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RESEARCH ARTICLE

The Impact Of Community Service Learning On Developing Students' Global Citizenship: A Case Study At A Vietnamese University

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ARTICLE INFO	ABSTRACT
	Community Service Learning (CSL) has gained increasing popularity in university settings as a valuable tool for enhancing students' civic responsibility, global awareness, and social impact. This study investigates how CSL influences students' development of global citizenship across cognitive, socio-emotional, and behavioral domains. Through a mixed-methods approach, the findings reveal that CSL deepens students' understanding of global issues, cultivates empathy and respect for diversity, and motivates them to engage in social justice and sustainability initiatives. Despite these benefits, participants faced challenges such as financial constraints, time management difficulties, and logistical problems. Students suggested solutions including better funding, expanded volunteer support, and enhanced training.

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INTRODUCTION

In recent years, Community Service Learning (CSL) has gradually become popular and widely applied in the education systems of institutes, universities, and colleges. Speck and Hoppe (2004) describe CSL as the integration of practical experience with the application of academic knowledge, aiming to bridge classroom learning with real-world community service. Despite its growing adoption, the effectiveness of CSL in fostering a sense of civic responsibility among learners remains a topic of debate (Speck & Hoppe, 2004).

Many high schools and universities have promoted CSL by incorporating it into their admissions processes (Afzal & Hussain, 2020). This integration requires students to participate in CSL programs to gain admission to their preferred institutions, thereby encouraging them to recognize their civic responsibilities. Research by Astin and Oseguera (2012) indicates that students at private universities, especially those with selective admissions, are more likely to complete their programs compared to those at public universities. Kuh (2012) suggests that active learning methods, such as CSL, enhance student engagement and learning, which can improve retention rates in public universities.

In Vietnam, CSL is still a relatively new concept for many educational institutions, with its application in the early stages (Lai, 2017; Pham & Huynh, 2019). Nonetheless, several Vietnamese universities have begun to implement CSL effectively, yielding initial positive results. For example, the University

of Foreign Languages at Hue University has integrated CSL into its undergraduate English pedagogy program (Truong, 2021). Similarly, Can Tho University's Department of Rural Development launched a service-learning model in a 2019 summer camp program (Pham & Huynh, 2019). Despite these efforts, research on CSL in Vietnam, particularly in the Mekong Delta, remains limited.

The contemporary global landscape is characterized by increased migration, cross-border conflicts, environmental crises, and socioeconomic inequalities (UNESCO, 2016a). These challenges are compounded by the rise of exclusionary nationalism, hate crimes, racist rhetoric, and xenophobic narratives (UNESCO, 2018). In response, Global Citizenship Education (GCE) aims to cultivate the knowledge, skills, values, and attitudes necessary for creating a more equitable, peaceful, and sustainable world (UNESCO, 2014). At its core, GCE seeks to develop individuals capable of building and maintaining societies that uphold human rights (Opertti et al., 2018).

Experiential education, such as service learning, is a key strategy in GCE, widely used to instill civic duty in students (Broom & Bai, 2011). Educational excursions between Global North and Global South countries, incorporating service learning, are particularly popular in GCE (Nesterova & Jackson, 2016). These programs promote cross-cultural interactions and develop students' communication, negotiation, and conflict resolution skills (Andreotti & De Souza, 2012). However, the theoretical framework for integrating service learning into higher education remains underdeveloped (Ali & Hidayah, 2021). More research is needed to understand CSL's impact on university students' development of global citizenship.

Recognizing the global trend and its implications for education, this study aims to investigate the impact of CSL on students' development of global citizenship. It also seeks to explore the challenges faced by CSL participants and gather their suggestions for improving future CSL programs. The study addresses three research questions:

1. How does Community Service Learning (CSL) impact the development of global citizenship among students?

2. What difficulties do students encounter when participating in CSL?

3. What suggestions do students have to overcome these difficulties?

By addressing these questions, the study aims to contribute to the understanding and enhancement of CSL programs, particularly in the context of Vietnamese higher education.

LITERATURE REVIEW

Community Service Learning (CSL)

Cummings (2000) suggests that Community Service Learning (CSL) originates from John Dewey's educational philosophy, which connects the curriculum with service activities to address societal issues. According to Kenny and Gallagher (2002), the term "service learning" was first used in 1967 in relation to an internship program funded by the Southern Regional Education Board. Initially limited to a small group of participants, CSL gained prominence in the late 1980s and was differentiated from community service by its integration of service activities with academic research. The 1990s saw significant growth in CSL as colleges and universities embraced civic responsibility, with CSL becoming a primary means to fulfill this commitment (Kenny & Gallagher, 2002).

