Article

Empowering Cooperative Teamwork for Community Service Sustainability: Insights from Service Learning

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Abstract: In the past decades, the demand for providing soft skills among higher learners has been met through cooperative teamwork commitment. The need to continue empowering such initiatives should entail finding a balance between accountabilities and capabilities to play a significant role in academic achievement and social community engagement. This paper aims to examine the strategies to empower cooperative teamwork to provide insights into community service sustainability, where this would entail designing its key roles to engage with higher learners' practices. The literature from recent reviews was developed to construct a critical examination of the role of service learning in strengthening cooperative teamwork to contribute to community service sustainability. This approach used the keywords cooperative teamwork, community service, and service learning. The findings reveal that there are three main points representing the core attempts to help empower cooperative teamwork to support community service sustainability: expanding strategic management of cooperative-based experiential learning, community service with commitment to civic responsibility, and incorporating service learning into higher education (HE) contexts. The value of this paper aims to contribute to the knowledge development of service learning, specifically addressed with the experiential skills obtained through planning, implementing, and evaluating the service learning process. The ultimate aim was also to enhance cooperative teamwork with critical, creative, and innovative thinking as key performance skills.

Keywords: cooperative teamwork; community service sustainability; service learning; experiential learning; critical, creative, and innovative thinking

1. Introduction

In the past few years, the urgent need to help enhance students' learning capabilities and skills for accelerating the national transformation agenda has become a priority for attention. This gradually came about because of the rising number of challenging issues raised by teamwork imbalances, which might consequently result in disturbance of the standard allocation of work commitment and performance [1,2]. The potential of such an imbalance can arise due to the lack of integrity among the team members, reflected through their mutual practice in all of their work. Moreover, the form of such barriers could be seen from uncontrolled situations—for instance, a poor communication basis [3,4], criticism and conflict [5,6], disorganized outcomes, and academic integrity [7,8]. In particular, the number of challenges in the teamwork process is also because of uncommon situations such as lack of respectful accountability and trust commitment [9,10], in which context the additional element of the influential impact of different mindsets might also become one of the discouraging factors in such situations. Such potentially challenging issues might additionally arise from poor listening skills and limited knowledge of how to enhance cooperative teamwork. The lack of mutual alignment among the members in achieving the targeted goals should build competitiveness through distributing the information transformed in order to build the organizational restoration process and address the

teamwork challenges. As a result, attempts to provide active empowerment with managing both efficient and effective strategies could give insight into how to deeply investigate and identify potential challenges, while at the same time providing the proper solutions. The wider comprehension aims to address the key roots of issues in enabling the proper arrangement to contribute to resolving the teamwork provision [11,12]. The key solution in responding to such challenges could start with maintaining both moral and practical balance in enabling active performance in building cooperative teamwork.

In addition, the aforementioned case might consequently follow the strategy in achieving a balance between academic achievements and transforming potential talents in order to assist in expanding the community empowerment. In particular, the critical point in dealing with the debate about the challenging issues in teamwork is to address the potential for cooperative engagement, starting from the learning practice and service learning [13,14]. The further arrangement in building cooperative teamwork as the main objective should begin with offering active involvement in managing the ability to maintain the environment to work well together while improving the production process and procedure. As such, strategic attempts are required to provide solutions for managing the challenges through ensuring a sufficient understanding to further investigate teamwork and cooperation [15,16]. At this point, the challenges call for the adoption of effective, unique solutions that contribute to the teamwork commitment within the organizational team. In the attempts to meet the demand noted above, there is a wide range of research and development approaches to foster a culture of cooperative teamwork. One of them is through service learning initiatives [17,18]. The number of models of this nature can be seen in engaging their voluntary activities [19], where their determination is supposedly appreciated in the attempts to boost their commitment to increase their expertise in the post-learning stage [20]. From this point of view, getting involved in the community has to do with balancing between peers and social networks in an effort to determine the nature of the relationships that must be maintained to play a significant role in building their engagement in voluntary activities from the higher education (HE) level. Since the engagement process needs more support with a strong impetus for providing insights to influence the decisions that can be performed in transforming their skills and potential for further management [21,22], the challenges may be determined from the ways in which all of the members can work together within the mutual vision. A number of studies have been conducted in terms of key leadership management skills [23,24], workplace initiative strength [25,26], the industrial context of experiential learning [27,28], and voluntary inclusion for community engagement [29,30].

Furthermore, there have been a number of studies that attempted to elaborate the types of technological, societal, and institutional dimensions that can be expanded amongst the students involved in community engagement [31,32]; the need to sustain the sense of togetherness in attempting to support their potential value in becoming actively engaged with cooperative teamwork should be taken into consideration in the sense that it can guide the appropriate ways for the team members to achieve the goals of community attainment [33,34]. Not many studies have been conducted for this purpose. Thus, this paper attempts to examine the significance of cooperative teamwork to provide insights into community service, together with designing key engagement roles for students' activism. In order to achieve the potential value of cooperative teamwork in providing insights into community service, this paper elaborates the attempts to foster citizenship empowerment in order to address the stages of teamwork responsibility. The remainder of this paper is presented as follows: enhancing discipline with active involvement in service activities; building positive beliefs with sustainable commitment in community service; embodying civic-responsibility-based community service through balancing learning and service; nurturing cooperation-based teamwork with creative and innovative thinking as key performance skills.

