



Original Article

Exploring the Role of the Kariton Klasrum Project as a Service-Learning Strategy in Values Formation

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Abstract

As education moves towards further development, many meaningful ways to strengthen learners' values formation have emerged. One of these is the service-learning method, known for having positive results in terms of character. Similarly, in the Philippine context, the Kariton Klasrum Project (KKP) serves as a service-learning strategy with a lot of potential in values education. However, despite utilizing KKP, no research has captured implementers' perspectives, leaving no recorded evidence regarding the specific moral outcomes to them. KKP was originally introduced by the Dynamic Teen Company, and with their consent, was adapted and implemented starting in 2011 by Elizabeth Seton School-South, a private basic education institution in Imus, Cavite. The KKP engages the grade 10 learners in an outreach work with the children from Riverside, Imus, a community assisted by the Department of Social Welfare and Development (DSWD). The engagement's preparation spanned for five months and culminated in a one-day service-learning session that involved teaching the basics of reading and writing, feeding session, and providing medical assistance. In this study, the researcher explored the role of KKP as an initiative that supports values formation among executors. Using the Qualitative Descriptive Research method, the perceptions of 10 participants from grade 10 revealed that KKP contributed to their development of responsibility, compassion, motivation, collaboration, and reflection. The findings add to the limited body of literature on KKP as a service-learning strategy in the Philippine basic education and highlight an emerging strategy for nurturing compassionate, socially responsible learners prepared to make a difference.

Keywords: *Constructivism, Kariton Klasrum Project, Learner-Centered, Service-Learning, Values Formation*

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Introduction

The traditional system, whereby knowledge is imparted to students solely by the teacher through formal discussions, has been supplemented by modern strategies that cater to various learning styles and foster a holistic approach to learning. For instance, the method of service-learning is a unique way of teaching and assessment to connect learners with a wider audience while building their character and skills in the process (Hébert & Hauf, 2015). In the Philippines, a local example of service-learning was developed by a group named Dynamic Teen Company (DTC). This concept was initially referred to as the K4 Project, categorized into Kariton, Klasrum, Kantina, and Klinika. In 2009, Efren Peñaflorida and his team introduced the ‘Kariton Klasrum Project’ (KKP), which made education accessible to everyone, particularly street children. This allowed the latter to be transformed and understand the significance of education (Cinco, 2017). However, despite the positive benefits of the KKP from the perspective of the beneficiaries, there were limited sources that claim its underlying role in the values development of those who implement and execute the project.

Kariton Klasrum Project in the Context of Elizabeth Seton School

In the spirit of its vision and mission, Elizabeth Seton School (ESS) continues to be a leading Catholic educational institution that integrates learner-centered strategies anchored on the educational philosophy of constructivism. The possible learning outcomes of this identity are explicitly reflected in the ESS educational system since the institution implements an active learning approach in most of its curricular and non-curricular activities, assessments, and other internal and external institutional programs. Known for its tagline “Learn, Lead, Serve and Make a Difference”, and guided by its educational principles, the school continuously adapts new programs, pedagogies, and interventions centering the learners’ needs, interests, and goals to remain relevant and effective in the fast-changing world. Inspired by the core values of the school’s patroness, St. Elizabeth Ann Seton, the ESS responds to the call to live a life of faith, love, and selfless service, as actualized in the Community Extension Programs (CEPs). These programs provide the Seton community with experiences of awareness, discernment, and immersion in the conditions and needs of the marginalized sector, focusing on the person of the least, the last, and the lost. Other stakeholders, aside from learners, are also involved in CEPs in various ways, which may foster a culture of collaboration in the areas of humanitarian and ecclesial development for social justice. There are multiple external initiatives under CEPs, one of which is the ‘Kariton Klasrum Project’ (hereinafter referred to as KKP). With the consent of DTC, the Kariton Klasrum model was adapted. However, variations and modifications of the strategy have evolved continuously over the years, adapting to the nature and demands of each situation. The school started the KKP in 2011 and has continued it up to the present.