CSL is defined as a method of fostering social and ethical growth in individuals (Rest & Narvaez, 1991) and an essential component of social and civic advancement, compelling students to address societal challenges (Kohlberg, 1971). CSL is an academic, credit-bearing educational experience where students participate in structured service projects that meet identified community needs and reflect on these projects to deepen their understanding of the subject matter, broaden their perspective, and develop a stronger sense of civic duty (Bringle & Hatcher, 1995). Jacoby (1996) characterizes CSL as hands-on education where students engage in activities serving human and community needs, with structured opportunities for enhancing learning and personal growth. Reflection and mutual benefit are fundamental principles of CSL (Jacoby, 1996).

Allen (2005) emphasizes that CSL integrates classroom instruction with structured community-based activities, promoting continual reflection. CSL exposes students to novel experiences, enabling them to view situations from fresh perspectives and facilitating critical reflection and analysis (Askildson et al., 2013). Roehlkepartain (2009) expands on CSL's scope, including educational institutions, youth organizations, social service agencies, hospitals, faith-based groups, and community settings, with the primary objective of developing initiatives that seamlessly merge service and educational components.

Introduced in national institutes in the United States during the 1960s to 1990s, CSL emphasized integrating community service and learning within higher education curricula (Kesten, 2012). CSL has also gained traction globally (Salam et al., 2019). Despite its widespread adoption and theoretical foundation (Arenas et al., 2006), CSL's implementation can be challenging, especially in non-US universities due to differences in educational systems (Umpleby & Gabriela, 2008). However, redesigning courses and curricula to incorporate community-based service activities can enhance civic education (Bringle & Clayton, 2012). Additionally, CSL can promote global citizenship by focusing on local community engagement (Battistoni et al., 2009).

Global Citizenship Education (GCED)

Global Citizenship Education (GCED) is a complex and multifaceted field that spans local, national, and global dimensions (Sant et al., 2018). Closely associated with Education for Sustainable Development (ESD), GCED emphasizes critical global citizenship, while ESD focuses on soft global citizenship (Chung & Park, 2016). The evolving concept of global citizenship is increasingly vital in addressing global issues such as environmental concerns, social justice, poverty, and human rights (Su et al., 2013). However, introducing GCED into education presents challenges, necessitating a critical assessment of UNESCO's framework for effective implementation (Sun, 2020).

UNESCO (2015) defines global citizenship as "a sense of belonging to a global community and a common humanity", which "emphasizes political, economic, social, and cultural interdependency and interconnectedness between the local, the national, and the global" (p.14). This concept promotes universal values and respect for diversity without implying legal status, highlighting the impact of individual actions on both local and global well-being (UNESCO, 2014). GCED includes themes such as preventing violent extremism, human rights education, peace education, education for sustainable development, and education for international understanding (OREALC/UNESCO, 2017). It builds on local values and traditions to foster global citizenship (UNESCO, 2018).

By 2030, UNESCO aims for all learners to acquire the knowledge and skills needed to promote sustainable development, including global citizenship (UNESCO, 2016a). GCED seeks to cultivate responsible and competent citizens who are equipped with the knowledge, values, attitudes, and skills to create harmonious, peaceful, just, and inclusive societies based on human rights (Opertti et al., 2018). Most countries recognize UNESCO's three domains for GCED: cognitive (knowledge and thinking skills), socio-emotional (values and social skills), and behavioral (practical application) (Opertti et al., 2018). These interlinked domains foster comprehensive learning outcomes and learner attributes (UNESCO, 2015).

GCED is crucial for fostering global awareness, empathy, responsibility, and promoting peace, tolerance, and inclusivity (Saleem et al., 2022; Lavender, 2024). It empowers individuals to engage with diverse perspectives and contribute to global issues, particularly in the context of globalization and interconnectedness (Su et al., 2013). Learners gain understanding of local, national, and global issues, develop critical thinking and analytical skills, and experience a sense of belonging to a common humanity (UNESCO, 2015). They cultivate empathy, solidarity, respect for diversity, and take responsible actions for a peaceful and sustainable world (UNESCO, 2015).

The impact of CSL on GCE

Prior studies highlight the multifaceted benefits of CSL in fostering students' holistic development. Students find experiential learning through service-learning valuable due to its distinct approach

compared to traditional classroom instruction (Broom & Bai, 2011). The effectiveness of CSL is enhanced when integrated with global citizenship principles; incorporating service-learning pedagogy into the education of global citizens allows students to see the real-world applications of theoretical concepts in both local and international contexts (Battistoni et al., 2009). Engagement in CSL promotes global citizenship values, improves vocational skills within student organizations (Ali & Hidayah, 2021), and equips students with essential competencies such as effective communication, autonomy, collaboration, analytical reasoning, innovative problem-solving, social consciousness, and a sense of civic duty (Bowie & Cassim, 2016). Additionally, CSL plays a significant role in enhancing cognitive, emotional, civic, and social growth (Waldstein & Reiher, 2001).