2. Literature Review

2.1. Towards Cooperative Teamwork

In the initiative to enhance the qualities of working together within the team, the stakeholders may have a chance to communicate their outstanding vision, which can be adopted along with instilling it amongst their members, along with the students. This indicates that all attempts to manage the point of view in trying to simultaneously generate ideas while ensuring effective operations through a variety of experience, attitudes, and expertise could be displayed appropriately to provide insights into teamwork engagement [35,36]. From this point of view, smooth engagement can be determined to guide the distribution of team performance in the sense that all of the team members would have good opportunities to enhance their problem-solving skills. In achieving this, the number of initiatives elaborating means enhancing the efficacy of teamwork indicates the value of responsive awareness to implement the updated set of rules for managing cooperative teamwork [37,38]. In this regard, the significance attributed to becoming involved with organizing initiatives to solve problems wisely according to the appropriate approach should come with the appropriate circumstances to ensure that the process is harmonious [39,40]. The values needed to build strong links in teamwork are necessary to provide insights into the promotion of proper management with regard to critical issues, where particular types of communication skills must be involved in the setting of the rules for addressing communication within the team.

In addition, as indicated in the teamwork-based dialogue in underlining how to communicate amongst the community, the point of having good cooperative skills is to improve sustainability along with the organizational culture in order to bring significant enhancement via the approach of assisting them in seeing their roles from a broader perspective. The basis of communicating with others in a good cooperative manner to determine the particular issues to be solved indicates to the need to learn more about ideas to provide benefits through energizing the sustainability of the organization [41,42]. With regards to achieving the results associated with the work plan in realizing the potential value of organizing the concerns of some important motivational factors to lead to better achievement, attempts to understand certain complexities and challenges in both the community environment and at the university level should be addressed in analyzing the simplistic perspective of the key aspects of academic motivation, namely, achievement motivation, learning goals, and self-efficacy [37,43]. It is necessary to further deploy successful accomplishments in guiding the right path of socially recognized goals in terms of achieving sustainability, along with engaging the interest associated with cooperation in the bigger picture to face particular challenges such as conflict management. This can be further analyzed to enhance the particular ways of meeting the responsibilities through elucidating the bigger picture to the team members in order to help them relate better with one another. As a result, attempts to increase the team members' sense of moral responsibility towards one another should focus on how to concisely achieve more open communication among the team members in ensuring the exchange of information along with engaging the development of trust and cooperation.

In line with the commitment to teamwork linked to strong willingness, this is the key performance indicator to enhance team-building activities to build the entire initiative to assist in demonstrating the extent of teamwork skills. In particular, working with a whole team from a number of diverse backgrounds plays a pivotal role in quickly developing and sustaining the knowledge required to assist everyone in order to obtain the learning experience associated with understanding how a team can operate [44,45]. In this regard, combining learning with teamwork to obtain experience helps to attain actual cooperative learning enhancement in the sense that would begin with expanding the appropriate management skills for the circumstance. As a result, it is necessary to point out the importance of teamwork in completing the confidential evaluation initiative to foster better awareness among the members in order to build their sense of mutual responsibility to obtain the understanding of teamwork in terms of contribution, quality of work, attitude, preparedness, focus on task, working with others, and time management [46,47]. Along

with the necessary task of evaluating the contributions to improve the extent of work quality preparedness, the need to enhance teamwork with respect to the quality of time management has to be concisely incorporated into determination of the team members' average benefit derived from the experience of working in the team.

2.2. Between Service Learning and Cooperative Learning for Achieving Experiential Skills

To integrate the particular program with improvement in the ability to concisely contribute through enlarging the extent of quality performance within the team management, attempts to improve attitudes to the particular programs within the projects should be prepared through improving the consistency of skillful cooperation in order to enhance the active learning strategies. The entire process of cooperative learning enhancement looks to elaborate the components of teaching and developing teamwork skills with regard to the important stages involved in the disciplines for the future workforces [48,49]. It is important to point out the basis of cooperative learning enhancement to provide insights together with the instructional processes incorporated through maximizing the entire procedure to be applied within the teamwork initiative. Moreover, the potential value of the assigned work plan scheme with respect to the effective application of cooperative learning has to involve the provision of practical problem-solving skills [50,51]. In this regard, relevant and effective models for higher education institutions play a significant role in providing benefits in terms of developing social inclusion within teamwork skills. As a result, this would be the key performance indicator that would lead to the quality of learning outcomes among the students once engaged in working together to learn more through the appropriate means. The outcomes of higher education institutions, for instance, would significantly depend on well-structured knowledge transfer through gaining the essential components along with enhancing the key principles of group learning to be oriented on a more cooperative basis [52,53]. As the key elements to enhance the responsibility awareness through instill a sense of accountability, there should be a greater transfer of experiential learning together with improving the positive and significant contribution to teamwork skills.

In the attempt to manage the components wisely while highlighting the promotive interaction in order to ensure good, creative ways of reporting the situation to others within the group, group processing—combined with cooperative learning to provide various approaches to cooperative learning—should translate what has been performed within the learning context into positive interdependence in a sense that can be managed with reference to personal responsibility [54,55]. As a result, the structure of collaboration in the specific content in terms of how to manage the problem-solving skills could mostly be used to implement the greatest potential skills possessed by affecting a positive paradigm shift towards a more creative and innovative setting. With regards to enhancing the teamwork through incorporating the cooperation associated with improving team management performance, attempts to cultivate skills such as leadership management and problem solving to deal with challenging emergencies through cooperative engagement should be strengthened while monitoring the students' learning [56,57]. In addition to underlining the potential of effective communication skills, this would play a pivotal role in expanding the tasks together with positive interdependence. In particular, both internal and external communication to perceive the contextual circumstances, along with determining the situational awareness, should be considered—especially for accomplishing specific management through work planning, error trapping, teamwork performance, and relationships in providing task assistance to enhance the students' teamwork skills.