This study serves as a reliable source of religious and values formation among learners. Currently, the KKP is classified as an outreach activity and a service-learning strategy under the supervision of the Catholic Christian Formation Department, which serves as the counterpart of Christian Living Education (CLE). This decision firmly relates the necessity of educating learners in a Christian identity that embodies the core values and fundamental teachings based on a Catholic Education.

Kariton Klasrum Project: Strengthening Values Formation

KKP engages learners in values that direct them toward specific moral principles formed through their collective contribution to the welfare of communities

and the resolution of issues of concern. Values are personal and individualized beliefs that motivate people to take action. These hold significant roles in a person's life and are considered right due to their cultural origins. They start as being desirable because the individual knows and feels that they are proper to want for themselves and others, and they also promise enjoyment or satisfaction in their attainment (University of Texas at Austin, 2025)

Harrison et.al (2016) recommend that the association of character education has suggested principles that schools of character should aspire to. First, it is committed to developing moral, civic duty, and intellectual virtues. Second, it has a stated vision for character education that is actively promoted throughout the school. Lastly, it provides all students with tangible opportunities to develop their character in accordance with these guidelines.

According to another research, values-based education helps humankind to address life-or-death challenges like environmental degradation, widespread social and cultural disharmony, increased cases of youth suicide, domestic violence, child abuse, and neglect (Toomey, 2023). In response, Elizabeth Seton School introduced its distinct moral and behavioral norms. All subject areas were directed to integrate all activities and lessons with the institutional values of the school. However, there is much expectation from the CCF subject, being the core of values education. There may be several conflicting stances regarding the hierarchy of values in every person. While it must be noted that values education starts from the basic unit of society—the family—educators, administrators, governmental institutions, and other authorities may have a significant impact on the formation of all students to make this world a better place. Research findings indicate that when a student is raised in a values-based education, academic excellence and a sense of fulfillment are achieved through the higher development of self-awareness, empathy, compassion, and understanding (Berges-Puyó, 2020).

Schools may enforce or empower specific values central to their faith foundation. Since Elizabeth Seton School is a private Catholic school, most of the institutional programs are anchored in the Catholic perspective. In the encyclical letter *Caritas in Veritate*, Pope Benedict XVI (2009) addresses social justice, charity, and the role of education in forming young people with a sense of responsibility for others and the world. This reminds all catholic religious educators to commit themselves to performing their duties as missionaries in the lives of their students by integrating common values into the curriculum. Using strategies such as the KKP will not only foster connections between learners and their neighbors but also bring them closer to God.

To sum it up, values-based education transforms many aspects of one's life. It might be a challenging task for teachers to instill values due to the diverse opinions and moral relativism of many about what is good. Yet, the Elizabeth Seton School pledges to provide a distinct identity that cultivates learners' moral aptitude based on the teachings and practices of the Catholic Church.

Kariton Klasrum Project as A Service-Learning Methodology

KKP is a unique form of service-learning (SL) method. Service-learning, however, is interpreted as an educational approach under which learners learn through active participation in meaningful, organized social service groups. This teaching methodology is usually attributed to civic engagement, community development, advocacy, philanthropy, social change, volunteerism, community service, and experiential learning. (Elmhurst University, 2019). Service-learning experiences can motivate learners to gain new knowledge, skills, and a renewed

appreciation for cultural differences and similarities, while fostering social responsibility (Beckford, 2022).

The concept of service-learning can be traced back to the American educational tradition of community service and volunteer programs. Eventually, it emerged in the Philippines during the Development Decade (1960s) and Decade of Participatory Development (1970s) (Baluga, 1987). These were the eras when the Filipinization of higher education in the Philippines prioritized the relevance and responsiveness of education to societal needs, including social, economic, and cultural issues (Alcala, 1999; Lok & Aquino, 2010). Currently, the nationwide implementation of service-learning has been achieved through the passage of the National Service Training Program (NSTP) law of 2001, also known as Republic Act (RA) No. 9163 (Abenir, 2023).