Cognitive domain

Service-learning practitioners aim to create a new sense of citizenship that bridges local and global perspectives, promoting shared attitudes for community unity. Ethical living, based on our shared humanity, involves engaging in morally valuable actions that enhance social well-being and individual potential (Broom & Bai, 2011). By participating in community projects, students can gain global knowledge and engage with local communities, promoting global citizenship. This engagement helps students understand global issues such as terrorism, HIV/AIDS, Internet access, free trade, economic collapse, global warming, loss of human rights, and anti-globalization movements, all of which are reshaping the world and challenging traditional concepts of citizenship education in a democracy (Battistoni et al., 2009). For instance, incorporating environmental conservation education into CSL programs demonstrates how students can better understand social justice issues, particularly those related to gender, carbon emissions, and global ramifications (Ali & Hidayah, 2021). In summary, involvement in CSL provides students with the opportunity to develop a global citizenship mindset by enhancing their understanding of both global and local issues.

Socio-emtional domain

CSL programs foster strong student-community relationships by focusing on specific locations for extended periods, allowing students to understand and address complex community issues within a global context (Battistoni et al., 2009). Students find local people warm, kind, and welcoming, and they appreciate the vibrant culture, beautiful environment, strong family values, and unique concept of time (Broom & Bai, 2011). However, students may face dilemmas when navigating the intersection of indigenous customs and the universal ideals promoted by global entities, such as the clash between traditional customs and gender equality or the divergence between local child-rearing methods and international standards. These situations offer valuable educational opportunities for comprehending and scrutinizing local traditions within a worldwide framework (Battistoni et al., 2009). Participating in collaborative efforts and nurturing interpersonal connections are crucial for promoting empathy and a positive appreciation of cultural diversity (Veugelers, 2011). While empathetic models of citizenship may evoke emotional empathy and compassion, simply empathizing with others does not necessarily lead to effectively improving their lives and can inadvertently perpetuate biased perceptions of marginalized individuals (Nesterova & Jackson, 2016). Feelings of compassion, sympathy, and pity can inspire virtuous deeds in aiding the less fortunate (Jackson, 2014).

Behavioural domain

CSL offers students a chance to grow by building civic responsibility, personal maturity, and practical skills (Parker et al., 2009; Broom & Bai, 2011). Working together on real-world challenges, they develop creativity, innovative thinking, and improve industrial skills (Ali & Hidayah, 2021). CSL also deepens students' academic and civic engagement, encouraging them to make a positive impact on diverse communities (Palomares & Labis, 2019). Hands-on learning allows students to step outside the classroom and engage their senses in new environments, broadening their perspectives. Many also discover leadership qualities and a passion for global leadership, reshaping their career goals and personal aspirations (Broom & Bai, 2011). Thus, CSL helps shape well-rounded individuals ready to lead and contribute to their communities.

METHODOLOGY

Research design

This study employed a mixed-methods descriptive research design, integrating both quantitative and qualitative approaches to offer a comprehensive understanding of the impact of CSL on students' development of global citizenship. Data collection involved the use of 5-point Likert scale questionnaires and semi-structured interviews. This combination of methods provided a more holistic understanding of the research problem, as the strengths of each approach complemented the other, offering richer and more nuanced insights than either method alone (Creswell, 2012).

The study followed a sequential explanatory strategy, where quantitative data was collected and analyzed first, followed by qualitative data. The primary focus was on the quantitative results, with qualitative data used to deepen the understanding and explain any unexpected findings. This approach facilitated the integration of both methods during the interpretation phase, helping to explain the data more thoroughly. That the sequential explanatory strategy is well-regarded for its systematic structure makes it straightforward to implement and report (Creswell & Creswell, 2018).

Participants

The study involved 52 students from the School of Foreign Languages at a Vietnamese university in the Mekong Delta, all between the ages of 19 and 21. These students were either currently participating in or had previously engaged with the Community Service Learning (CSL) model, specifically through the "Em hội nhập" summer volunteer program organized by the department's Youth Union in 2023 (20 students) and 2024 (32 students). The participants were second- and third-year students majoring in English Language Teaching (17 students), English Language Studies (20 students), and the High-Quality English Language Program (15 students). Of the 52 participants, 28 were female (54%) and 24 were male (46%). The selection process was random, ensuring a diverse and representative sample of students across the targeted majors. Following the survey, 10 students from the survey group were randomly chosen to participate in individual interviews: 3 from English Language Teaching, 3 from English Language Studies, and 4 from the High-Quality Program. These students volunteered for the interviews, providing additional qualitative insights to complement the survey data.

