

Chapter 12:

## ***Conceptualizing and Implementing Community Service Activities for English Lecturers***

**Hidayah Nor**

(Universitas Islam Negeri Antasari Banjarmasin)

*hidayahnor@uin-antasari.ac.id*

---

### **A. INTRODUCTION**

Higher education institutions are expected to teach, conduct research, and give back to society. In Indonesia, these duties are known as the Tridharma Perguruan Tinggi: education, research, and community service (Yusup, et al., 2021; Sugiarti, 2022). Community service gives English lecturers a chance to use their skills to help others. Through language training, literacy programs, teacher workshops, and digital communication projects, lecturers can help communities build skills that open up more educational and job opportunities (Kerkhoff & Makubuya, 2022).

Community service in higher education is an essential way to translate academic knowledge into social benefit. It fosters collaboration between universities and local communities and supports civic growth and lifelong learning (Farnell et al., 2020; Hall, 2009; Waghid, 2002). In Indonesia, universities are required to carry out community service to receive accreditation. English lecturers often fulfill this by offering language outreach programs that help improve English skills and digital literacy. The present study proposes a structured model to ensure that community service activities are both meaningful and sustainable.

## B. DISCUSSION

### *Principal Community Service Activities*

Academic and community service activities are core components recognized in the Lecturer Performance Load (*Beban Kinerja Dosen: BKD*) and Lecturer Performance Report (*Laporan Kinerja Dosen: LKD*) frameworks at Indonesian universities. These activities directly reflect *Tridharma Perguruan Tinggi* principles — *education, research, and community service* — by demonstrating lecturers' contributions to education, scientific progress, and societal development. Explanations clarify the relevance and compliance of each activity with regulations from Kemendikbudristek and relevant directorates (Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, 2023; Directorate General of Higher Education, Research, and Technology (Dikti), 2021; Directorate General of Higher Education (Dikti), 2017; LLDIKTI Region IV, 2022), as follows:

1. Holding a leadership position in a government institution or as a state official who must be released from their original position, or working in an industry/organization recognized by the Ministry of Education or the Ministry of Religious Affairs.
2. Implementing the development of educational and research outcomes utilized by international/national/provincial communities or industries/companies (multinational, national, state-owned, or local).
3. Providing training, counseling, workshops, lectures, or mentoring to the community through scheduled or structured programs at international, national, or local levels (including teaching in language programs at language centers, graduate schools, or external institutions).
4. Providing services to the community or engaging in other activities supporting the implementation of general

- government duties and national development, based on expertise, university assignments, or official positions.
5. Serving as a board member of social or community organizations.
  6. Being assigned as staff in a particular work unit
  7. Producing or writing community service works published in electronic media.
  8. Publishing the results of community service activities in a periodical or scientific journal on community service or appropriate technology, as dissemination of community engagement program outputs (per work).
  9. Actively participating in the management of scientific journals as an editor, editorial board member, or reviewer for international or national journals (Pedoman BKD, 2022).

### ***Community Service Activities for English Lecturers***

The nine points in *Pedoman BKD (2022)* outline the broad and changing responsibilities of lecturers in Indonesia's higher education. These areas include education, research, community service, engaging in administrative duties, leadership roles, and participating in academic and professional development programs. Lecturers do more than teach; they also research and contribute to the development of their communities and the nation.

Academics in leadership roles are uniquely positioned to bridge educational theory and policy, making scholarly insights actionable. English lecturers, in particular, contribute their expertise in language and cross-cultural communication to facilitate clearer and more inclusive policy discussions (Hasbi et al., 2025a). Their analytical skills enhance intercultural dialogue and the effectiveness of public policy communication. By leveraging this expertise, universities address societal needs more effectively, illustrating that academic

knowledge gains value when applied to practical challenges (Kemenristekdikti, 2020).

Encouraging lecturers to use their research to help communities and industries shows a growing focus on making scholarship more impactful. By working on community projects and partnering with different sectors, lecturers bring academic knowledge to real-world problems. This helps support sustainable development and brings universities closer to society. For English lecturers, this often means running programs that build language skills, foster intercultural understanding, support literacy, and enhance employability in both local and professional settings. Research in language education, translation, discourse analysis, and digital literacy helps English lecturers tackle communication challenges faced by businesses, schools, and community groups. These activities make English studies more relevant to daily life and show how research can make a real difference both nationally and globally.

To illustrate, in one project at a university, English lecturers collaborated with local businesses to enhance employees' communication skills. This partnership led to the creation of a tailored language training program that significantly improved business efficiency and client interaction. In another case, lecturers engaged with a multicultural community center to offer translation workshops, easing access to social services for non-native English speakers. These projects demonstrate the tangible impact of applying academic expertise to address community needs.

