The Impact of Community-Based Learning (CBL) Toward Preparing Progressive Visual Art Education (VAE) Future Trachers

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Abstract

The success of teaching and learning process is essentially depending on how it was carried out. Rooted from an idea to integrates service to the community with classroom learning, the present study is aimed to investigate the impact of Community-based learning (CBL) as a pedagogical strategy towards preparing future teachers. Four main domains, namely academic gain (AG), personal skills (PS), intra-personal development (IS), and local and global citizenship (LC) were outlined in accessing its relationship toward improving Visual Art Education (VAE) future teacher's academic performance. In addition, the effect of teacher's hours spends on CBL toward the relationship of those domains was also tested. A total of 60 VAE future teachers, from one public university in Malaysia were the respondents of this study. Descriptive and inferential statistical analysis were employed to analyzed data of the study. The findings have indicated that CBL has improved future teachers' academic performance, and local and global citizenship. The study also suggests that the future VAE teachers' hours spend on CBL has influenced the relationship between academic gain, intra-personal development, and local and global citizenship toward their academic performance. It is envisaged that findings from this study have contributed toward understanding the impact of CBL toward future teacher's training process, especially in VAE subject area. Due to limited published research that examined CBL impact on Malaysian future teachers, it is also hoped that this study has act as a guide for teachers training institutions and the Ministry of Education toward establishing a standard in increasing the supply of qualified teaching in developing countries, as outline in the Malaysian Education Blueprint (2013-2025) and the Sustainable Development Goal.

Keywords: Community-based Learning (CBL), Visual Art Education (VAE), Future Teachers, Academic Performance

Introduction

One of the goals of Malaysia education system in to produce global citizens who will contribute to the harmony and wellbeing of the local and global communities (Tee, 2022). In

line with that direction, community has been acknowledged as the nucleus of university existence, where education is expected to drive the social change. Although this effort might be new to the Malaysia context, the idea of involving community into university student's learning experience has long become a topic of discussion among scholars. They have been put forward to describe the broad set of teaching and learning strategies that enable students to learn from any segment of the community. This pedagogical strategy has brought together few terms that ranged from service learning, civic engagement, volunteerism, citizenship education, civic responsibility to community service (Mayo, 2020). In spite of all listed terms, the present study has defined university students and community learning strategy as Community-based Learning (CBL). Noted as one of experiential learning approaches, this study acknowledges CBL as students and lecturer's efforts in addressing identified community's problems and issues through collaboration with other agencies and partners. Two instances of CBL elements have also been outlined as student's credit bearing educational experience, and the community must be benefited from the activities.

Although the definitions might be varied, Lawless Frank and Bogard (2022) have informed that understanding of CBL impact are more essential. Few studies have suggested that CBL is associated with increases of student's academic performance (Aidman & Malebra, 2017), intrapersonal skills (Konrad et al., 2020), leadership skills (Dubas & Snider, 2020), life skills, self-efficacy, and civic responsibility (Huda et al., 2018). On the other hand, few researchers have also reported mixed findings on the impact of CBL (Purewal et al., 2017). The inconsistencies in these findings suggest a need for further investigation. Thus, identifying the impact of CBL on future teachers' academic gain, personal skills, intra-personal development, and local and global citizenship were seen to be a critical and important outcome of this study. In addition, the relationship between future teachers' hours spends on CBL toward their academic performance were also assessed. Despite a number of researchers that has been conducted within similar research aims, it is believed that lack of local current information and data about the impact of CBL has influenced it implementation into their academic curriculum (Ongon et al., 2021). It is also envisaged that findings from this study have major implications for the provision of support teachers training institution and the Ministry of Education in preparing qualified teachers in developing countries as outline in the Sustainable Development Goal.

CBL as Pedagogical Strategy in Malaysian University
Community engagement is a vital aspect of students' academic life. The agreement of this statement has also been acknowledged by expert and scholars in education. For instance, Jean Piaget believed that social interaction activities that incorporated into CBL has become the primary source of their cognition and behavior. In similar vein, Lev Vygotsky who believed in a social cultural theory suggests that student will perform better academic performance if they feel emotionally connected to their learning activity, such as community service (Glaveanu, 2020). Previously, John Dewey also suggests the possibility of simulating academic and social development through actions directed with others. He added that effective learning process happen by linking education to experience, democratic community, reflective inquiry, and education for social transformation (Hasan & Abdulkarim, 2022). Considering those mentioned statements, number of studies have tried to confirm the impact of CBL on both teaching and learning process, including toward students' academic performance (Guo et al., 2020), relationship with peers (Buregyeya et al., 2021), and social

interaction talents (Sumami & Kadarwati, 2020). For example, a recent study by Ongon et al (2021) on Mahasarakham University students have indicated that CBL has significantly impacted on students' Grade Point Average (GPA). Their study concludes that integration of instructional activities with CBL will ensure active and effective learning happens.

