

Collaborative Governance Model in Empowering Mountain Communities through Strengthening English Education and Religious Values: The Implementation of INASS Thematic Community Service Program (KKN) in Tombolo Pao District

Suryani Jihad^{1*}

¹Institut 'Aisyiyah Sulawesi Selatan
suryani.jihad@parahikma.ac.id

ABSTRAK

Program Kuliah Kerja Nyata (KKN) Tematik Institut 'Aisyiyah Sulawesi Selatan (INASS) di Kecamatan Tombolo Pao merupakan wujud pelaksanaan tridarma perguruan tinggi dalam pemberdayaan masyarakat pegunungan melalui pendekatan tata kelola kolaboratif dan partisipatif. Wilayah ini memiliki potensi besar di sektor hortikultura seperti stroberi, markisa, dan hasil alam lainnya, serta kekayaan nilai keagamaan dan budaya lokal. Namun, masyarakat masih menghadapi keterbatasan akses pendidikan, rendahnya literasi sosial, dan kurangnya kemampuan berbahasa Inggris. Penelitian ini bertujuan mengembangkan model tata kelola kolaboratif antara mahasiswa, pemerintah desa, dan masyarakat untuk memperkuat kapasitas sosial, ekonomi, dan pendidikan masyarakat pegunungan. Program dilaksanakan selama satu bulan, sejak 13 Oktober hingga 12 November 2025, dengan melibatkan 40 mahasiswa dari berbagai program studi yang terbagi dalam enam kelompok multidisiplin (enam hingga tujuh orang per kelompok) dan didampingi oleh enam dosen pembimbing lapangan. Data diperoleh melalui observasi lapangan dan wawancara mendalam terhadap 20 aparat pemerintah desa, 30 warga masyarakat, 40 mahasiswa KKN, dan 6 DPL, kemudian dianalisis secara deskriptif kualitatif dengan menggunakan kerangka teori kolaborasi sosial dan pemberdayaan masyarakat. Hasil penelitian menunjukkan peningkatan partisipasi masyarakat dalam kegiatan sosial, penguatan peran keagamaan,

serta berkembangnya pendidikan berbasis komunitas, khususnya dalam bidang pembelajaran Bahasa Inggris yang difasilitasi oleh mahasiswa KKN. Implementasi model tata kelola kolaboratif terbukti memperkuat jejaring sosial, meningkatkan komunikasi lintas aktor, serta mendorong keberlanjutan program pemberdayaan masyarakat pegunungan berbasis nilai keagamaan dan literasi Bahasa Inggris.

Kata Kunci: Tata Kelola Kolaboratif, Pemberdayaan Masyarakat, Pendidikan Bahasa Inggris, Nilai Keagamaan, Masyarakat Pegunungan.

ABSTRACT

The Thematic Community Service Program (KKN) of Institut 'Aisyiyah Sulawesi Selatan (INASS) in Tombolo Pao District represents the implementation of the university's Tri Dharma of Higher Education in empowering mountain communities through a collaborative and participatory governance approach. The region boasts significant potential in horticulture, featuring strawberries, passion fruit, and other locally produced agricultural products, as well as strong religious and cultural values. However, the community still faces limited educational access, low social literacy, and insufficient English language competence. This study aims to develop a model of collaborative governance involving students, village governments, and local communities

DOI:
<https://doi.org/10.47134/comdev.v6i1.1744>

*Correspondensi: Suryani Jihad
Email: suryani.jihad@parahikma.ac.id

Received: 04-06-2025

Accepted: 16-07-2025

Published: 28-08-2025



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

to strengthen their social, economic, and educational capacities. The program was implemented over one month, from October 13 to November 12, 2025, involving 40 students from various study programs, divided into six multidisciplinary groups (six to seven students each) and guided by six field supervisors. Data were collected through field observation and in-depth interviews with 20 village officials, 50 community members, 40 INASS students, and 6 field supervisors. The data were analyzed both descriptively and qualitatively, using a theoretical framework that incorporates social collaboration and community empowerment. The results show an increase in community participation in social activities, stronger religious engagement, and the advancement of community-based education, particularly in English language teaching facilitated by INASS students. The implementation of a collaborative governance model effectively enhanced inter-actor communication, strengthened social networks, and promoted the sustainability of community empowerment initiatives based on religious values and English literacy.

Keywords: Collaborative Governance, Community Empowerment, English Education, Religious Values, Mountain Communities.