Instruments

In order to gather quantitative data, we designed a questionnaire with five main sections. Questionnaires offer advantages such as reaching many participants, representing a wide population, enabling comparisons, gathering standardized data, obtaining qualitative insights through open-ended questions, and ensuring confidentiality and anonymity (O'Leary, 2014). The first section aimed to acquire background information from the student respondents. The next three sections, which was based on a 5-point Likert scale ranging from "1 = strongly disagree" to "5 = strongly agree", was used to collect data regarding the respondents' perception. These sections comprised the influence of CSL on students' cognitive domain (7 items), socio-emotional domain (7 items), and behavioural domain (7 items). The last section included open-ended questions seeking insights into the challenges faced by students and their recommendations for overcoming the hurdles encountered during their participation in CSL.

After the questionnaires were completed, we conducted semi-structured interviews to gain deeper insights and clarify the survey findings. As noted by Newcomer et al. (2015)**,** interviews enhance and expand on the data obtained from other methods in mixed-methods research. A total of 10 interviews were conducted in Vietnamese, allowing participants to express their ideas more freely and in greater detail.

Data collection and analysis

At the beginning of the study, we conducted a pilot test by involving our TESOL colleagues in a think-aloud activity to gather their feedback, which helped refine the clarity and precision of the

questionnaire items (Rasool & Winke, 2019). After revising the questionnaire based on their suggestions, we utilized a snowball sampling method, where participants were recruited through referrals from those initially involved (Parker et al., 2019). The questionnaire, hosted on Google Forms, was shared with potential teachers and students who then passed it along to their networks. This chain-sharing approach resulted in 52 online responses. At the end of the questionnaire, we invited participants to take part in follow-up semi-structured interviews, with 5 respondents agreeing to attend.

For our data analysis, we utilized SPSS 20 to analyze the questionnaire responses. First, scale test was administered to check the reliability of the research instrument. The Cronbach's Alpha value was .922, which indicates the questionnaire achieved qualified level of coefficient reliability (Nunnaly, 1978). Then, we focused mainly on using descriptive statistics and calculating mean-based rankings. This approach was well-suited to our goal of exploring how CSL affects the cognitive, socio-emotional, and behavioral development of Vietnamese university students.

The interview data were transcribed verbatim in Vietnamese, then translated into English, and analyzed using qualitative content analysis (Krippendorff, 2013). Throughout this process, we continually compared the interview data with the quantitative findings to understand how they related. Additionally, the interviews together with open-ended questions in the questionnaires provided insights into participants' challenges and suggestions for improving CSL programs in the future. The qualitative data were analyzed both deductively and inductively using content analysis methods, which involved classifying related content into identified themes (Polit & Beck, 2012) as well as coding, creating themes, and sub-themes (Elo & Kyngäs, 2008). A table presenting themes, sub-themes, and codes along with their frequencies was included in the analysis to clarify and substantiate the qualitative data, as numerical data provided precision regarding the frequency, amount, or typicality of specific phenomena (Hammersley, 2008).

RESEARCH FINDINGS

In this study, the interpretation of mean scores in case of a 5-point Likert scale was adopted from the scoring range of the survey by Sözen and Güven (2019), as illustrated in Table 1.

Table 1. The scoring range of a 5-point Likert scale survey

	Value	Range
Strongly Disagree	1	1.00 – 1.80
Disagree	2	1.81 – 2.60
Neither/ Nor Agree	3	2.61 – 3.40
Agree	4	3.41 – 4.20
Strongly Agree	5	4.21 – 5.00

The impact of CSL on students' development of global citizenship

Table 2. Students' perceptions of the impact of CSL on the development of global citizenship

	N	Mean	SD
Cognitive	52	4.03	.55
Socio-emotional	52	4.10	.50
Behavioral	52	4.08	.49

Table 2 indicates that all participants (n=52) in the study exhibited favorable attitudes towards the impact of CSL on the three domains related to the development of global citizenship (3.41<Mean<4.20). The highest mean score of 4.1 was observed in the socio-emotional domain, followed by mean scores of 4.08 in the behavioral domain and 4.03 in the cognitive domain. The range of mean scores, from 3 to 5, further solidified the consensus on the efficacy of the CSL model.

Generally, the students concurred that engaging in CSL activities could enhance their essential qualities as global citizens, with particular emphasis on the socio-emotional dimension.

The qualitative data gathered from interviews with 10 participants further validated the findings reflected in Table 2. Seven students emphasized the enhancement of their socio-emotional skills, which aligns with the highest mean score of 4.10 in the socio-emotional domain while the others appreciated their development of cognition and behavior. Some expressed that their involvement in CSL allowed them to develop empathy and emotional intelligence, which they believe are critical attributes of global citizenship. For instance, one participant expressed her own opinion:

The experience really helped me to understand people. I feel more connected to people from different backgrounds, which made me more compassionate (Interviewee 1).

While the socio-emotional benefits were most commonly noted, some participants also highlighted the cognitive and behavioral gains from CSL. One interviewee shared:

It expanded my knowledge on global issues and made me more critical in my thinking (Interviewee 4).

