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Universiti Sultan Zainal Abidin, Terengganu, Malaysia

25–26 November 2025

Editors
Dr. Wan Mohamad Asyraf Wan Afthanorhan
Dr. Mohd Fauzi Abdul Hamid
Dr. Juliana Arifin

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Mohd Fauzi Abdul Hamid
Juliana Arifin
(Editors)

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ICSL 2025

About the Conference

The 3rd International Conference on Service-Learning Malaysia – University for Society 2025 (ICSL2025) serves as a premier platform for academics, researchers, practitioners, policymakers, community leaders, industry partners, and students to exchange knowledge, share best practices, and explore innovative approaches in service-learning education. At the heart of the conference is Service-Learning Malaysia – University for Society (SULAM), a high-impact educational practice that integrates academic learning with meaningful community engagement, enabling students to apply disciplinary knowledge and skills to address real-world societal challenges. Recognised as an important pedagogical approach in Malaysian higher education, SULAM contributes to the development of holistic and socially responsible graduates while fostering sustainable university-community partnerships, knowledge transfer, and collaborative solutions that support community empowerment and sustainable development.

ICSL2025 aims to advance understanding of SULAM as a transformative teaching and learning approach that promotes MADANI values and sustainable community development. By bringing together diverse stakeholders from academia, industry, government, and communities, the conference seeks to stimulate interdisciplinary dialogue, strengthen strategic partnerships, and facilitate the dissemination of innovative practices, scholarly research, and impactful service-learning experiences. Through these engagements, ICSL2025 aspires to serve as a catalyst for innovation, collaboration, and knowledge exchange, advancing the reach and impact of service-learning initiatives at both national and international levels.

The theme of ICSL2025, "Fostering MADANI Values Through Service Learning: Empowering Communities, Advancing Nations," highlights the integration of core MADANI values including compassion, social justice, integrity, inclusivity, and responsibility within service-learning practices. The conference explores how these values can be embedded into SULAM course design and implementation to enrich student learning experiences, strengthen civic engagement, and address contemporary community challenges. Emphasis is also placed on innovative and sustainable SULAM initiatives that generate meaningful impact for learners, communities, and institutions alike.

ICSL2025 welcomes scholarly and practice-based contributions under the following sub-themes:

- SULAM Pedagogy and MADANI Values Integration
- SULAM for Empowering Communities
- SULAM Global Partnerships and Collaboration
- SULAM Innovations and Best Practices
- SULAM Impact on Learners and Society
- SULAM for Social Entrepreneurship and Sustainable Impact
- SULAM Leadership for Sustainable Community Development

Through the collective exchange of ideas, research, and experiences, ICSL2025 reaffirms the transformative potential of service learning in bridging academia and society. The conference aspires to strengthen partnerships, inspire innovation, and advance meaningful community engagement, contributing to sustainable development and the creation of resilient, inclusive, and future-ready societies.

CLUSTER 1

Integrating MADANI Values in Service-learning Pedagogy

A Kirkpatrick Evaluation of Learners' Transformation and Societal Outcomes in Credited Co-Curricular Courses with a Service-Learning Approach

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ABSTRACT

This paper presents learners' perspectives as the primary evidence for evaluating Service-Learning Malaysia – University for Society (SULAM) initiatives. Drawing on multiple projects implemented at SMK Mura Tuang, Kota Samarahan, the Kirkpatrick Model (Reaction–Learning–Behaviour–Results) was applied to capture learners' perspectives in a structured and replicable manner. Unlike conventional evaluations that focus only on participation or satisfaction, this study highlights the learners' perspectives in terms of softskill development, change of behaviour, and perceived societal outcomes, specifically on sustainability awareness and community benefit. Data was collected through a questionnaire survey from the students who participated in the service-learning activities. The questionnaire was designed to align activity-specific outcomes with Kirkpatrick's levels, supplemented by open-ended questions to document authentic learner reflections. Data indicate strong evidence of growth in communication and collaboration skills, greater readiness to engage in responsible social practices, and a heightened awareness of a few notable UN_SDG, e.g. SDG12 & SDG13. The contribution of this study is twofold: i) pedagogical, i.e. offering a structured evaluation model that makes learner transformation visible; (ii) practical, i.e. providing a replicable toolkit for diverse service-learning contexts. This approach demonstrates how learner-centred evidence can drive institutional benchmarking, enhance the credibility of SULAM, and amplify its impact on both learners and society.

Keywords: Kirkpatrick Model, Learners' Transformation, Service-Learning, Societal Outcome, Sustainable Awareness

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