Furthermore, managing the task of getting the main subjects to take instructional decisions within the pilot setting should come with instructors and courses on the particular objectives of the lesson to develop a realistic sense of the students' learning to assist their process while maintaining their passion. In particular, a number of initiatives to provide benefits through evaluating the group functioning in performing the self-assessment would play a very important role in considering the extent of involvement within the extracurric-

ular activities [58,59]. As a vital part of the learning process enabling students to absorb such knowledge, it is important to strengthen the instructional strategy through strategic management, working together to ensure an effective process. Due to the need to find an appropriate balance between instructions and strategies in providing a model time framework, together with providing effective tools for simulating broad assessments of a given program or project, the strategic task of ensuring the structure of manufacturing in the process among the members to enhance their group learning should come with the cultivation of individual and social concern [60,61]. In this regard, the sense of progress has to be involved with incorporating the role of network engagement through sustaining the influence of social relationships and empowering extracurricular activities. As a result, it is necessary to conceptualize the social engagement associated with the extracurricular activities, together with attempting to build social networks that offer a direction to follow in employing the techniques to examine the importance of individuals and groups within the university in the context of voluntary initiatives. In particular, attempts to enhance the potential value obtained through the various resources obtained from the social connections in extending the degree of involvement, along with considering the entire role of community members, should be employed to identify the extent of social concern associated with participating actively in the extracurricular activities.

3. Methodology

The approach of this study incorporated a review of the related works relevant to the topic. Referring to the academic and scholarly literature, a systematic review was conducted to provide a critical analysis of the relevant journals, books, and conference proceedings [48]. The main point of this literature review was to derive insights to providing the researchers with a clear picture of the current work related to the topic. In this regard, the existing knowledge on the topic and its general image would ensure the provision of the proper research inquiry in terms of both process and procedure with respect to the theoretical framework as well as the research methodology [48]. As such, scholarly academic work presenting updated knowledge could be derived from the extent of substantive findings, whether derived from theoretical or empirical findings within the related topic.

The literature review served the purpose of illustrating the present circumstance; the core point of the relevant literature in contributing to provide this contextual enhancement might usually consider the methodological approaches resulting in the outcomes of the research. In order to perform the review inquiry process, the extent of research considered might be limited to review articles [62]. In this regard, an active association with academic-oriented literature is the basis for research in the academic context. This process was carefully reviewed to focus solely on related topics under consideration for inclusion in the synthesis phase. Moreover, the literature review on which this study is based was conducted using the keywords cooperative teamwork, community service, and service learning. Developing the literature from recent reviews, this paper deals with the development of initiatives to critically examine service learning in order to strengthen the foundation of cooperative teamwork. The review of the literature from relevant journals was conducted using the keywords cooperative teamwork, community service, and service learning. In terms of the literature review process, four steps were undertaken, as noted in Figure 1.

3.1. Review of Literature

This process refers to the search for the bibliographic information; once the relevant literature was obtained, an analysis was conducted by selecting substantive keywords. The next phase was the initial screening of the identified literature through the keywords. The point of this phase was to determine the number of related works, so as to provide a gateway to further process and examine the contents within the aims and scope of the criteria. After this process, the analysis procedure could be carried out properly to elucidate the main points of the relevant literature.
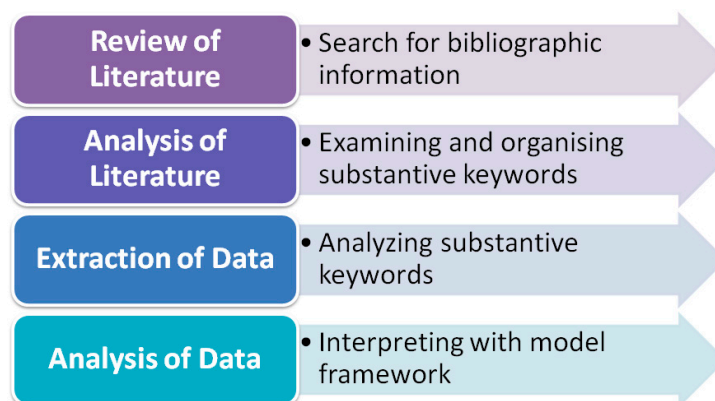
Figure 1. Research methodology.

3.2. Analysis of Literature

The subsequent step was the critical analysis of the literature identified from the screening process. At this point, the scanning process was conducted to ensure that the most relevant sources were included for further content analysis. This further analysis was carried out by selecting the relevant papers in terms of their contents and discussion. In order to ensure that only relevant works were analyzed, the selection approach was carried out by extracting data through deep literature analysis. This process was also employed by interpreting the main findings of each paper.

3.3. Extraction of Data

The next process was extracting the data, where both analysis and synthesis were performed in order to interpret and conceptualize the data. Moreover, only data that were sufficiently similar and related to the topic of discussion were extracted. The main point of this phase was to model and conceptualize service learning and its significance with respect to community engagement. The extraction process was applied through selecting the relevant works.

3.4. Analysis of Data

The approach used for the data analysis was thematic analysis, which means that after the data extraction was performed, it was followed by a critical examination process in order to look into specific details about similar themes and points. In particular, thematic analysis of the contents and contexts of the relevant works was employed. The critical thematic analysis was applied to the related significant research. The main scheme of the data analysis conducted here was the systematic categorization of the number of data, where textual information could assist in determining the model or pattern of each theme.