Another participant emphasized her devvelopment of the behavioral aspect:

CSL made me more proactive in addressing social issues. Now, I don't just think about problems; I take action (Interviewee 3).

The interviews underscore that CSL influences all three domains, but with particular strength in fostering socio-emotional growth.

Cognitive domain

Table 3. Students' perceptions of the impact of CSL on cognitive domain

	Mean	SD
CSL has increased my understanding of global issues (e.g., poverty, human rights, environmental sustainability).	4.00	1.05
I feel more informed about different cultures and perspectives through my CSL experiences.	4.38	.63
CSL has enhanced my knowledge of the interconnectedness of global systems (e.g., economic, social, environmental).	4.15	.67
Through CSL, I have learned about the impact of global issues on local communities.	4.23	.81
CSL has provided me with critical thinking skills to analyze global issues.	3.69	.61
I can better understand the causes and effects of global challenges because of my CSL experience.	3.92	.74
CSL has helped me relate my academic learning to real-world global problems.	3.85	.78

As can be seen from Table 3, most students agreed or strongly agreed with the positive effects of CSL on their cognition. Students reported the highest impact in feeling more informed about different cultures and perspectives (M = 4.38, SD = 0.63). CSL also enhanced their understanding of the impact of global issues on local communities (M = 4.23, SD = 0.81) and improved their knowledge of the interconnectedness of global systems (M = 4.15, SD = 0.67). CSL positively influenced their general understanding of global issues (M = 4, SD = 1.05). In terms of problem-solving, CSL helped students relate academic learning to real-world problems (M = 3.85, SD = 0.78) and enabled them to better understand the causes and effects of global challenges (M = 3.92, SD = 0.74). Finally, although CSL's contribution to critical thinking skills was rated the lowest (M = 3.69, SD = 0.61), it still reflected a positive impact. Overall, these results suggest CSL is particularly effective in enhancing cultural understanding and global awareness.

From the interview data, some participants emphasized how their understanding of global issues, cultures, and the interconnectedness of systems had improved through their experiences. For instance, one participant shared:

Before CSL, I knew about global problems like poverty and climate change, but now I see how they are interconnected, and how my actions can influence these issues (Interviewee 3).

This aligns with the understanding global issues (item 1) and the interconnectedness of global systems (item 3). The student's recognition of these complex relationships is a direct reflection of the cognitive impact of CSL.

That the students feel more informed about different cultures and perspectives (item 2) was supported by another student as he mentioned:

CSL made me more aware of different cultures. Working with people from diverse backgrounds helped me understand their perspectives and values, which I hadn't fully appreciated before (Interviewee 5).

Several participants also discussed how CSL helped them apply academic learning to real-world issues. One student explained that it was eye-opening to see how "theories from academic classes could be applied to actual problems" (Interviewee 4) in the community. This comment aligns with item 7 stating students relating academic learning to real-world global problems.

Critical thinking, though rated lower in the quantitative data (M = 3.69), was still considered by participants since one students stated that CSL challenged him to think deeper about "the root causes of global issues" (Interviewee 5), not just the surface problems.

The interview responses confirm the quantitative findings, particularly the influence of CSL on students' global awareness, cultural understanding, and the ability to connect academic knowledge to real-world applications.

Socio-emotional domain

Table 4. Students' perceptions of the impact of CSL on socio-emotional domain

	Mean	SD
CSL has helped me develop empathy towards people from different backgrounds.	4.23	.81
I feel a greater sense of solidarity with individuals and communities facing global challenges because of my CSL experiences.	3.77	.90
CSL has increased my motivation to engage in dialogue and collaboration with people from diverse cultures.	4.15	.78
I have developed better interpersonal and communication skills through my participation in CSL.	4.15	.78
CSL has improved my ability to work effectively in teams.	4.15	.78
I feel more connected to my local community as a result of CSL.	4.15	.67
CSL has made me more aware of my own biases and stereotypes.	4.08	.62

As shown in Table 4, most students agreed or strongly agreed that the impact of CSL on students' socio-emotional domain was notably positive. The highest-rated outcome was the development of empathy towards individuals from different backgrounds (M = 4.23, SD = 0.81), indicating that students felt CSL significantly enhanced their ability to understand and relate to others. Students also reported strong improvements in their motivation to engage in dialogue and collaboration with people from diverse cultures, their interpersonal communication skills, and their teamwork abilities, with all three aspects tied at the mean scores of 4.15 (SD = 0.78). Additionally, CSL fostered a deeper connection to their local communities (M = 4.15, SD = 0.67), suggesting that the program not only enhanced global awareness but also reinforced local engagement. An increased awareness of personal biases and stereotypes was another notable outcome (M = 4.08, SD = 0.62). The lowest-

rated impact was the sense of solidarity with communities facing global challenges (M = 3.77, SD = 0.90), though it still reflected a positive influence. Overall, these rankings highlight empathy development as the most pronounced effect, with substantial benefits also observed in cultural collaboration, teamwork, and self-awareness.