Synthesis

The KKP is a specialized strategy that unifies service-learning and values education towards a transformative pedagogy. Harrison et al. assert that schools are necessary to cultivate moral, civic engagement, and intellectual virtues with a clear vision and active implementation, while Toomey claims that values education addresses social issues where the youth are particularly vulnerable. This resonates with the Catholic identity of Elizabeth Seton School-South, as outlined in Pope Benedict XVI's encyclical letter, *Caritas in Veritate*, which emphasizes the importance of schools being grounded in charity, justice, and service. With the positive effects of service-learning in supporting the integration of values, this research aimed to fill the gap in identifying the role of the Kariton Klasrum Project, which has provided substantial reference to the field of education as an effective strategy for upholding a humane society.

The study aimed to explore the participants' perceptions about the Kariton Klasrum Project, describe their experiences during the implementation of the KKP engagement, and understand the challenges and difficulties they encountered throughout the process.

Methodology

This study used a qualitative descriptive research design. Sandelowski (2000) supported the notion that this methodology is a practical choice for obtaining a direct description of the participants' perceived experiences. This method generates substantial data that remains closely tied to the words and events of the study, without any theoretical or phenomenological interpretations.

Participants of the Study

From a total of one hundred twenty-eight (128) grade 10 learners, only ten (10) were chosen as sample participants for the semi-structured interview. Considering the time and resource limitations, the researcher opted to have ten (10) participants to obtain meaningful insights for the study. Research scholars agree that saturation is the most important factor in determining the sample size for qualitative research. The small sample size typically consists of between 10 and no more than 30 people for an interview (Hennink & Kaiser, 2022).

Data Gathering Procedure

The researcher first sought approval to conduct the research by writing a letter addressed to the school principal. Then, the necessary letters were sent to the parents and learners. This served as a notice for the participants of this research. As part of

the research ethical considerations, parents or guardians filled out the form as proof of their consent. The purpose and rationale of the study were explained to the participants. Their personal information was not published in the paper. Furthermore, the research did not disrupt the regular school schedule and was carried out with strict supervision by the researcher.

The possibility of biased responses and emotional discomfort among participants was considered a risk of the study. This included overstating or understating their experiences due to social desirability or fear of judgment. However, no discrimination was reported during the individual interviews. The researcher assured the participants that they were not forced to answer any questions if they felt these were too personal and uncomfortable to discuss. The participants had the right to discontinue or decline participation in the research anytime they chose to do so. The researcher also sought assistance from the Catholic Christian Formation (CCF) subject teacher to conduct the interview. The researcher's venue was located in the administrative office of the subject area coordinators. Every participant was called during the CCF period. A voice recorder was used to document the conversation for easy transcription. Since it was necessary, follow-up sessions were conducted to clarify the participants' responses and prevent misinterpretations. All collected data were stored securely and retained for a period of five (5) years after the completion of the study, after which they were permanently deleted or destroyed. The researcher assumed the role of a subject area coordinator in the whole study. Through the assistance of the level's subject teacher, Google Docs was used to transcribe interviews verbatim, ensuring that the participants' voices were accurately represented. The interview questions were validated by the subject matter experts and focused on the participants' individual experiences of the following:

1. How did you find the Kariton Klasrum Project as a service-learning activity?
2. What are the specific problems you encountered during the implementation of KKP?

Data Analysis

Following Creswell and Poth's (2018) approach to thematic analysis, the researcher engaged in a repetitive process of familiarization by reading and re-reading the transcripts and listening to the voice recordings multiple times to obtain the participants' absolute and relevant responses. In line with Saldaña's (2016) coding method, repeated words and ideas were identified and assigned descriptive codes. These codes were then clustered into broader themes to provide a structured framework for analysis. These themes guided the researcher in identifying the key role of KKP in values formation.