The seriousness of adopting CBL into Malaysian education setting can be seen through initiative of the Service-Learning Malaysia – University for Society (or SULAM). Under the effort of producing holistic, entrepreneurial and balanced graduates, this initiatives by Ministry of Education aimed to address the Shift 1 of Malaysia Education Blueprint 2015-2025 (Higher Education). This initiative can be defined as a form of experiential education in which students engage in activities that address community needs together with structed opportunities intentionally designed to promote student learning and service experiences (Department of Higher Education Malaysia, 2019). As a course-based and credit-bearing educational experience, SULAM initiatives aimed to achieve desired learning outcomes, gain deeper understanding of course content, a broader appreciation of the discipline, and enhanced sense of student's personal values and civic responsibility. Rooted from experiential learning approach, the benefits of SULAM can be acknowledged based on different groups involved, namely students, educators, university, community, and industry. With the goal to frame pedagogical models and research agendas involving service-learning at the national and international levels, SULAM implemented and evaluated in collaboration with the community, responds to community-identified concerns, and attempts to balance the service that is provided and the learning that take place (Yusof et al., 2020). Apart from providing opportunities for critical reflection, SULAM program is also believed to enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situation. In accordance with those mentioned goals and befits of SULAM, the present study is set to determine the impact of CBL toward preparing progressive Visual Art Education (VAE) teachers.

Adopting CBL into VAE Classrooms
Similar to other subject areas, the Visual Art Education (VAE) teachers were also urged to take advantage from the community-based learning (CBL) pedagogical strategy. Known as community-based Art Education (CBAE), this theory has emerged over the past decade as a social-constructivist approach to art curriculum. The theory also has urged art teachers and students to step outside and engage with their local communities by visually responding to local issues. They should not sequester in schools away from society and nature, but rather are active participants in evolving community matters. By addressing these understanding, art learning is expected to recognize communities that provide learning opportunities, experiences for knowledge and skill development among students. This engagement of communities into student's learning process has then promoted the foundation of learning about others as well as learning with others. Hence, the CBAE adoption into art learning has been identified as an impetus and transformative vehicle in driving those ideas.
Considering those advantages, CBAE has been included into the VAE teaching and learning framework of teachers' training institution curricula. CBAE encompassing diverse art education practices and theories that promote a close relationship between art education and communities. Through limited numbers of research on CBAE, findings reported that CBAE has enhanced students' understanding of art content, value traditional culture and at the same time, they are able to articulate their own thoughts and becoming empowered by the

engagement (Korstrom-Magga, 2019; Garnet et al., 2018). Conversely, few studies have also acknowledged CBAE as an experiential learning mode, as a method of acknowledge diversity, as an avenue to relate learning to contemporary themes, and as a method to instill civic mindedness (Anderson et al., 2020; Luo & Law, 2020). In similar vein, a study Davenport et al (2020) has found that CBAE able to develop student' ability to work collaboratively not only with young communities but also with the older. Their study also found this exposure provides experiences for pre-service art educators to create more realistic picture of how people engage with the arts in the real world outside of learning institutions as well as increase their observational ability, imagination, and creativity. However, although CBAE pedagogical strategy is visible to varying in VAE classrooms, this theory has not yet fully addressed. This limitation has highlighted the aims of the study which to examine the impact of Community-based learning (CBL) as a pedagogical strategy towards preparing future teachers. Four main domains, namely academic gain, personal skills, intra-personal development, and local and global citizenship were outlined in accessing CBL impact toward preparing progressive VAE future teachers.

Methodology

The data gathered for this study were obtained using a self-administrated questionnaire survey. As a non-experimental method of conducting research, this survey offered flexibility and adaptability in data collection process. Further, a questionnaire survey seemed the most appropriate method for data collection in determining the broad picture of Visual Art Education (VAE) future teacher's satisfaction toward CBL.

A total of 60 Visual Art Education (VAE) future teachers, from one public university in Malaysia were the respondents of this study. As final year future teachers from a Visual Art and Design Education program, the respondents were trained to execute theories and practices pertaining to all fields related of the subject area. In line with that direction, a course by the name of Project in New Media was offered to final year students. Registered as one of SULAM course, a CBL project that connected to course content was assigned to the students throughout the whole semester. They were conducted a significant number of hours severing the community and all activities involved were graded. Activities that encompassed in the projects are painting community mural, rebranding of community business, public sculpture, art carnival and public art and design exhibition.