3.5. Theme Construction Process

The literature review followed the procedure of identification, screening, eligibility, and inclusion (see Figure 2). Both primary and secondary references are important to support the related topic. As noted in Figure 2, the first step was identifying the papers, where there were 1345 papers in total, consisting of 817 Scopus articles and 528 Web of Sciences articles. Next, 1065 duplicate papers were identified and removed, leaving 280 papers to be subjected to the screening process. In this screening process, a further 152 papers were excluded, leaving 128 papers. From this number, the eligibility step was implemented, resulting in the removal of a further 106 papers. The last stage was the inclusion process, which consisted of the qualitative synthesis of the remaining 22 papers.
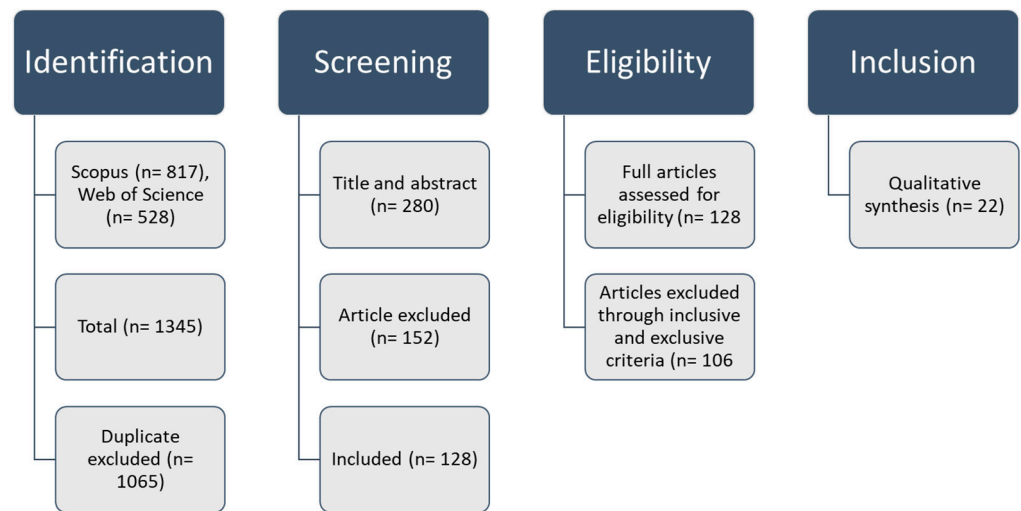
Identification	Screening	Eligibility	Inclusion
Scopus (n= 817), Web of Science (n= 528)	Title and abstract (n= 280)	Full articles assessed for eligibility (n= 128	Qualitative synthesis (n= 22)
Total (n= 1345)	Article excluded (n= 152)	Articles excluded through inclusive and exclusive criteria (n= 106	
Duplicate excluded (n= 1065)	Included (n= 128)		

Figure 2. Literature review process.

After the thematic analysis was carried out, the next process was the theme construction phase, where the model was adapted to each finding of each theme. The most frequent trends of words identified from the selected articles were based on the thematic analysis. Moreover, the theme construction here was employed on the basis of a qualitative methodology. Both thematic and content analyses were adopted in this study, in which the process was performed by the researchers in order to determine the proper themes to be discussed. In the categorical analysis, the main point of each theme was to produce sub-themes based on the characteristics and domains. The following phase could provide the criteria to fulfill for the study's main result. At this point, only related themes were considered for the theme construction.

4. Analysis and Discussion

4.1. Expanding Strategic Management of Cooperative Experiential Learning

In the attempt to enhance the initiative of expanding the strategic management to provide a way to incorporate the extracurricular activities into the experiential learning basis, being cognizant of ways in which to utilize the social concern in exploring the service learning initiative can ensure good standards in working with the initiative of students' peers and social networks in the attempt to have them perform key roles in managing the well-structured cooperative learning groups in such a way as to expand their essential creative skills in problem solving. As noted in Figure 3, there are four parts of fostering cooperative teamwork to community service: expanding the strategic management of cooperative experiential learning, serving the community with a commitment to civic responsibility, incorporating service learning into the higher education (HE) context, and enhancing responsibility in cooperative teamwork-based community service.

In this regard, becoming actively engaged in the various essential stages to incorporate fully cooperative efforts would improve the distribution compared the poorly structured ones on the basis of five essential elements, as noted in Figure 4. These essential elements should be carefully structured in the attempt to construct the positive engagement of cooperative learning in such a way that the students may have the chance to contribute through their performance skills [63,64]. As a result of enlarging the problem-solving session, the extent of positive interdependence has to be entirely structured along with the group members in the community. It is necessary to foster social concern and moral responsibilities towards the role of interdependence in such a way as can be managed carefully together with the strategies to solve the problem. In particular, actively attempting to provide solutions in helping one another to accomplish positive tasks, along with fulfilling the role of cooperative learning assigned widely to promote the initiative to obtain

success, should provide the necessary point of reference to establish the structure of helping one another to accomplish the positive initiative of task interdependence. In order to ensure sufficient time for the consistent transmission of collaborative skills to facilitate the students' participation, it is necessary to highlight some of the keys to maximize efficiency while reinforcing the students' practice [65,66]. As a result, it is necessary to use good initiative in maintaining the students' involvement to maximize their teamwork skills in such a way as to further the process and ensure that they apply cooperative learning routinely. In this regard, the outstanding value of cooperative learning engagement can be viewed through the explanation of the necessary stages in order to clearly adopt the potential value in such a way as to transmit the course routines assigned to the generic lessons. This entails expanding the core values of problem-solving lessons through cultivating the civic awareness to contribute to community engagement.
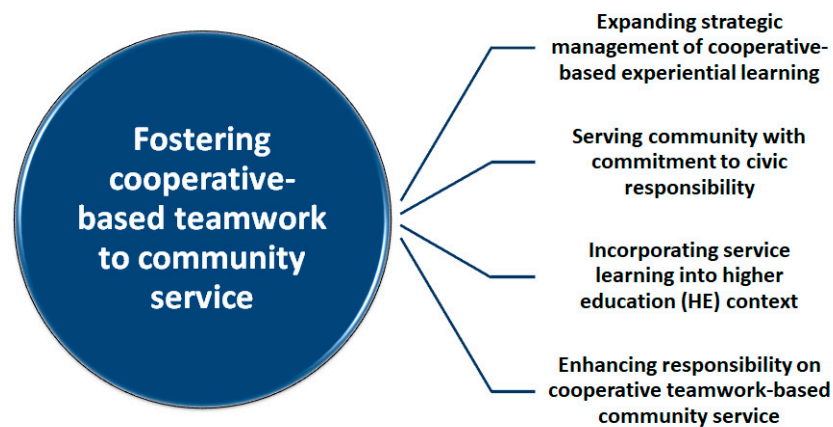