Results

Table 1. Themes, Codes, and Sample Participant Responses from Interview Transcripts on their Perceptions of the Kariton Klasrum Project as a Service-Learning Strategy

Themes	Codes	Exemplar Quotes
Social Responsibility and Compassion	Development of Social Responsibility and Compassion	"We're able to give back to the community, and understand the different situations...leading us to sort of social responsibility and compassion" -p1

	Community Service and Support for Marginalized Learners	“I also got to serve the community, outside... And we have to help the students who have less capabilities” -p2
	Awareness of Social Realities	“We had an open mind and more realizations about what is happening beyond our school.” -p4
	Active Involvement and Service Participation	“I was able to be in that position where I was actually actively helping out.” -p3
Intrinsic Motivation and Joy	Intrinsic Motivation and Eye-Opening Experience	“I would do it again, even if not for the grades. Because it was such an eye-opener.” -p9
	Joyful Engagement in Teaching Activities	“It was very fun. I dressed up as a dinosaur mascot. It was fun, seeing their insights, and it was fun teaching.” -p6
Collaborative Engagement	Promotion of Collaboration and Peer Interaction	“The activities are really good...It encourages us to collaborate with one another.” -p1
	Teamwork among group members	“We were able to brainstorm and we had a lot of fun ideas that we wanted to implement po... We were also able to practice our teamwork.” -p7
Personal Reflection and Emotional Growth	Personal Growth Through Sharing Experience	“It’s very enlightening that you are giving your experience to the children.” -p8
	Emotional Relation	“I feel a lot of nostalgia from them.” -p5

Table 1 shows the findings from the significant experiences of the participants regarding the KKP. The major themes that arose highlight their development in terms of social awareness, motivation, collaboration, and personal growth.

The results have shown how the activity deepened participants' awareness of social realities, prompting them to reflect on the importance of selfless service. Many of them mentioned that the activity had a significant impact on them, particularly in developing their responsibility and compassion as community citizens. Moreover, they shared how their experiences opened their eyes to the realization that there are people who are deprived of equality, especially the rights they are entitled to.

Following that, participants expressed genuine enthusiasm about the project. They expressed their desire to do the activity as part of their natural habit and inclination, regardless of any incentives it may bring. The simple gesture of dressing up in costumes led them to feel joy and motivation, as the children of the community partner expressed positive emotions in return.

Notably, the participants highlighted the active engagement of group members through collaborative efforts in preparing their plan of action. It was noted that teamwork and peer interaction were frequently observed, particularly during brainstorming sessions. The individual support demonstrated by many led to a conducive learning environment for everyone.

Lastly, the results showed that the experience prompted participants to reflect on their own emotions, memories, and developmental journey. They shared how the experience reminded them of a meaningful encounter, evoking a personal introspection of their previous self.

In the end, these data revealed KKP as a learner-centered strategy that provides holistic formation that nurtured empathy, intrinsic motivation, collaborative skills, and emotional maturity. The themes indicated in the table represent the values that can be achieved even beyond the expected academic outcomes.

Table 2: Themes, Codes, and Sample Participant Responses from Interview Transcripts on Problems Encountered in the Implementation of Kariton Klasrum Project.

Themes	Codes	Exemplar Quotes
Time and Scheduling Constraints	Limited time allotment and an Inappropriate schedule	“Our activity wasn’t finished yet, and it seemed like the kids were still enjoying it.” -p2
	Unclear Activity Timing	“The schedule wasn’t really appropriate...we had to rush.” -p4
	Overlapping curricular and non-curricular tasks/activities	“It felt like all the different outputs came at the same time... we ran out of time.” -p10
Group Dynamics and Individual Participation	Low accountability	“Some of my groupmates weren’t doing their tasks on time... they need constant reminders.” -p9 “They’re not really the type of person who engages with kids. They weren’t good with kids... so they were just watching us.” -p9 “The giving of contributions... that is the only problem.” -p5
	Logistical Mishandling	“I guess lack of preparation po...we still encountered some instances where food seems not enough -p6 “There were some materials we forgot to list... we forgot to include the speaker. -p10 “We forgot to buy goodie bags for our giveaway”-p4
Community partners’ engagement	Children’s lack of confidence	“The kids were somewhat shy at the beginning.” -p2 “At first, it was very hard to connect with the children.” -p3
Language Barrier		

