memastikan keamanan perniagaan, terdapat keperluan segera bagi institusi pengajian tinggi untuk mencari model perniagaan yang akan mengubah cara beroperasi dan meningkatkan keupayaan siswazah, di samping menyumbang kepada masyarakat. Kajian ini mengkaji bagaimana pembelajaran perkhidmatan memberi kesan kepada keupayaan pembelajaran reflektif siswazah dan kesan sosial terhadap masyarakat yang menerima perkhidmatan tersebut. Kajian ini turut meninjau peranan pengantara yang dimainkan oleh kesan sosial dalam hubungan antara pembelajaran perkhidmatan dan pembelajaran reflektif. Kerangka teori kajian ini adalah berdasarkan kepada teori pendidikan konstruktivisme dan pembelajaran sosial. Kajian ini menggunakan soal selidik yang direka khas untuk mendapatkan maklumat mengenai bagaimana untuk mengintegrasikan perkhidmatan pembelajaran di dalam kurikulum perniagaan bagi mempertingkatkan keupayaan pembelajaran reflektif pelajar. Data daripada 256 soal selidik yang sah dianalisis menggunakan kaedah berasaskan varians Model Persamaan Berstruktur Kuasa Dua Terkecil Separa (PLS-SEM). Keputusan menunjukkan bahawa empat aspek pembelajaran perkhidmatan, iaitu sambungan kurikulum, keperluan masyarakat, niat kelakuan dan pembangunan pelajar didapati mempunyai pengaruh yang positif dan signifikan ke atas pembelajaran reflektif dan kesan sosial. Walau bagaimanapun, kesan sosial didapati tidak memainkan peranan yang signifikan sebagai pengantara dalam perhubungan di antara perkhidmatan pembelajaran dan pembelajaran reflektif. Dapatan jelas menunjukkan kesan positif dan transformatif perkhidmatan pembelajaran berasaskan pasukan -dalam- strategi kurikulum untuk pengalaman pembelajaran pelajar, dan membuatkan perkhidmatan pembelajaran sebagai model perniagaan yang sangat baik untuk institusi pendidikan tinggi. Mengintegrasikan perkhidmatan pembelajaran sebagai sebahagian daripada kurikulum perniagaan sememangnya dilihat sebagai alat yang inovatif dan berkesan dalam persekitaran pembelajaran berpusatkan pelajar yang memperkaya pengalaman pendidikan pelajar, meningkatkan relevans mata pelajaran dan menggalakkan pelajar untuk bekerjasama secara berkesan dengan rakan-rakan mereka, fakulti dan masyarakat. Hasil kajian ini menawarkan beberapa implikasi yang menarik untuk pendidik, penyelidik dan pembuat dasar.

**Kata Kunci:** pembelajaran perkhidmatan, pembelajaran reflektif, kesan sosial, keamanan perniagaan



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## LIST OF ABBREVIATIONS

BI	Behavioral Intent
CC	Curricular Connections
CESI	Community Engagement Social Impact
CN	Community Needs
ECN	Community Needs – Engagement
ERL	External RL
IPSD	Interpersonal Growth
IRL	Internal RL
KMO	Kaiser-Meyer-Olkin
MOHE	Ministry of Higher Education
PGSD	Personal Growth
PLS-SEM	Partial Least Squares-Structural Equation Modeling
RL	Reflective Learning
SD	Students' Development
SESI	Socio-Economic Social Impact
SI	Social Impact
SL	Service Learning
SPSS	Statistical Package for Social Sciences
UCN	Community Needs - Understanding
UNDP	United Nations Development Programme



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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

The strive for economic development and community inclusiveness has been the focus of higher education institutions for decades and this is seen in the voluminous research and academic output that has been produced. Higher Education Institutions play a pivotal role in community engagement and economic development through the incorporation of real as well as community issues into the curriculum delivered and by engaging the students directly in these issues; and by doing so, the entire education process and outcomes become purposeful and intentional. This is the case for the Malaysian higher education system, which has, over the past few decades, transformed significantly from a teacher-centric to a more student-centric model. We have, over the last two decades, witnessed a rapid rise in global recognition of our higher education institutions due to their research output, institutional quality, and one of the top destinations for international students. The Malaysian government has put in high levels of investment into the higher education sector so as to encourage innovative teaching and learning practices that will equip students with the much-needed high-order skills and well-balanced attitudes.

One of the five aspirations stated in the Malaysia Education Blueprint (2015-2025) (UNDP, 2014) is to provide “An education system that gives children **shared values** and **experiences** by embracing diversity”. This aspiration can only be achieved through a more holistic higher education system. In line with this, the Malaysia

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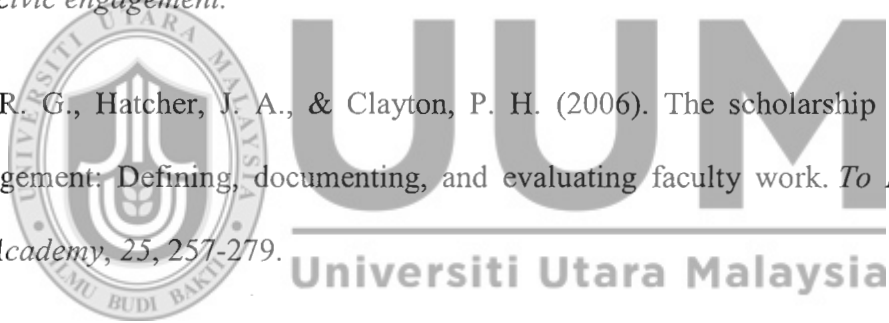
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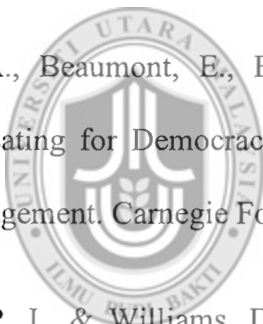
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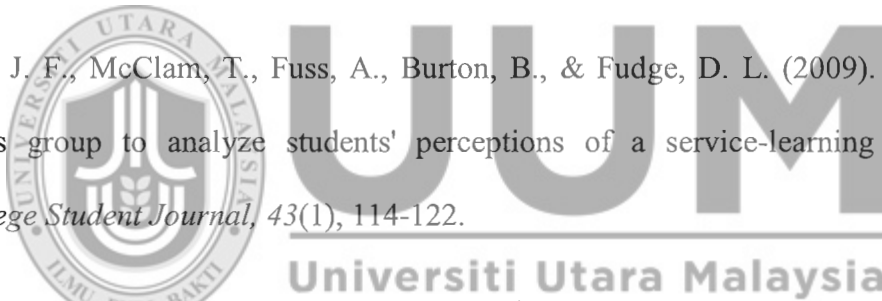
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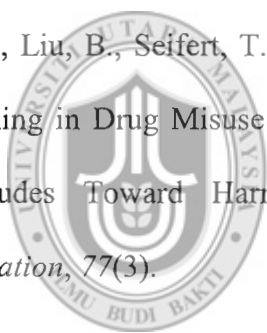
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