Figure 3. Fostering cooperative teamwork in community service.
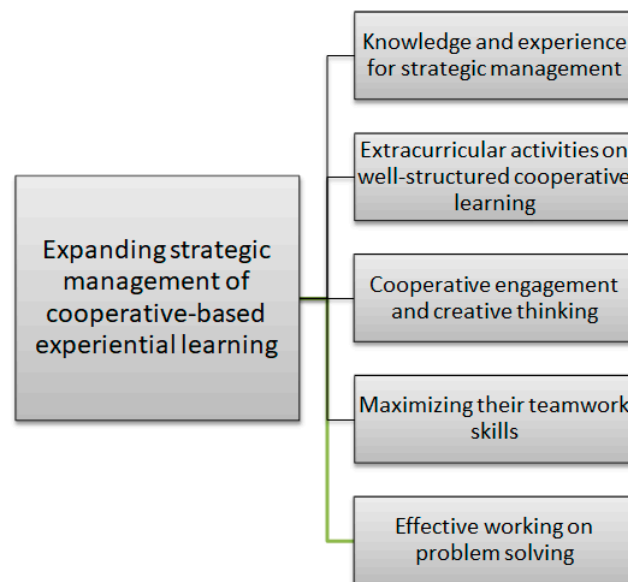

Figure 4. Expanding the strategic management of cooperative experiential learning.

In line with incorporating the extent of civic engagement towards the ultimate purpose of working together to ensure the commitment to teamwork and social awareness through community engagement, the wide elaboration of conceptual initiatives for increasing the levels of quality has to be involved in supporting the students in gaining knowledge and experience [67,68]. In this regard, it is important to note that the nature of the concepts and strategies within the learning process can be enhanced through transferring the broad connections between present, past, and future learning in order to assist, encourage, and

support one another's efforts to obtain the necessary learning skills. As a result of expecting to expand the oral-based initiative on the particular skills related to problem solving, we can see a significant enhancement of contributions in elucidating the creative thinking assigned to social and individual accountability in such a way as can be translated into personal responsibility [69,70]. In the context of cooperative learning initiatives, the need to emphasize the aims of the organization in addressing particular ways to build individual accountability should begin with incorporating the necessity of improving performance through monitoring group work in such a way as to strengthen the community.

In addition, the necessity of achieving community engagement should be widely enforced through individual awareness together with mutual understanding of experiential learning to be enhanced through subsequent accountability. This aims to ensure that the work related to performance is shared among the individual students assessed, by empowering their teamwork skills. As a result, it is necessary to collaborate in expanding the skills of teamwork engagement, together with incorporating conflict management ability in such a way as to provide insights into the cooperative effort involved in the teamwork skills [71,72]. Moreover, the particular attribution of possessing leadership skills, for instance, has to be involved in the decision-making process, through which the value in transmitting the commitment to trust should be strengthened with reference to a wide range of skills, including communication skills. In particular, attempts to improve the quality of communication skills in cooperative teamwork in the context of learning situations should be transmitted through more effective, purposeful, and precise teaching and learning with respect to teamwork skills. With regards to elucidating the significance of cooperative experiential learning, it is necessary to take note of the need to ensure that the process is performed properly, following all of the stages [73,74]. In the attempt to further apply cooperative learning among the group members in discussing the ways to achieve their mutual vision and goals, it is necessary to find a balance between maintaining effective working relationships and expanding the members' actions to help in terms of making decisions on what to continue and what to change. The focus of successfully processing the collaborative skills is to ensure good teamwork maintenance in facilitating the learning to ensure that all of the members may have a good chance to receive feedback, enabling them to continue learning within the group.

4.1.1. Serving the Community with a Commitment to Civic Responsibility

Community engagement is one of the important elements to provide insight into social inclusion, along with incorporating tolerance-based mutual assistance in the partnership and integrating the civic values amongst the communities. As a result, the civic awareness of a wide range of moral values could be viewed in terms of duties such as freedom, justice, equality, authority, diversity, and privacy, in a sense that can be managed throughout the entire process with reference to the patriotism, human rights, the rule of law, self-restraint, and self-respect, along with participation in the social, political, and cultural issues that occur within their respective communities [75,76]. In terms of achieving community engagement through cultivating awareness of responsibilities within both the community and society, addressing the issue of civic responsibility requires active participation in events in public life through expanding the individual skills to identify any conflicts that might occur amongst the community [77]. As a result of incorporating the community engagement with an awareness of critical issues, the necessity of enhancing the process on an informed, committed, and constructive basis entails a focus on the common good of society towards the awareness of and engagement with civic responsibility. In the attempt to serve the community through a commitment to the awareness of civic responsibility, the emphasis on engaging the mutual vision with actual active participation has to be stressed in such a way as can be expanded into civic engagement, which would lead to a behavioral attitude of community concern. In terms of serving the community with a commitment to civic responsibility, there are four main aspects: mutual assistance in integrating the civic

values, ethical approaches to assisting community engagement, responsibility towards the community and society, and incorporating community engagement (see Figure 5).

Figure 5. Serving the community with a commitment to civic responsibility.

In addition, the sense of good teamwork commitment is supposedly the component necessary to establish the community basis leading to the vision integrated into civic engagement. In terms of obtaining benefits through highlighting the initial value of serving the community, it is important to note that expanding the value placed on individual and social concern has to be involved in the service learning initiative, for fostering good opportunities in taking into account the paradigm shift in developing commitment to civic responsibility awareness through the integrated instruction of technology adoption [78]. As a result, the various faculty members would have the opportunity to help the students become civically aware by building their civic responsibility, leading to their sense of themselves as agents of change in their community. In particular, becoming actively involved in cultivating the awareness of community responsibility strengthens the need to possess political, civil, and environmental concern within economic advocacy [79]. It is important to highlight awareness in implanting the plan of action for the community entirely through active participation in society and democratic governance. This indicates that the paradigm shift towards involvement in reforming actions and attitudes is entirely the responsibility of citizens within the society, who should exhibit the appropriate attitudes and actions. Moreover, the unique style of community engagement with leadership-based civic responsibility would be pivotal in cultivating civic responsibility among the citizens associated with involvement in certain prayer venues, such as mosques, in such a way as can be governed through voluntary associations, such as memberships in the government context.