From the interviews, many participants highlighted the growth of empathy and a greater understanding of people from different backgrounds (item 8), as evidenced by the following responses:

Before CSL, I didn't fully grasp what it meant to walk in someone else's shoes. But after working directly with people from different cultures and communities, I developed a deeper empathy and understanding of their struggles (Interviewee 2).

CSL really made me see how little I knew about what other people go through. Working with folks from different backgrounds taught me to listen more and actually try to understand their experiences instead of just guessing (Interviewee 4).

I used to not think too much about problems that didn't directly affect me, but after spending time with people dealing with real challenges in CSL, I feel way more connected to their struggles. It really helped me become more empathetic." (Interviewee 5).

Additionally, several students commented on how CSL fostered a sense of community and teamwork (item 10, 11, 12). Specifically, interviewees 1, 2, 4 and 5 admitted that working in diverse groups taught them how to communicate better and be more considerate of different viewpoints.

A student mentioned how CSL improved their connection with the local community (item 13), illustrating that CSL not only enhanced students' global awareness but also deepened their involvement at the local level:

I always felt a bit disconnected from my community, but through CSL, I was able to engage with people and projects that made me feel like I was truly contributing (Interviewee 1).

Awareness of biases and stereotypes (item 14) was another key theme in the interviews. Interviewee 1 remarked CSL made the participants realize how many assumptions they had about certain groups of people because it forced them to confront those biases and change the way they think.

While some students felt a strong sense of solidarity with communities facing global challenges, this was not as universally mentioned as other socio-emotional aspects. One student noted that he did feel more connected to global issues, but sometimes "it still seemed distant as there was so much more to understand" (Interviewee 2). This could explain the slightly lower mean score of item 9.

These narratives show how CSL significantly impacted students' socio-emotional growth, particularly in areas of empathy and interpersonal relationships.

Behavioral domain

Table 5. Students' perceptions of the impact of CSL on behavioral domain

	Mean	SD
CSL has inspired me to take action on social and environmental issues.	3.92	.74
I am more likely to volunteer or participate in community service activities because of my CSL experiences.	4.23	.81
I have become more responsible and proactive in addressing global challenges locally.	3.85	.67
CSL has encouraged me to advocate for social justice and human rights.	4.23	.58
CSL has influenced my career goals and aspirations towards social impact roles.	4.15	.54

I have participated in advocacy or activism activities as a result of my CSL experience.	4.00	.79
CSL has equipped me with the skills to initiate and lead community projects.	4.15	.78

As indicated in Table 5, the impact of CSL on students' behavioral domain was substantial, with the agreement or strong agreement on 7 items. The highest-rated outcomes were an increased likelihood to volunteer or participate in community service activities (M = 4.23, SD = 0.81) and encouragement to advocate for social justice and human rights (M = 4.23, SD = 0.58), reflecting CSL's influence on fostering civic responsibility and activism. CSL also significantly impacted students' career aspirations, steering them toward social impact roles (M = 4.15, SD = 0.54), and equipped them with the necessary skills to initiate and lead community projects (M = 4.15, SD = 0.78). Participation in advocacy or activism as a result of CSL was also rated highly (M = 4, SD = 0.79). Additionally, CSL inspired students to take action on social and environmental issues (M = 3.92, SD = 0.74), although they felt slightly less proactive in addressing global challenges locally (M = 3.85, SD = 0.67). Overall, these findings emphasize CSL's role in fostering active community engagement, advocacy for justice, and alignment of career goals with social impact.

The qualitative data gathered from the interviews further supports these quantitative results, highlighting transformative experiences with CSL. Some students described a profound shift in their perspectives on social and environmental responsibilities (item 15), noting that their CSL experiences deepened their understanding of local and global issues. Some students remarked:

CSL opened my eyes to the real-world impact I can have and made me feel empowered to act on issues I once thought were too large for individuals to influence (Interviewee 1).

Before CSL, I didn't see myself in a leadership role, but the hands-on projects showed me that I have the skills and confidence to lead community initiatives (Interviewee 4).

Several students also mentioned that their career goals shifted towards sectors where they could create meaningful social change (item 19), saying that CSL "helped clarify that I want a career focused on social justice" (Interviewee 3). These personal reflections align closely with the quantitative outcomes, particularly in areas of advocacy, career influence, and increased proactive involvement in social causes.

Problems

The participants of the CSL program in this study faced a range of significant challenges during their experiences. One common issue was related to financial constraints. Interviewee 1 pointed out:

The budget isn't enough to make teaching more fun, so sometimes we have to use our own money to make our teaching sessions better (Interviewee 1).

This shortage of funds limited the ability to make lessons engaging and led some volunteers to cover expenses themselves. Additionally, the lack of financial support also hindered the ability to find external sponsorships for the program.