Activity Operations	Vague orientation	<p>“There was a language barrier between English and Filipino. They were more comfortable with Filipino.” -p2</p>
	Miscommunication of the Project procedures	<p>“We weren’t really informed about the kariton klasrum, all we knew was that it was a classroom and we had to teach, but we didn’t specifically know what to do.” -p6</p> <p>“We didn’t know that much to expect, kasi we didn’t know, like we weren’t sure about the number of people coming to us po. Like, until the day itself, so we expected a lot of people actually. -p7</p>
		<p>“We were honestly expecting more children initially, so our plan was kind of not aligned with the setting we had.” -p3</p>

This section presents the problems encountered when using the interview transcripts taken from the participants' responses. These are coded and classified into themes: (1) Time and Scheduling Constraints, (2) Group Dynamics and Individual Participation, (3) Community partners' engagement, and (4) Program. The main objective of this section is to identify the issues and concerns experienced by the learners, which may contribute to the improvement of the activity.

In Table 2, many participants reported feeling the lack of time and preparation necessary to accomplish tasks. They noticed that there was mismanagement in terms of scheduling, which caused conflicts with other school activities, both academic and non-academic. This led to unfavorable consequences, causing the prepared tasks to be rushed.

Secondly, some participants still did not demonstrate full engagement in the activity or were not adequately prepared to organize the necessary materials. As a result, they reported that this had a negative effect on the outcome of their work. On the other hand, participants also observed the lack of rapport between them and the children. They cited the language barrier as one of the reasons for failing to build good harmony and mutual understanding throughout the activity. However, this was replaced with a welcoming atmosphere as they moved on to the next parts of the event.

Notably, the most crucial experience that challenged the participants is related to the most important aspect of KKP. They emphasized the problems of vague orientation and miscommunication regarding project procedures, which had a significant impact on its implementation. There was a lack of information given to the participants regarding the whole process. The elaboration of essential details was not met, resulting in confusion and misunderstanding among the participants. In this matter, the manual of operations is at stake.

Discussion

Learners' Perception of the Kariton Klasrum Project as a Service-Learning Strategy

Theme 1. Social Responsibility and Compassion

In KKP, learners have demonstrated a deep understanding of valuing people in various aspects of their lives, while fostering a sense of active engagement to contribute to solving community issues. The encounter with the marginalized sector became a turning point for the learners to act on their situation, which in the same way served as a powerful force for their personal reflection and transformation. This suggests that KKP serves as a compelling teaching method that develops learners' sense of societal duty (Beckford, 2022).

"We're able to give back to the community, and understand the different situations...leading us to sort of social responsibility and compassion." -Participant No. 1

"I also got to serve the community outside. And, we have to help the students who have less capabilities." -Participant No. 2

Moreover, this finding aligns with Elmhurst University's (2019) framework of service-learning (SL), which positions SL not just as an act of service but as a holistic, experiential method that promotes the values of civic engagement, advocacy, and social responsibility. This is because the nature of KKP exposes learners to authentic assessment that initiates real-life involvement and practical application of their learning.

Theme 2: Intrinsic Motivation and Joy

This perception aligns with the research findings of Castro-Lopes et al. (2021) and Hyun et al. (2017), affirming KKP as an effective active learning strategy that positively impacts both internal and external learning motivation. The following exemplar quotes support the ideas:

"I would do it again, even if not for the grades. Because it was such an eye-opener." -Participant No. 9

"It was very fun, I dressed up as a dinosaur, mascot...It was fun seeing their insights, and it was fun teaching." -Participant No. 6

This suggests that most participants accepted their assigned responsibilities with willingness and perseverance because they gave their full attention with joy and happiness during group activities. Furthermore, according to Ryan and Deci (2020), enthusiasm for tasks is often a byproduct of internalized motivation and a supportive learning environment. This indicates that in KKP, it became easier for the participants to stay inspired because they experienced driving forces or inspiration that encouraged them to actualize their task with confidence and desire.

Theme 3: Collaborative Engagement

Likewise, the perception of collaboration suggests that learners are not just participating passively but are engaging meaningfully in teamwork, decision-making, and shared responsibility. These results also indicate that the KKP likely provides a

psychologically safe and supportive environment where learners feel encouraged to express ideas and take initiative within group settings. As mentioned by the participants:

“The activities are really good...It encourages us to collaborate with one another.” -Participant No. 1

“We were able to brainstorm, and we had a lot of fun ideas that we wanted to implement...We were also able to practice our teamwork.” -Participant No. 7

These findings highlight how the Kariton Klasrum Project cultivates collaborative skills, including co-responsibility, constructive communication, and shared decision-making (Orshanskyi et al., 2020). Despite learners' differences in terms of personality, standpoint, and upbringing, the practices in the activity encouraged learners to work together to achieve the desired goals.