With regards to attempting the relation to civic responsibility, the good commitment to maintaining moral values has to be broadly presented in displaying the effectiveness of initiatives for developing the responsibility of citizens within the community and government [80]. In the attempt to ensure responsibility in civic engagement, it is necessary to support the adoption of active participation in the community through giving actual examples related to civic action on the basis of providing beneficial values. The positive example adapted for engagement in duties within the political system would need to support the provision of community engagement through accepting broad opportunities with beneficial values. The entire engagement of civic awareness based on the qualities of individual personality and social concern must be strengthened on the basis of setting an example to encourage ethical behavior in the context of the society's guidelines, laws, and rules [81]. The adoption of actions and attitudes to energize the enhancement of moral values to provide benefits for society is entirely dependent on good behavior with respect to civic responsibility incorporated in the association of democratic governance and social participation. As a result, outstanding advocacy should be displayed amidst a wide range of causes to engage action on environmental concerns together with advocating for social issues. Through strengthening individuals' commitment to their community through the potential value of individual citizenship, actions of civic responsibility can be transmitted

to promote awareness and foster goodwill and willingness to assist with community engagement with respect to the need to expand human resources and promote participation in civic duties.

4.1.2. Incorporating Service Learning into the Higher Education (HE) Context

Service learning, with its significance in discussing active participation through attending a number of extracurricular activities, can play a significant role in disseminating social concern, along with providing insights into community engagement. Through the benefits derived from the extracurricular activities, this would be a good priority for the programs offered within the higher education (HE) context. The students' outcomes can be viewed in such a way as to obtain positive impacts in terms of transmitting these activities in both the academic and social community contexts. In particular, the significance of tasks associated with extracurricular activities should sustain the quality of the relationships built, along with revealing the students' learning orientation [82]. As a result of incorporating the service learning into various initiatives involving social community concern, service learning could produce a good paradigm shift towards maximizing the active participation in benefitting others through providing insights into the extracurricular activities. In terms of influencing the student engagement in service learning initiatives, the sustainable connection between academic and social concern has to be involved in ensuring that the extracurricular activities in the HE context can be translated into looking at the community through the experiential learning incorporated into the various activities oriented towards social capital awareness.

In addition, the benefits from a number of similar areas should be examined so as to determine the reasons for the learning associated with engaging the students to participate actively in community engagement, which might require the improvement of teamwork, bringing together all of the members on both an academic and a community basis. Attempts to incorporate service learning into the higher education (HE) context consist of four aspects: reinforcing experiential learning skills, sustainable connections between academic and social community concerns, building relationships of service learning along with social community concern, and maximizing activities involving mutual cooperation and community service (see Figure 6).
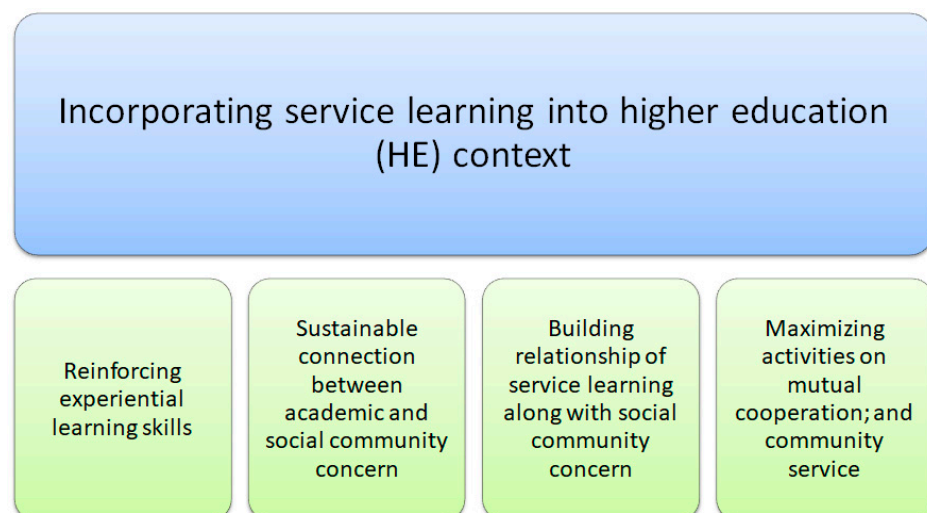

Figure 6. Incorporating service learning into the higher education (HE) context.

As a result, the active engagement through activities spread amongst the community might be a good exercise to provide benefits in the processes of civic responsibility and awareness, which lead to national patriotism. From participation to reflection, such a process would also need to focus on maximizing the number of these activities to provide insights on how actively they engage in civic activities [83]. In terms of implementing social

community engagement through curricular activities, the important part in elucidating the beneficial value is strengthening various skills, including discipline, teamwork-based motivation, mutual understanding, mutual respect, and communication skills. These could also be gleaned from a variety of activities, including active participation in sports, mutual cooperation, and community service. Applying for these activities can provide broad opportunities for experiential learning to offer feedback and enhance the students' behavior in such a way as to help develop their skills. Such skills may be valued in the classroom setting for their direct impact on the students' active participation in a number of extracurricular activities in the HE setting. Guided by examining the broad process through the active feedback on the students' learning outcomes, the exploration of civic engagement could be incorporated into the community engagement setting to provide influential feedback on the students' behavior [84]. Moreover, the particular substance of service learning, with its extensive significance in making learning more experiential, should be widely applied to direct attitudes in such a way as to glean benefits from every process of social community service that can be incorporated into the classroom setting.