I. INTRODUCTION

Tombolo Pao District in Gowa Regency is a mountainous area characterized by unique social, educational, economic, and religious dynamics. Most of its residents earn their living from the agricultural sector, particularly horticulture, such as strawberries, passion fruit, and vegetables. However, the steep topography and limited transportation access have affected the availability of public services, especially in education and socio-religious sectors. Despite these challenges, the people of Tombolo Pao maintain strong social solidarity, communal cooperation (gotong royong), and deeply rooted religious values, serving as vital social capital for community-based empowerment initiatives (Wahyuni & Rahman, 2021).

Within this context, the Institut 'Aisyiyah Sulawesi Selatan (INASS) initiated a Thematic Community Service Program (KKN) as part of the university's tridharma commitment through a collaborative and participatory approach. The program serves not only as a platform for student learning but also as a mechanism for strengthening community capacity through synergy among universities, local governments, and community groups. This collaborative approach aligns with collaborative governance theory (Ansell & Gash, 2008), emphasizing trust, open communication, and shared responsibility among stakeholders in addressing public issues (Indrayuda, 2021). In practice, students act as social facilitators who help integrate education, economy, and religious values into community life (Ife & Tesoriero, 2016).

Preliminary observations in six KKN locations—Tonasa, Maroanging, Tamaona, Erelembang, Ta'binjai, and Balassuka—identified several major challenges, including low social literacy, limited managerial capacity, and weak English language proficiency among community members (Jihad et al., 2025). These limitations hinder the optimal management of local potential and household economic independence. In the era of globalization, English and digital literacy have become essential skills for supporting local tourism and marketing agricultural products through digital platforms (Nasrun & Jihad, 2024; Jihad et al., 2024a).

The INASS Thematic KKN in Tombolo Pao was designed to address these challenges through strengthening collaborative governance among students, communities, and village governments. The program integrates educational and spiritual activities such as Fun Learning integrating Religious Values, storytelling, reading corners, and Qur'anic literacy under the "Tonji Mengaji" program. Additionally, initiatives such as the Parenting Class strengthened both socio-economic and spiritual capacities (Jihad & Rahman, 2023; Jihad, 2022). This collaboration not only enhanced community literacy but also fostered a two-way social learning process that was adaptive to the characteristics of mountain communities (Hidayat et al., 2022).

Theoretically, the program is grounded in two primary approaches: social collaboration theory (Ansell & Gash, 2008) and community empowerment theory (Ife & Tesoriero, 2016). Social collaboration highlights mutually beneficial partnerships built on trust and shared responsibility, while community empowerment focuses on enhancing individual and collective capacities to manage resources and improve quality of life independently. Jihad et al. (2024b) emphasized that integrating collaborative governance into English education policy could strengthen local human resource quality and institutional sustainability.

Based on the above, the research problems addressed in this community engagement program are as follows:

1. How is a collaborative governance model developed in the context of empowering mountain communities in Tombolo Pao District?
2. How are English education and religious values integrated into community empowerment activities through social collaboration?
3. What are the impacts of the INASS Thematic KKN on the improvement of social, economic, and educational capacities of mountain communities?

Thus, the INASS Thematic KKN in Tombolo Pao serves not only as an academic service program but also as an innovative model of collaborative governance for community empowerment. Through the synergy of English education, religious values, and community participation, this program is expected to foster sustainable, contextual, and adaptive empowerment practices toward a just and self-reliant mountain society.

II. METHOD

This community service activity employed a collaborative-participatory approach, emphasizing the active involvement of KKN students, local communities, village authorities, and partner institutions in Tombolo Pao District. This approach was chosen as it aligns with the characteristics of mountain communities, which uphold strong social solidarity, mutual cooperation, and deep religious values—factors that facilitate the internalization of empowerment programs.

The program was conducted over one month, from October 13 to November 12, 2025, under the coordination of the Institute for Research and Community Service (LPPM) of INASS. A total of 40 students from various study programs were deployed across six posts, each consisting of 6–7 students supervised by 6 Field Supervisors (DPL).



