

When the project ends: institutional ownership and the long-term sustainability of university–community partnerships in Indonesia

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ABSTRACT

Background: Post-project sustainability remains a persistent problem in university–community partnerships, especially in post-disaster settings such as Candipuro, Lumajang, where BNPB recorded 10,395 displaced persons across 410 evacuation points after the Semeru eruption. **Objective:** This community engagement program aimed to strengthen institutional ownership among 40 eligible local actors from village institutions, relocation representatives, volunteers, schools, women’s groups, youth representatives, and livelihood groups in Sumbermujur and Sumberwuluh. **Method:** The method integrated planning, implementation, and monitoring-evaluation through needs assessment, pre-post questionnaires, observation checklists, product rubrics, FGD guides, attendance records, and partner validation forms. **Results:** During planning, this program conducted three coordination meetings, recorded 42 needs assessment responses, mapped six stakeholder groups, and prepared five evaluation instruments. During implementation, this program delivered one orientation, three core training sessions, eight weeks of mentoring, two peer discussion forums, and recorded 70% practice-output completion. **Implication:** During monitoring-evaluation, this program recorded 82% attendance, 70% acceptable outputs, a 20-point pre-post capacity score increase, two validation forums, one institutional follow-up plan, and a 3–6 month monitoring agreement. **Novelty:** The novelty of this program lies in integrating data-based planning, practice-oriented mentoring, participatory validation, and institutional follow-up as a measurable model for sustaining university–community partnerships after project completion.

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1. INTRODUCTION

Post-project sustainability has become a critical issue in community engagement because many university–community partnerships generate visible activities but leave uncertain institutional arrangements once facilitation ends. This issue is particularly salient in post-disaster communities where recovery requires not only infrastructure and training, but also locally retained routines, responsibilities, and monitoring capacity. Desa Sumbermujur and Desa Sumberwuluh in Kecamatan Candipuro, Kabupaten Lumajang, provide a methodologically relevant setting for examining this problem. The official local profile records Candipuro as a 10-village district with 36,699 male residents and 36,480 female residents [1], while Sumberwuluh covers 17.60 km² and Sumbermujur 25.23 km². BNPB reported 10,395 displaced persons across 410 evacuation points after the Semeru eruption [2], including 4,645 displaced persons in 21 points in

Candipuro. In addition, 1,951 permanent housing units were completed in Sumbermujur on 81.55 hectares [3]. These figures indicate that this community engagement program addresses a socially urgent and institutionally complex recovery context.

Existing literature shows that sustainability in partnerships depends less on activity completion than on governance arrangements, shared ownership, learning, and post-project benefit retention. Project sustainability studies argue that project benefits must be sustained and enhanced beyond formal closure, rather than treated as completed once outputs are delivered [4], [5]. Partnership research similarly shows that multi-stakeholder initiatives require decision-making capacity, relational governance, and organizational structures that allow partners to retain value over time [6], [7], [8]. Community–university partnership scholarship further stresses the shift from partnership to ownership, where community actors become custodians rather than passive beneficiaries of externally designed interventions [9], [10]. However, many community engagement articles remain limited by one-off training designs, weak baseline measurement, limited output assessment, and minimal post-project monitoring. This program responds to that gap by treating institutional ownership as an observable and measurable community development outcome.

This community engagement program aims to strengthen local ownership of partnership outputs through a structured exit-and-sustainability clinic involving village actors, relocation-site representatives, volunteers, school representatives, women's groups, youth representatives, and livelihood groups. Rather than asking only whether participants are satisfied with the activity, this community-based intervention asks four empirical questions: whether participants understand who should continue specific outputs, whether local institutions can map and allocate post-project responsibilities, whether practical sustainability tools are produced, and whether partners validate a follow-up plan after university facilitation ends. These questions will be assessed through quantitative and qualitative indicators, including participant attendance rate, pre-post knowledge and readiness scores, number of completed ownership maps and transfer matrices, active mentoring participation, number of community needs mapped, number of validation forums, and number of institutional follow-up plans. By linking intervention delivery to measurable indicators, this program is designed to produce evidence that can be visualized, audited, and interpreted as community development data.