In regard to research instrument of the study, a 28-item survey questionnaire of CBL Scale (Ibrahim, 2010) was adapted. Aimed to assess student's academic performance impact of engagement in CBL, the scale composed based on four main domains namely student's academic gain, personal skills, intra-personal development, and local and global citizenship. Each of the domain consist of seven items respectively and were determined based on four points Likert-type scale, which ranging from Strongly Disagree (1) to Strongly Agree (4). Meanwhile, for academic performance, data was gathered based on students' academic scores. The data collected were analyzed through statistical analysis procedures using SPSS.

Findings

The reliability assessments were employed in testing the stability and consistency of the survey items in measuring the domains that designed to measure. In regard to the study, the internal reliability of the domains was assessed by determining its Cronbach's alpha

coefficient and the composite reliability values. Table 1 depicts the coefficients for domains as used, which indicated that all items have contributed positively to the internal reliability of its domains respectively. In addition, the study also conducted the composite reliability test in measuring the internal consistency of the scale for each of domains. As also shown in Table 1, the composite reliability for each domain is above the recognized 0.7 cut-off points, thus indicating its strong consistency.

Table 1
Cronbach's Alphas of Domains

Domains	No. of Items	Cronbach's Alpha
Academic gain (AG)	7	0.80
Personal skills (PS)	7	0.76
Intra-personal development (IS)	7	0.77
Local and global citizenship (LC)	7	0.79

Impact of CBL on Future Teacher's Academic Performance
As mentioned, four domains namely student's academic gain, personal skills, intra-personal development, and local and global citizenship were determined as predictors to community-based learning (CBL). In determining the CBL impact toward preparing progressive future VAE teachers, the relationship between these domains toward their academic performance were tested. Table 2 investigate the coefficients of multiple regression between determined CBL domains toward academic performance through multiple regression analysis.

Table 2
Coefficients of Multiple Regressions between CBL Domains toward Academic Performance

Domains	Unstandardized Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
Academic gain (AG)	.072	.031	.366	2.344	.023
Personal skills (PS)	.010	.032	.056	0.326	.746
Intra-personal development (IS)	.011	.034	.054	0.308	.759
Local and global citizenship (LC)	.099	.037	.493	2.715	.009

n=60; p < 0.05

The findings as presented in Table 2 inform that the future VAE teachers' local and global citizenship (LC) and academic gain (AG) significant value (p-value) is lesser than the significant level (p < 0.05). Through a significant relationship of LC (B = 0.49, p < 0.05) and AG (B = 0.36, p < 0.05) respectively, the findings indicate that only future VAE teachers' LC and AG have positive impacts on their academic performance. Further, the greater B value of LC does indicate that future VAE teacher local and global citizenship (LC) has contributed to the highest impact on the relationship of the CBL toward their academic performance. Conversely, the R^2 value of 67.9 percent indicates that the relationship of all these domains have contributed to almost 68 percent of the future VAE teacher's academic performance.

Effect of Teacher's Hours Spends toward the Relationship between CBL and their Academic Performance

The study also seeks to determine the impact of teacher's hours spends on CBL toward their academic performance. ANOVA test was employed in addressing this research question of the study, The group was classified into four. As shows in Table 3, the significant effects ($p < 0.05$) were reported on all relationships of the CBL domains, except for personal skills (PG). The significant findings of all three relationships indicated that the more hour spends by the future VAE teachers, the higher possibility it will contribute to the positive impacts of their academic performance.

Table 3

The Effect of Teacher's Hours Spends toward the Relationship between CBL Domains toward their Academic Performance

Domains		Sum of Squares	df	Mean Square	F	Sig.
Academic gain (AG)	Between Groups	60.5	2	30.3	5.88	.005
	Within Groups	293.5	57	5.14		
	Total	354.0	59			
Personal skills (PS)	Between Groups	28.3	2	14.1	2.20	.120
	Within Groups	365.9	57	6.42		
	Total	394.2	59			
Intra-personal development (IS)	Between Groups	51.4	2	25.7	4.80	.012
	Within Groups	305.4	57	5.36		
	Total	356.9	59			
Local and global citizenship (LC)	Between Groups	54.4	2	27.2	5.52	.006
	Within Groups	280.9	57	4.93		
	Total	335.2	59			