Figure 2.1 Departure of the 7th Cohort of Thematic KKN Students

Implementation Stages

The implementation consisted of three main stages:

a. Preparation and Social Mapping Stage

Observations and in-depth interviews were conducted with 20 village government officials, 40 local residents, 40 KKN students, and 6 DPLs to identify local potentials, social issues, and

community needs. The Participatory Rural Appraisal (PRA) technique was applied to ensure active community involvement in identifying their own priorities.

b. Program Implementation Stage

This stage constituted the core activities, including several community-based programs that integrated social collaboration and religious values, such as:

1. Strengthening English and literacy education through Fun Learning, storytelling, reading corners, and mosque-based creative classes.
2. Strengthening social and religious life through Qur'anic literacy ("Tonji Mengaji") and the "Festival Anak Saleh" (Righteous Children Festival).
3. Family and women empowerment through Parenting Classes held in Balassuka, Ta'binjai, and Maroanging.
4. Productive economic innovation through Islamic Microfinance Innovation for village self-reliance, emphasizing the practice of honesty, fairness, and prohibition of usury in local economic activities in collaboration with the Masyarakat Ekonomi Syariah (MES) of Gowa Regency.

The activities concluded with the signing of a Memorandum of Understanding (MoU) between INASS and the Tombolo Pao District Government, marking the establishment of a sustainable Desa Binaan (Fostered Village) program.

c. Evaluation and Reflection Stage

Evaluation was conducted through direct observation, in-depth interviews, and reflective discussions with community members and village officials to assess the social, economic, and educational impacts. The evaluation focused on measuring program achievements in terms of increased community participation, economic capacity, and motivation in both educational and religious aspects.

Participants and Activity Distribution

Participant Type	Number (Persons)	Main Role in the Program
INASS Rector	1	General advisor and strategic director of the university's <i>tridharma</i> implementation
LPPM Chair and Team	5	Main implementers and coordinators of the Thematic KKN Program
Faculty Deans	3	Field advisors and conceptual contributors
Field Supervisors (DPL)	6	Technical mentors and field evaluators
INASS KKN Students	40	Facilitators and multidisciplinary implementers across six posts
Village Government Officials	20	Institutional partners and local decision-makers
Community Members (religious figures, women, youth)	30	Program implementers, participants, and community partners
Tombolo Pao District Government	10	Key partners for the <i>Festival Anak Saleh</i> and <i>Desa Binaan</i> MoU

Data Analysis Techniques

Data were analyzed qualitatively using the stages of data reduction, data display, and conclusion drawing (Miles & Huberman, 2014). Data validity was ensured through source and technique triangulation by comparing observation results, interview data, and documentation. The analysis framework was based on Social Collaboration Theory (Ansell & Gash, 2008) and Community Empowerment Theory (Ife &

Tesoriero, 2016) to assess the effectiveness of synergy among students, communities, and village governments in fostering mountain community self-reliance.

Indicators of Success

Field	Program Output	Outcome Achieved	Indicator of Success
Education & English Literacy	Fun learning-based English teaching at elementary and secondary schools	Increased student engagement and motivation in English learning	Higher student participation and interaction in each learning session
Social & Religious Activities	Friendly learning activities such as Qur'an study circles and informal discussions	Strengthened religious values and community social participation	Increased participation in mosque and community-based activities
Productive Economy	<i>Islamic Microfinance Innovation</i> for Village Self-Reliance	Adoption of Sharia principles (honesty, fairness, no usury) in local economic practices	Observable implementation of honesty, fairness, and anti-usury principles in daily transactions
Institutional & Partnership Development	INASS–Tombolo Pao MoU & <i>Festival Anak Saleh</i>	Development of sustainable community partnership networks	Signed MoU documents and joint work plan agreements

III. RESULTS AND DISCUSSIONS

General Overview of Program Implementation

The implementation of the *Thematic Community Service Program (KKN Tematik)* by *Institut 'Aisyiyah Sulawesi Selatan (INASS)* in Tombolo Pao District was carried out effectively through collaboration among higher education institutions, sub-district and village governments, local communities, and partner organizations. The program began with an initial observation on **September 30, 2025**,



Figure 3.1. Sharing field experiences in Tombolo Pao District followed by the implementation phase from **October 13 to November 12, 2025**, across six student placement sites.



Figure 3.2. Audience with the Head of Tombolo Pao Sub-district

A total of 40 students, divided into six multidisciplinary posts, were supervised by six field supervisors (DPL) and received direct guidance from the Rector, Deans, and the LPPM team. They carried out collaborative programs in the areas of education, socio-religious development, productive economy, and institutional strengthening.