Third, activities such as training, workshops, mentoring, and counseling highlight the university's function as a center for lifelong learning. For English lecturers, these initiatives typically encompass professional development in language teaching, academic writing, curriculum design, and intercultural communication. Participation in these activities enables English lecturers to enhance English proficiency and pedagogical competence within schools and

communities, while also advancing their own instructional and research skills. Facilitating dialogue and collaboration at international, national, and local levels through teacher exchange programs, collaborative research, or international conferences supports adaptive learning and global awareness in a rapidly changing environment (Trilling & Fadel, 2009). Additionally, publishing community service outcomes in academic journals or digital media allows English lecturers to share best practices in language education and community engagement, thereby broadening the impact of their work and encouraging adoption in other contexts (Chen et al., 2010).

English lecturers facilitate the connection between academic knowledge and community needs through language education. They frequently implement projects to enhance communication skills among students, teachers, and professionals who use English in educational, business, and cross-cultural contexts (Hasbi et al., 2024). By developing training modules such as English for Specific Purposes (ESP) and English for Academic Purposes (EAP), lecturers ensure that participants acquire practical language skills aligned with their objectives. These initiatives contribute to national efforts to improve English proficiency and promote educational inclusivity by reaching underrepresented populations in both rural and urban settings (Hasbi et al., 2025b).

In addition, English lecturers contribute to community empowerment by integrating technology and innovation into their outreach activities. For example, they may conduct workshops on digital storytelling, online writing, or the use of educational technology to promote English learning. Such programs help participants navigate digital spaces more effectively, thereby improving both their language skills and their digital literacy. English lecturers also collaborate with schools, NGOs, and local governments to develop sustainable programs that encourage lifelong learning and intercultural understanding. To get started or enhance their outreach

efforts, lecturers can explore resources such as online courses on educational technology, join professional networks focused on community education, and partner with local organizations to identify specific community needs. Moreover, incorporating feedback from past outreach initiatives can help refine future programs. Through these ongoing efforts, they demonstrate how language education can serve as a powerful tool for social change, professional growth, and community development.

Serving on boards, managing journals, or reviewing academic papers shows that lecturers are committed to academic integrity and the growth of the scholarly community. For English lecturers, this often involves serving as editors or reviewers for journals in linguistics, language education, or translation studies, and supporting professional groups in English teaching and learning. By taking on these roles, they help keep research in language and communication both high-quality and relevant, while staying up to date with new developments in their field (Nasywa et al., 2024). These efforts not only maintain high academic standards but also build stronger networks of collaboration and trust within the global academic community.

### **C. REFLECTION**

Overall, these nine areas of activity illustrate that being a lecturer is not limited to teaching or publishing research; it is about creating meaningful impact. By engaging in leadership, innovation, community empowerment, and academic stewardship, lecturers embody the *Tri Dharma Perguruan Tinggi*: education, research, and community service. This integrated approach transforms higher education into a living force for social progress and sustainable national development (Direktorat Jenderal Pendidikan Tinggi, 2022).

In essence, the *Pedoman BKD* (2022) reinforces that the true value of academic work lies not only in producing knowledge but in

how that knowledge enriches people's lives and strengthens society. It reminds educators that their expertise carries both intellectual and moral responsibility to lead with integrity, teach with empathy, and serve with purpose.

## AUTHOR



**Hidayah Nor, M.Pd.** is an English Language Education Department lecturer at UIN Antasari Banjarmasin. She has participated in writing book chapter projects *English Teaching Practices in Indonesia during the COVID-19 Crisis*, *Useful AI Tools for English Teachers*, *How to Teach English to Gen Z Students*, *Powerful Vocabulary and Grammar Classroom Activities*, *Local-Based English Language Teaching Across Indonesia*, and *Deep Learning: A Handbook for English Language Teachers*. Her Instagram account is @hidayahnor88.

## REFERENCES

- Bringle, R. G., & Hatcher, J. A. (1996). Implementing Service Learning in Higher Education. *The Journal of Higher Education*, 67(2), 221–239. <https://doi.org/10.1080/00221546.1996.11780257>
- Chen, P. G., Diaz, N., Lucas, G., & Rosenthal, M. S. (2010). Dissemination of results in community-based participatory research. *American journal of preventive medicine*, 39(4), 372-378. <https://doi.org/10.1016/j.amepre.2010.05.021>
- Directorate General of Higher Education (Dikti). (2017). Lecturer Workload (BKD) and Tridharma Evaluation Guidelines.