Time management was another recurring issue. According to Interviewee 1, the limited time available for organization makes it difficult to impart the required knowledge to the children. This problem was echoed by Interviewee 3, who had to manage both teaching responsibilities and her own summer classes:

I have to study in the summer and there are some classes that overlap with   the teaching schedule, so I cannot attend all the children's classes (Interviewee 3).

The lack of time not only impacted the volunteers but also the students, leading to an incomplete teaching of the curriculum.

Logistical problems, such as the availability and suitability of classrooms, added another layer of difficulty. Interviewee 2 expressed frustration with inconsistent classroom conditions, stating:

The rooms in the C1 building often change, making it difficult for the children to move around, and the facilities in the rooms are also different (Interviewee 2).

This inconsistency not only impacted the children's comfort but also the emotional well-being of both teachers and students. Furthermore, issues with technical equipment further disrupted lessons, as highlighted by Interviewee 5:

To connect to the TV, you need a cable, but the cable is quite loose, so the   connection   to   the laptop is not very smooth (Interviewee 5).

Finally, several participants pointed out the difficulty of capturing and maintaining students' attention. Interviewee 5 mentioned that the most difficult moment since he started teaching was getting children's attention, linking this challenge to a lack of experience in managing student behavior. This was compounded by communication challenges, particularly for those who were new to teaching, with Interviewee 4 admitting:

I believe I have trouble speaking clearly, so the children may have difficulty understanding me (Interviewee 4).

These factors created a difficult environment for both teaching and learning, underscoring the need for better training and resources for volunteers.

Suggestions

The participants of the CSL program proposed several practical solutions to address the difficulties they encountered during their experiences. One major suggestion focused on improving financial resources and planning. Interviewee 1 emphasized the importance of proactive planning:

We should be more proactive in the organization stage, such as seeking investors ahead   of time or planning before launching a campaign, to save time for the main focus of the program, which is teaching (Interviewee 1).

By securing funding early and developing a more structured approach, they hoped to minimize the financial burden on volunteers and ensure more time for educational activities.

To tackle the challenge of limited human resources, some participants recommended opening the program to a broader pool of volunteers. Interviewee 2 suggested creating conditions for students who are not in the faculty to participate, which would increase the number of volunteers and reduce workload pressures. Similarly, Interviewee 3 proposed sending emails to other faculty members:

If they also have the spirit, they can participate. That is a way to improve human   resources (Interviewee 3).

These strategies aimed to bring in more manpower, which would help alleviate the logistical challenges and allow the program to run more smoothly.

Logistical issues, particularly related to classrooms and technical equipment, were another focus of the proposed solutions. Interviewee 5 suggested using more modern rooms with complete facilities:

We can use the classrooms in our department or more modern rooms, but we must ensure that the facilities are complete (Interviewee 5).

Ensuring better coordination with the organizing unit was another approach suggested by Interviewee 2, who said:

We need to discuss more with the organizing unit and the cooperating unit to be able to fix the classrooms so that we don't have to waste time looking for a classroom (Interviewee 2).

Addressing technical issues promptly was also highlighted as key to maintaining a smooth learning experience, with Interviewee 3 stating:

There needs to be timely support if any difficulties arise, especially technical issues so as not to affect the class (Interviewee 3).

Finally, participants acknowledged the need for better preparation and training to improve teaching effectiveness. Interviewee 5 suggested holding a training session in advance for the participants to have the skills that they lacked before. Additionally, Interviewee 4 recommended investing in more microphones for better communication in class and encouraging volunteers to observe higher-level classes to improve their teaching confidence:

You should encourage your children to join higher classes so that they can observe how   you teach so that you can learn and become more confident in your teaching skills (Interviewee 4).

These solutions aimed to enhance both the volunteers' competence and the quality of the learning environment.

DISCUSSION

After engaging in CSL programs, university students acknowledged the enhancement of three key aspects – cognitive, socio-emotional, and behavioral – in their journey towards becoming global citizens. This transformation is substantiated by the comprehensive analysis of survey data. Notably, the socio-emotional domain garnered significantly higher consensus regarding its advancement following the students' active involvement in CSL initiatives. The research findings on the socio-emotional impact of CSL align with previous studies, particularly in fostering empathy, respect for diversity, and local engagement, which are core aspects of global citizenship as defined by UNESCO (2015). Students' enhanced empathy and interpersonal skills resonate with the idea of belonging to a global community and interconnectedness between the local and global. However, the lower sense of solidarity with global challenges suggests a partial misalignment with the broader focus on global issues highlighted by UNESCO (2014) and Su et al. (2013). This gap may indicate that while CSL effectively nurtures local engagement and personal growth, it may require additional emphasis on fostering a deeper connection to global responsibilities.