The central argument of this program is that the end of a project should be treated as a designed transition, not as administrative closure. This argument has practical and theoretical implications for community development in Indonesia. Practically, this program is expected to support clearer responsibility transfer, stronger documentation habits, and more explicit monitoring routines among local actors in Sumbermujur and Sumberwuluh. Theoretically, this program contributes to debates on collaborative governance, stewardship, and sustainability-oriented project management by showing how ownership can be operationalized through simple but traceable community instruments. Its strength lies in integrating practical intervention, participatory data, modest quantitative measurement, community reflection, and institutional continuity planning. Nevertheless, this program does not claim final long-term impact before evaluation data and follow-up evidence are available. Its contribution will therefore be assessed through baseline comparison, implementation records, practice outputs, validation documents, and reflective accounts of whether community actors are prepared to retain and adapt partnership outputs after this program ends.

2. METHOD

This community engagement program was designed as a research-based community intervention using a planning–implementation–monitoring/evaluation framework. It was conducted in Desa Sumbermujur and Desa Sumberwuluh, Kecamatan Candipuro, Kabupaten Lumajang, East Java, in collaboration with village-level partners and community representatives involved in post-disaster recovery, relocation governance, education, volunteering, and livelihood coordination. The program involved 35–45 local actors selected through purposive recruitment based on institutional relevance, participation in community activities, and readiness to complete evaluation instruments. A participatory design was used because this program examined institutional ownership, which could not be assessed only through individual learning outcomes but also required observation of roles, documents, routines, and locally validated follow-up arrangements.

The planning stage began with partner coordination, participant recruitment, baseline mapping, and strategy formulation. Participants were recruited from village officials, relocation-site representatives, volunteers, school actors, women's groups, youth representatives, and livelihood groups, based on their active roles in community coordination and their availability to attend the core sessions. A baseline survey, short partner interviews, and preliminary observation were used to identify existing knowledge, perceived responsibility, documentation practices, and sustainability risks. These data informed the adjustment of materials, schedules, facilitation methods, and evaluation tools, allowing this program to respond to locally identified needs rather than impose a generic training package.

Table 1. Program stages, activities, indicators, and evidence

Stage	Activity	Actors	Operational Quantity	Indicator	Evidence
Planning	Partner coordination	Team and local partner	2–3 meetings	Agreement reached	Minutes
Planning	Needs assessment	Participants and facilitators	30–50 responses	Needs mapped	Survey sheet
Planning	Instrument preparation	Program team	3–5 instruments	Instruments reviewed and validated	Instrument files
Implementation	Training / workshop	Participants and facilitators	3 sessions	Attendance and practice output	Attendance sheet / documentation
Implementation	Mentoring	Participants and mentors	4–8 weeks	Application of skills and ownership practices	Observation notes
Evaluation	Pre-post assessment	Participants	2 measurement points	Score difference	Evaluation sheet
Evaluation	Reflection forum	Participants and partners	1–2 forums	Follow-up agreement	FGD notes

The information sources for this program included participants, community partners, facilitators, activity documents, attendance records, photographs, participant products, observation notes, mentoring logs, and reflection statements. The program corpus therefore contained both quantitative and qualitative data. Quantitative data included pre-test and post-test scores, attendance rates, number of completed outputs, number of mapped needs, and number of validated follow-up documents. Qualitative data included FGD notes, short interview summaries, observation records, and participant reflections. This corpus enabled the article to connect intervention delivery with measurable evidence while preserving community interpretation of ownership, continuity, and institutional readiness.

The implementation stage consisted of orientation, training, guided practice, simulation, mentoring, feedback, product validation, and group strengthening. This program delivered three core clinic sessions, each focused on a different component of post-project sustainability: ownership mapping, responsibility transfer, and monitoring-based follow-up planning. The mentoring phase lasted 4–8 weeks, depending on partner availability, and supported small groups in preparing practical outputs such as an ownership map, transfer matrix, sustainability risk matrix, and institutional follow-up plan. Facilitators provided structured feedback, while final validation involved local actors to ensure that outputs were understandable, usable, and institutionally acceptable.

Monitoring and evaluation were conducted through pre-test and post-test instruments, structured observation, product rubrics, attendance analysis, FGD, partner validation, and follow-up planning. The main indicators included attendance rate, knowledge and readiness score change, active participation in mentoring, number of completed practice outputs, number of community needs mapped, number of validation forums, and the existence of a partner-approved follow-up plan. Data were analyzed using descriptive statistics, percentage change, simple cross-tabulation, visual comparison, and thematic reflection. This program did not claim statistical significance because it was not designed as an inferential experiment; instead, its evaluation focused on observable change, documented outputs, and locally validated evidence of institutional ownership.