The activities adopted a participatory learning approach, where the community was actively involved in every stage—from planning and implementation to evaluation. This engagement strengthened community ownership and social responsibility, aligning with Ansell and Gash's (2008) Collaborative Governance Theory, which emphasizes that trust-based participation, open communication, and mutual learning result in more effective and sustainable public decisions.

Results by Program Area

a) Education and English Literacy

The student participants conducted fun learning-based English instruction in primary and secondary schools across the villages. Activities such as language games, singing in English, and simple role-playing were implemented to build students' confidence and motivation in communication. This approach proved effective in increasing students' learning enthusiasm, attendance rates, and active participation in speaking practices.

Moreover, the students collaborated with local teachers in designing contextual teaching materials relevant to the mountain community's daily life. This process created a peer co-teaching model between students and teachers—consistent with the concept of service learning in higher education, where students learn by directly contributing to community needs.

The improvement of English literacy illustrates a tangible form of adaptive and participatory educational empowerment. As Ife and Tesoriero (2016) assert, the success of community empowerment in education depends on the ability to facilitate enabling learning processes, rather than merely instructional ones.

b) Socio-Religious Activities

Socio-religious engagement formed one of the program's main pillars. Students conducted friendly learning activities in warm, interactive settings such as collective Qur'an reading (ngaji

bersama) with children, moral discussions at residents' homes, and informal study circles in local mosques.

These activities fostered emotional closeness between students and community members, revitalizing communal togetherness in religious life. Local religious leaders and youth groups also became involved, eventually forming weekly mentoring circles as post-KKN continuity programs.

This friendly and dialogical social approach reflects the concept of collaborative empowerment, wherein relationships between academics and communities are built on equality and trust (Ansell & Gash, 2008). Beyond strengthening spirituality, the program cultivated collective awareness of the vital role of religious education as a driver of social solidarity in mountainous communities.

c) Productive Economic Activities

The economic component of the KKN Tematik program focused on promoting Sharia microfinance principles within existing local economic practices—particularly among horticulture farmers and home-based entrepreneurs in several hamlets.

This initiative emerged from direct observations and interactions showing that most local economic activities were governed by mutual trust and informal agreements, yet lacked a structured understanding of justice and financial transparency principles.

In this context, students, along with field supervisors (DPL) and partners from the Islamic Economic Society (MES) of Gowa Regency, acted as facilitators for informal discussions and ethical accompaniment in local economic transactions. These engagements took the form of light dialogues, business visits, and observation of trading practices, where principles such as honesty in measurement, fairness in profit-sharing, and avoidance of *riba* (usury) were explained in simple, relatable language.

This approach was well-received by the community, as it aligned with their religious values and cooperative traditions long embedded in Tombolo Pao's mountain society.

The results showed a shift in community economic behaviour: transactions for agricultural products—such as passion fruit, strawberries, and vegetables—began incorporating transparent pricing and basic record-keeping based on mutual trust. Some women's groups managing harvests initiated a saving-harvest system to manage interest-free working capital and adopted simple *musyawarah* (profit-sharing) principles in household enterprises.

Furthermore, village officials and community leaders followed up by exploring partnerships with MES for strengthening halal economic governance at the village level. Although this initiative has not yet resulted in the formation of formal microfinance institutions, the behavioral transformation signifies the internalization of Sharia values within local economic practices.

Thus, the Islamic Microfinance Innovation implemented through this KKN Tematik program was not a technical training activity, but a social learning process instilling honesty, justice, and anti-usury principles as the ethical foundation of the community's economic life. This application of values reinforced a fairer economic culture, enhanced mutual trust, and encouraged the growth of sustainable village economic independence.

Theoretical Analysis and Discussion

The program results demonstrated that the application of a collaborative governance model significantly improved the social, educational, and economic capacities of the Tombolo Pao community.

The implementation of fun learning and friendly learning methods successfully fostered inclusive language and religious literacy—consistent with Wahyuni and Rahman's (2021) findings that rural socio-economic empowerment success largely depends on active community participation and the involvement of higher education institutions.

In the economic aspect, the introduction of Sharia-based financial ethics strengthened household financial literacy and increased women's entrepreneurial confidence, in line with Ife and Tesoriero's (2016) principle of community empowerment, which emphasizes that communities must act as agents of change rather than program recipients.