Theme 3: Personal Reflection and Emotional Growth

The theme highlights learners' high engagement with reflective practices during their participation in the Kariton Klasrum Project. This aligns with the study by Tee and Kalidas (2016), which views service-learning, such as KKP, as a process of self-discovery, leading to more holistic growth in an individual. This means that their experience moved them to widen their views about the realities of life. It also gave them the opportunity to reflect on their past experiences, which provided them with a connection to the current situation of the children.

“It's very enlightening that you are giving your experience to the children.”
-Participant No. 8

“I feel a lot of nostalgia from them.” -Participant No. 5

In this light, the participants' answers provide recognition of how KKP served as more than a school activity, but also as a practical training for learners' future (Paul et al., 2022). It functioned as a platform for active citizenship and character formation. For example, the codes “joyful engagement”, “promotion of collaboration and interaction”, and “personal growth through sharing” reveal that the emotional and social dimensions of learning were equally valued as the other academic components.

Overall, the qualitative findings on the participants' perspectives regarding the KKP provide substantive information that highlights the holistic formation brought about by the activity. The experiences and learned values of the participants denote a significant alignment with the desired results of a service-learning strategy. The diversity of learners' responses, emphasizing the inherent essential characteristic qualities, distinguishes KKP as a transformative and constructive form of learning experience.

Problems Encountered in KKP Implementation

Theme 1. Time and Scheduling Constraints

This theme is the most common problem raised by the interviewees, which greatly affected the quality of their performance or output. Participants mentioned unfinished activity with the CPO while at the peak of intense emotions, saying:

“Our activity wasn’t finished yet, and it seemed like the kids were still enjoying it.” -Participant No. 2

“It felt like all the different outputs came at the same time... we ran out of time.” -Participant No. 10

These results align with the findings of Lough and Toms (2018), who note that service-learning has several limitations due to its nature, requiring sufficient time allocation and strategic planning. Due to the piling of multiple tasks and the non-prioritization of the Kariton Klasrum Project, participants found it difficult to manage, resulting in poor output quality and a decreased inclination for learners to participate in self-reflection and learning (Heuer et al., 2020).

According to Alyami et al. (2021), learners benefit from having sufficient time for preparation to achieve positive academic performance. In addition, this is supported by other studies claiming that there is a positive relationship between time given and academic performance (Liu, 2022), suggesting that while proper management of a given task develops learners’ problem-solving skills, they too need to be supported by an organized schedule with proper time allocation to achieve good performance.

In general, the findings indicate that time is indeed a significant issue in any activity. This suggests that the school administration, as the primary overseer of the KKP implementation, should ensure proper coordination and alignment of all the academic and non-academic activities.

Theme 2. Group Dynamics and Individual Participation

The participants also cited issues about teamwork and the group members’ initiative in performing the task. They claimed:

“Some of my groupmates weren’t doing their tasks on time... they need constant reminders. They’re not really the type of person who engages with kids. They weren’t good with kids... so they were just watching us.” -Participant No. 9

“The giving of contributions... that is the only problem.” -Participant No. 5

This result contradicts Felder and Brent (2016), suggesting that individual accountability is not present in active learning strategies like KKP. The statements above even led to repercussions, such as the mismanagement of necessary materials during the execution of activities. Some participants stated:

“I guess lack of preparation...we still encountered some instances where the food seemed not enough.” -Participant No. 6

“There were some materials we forgot to list... we forgot to include the speaker.” -Participant No. 10

“We forgot to buy goodie bags for our giveaway.” -Participant No. 4

These testimonies suggest poor preparation, unequal contributions, and a lack of shared effort among some participants, which led to conflicts with the initial group plans, particularly in terms of project management. However, these conflicts can be addressed by fixing the group dynamics, which focuses on interaction, participation, and task fulfillment.