- Directorate General of Higher Education, Research, and Technology (Dikti). (2021). Operational Guidelines for Academic Credit Assessment for Lecturers (PO-PAK Dosen).
- Direktorat Jenderal Pendidikan Tinggi. (2022). *Pedoman Beban Kerja Dosen (BKD) Tahun 2022*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Farnell, T. (2020). Community engagement in higher education: trends, practices and policies. *NESET report, Luxembourg: Publications Office of the European Union*. DOI, 10, 071482. <https://data.europa.eu/doi/10.2766/071482>
- Hall, B. L. (2009). Higher education, community engagement, and the public good: Building the future of continuing education in Canada. *Canadian Journal of University Continuing Education*, 35(1). <https://doi.org/10.21225/D5BC7N>
- Hasbi, M., Nor, H., Madkur, A., Sulisty, T., Mulyani, Y. S. (2025). *Local-Based English Language Teaching Across Indonesia*. Rizquna.
- Hasbi, M., Islamiah, N., Sulisty, T., Marhaban, S., Sari, A. L., Nor, H. (2025). *Deep Learning: A Handbook for English Language Teachers*. Rizquna.
- Hasbi, M., Islamiah, N., Astawa, N. L. P. N. S. P., Hamidah, F. N., Nor, H., Februati, B. M. N. (2024). *How to Teach English to Gen Z Students*. Rizquna. <http://e-repository.perpus.iainsalatiga.ac.id/22992/>
- Kerkhoff, S. N., & Makubuya, T. (2022). Professional development on digital literacy and transformative teaching in a low-income country: A case study of rural Kenya. *Reading Research Quarterly*, 57(1), 287-305. <https://doi.org/10.1002/rrq.392>
- Kemenristekdikti. (2020). *Panduan Pengembangan Karier Dosen dan Penilaian Kinerja Akademik*. Jakarta: Direktorat SDM.



- LLDIKTI Region IV. (2022). Guidelines for Lecturer Workload Report (BKD) Preparation.
- Meixner, C. (2018). Reconceptualizing Faculty Development in Service-Learning/Community Engagement: Exploring Intersections, Frameworks, and Models of Practice. <https://aura.antioch.edu/stubooks/27>
- Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2023). Regulation No. 53 of 2023 on Higher Education Quality Assurance.
- Nasywa Nur Zhafira, Fitri Nabila, Siti Nurul Latifah, Lailatul Husna Br. Regar, Nabilla Azzahra, & Rizki Akmalia. (2024). Upaya Menegakkan Budaya Etika Akademik Dalam Perguruan Tinggi. *Realisasi : Ilmu Pendidikan, Seni Rupa Dan Desain*, 1(3), 163–174. <https://doi.org/10.62383/realisasi.v1i3.198>
- Pedoman BKD (2022). Beban Kerja Dosen dan Evaluasi Pelaksanaan Tridharma Perguruan Tinggi Universitas Islam Negeri Antasari Banjarmasin dan Kopertais Wilayah XI Kalimantan. [https://fdk.uin-antasari.ac.id/wp-content/uploads/2023/05/pedoman\\_bkd\\_uin\\_antasari-2.pdf](https://fdk.uin-antasari.ac.id/wp-content/uploads/2023/05/pedoman_bkd_uin_antasari-2.pdf)
- Porto, M. (2021). A community service learning experience with student teachers of English: enacting social justice in language education in a community centre. *The Language Learning Journal*, 51(2), 178–194. <https://doi.org/10.1080/09571736.2021.1971741>
- Sugiarti, E. . (2022). The Impact of Tri Dharma Performance on Higher Education Performance Based on Monitoring Results. *AKADEMIK: Jurnal Mahasiswa Humanis*, 2(3), 120–126. <https://doi.org/10.37481/jmh.v2i3.476>
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. John Wiley & Sons. <https://moodrmoo.wordpress.com/wp->

content/uploads/2014/10/21st-century-skills-learning-for-life-in-our-times.pdf

- Waghid, Y. (2002). Knowledge production and higher education transformation in South Africa: Towards reflexivity in university teaching, research and community service. *Higher education*, 43(4), 457-488.  
<https://doi.org/10.1023/A:1015211718131>
- Yusup, Y., Sanusi, A., Trisnamansyah, S., & Muchtar, H. S. (2021). The effect of tridharma human resource management in higher education on improving the quality of private higher education lecturers in clusters of higher schools in DKI Jakarta and West Java Regions. *Journal of Industrial Engineering & Management Research*, 2(4), 190-208.  
<https://doi.org/10.7777/jiemar.v2i4.177>