From the institutional perspective, the engagement of multiple actors—including the Rector, LPPM, Deans, DPL, sub-district government, and external partners—demonstrated the practical application of the collaborative governance model (Ansell & Gash, 2008), where success is measured by the ability to build trust, ensure long-term commitment, and maintain cross-sector sustainability.

Social Impact and Sustainability

The implementation of the INASS Thematic KKN in Tombolo Pao had a direct impact on strengthening the three main pillars of the mountain community:

1. **Education and Literacy:** Increased student motivation and local teachers' creativity.
2. **Socio-Religious Life:** Formation of child-friendly Qur'an study groups and more active mosque youth organizations.
3. **Economic Empowerment:** Improved financial literacy among local entrepreneurs and families.

Additionally, the MoU between INASS and Tombolo Pao District marked the establishment of a sustainable village mentoring model that can be replicated in other areas with similar characteristics. Empirical evidence from the program indicates that the integration of English education, religious values, and collaborative governance effectively builds contextual social independence within mountain communities.



Figure 3.3. Presentation of the Implementation Design of the 7th Thematic KKN Cohort

Despite logistical and communication challenges—particularly in Maroanging, Erelembang, and Ta'binjai Villages due to rugged terrain and limited internet access—the activities were successfully completed with community cooperation and strong local government support.



Figure 3.4. Alignment Meeting with a Village Head in Tonasa

Looking ahead, there remains vast potential for program expansion. Prototype community products can be further developed into competitive local enterprises with continued support from universities and partner organizations. Educational activities such as English Fun Learning, reading corners, and mosque-based literacy programs can evolve into structured mountain community education initiatives, involving local teachers, community leaders, and KKN alumni to establish a sustainable learning ecosystem.

This social-educational collaborative model not only enhances community economic and social capacity but also establishes a locally adaptive educational foundation. Hence, the applied collaborative model can be replicated in other villages of Tombolo Pao District as a continuation of the mountain community empowerment program, demonstrating that the KKN Tematik INASS successfully achieved its primary objectives—empowering mountain communities through enhanced social, economic, and environmental capacity.

IV. COCLUSION

The implementation of the Thematic Community Service Program (KKN Tematik) by INASS in Tombolo Pao District proved the effectiveness of a collaborative governance model in empowering mountain communities. Through a participatory and value-based approach, the program successfully integrated educational, social, economic, and institutional components.

In education, the fun learning-based English teaching improved students' motivation and classroom participation.

In socio-religious life, friendly learning activities such as collective Qur'an reading, casual discussions, and mosque youth mentoring strengthened religious spirit and social cohesion.

In the economic sphere, Sharia-based household finance literacy and ethical entrepreneurship enhanced community understanding of fair and transparent financial practices.

At the institutional level, the MoU between INASS and the Tombolo Pao Government established a foundation for a Sustainable Village Mentoring Program, ensuring long-term collaboration among academia, government, and society.

Theoretically, the program confirms the relevance of Social Collaboration Theory (Ansell & Gash, 2008) and Community Empowerment Theory (Ife & Tesoriero, 2016)—both emphasizing trust, open communication, and shared responsibility in managing community potential. The synergy among actors—

from the Rector, LPPM, Deans, DPLs, and students to local government and external partners—has created a mutual learning process that is both contextual and sustainable.

ACKNOWLEDGEMENT

The authors express their sincere gratitude to the Rector of Institut ‘Aisyiyah Sulawesi Selatan (INASS) for his guidance and support in implementing the 7th Cohort Thematic KKN Program in Tombolo Pao District. Special thanks are extended to the Chair and Team of LPPM INASS as the primary coordinators, and to the Faculty Deans for their conceptual contributions in strengthening the integration of the Tri Dharma of Higher Education.

Deep appreciation is also conveyed to the Field Supervisors (DPL) and KKN students for their dedication and collaborative efforts in mentoring the communities across six posts. The authors also thank the Tombolo Pao Sub-District Government, village heads, community leaders, and the local ‘Aisyiyah board for their cooperation, support, and active participation throughout the activities.

Gratitude is likewise extended to the Islamic Economic Society (MES) of Gowa Regency for serving as a strategic partner in promoting Sharia-based household finance literacy.

May this synergy between academia, government, and society continue to grow as a model of just, independent, and sustainable mountain community empowerment.