Ranked second was the advancement of the behavioral domain following CSL programs as indicated by the participants. The research outcomes on CSL's impact on students' behavior align strongly with prior studies, particularly in fostering civic responsibility, leadership, and career shifts toward social justice (Parker et al., 2009; Broom & Bai, 2011). The study confirms that CSL encourages students to take practical actions, develop leadership skills, and pursue careers with social impact, echoing Broom and Bai's (2011) findings on the discovery of leadership qualities through hands-on learning. Additionally, the increased likelihood of community service and advocacy aligns with the idea that CSL deepens civic engagement (Palomares & Labis, 2019). However, there is a slight misalignment with broader global citizenship goals, as the study shows less proactive engagement in addressing global challenges locally, suggesting that while students develop strong local civic engagement, more emphasis is needed to connect these actions to global responsibilities, a key element of Global Citizenship Education (Su et al., 2013; Saleem et al., 2022).

The findings indicate that CSL had a significant positive impact on students' cognitive development, particularly in enhancing their understanding of different cultures and global perspectives, though it is less appreciated than the others. The research outcomes on CSL's cognitive impact align closely with prior studies that emphasize the role of service-learning in fostering global citizenship and enhancing students' understanding of both local and global issues. The findings confirm that CSL deepens students' global awareness and helps them understand the interconnectedness of global systems (Broom & Bai, 2011; Battistoni et al., 2009) on the importance of bridging local and global perspectives. Students' increased awareness of cultural diversity and the real-world application of academic knowledge also align with the idea that CSL promotes ethical living and social responsibility. However, the relatively lower impact on critical thinking, while still positive, may suggest that more emphasis on analytical skills is needed to fully prepare students for engaging with complex global challenges (Ali & Hidayah, 2021). Overall, CSL successfully fosters global citizenship by enhancing cultural understanding and practical knowledge, though further focus on critical thinking could strengthen its educational outcomes.

The problems and solutions proposed by the students in the CSL program align with key challenges and opportunities in Global Citizenship Education (GCED). Both frameworks emphasize fostering civic responsibility and social engagement, but practical barriers, such as financial constraints, time management, and logistical difficulties, hinder the successful implementation of CSL programs. These challenges reflect broader issues in integrating GCED and Education for Sustainable Development (ESD) into educational systems (Sun, 2020). The lack of sufficient resources and organizational planning echoes the need for critical assessment when introducing global citizenship concepts into curricula. Despite these obstacles, CSL's focus on local community engagement and real-world application offers a clear pathway to promote global citizenship (Battistoni et al., 2009). By addressing the practical issues of CSL implementation, such as enhancing funding strategies and training, programs can better fulfill the GCED vision of fostering critical and soft global citizenship. This approach aligns with the calls to redesign courses to incorporate service-learning activities (Bringle & Clayton, 2012), suggesting that overcoming operational barriers in CSL can enhance its role in promoting global awareness, civic education, and reflective learning.

CONCLUSION

In conclusion, this study shows that Community Service Learning (CSL) plays an important role in shaping students' global citizenship, particularly in three areas: cognitive, socio-emotional, and behavioral development. Cognitively, students gained a stronger grasp of global issues, the connections between global and local systems, and a broader awareness of different cultures and perspectives. On a socio-emotional level, CSL helped students build empathy, solidarity, and respect for diversity, fostering meaningful relationships with people from various backgrounds. Behaviorally, CSL motivated students to take action on social justice, human rights, and environmental issues. It also steered many toward social-impact careers and gave them the tools to lead community initiatives, supporting the values of global citizenship.

Students encountered several challenges during their CSL participation. Financial limitations forced some to cover expenses themselves, while balancing academic and CSL commitments often led to incomplete sessions. Logistical issues, such as inconsistent classrooms and technical problems, disrupted the learning process. Additionally, some struggled with classroom management and communication due to limited teaching experience. To tackle these challenges, students suggested securing funding early, expanding the volunteer base across faculties, improving classroom facilities, and providing timely technical support. They also recommended offering training to enhance teaching skills, classroom management, and communication.

The findings have important implications for various stakeholders. For organizers, ensuring adequate funding and effective planning is essential to overcoming operational barriers and maximizing the impact of CSL on students' development. Teachers play a crucial role in bridging academic content with real-world issues, making their training in reflective and service-based pedagogies vital. Students, too, need to be better prepared for the challenges of community engagement, with prior training to build their confidence and skills. Collaborators, such as local communities and sponsoring organizations, must be engaged early on to ensure mutual benefits and sustained partnerships.

Despite the insights gained, this study has limitations, including a small sample size and its focus on a single institution, which may not fully capture the diversity of CSL experiences. Future research should explore CSL's impact across different contexts and cultures, utilizing larger and more diverse samples. Longitudinal studies could also be conducted to assess the long-term effects of CSL on global citizenship development, providing a deeper understanding of its lasting influence on students' civic and global engagement.

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