In the attempt to cultivate the potential value that the students can provide, this engagement process might require an active, good relationship with the fostering of social concern for civic engagement through related activities. In incorporating the enrollment process into professional skills together with an ethical basis, the HE setting's engagement with the inclination to actively participate in civic activities has to be enhanced to increase the quality of the cultural repertoire skills in the classroom. Adopting various forms of activities can help students to ensure their personal quality by building their cognitive skills under an academic basis. This process is followed by involvement in the governments and businesses in attempts to establish mutual cooperation within communities, working towards the betterment of community-determined needs [85]. Attempts to build active connections, along with the entire process of developing the essential steps to link the community with the academic environment, should support the insight into the value of such engagement in reinforcing the experiential learning skills. As a result of building the extensive inclusion of the community through extending the substance of academic behavior, the role of incorporating this structure in contributing to the broad arrangement of various professional roles in the community and beyond should be widely highlighted with consideration of connections with many experiences. In the attempt to significantly engage with the HE context, the entire essence of community connections integrated into academic engagement should also shape the quality of social community awareness in such a way as to expand the general sense of civic responsibility [86]. Through obtaining the feedback from the special events prepared through the contact of community engagement, it is necessary to continue highlighting the entire process to assist the students in obtaining benefits from the feedback on what has been conducted within the various engagement processes. As a result, helping them to look at the events within the activities should contribute to expanding their community behavior. In this regard, it would be crucial for the society to see them contributing in the sense of improving both outcomes through strengthening the measurements on civic engagements.

4.1.3. Enhancing Responsibility in Cooperative Teamwork-Based Community Service

The key focus in providing full insight into service learning should be on increasing the practical implementation level in the attempt to enhance the basis of civic responsibility through maximizing the HE context. Moreover, the use of the HE setting in promoting the inclusion of community service within the learning basis should include developing the model reference to cultivate a number of personal skills, including honesty, ethics, and moral behavior in working together in learning [87]. In this regard, empowering the engaged scholarship on civic engagement should inculcate the students with a number of skills in the attempt to expand their civic responsibility within the learning context on an experiential basis. Among the students' needs to consider the condition of circumstance along with personal and social responsibility, it is necessary to critically explore the main

contribution of service learning, with its outstanding value of civic engagement [66,67]. In this regard, initiatives to enhance the substantive foundation for community service within the students' learning are crucial in the context of building civic responsibility through incorporating active participants within their community and beyond. In terms of civic awareness, along with incorporating the process institutionally into the significant contribution of experiential learning, it is necessary to construct complete attempts to ensure the foundation to foster civic engagement among the people in such a way as to expand the role of civic responsibility in society. The strategic effort to enhance responsibility in cooperative teamwork-based community service entails three core stages in order to support the fostering of cooperative teamwork in community service (see Figure 7).

Figure 7. Enhancing responsibility in cooperative teamwork-based community service.

Furthermore, the needs of the community in terms of how to promote the extension of laws, rules, and guidelines on organizational behavior should utilize the entire process of adopting ethical behavior in opportunities for corporate provision of financial and human resources [55,56]. Through shaping the entire engagement process towards civic action in an ethical manner, it is important to provide a good example to support beneficial values in the community in such a way as can be enhanced by encouraging the commitment to a wide range of duties within the political system. In particular, the attempt to further disseminate social action requires the active creation of the necessary shift to achieve good future community engagement. In the attempt to significantly expand the extent of one's community together with the country, it is important to incorporate the necessary parts of working together, along with advocating for the diverse perspectives of mutual awareness with respect to the vision of the nation through thinking critically together with effectively working towards accessing both information and dialogue [68]. Moreover, the attempt to employ critical thinking towards basic human rights and allowing citizenship engagement would need to incorporate the power of technology by utilizing social media within the paradigm shift towards integrating the engaged scholarship into institutions of higher learning, businesses, and governments [71]. In particular, the attempts to build these organizations would need to ensure the engagement of the appropriate time and resources dedicated to adapting the readiness of the engaged scholarship to different settings, revealing the differences within the vocation so as to determine what can work for the future by reflecting on the past.

In the attempt to enlarge the potential attribution of cooperative teamwork, the number of significant components should be taken into consideration through expanding the values to be adopted, appropriately combined with the extent of knowledge required to do so. This

should be particularly adopted in sustaining the skills that need to be applied, together with the efficacy that can be implemented in improving their significance to the organizational culture [67]. As a result, the particular attribution of organizations' full contribution to the extent of the work organized and applied amongst teams has to involve education on experiential-based engagement through a number of programs. The distinctive adaptation that can be translated to the HE context should be constructed from the stage of cooperative learning. In an attempt to let the institutions transfer the knowledge together with industry sectors, the effective tools for achieving the benefits in the effort to foster engagement in adapting the learning dimension would become more useful as facilitators to enhance the information transfer into the students [77]. As a result, analyzing the effects of cooperative learning should also involve coordinating the stability awareness among the members in terms of managing the potential value of teamwork skills. Moreover, such dimensions would need to expand team management skills along with showing the extent of significant points of view to ensure the preparedness of planning to improve the personal quality of teamwork skills. This would ensure effective team members with cooperation and problem-solving skills to share the extent of teamwork-orientated duties.