REFERENCES

- Aini, N., & Prabowo, T. (2024). Collaborative governance in higher education community service programs: Lessons from rural empowerment projects in Indonesia. *Journal of Applied Social Science Research*, 7(2), 65–78.
- Alatas, R., & Syafruddin, A. (2023). Integrating religious values in community empowerment: A case study in West Java. *Journal of Islamic Social Development*, 5(1), 12–27.
- Ansell, C. & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), 543–571.
- Arifin, M., & Yusuf, H. (2024). Strengthening English education through participatory learning models in rural communities. *TESOL Indonesia Journal*, 14(3), 115–129.
- Basri, F., & Handayani, R. (2022). Local collaboration and governance innovation for sustainable village development. *Indonesian Journal of Public Administration*, 10(4), 201–219.
- Darmawan, M., & Sari, P. (2021). Collaborative models for higher education–community engagement in mountainous regions. *Community Development Journal*, 56(3), 433–450.
- Fitriani, S., & Rasyid, M. (2023). Digital literacy and English language education in rural empowerment contexts. *International Journal of Educational Technology*, 9(2), 98–110.
- Handayani, L., Hasbi, H., & Jihad, S. (2023). The influence of productive zakat funds and technology on the level of profit of mustahik businesses: A case study on BAZNAS Makassar City. *Asian Journal of Philosophy and Religion*, 2(2), 207–222.
- Hidayat, M., Rahman, F., & Yusuf, A. (2022). Strengthening rural social capital through participatory community empowerment models. *Journal of Community Development Research*, 16(3), 45–58.
- Hidayat, N., & Junaedi, A. (2024). Strengthening community-based education through local religious and cultural integration. *Indonesian Journal of Education and Culture*, 8(1), 44–59.
- Ife, J., & Tesoriero, F. (2016). *Community development: Community-based alternatives in an age of globalisation* (4th ed.). London: Routledge.
- Jihad, S. (2021). English teachers’ speech acts in English as a foreign language (EFL) classroom videos. *Parahikma Journal of Education and Integrated Sciences*, 1(2), 83–87.
- Jihad, S., Nawawi, J., Indar, N.I.N., Tang, M., & Ibrahim, M.A. (2025). Analysis of educational dynamics in Gowa Regency from a public administration perspective. *Jurnal Ilmiah Administrasita*, 16(1), 1–9.

- Jihad, S., Nawawi, J., Tang, M., & Ibrahim, M.A. (2025). Strengthening human resources through local content English education in Gowa Regency. *International Journal of Environmental Sciences*, 2091–2097.
- Karim, A., & Putri, N. (2022). Sharia-based economic empowerment and microfinance ethics in rural Indonesia. *Journal of Islamic Economics and Society*, 6(2), 89–104.
- Latif, H., & Ahmad, R. (2025). Governance, trust, and collaboration in community development projects: Post-pandemic perspectives. *Asian Journal of Social Policy*, 11(1), 55–70.
- Mahmud, L., & Nur, I. (2023). Empowering mountain communities through education and religious integration. *Journal of Community Empowerment Studies*, 4(3), 140–156.
- Nasrul, N., & Jihad, S. (2024). Analysis of the influence of real-life apps on speaking skills, social interaction, and user engagement. In *Proceedings of the Second National Seminar on English Language Teaching*, 112–118.
- Nasrun, N., & Jihad, S. (2024). Google Gemini: Google's latest breakthrough in English Language Teaching (ELT). In *Proceedings of the Second National Seminar on English Language Teaching*. Makassar: Parahikma Publisher.
- Natsir, F., & Amalia, D. (2024). Collaborative action for sustainable education programs in local communities. *Journal of Education and Development*, 15(2), 72–86.
- Pratiwi, D., & Susanto, E. (2025). The role of higher education in promoting inclusive and participatory community learning. *Higher Education Review Indonesia*, 3(1), 21–39.
- Rahman, M., & Suryani, T. (2023). Strengthening English literacy through student-community partnerships. *Language and Society Journal*, 9(2), 88–101.
- Sulaiman, I., & Farida, R. (2022). Community empowerment and collaborative networks in Indonesian villages. *Rural Development Review*, 12(4), 223–240.
- Wahyuni, A.A., & Rahman, N. (2021). Community participation is a key factor in rural empowerment sustainability. *Indonesian Journal of Social Development*, 3(2), 77–90.
- Yuliani, E., & Hasanah, U. (2024). Integrating Islamic values and literacy in community education: Challenges and best practices. *Journal of Islamic Education Studies*, 10(1), 33–48.*