A research study conducted at the Asian Conference on Education found that the enhanced process observation method can help address these conflicts in educational and organizational settings. Findings show that the process observation method is a valuable tool for improving collaboration, decision-making, and conflict resolution (Digor et al., 2025). However, the method emphasizes the importance of role clarification and facilitative leadership because these promote accountability, efficiency, confidence, and participation, while fostering a supportive environment that encourages critical thinking and independence.

In the end, the results suggest that some learners require encouragement to enhance their capacity to realize their full potential. Addressing this requires clearer role definition and facilitative leadership, which the enhanced process observation method supports as key to improving collaboration, conflict resolution, and group performance.

Theme 3. Community Partners' Engagement

Challenges also emerged from the side of community partners, particularly the children, who were initially reserved and difficult to engage. Learners observed the following:

“The kids were somewhat shy at the beginning.” -Participant No. 2

“At first, it was very hard to connect with the children.” -Participant No. 3

“There was a language barrier between English and Filipino... they were more comfortable with Filipino.” -Participant No. 2

These experiences caused participants to feel difficulties in building rapport with the children, primarily due to language barriers. Regarding this, it is worth noting that Setonian learners are more familiar with the English language as a medium of communication and instruction. In contrast, the community partner's children are used to communicating in the Filipino language.

In this regard, it suggests that learners should also make adjustments to how they can establish a strong connection with the children. They must be directed by coordinators regarding the proper treatment and the relationship to establish with the CP beneficiaries. Generally, the challenge in the CPs' participation is deeply rooted in a valid explanation. What appears to be a simple problem, such as the medium of communication, can result in misunderstandings, hesitation, and limited interaction, ultimately affecting the overall outcome and effectiveness of the service-learning experience. This highlights the importance of treating the CPs with respect by finding common ground for both parties. Through this, mutual understanding, authentic

partnership, and active engagement can lead to mutual benefits (Melegrito et al., 2016).

Theme 4. Activity Operations

One of the unforeseen challenges during the implementation of the KKP is the way it was presented to the learners. Participants experienced vague orientation and miscommunication of the procedures, particularly the manual of operations. Several learners expressed uncertainty and confusion, leading to insufficient preparation and unclear role expectations. The following excerpts support these findings:

“We weren’t really informed about the kariton klasrum; all we knew was that it was a classroom and we had to teach, but we didn’t specifically know what to do.” -Participant No. 6

“We didn’t know that much to expect, kasi we didn’t know, like we weren’t sure about the number of people coming to us po. Like until the day itself, so we expected a lot of people actually.” -Participant No. 7

Following these points of view, the data suggests an effective orientation that entails proper briefing and facilitation from the teachers, who will equip learners with clear frameworks and contingency plans. The results show that clarity in implementation plays a crucial role in achieving goals. The uncertainty of the procedure and improper channeling of the activity operations affected the desired outcomes of the KKP. While modifications are acceptable for further improvement, they require well-planned and communicated directions to ensure the expected roles of the participants and maintain the effectiveness of the KKP.

Conclusion

The main findings of this study revealed that learners perceived positive effects of KKP on their value development, particularly in aspects such as responsibility, compassion, motivation, collaboration, and reflection. On a different note, they also experienced some challenges in some areas, particularly in time management, group dynamics, relationships with the community partner organization, and activity procedures. These findings suggest a strengthened coordination and more inclusive implementation of the KKP among all stakeholders.

The study fills several gaps in the existing literature, particularly on the application of service-learning in the Philippine basic education context, through KKP. It highlights the importance of value formation in education and provides a foundation for further research into underexplored traits and skills.

In general, the Kariton Klasrum Project demonstrates high potential as an effective tool for forming learners’ values and promoting their holistic development, empowering them to learn, lead, serve, and make a difference. This underscores that KKP is an innovative service-learning strategy that bridges classroom learning with real-life experiences, nurturing character, compassion, and community engagement. By aligning with the school’s core values and constructivist philosophy, KKP provides a meaningful platform for transformative education in the 21st century.

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