In line with performing a wide number of activities to enhance the feedback, attempts to include academics, businesses, and governments in the basis of the framework to obtain academic service learning would play a key role in incorporating better engagement amongst communities to augment civic awareness among the citizenship. Moreover, the research on learning and service might require direct feedback on community engagement through experiential education in the frameworks of academia and business [80,81]. Through incorporating the points of community-based research integrated into the communities, the HE setting with its active engagement would need to further operate the models through incorporating the adoption process into the businesses and governments. In utilizing the technologies to improve active engagement in community service, effective engagement with the underlying scholarship should prepare the initial stages of the engaged scholarship through embracing a wide range of stages, including pedagogy, research methodology, and community development [70,71]. In this respect, the effort to improve the quality of civic engagement through maximizing the extent of models of experiential learning should also involve exploring the components of civic engagement, with the ultimate goal of increasing personal and social responsibility. Addressing the particular issues in the attempts to engage the scholarship and foster civic responsibility should expose the transfer of knowledge based on civic understanding to educate the citizens involved in initiatives for transmitting the approach to promote civic engagement. As valuable components that bridge the holistic education together with sustaining the extent of sustainable social change, the approach to schools, neighborhoods, and communities should highlight the inculcation of civic responsibility through achieving the beneficial value of service learning to the society. The initial value of the feedback to be obtained, including personal and social development, should pay attention to various initiatives that could expand the experiential basis of community engagement.

5. Limitations, Implications, and Future Directions

This study aimed to examine the significance and approach of empowering cooperative teamwork for community service sustainability through service learning enhancement. This rationale was intended to respond to the current situation by exploring the extensive contributions of service learning through its significant contribution to cooperative-based teamwork. The main focus was solely given to the role of feedback in enhancing the learners' cooperative skills. At this point, a limitation that should be highlighted is that the present study only focused on the literature review. Moreover, the main orientation was dealing with strategic approaches to cooperative teamwork to support community service as a sustainable means to enhance society through service learning [57]. In this regard, the theoretical basis of the present study was conceived so that the need to conduct further research on an empirical basis could be reconsidered. In particular, the aim of

the present study was solely focused on enhancing the cooperative skills of the higher learners through a literature review approach, where the deficit might become evident in the empirical findings of the data. The point of the present study was also to elucidate the social community service sustainability, together with the learning basis within the academic context. The extent of this approach was employed through examining the significance of cooperative teamwork to provide insights into community service, together with designing the key engagement roles in the students' activism. As such, the core point refers to the entirety of the attempts to further foster citizenship empowerment through teamwork responsibilities.

Furthermore, our findings indicate that studies on empowering cooperative teamwork to support the achievement of sustainability in community service need to address the detailed stages in order to merit attention. In particular, the critical point in dealing with the debate about the challenging issues in teamwork needs to address the potential for cooperative engagement starting from the learning practice, i.e., service learning. From the perspective, the process of elaborating the strategic means of adopting new technology can provide insights into both the societal and institutional sectors. Moreover, the main dimensions could determine how much time and chance the learners get to expand their potential skills in order to support their active involvement in community engagement [69,70]. In particular, the consequence is that attempts to sustain the sense of togetherness in attempting to support their potential value must be consolidated to ensure active engagement with cooperative teamwork. At this point, the main point to consider would be how to provide an appropriate approach to help team members achieve the targeted goal of improving sustainability in community service. The applied instrument, given as a means of examining the significance of cooperative teamwork, would determine the potential contribution to building the social awareness to maintain concern about community service [79,80]. In this regard, the design of principles of active engagement can drive the learners to perform their practice and achieve the potential value of cooperative teamwork. In providing insights into community service, the main contribution of the present study was elaborated as an attempt to help foster community empowerment. The outcome also draws attention towards the stages of teamwork responsibility that can enhance discipline through active involvement in service activity [60,61]. The subsequent point refers to building the positive beliefs necessary to enhance the commitment to maintaining community service with sustainable development.

In addition, future directions should consider an active arrangement of building cooperative teamwork through empirical findings. As the main achievement, a strategic way to begin designing active involvement to manage both skills and abilities for maintaining the community service agenda should include improving the service learning initiative. As such, strategic attempts are required to provide solutions for managing the challenges through a sufficiently in-depth understanding of teamwork cooperation [85]. At this point, the challenges need to adopt effective solutions with unique contributions to the teamwork commitment within the organizational team. In attempts to redirect the future orientation, both research and development approaches should incorporate acculturation of cooperative teamwork engagement to support a sense of responsibility in community service. Through achieving a balance between learning and service, the potential value to sustain cooperation-based teamwork requires stability in both creative and rational innovative thinking [86]. By upgrading the key performance skills, the further elaboration of service learning initiatives could potentially be used to design models of engagement in active voluntary activity. Moreover, the style of determining potential contributions to boosting the commitment to improve knowledge, skills, and experience is supposedly generated in the attempt to re-empower experts to become involved in community service [87]. Through the achievement of balance between peers and social networks, the strategic effort for further inquiry processes should determine the nature or main motivation of taking mutual vision as the starting point prior to continuing the investigation. As such, the active involvement and relationships need to be maintained to build engagement in voluntary

activities. Furthermore, more support is needed in transforming skills and potential, with a strong emphasis on providing insights to influence the strategic ways of managing the decisions taken to continue the effective and efficient achievement of cooperative teamwork to support community service sustainability.

6. Conclusions

In order to respond to the challenges indicated from the ways in which all team members can work together within a mutual vision, an increasing number of studies have been conducted in terms of key leadership management skills, workplace initiative strength, the industrial context of experiential learning, and voluntary inclusion for community engagement This paper explored the extensive contributions of service learning and its significant contribution to cooperative teamwork through providing feedback to enhance higher learners' skills. Through elucidating the social community service together with the learning basis within the academic context, examining the significance of cooperative teamwork to provide insights into community service together with designing the key engagement roles of the students' activism, attempts to foster citizenship empowerment with teamwork responsibility should address the following stages to merit attention: expanding the strategic management of cooperative experiential learning, serving the community with a commitment to civic responsibility, and incorporating service learning into a higher education (HE) context. This paper should contribute to continuous learning with experiential skills through planning, implementing, and evaluating service learning to enhance cooperative teamwork, with critical, creative, and innovative thinking as key performance skills.

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