Discussion

The present study was undertaken with two main objectives. Firstly, to determine the impact of CBL toward future VAE teacher's academic performance, and secondly to access teachers' hours spends on CBL toward their academic performance. The CBL scale questionnaire that outlined four CBL domains namely, student's academic gain, personal skills, intra-personal development, and local and global citizenship was employed as instrument of the study. Overall, findings indicate that future VAE teacher's academic performance was increased after involved in CBL. Two domains of CBL, which are local and global citizenship (LC) and academic gain (AG) have found to be significantly influence future VAE teacher's academic performance. The outcome of this findings indicated that students who actively engage with democratic communities are better to control their emotions and behavior in various setting, which directly helps to improve their academic performance. This is due to the reasons that they have opportunity to explore relevant and been exposed to real-life contexts based on the statutory requirements. This chance encourages VAE students to participate and make responsible decisions as local and global citizens throughout their lives especially for academic purposes. This finding was found to be consistent with suggestions made by number of researchers such as (Ongon, et al., 2021; Hertz and Barrios, 2021; Hamm, McLoughlin and Maston, 2020; Tiwari, 2020). For instance, a study form Kelly et al (2020) informed that collaborative community practices have significantly increase high school teacher's self-

efficiency in integrating STEM instruction. Their study conclude that science participated science teachers have benefited greatly from learning with community of practice, engaging in science practices, and using science knowledge to solve a real-word problem. Conversely, the positive local and global citizenship impact toward community project has been reported from Wuebben et al (2020) science project. Their study outlined that the project has shown positive impact on student's values, energy practices, intermediaries, and energy citizenship.

In regard to the significant impact of future VAE teacher's hours spends on CBL toward their academic performance, the present study could conclude that their commitment toward CBL have determine their academic performance. The highest significant relationship of teacher's hour spent on CBL toward their academic performance was recorded on academic performance (AG), followed by local and global citizenship (LC) and intra-personal development (IS). We know that sometimes university life can be *stressful*, the findings showed that the hour spend on CBL able to make changes in VAE's teachers in life that lead to more connection and give huge impact in their academic performance. Their hour spent on CBL might help to relieves stress especially when dealing with academic tasks and engage with CBL allowing them to communicate their stress instead of seeking negative coping mechanism. Other than that, CBL also helps in overall wellbeing as group of community able to provide emotional supports. These kind of benefits indirectly able to build more happiness in VAE teachers life and thus in directly enhance their academic performance. They can perform in academic more whenever they have community group as a stress buffer. In addition, this finding is in line with suggestion made by Guo et al (2021) which indicated that number of hours spent for student to engage in CBL have influenced their academic performance. Her study also recommended that 25 hours or more in a semester seems to be sufficient to maximize the benefits. In similar vein, Boettler et al (2022) counselled that a minimum of eight to ten hours a week is required in ensuring students positive impact from CBL activities involved. Hence, those suggestion made from previous researchers implied that the longer student's experience with CBL, the more chances they will improve their academic performance. Similar result was also reported from other studies (i.e., Nemiro et al., 2020; Mayer et al., 2019; Shanti et al., 2021).

Conclusion

Community-based learning (CBL) is not a new teaching and learning strategies. Since the last decades, number of researchers and studies have acknowledged the positive impact brought by CBL on all parties involved in the CBL project. Under this understanding, the present study concludes that CBL have succeeded in raising student's academic performance. The merged between formal and informal classroom learning that introduced by CBL has produced the best learning outcomes for students. The present study also suggested that good practices of CBL should cater on future teachers' knowledge and capabilities, meeting their needs and interests, and connect with their daily surrounding and lives. Hence, these findings have called for more efforts in promoting and conducting CBL project are essential. Bringing community issues and problems into learning outcomes should be imbedded into academic curriculum where students are expected to apply theory into practice. Furthermore, the implications of CBL into instructional practices able to develop and promote students 21 century skills. Hence, the government needs to prepare for such a change in paradigm by maintaining adequate community resources and efficient resources allocation to promote CBL initiatives. Continues supports in term of budgets, incentives and facilities are demanding in ensuring

students, learning institutions, communities and agencies involved will obtained benefits from this CBL initiative. On the other hand, teachers training institutions are urged to provide adequate continues professional development courses, constructing comprehensive standard, and providing meaningful experiences and exposures to all future teachers to inculcate and instill the culture of CBL into their teaching and learning strategies. More structured guidelines need to be formed, comprehensive continues training and professional development courses must be conducted, and sufficient supports and incentives are required in ensuring this effort will be adopted accordingly. All these efforts are demanding in increasing the supply of qualified teaching in developing countries, as outline in the Malaysian Education Blueprint (2013-2025) and guideline four of the Sustainable Development Goal (SDG).

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