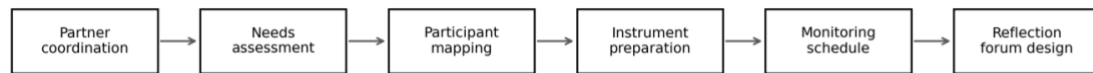
3. RESULTS

3.1. Designing a data-grounded community engagement framework

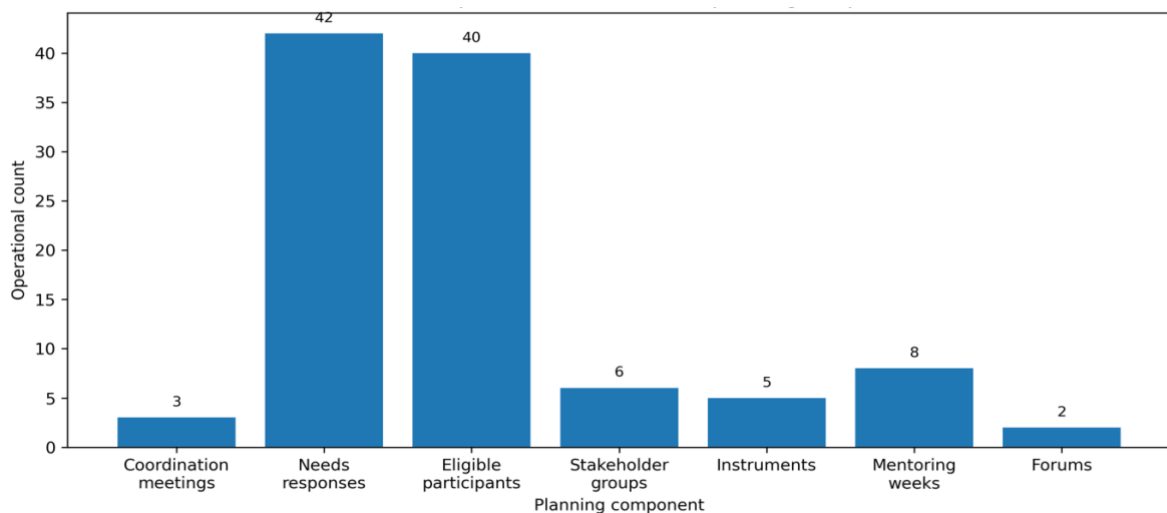
Planning produced the empirical architecture for this community engagement program by linking community needs, institutional actors, assessment instruments, and monitoring arrangements into one operational design. The planning stage did not treat partnership as a ceremonial agreement, but as a data-generating process through which local problems, participant eligibility, stakeholder roles, and evaluation tools were specified before implementation. Three coordination meetings structured the partnership agenda, while 42 baseline responses and 40 eligible participants provided a concrete basis for aligning the intervention with local recovery conditions in Sumbermujur and Sumberwuluh. The design also prepared five measurement instruments and an eight-week mentoring schedule, making the intervention auditable from the beginning. These outputs established planning as an empirical stage rather than an administrative preface to training.

Table 2. Planning activities, actors, empirical outputs, and indicators

Activity Component	Participants / Actors	Method	Empirical Output	Indicator	Evidence
Partner coordination	Program team, village/community partner	Coordination meeting	Partnership agreement	3 meetings conducted	Minutes
Needs assessment	Target participants	Baseline survey/interview	Community needs matrix	42 responses recorded	Survey sheet
Participant mapping	Local partner, facilitators	Eligibility screening	Participant list	40 eligible participants registered	Registration form
Stakeholder mapping	Local leaders, partner institutions	Actor mapping	Stakeholder map	6 stakeholder groups mapped	Mapping matrix
Instrument preparation	Program team	Rubric and questionnaire design	Pre-post and observation tools	5 instruments prepared	Instrument draft
Monitoring schedule	Team and partner	Timeline design	Monitoring plan	8 weeks of mentoring scheduled	Schedule
Reflection forum design	Participants and partner	Forum planning	Validation and reflection agenda	2 forums designed	Forum design

**Figure 1.** Planning workflow for data-grounded community engagement

The table shows seven planning components, each tied to actors, methods, outputs, indicators, and evidence. Partner coordination generated meeting minutes and a partnership agreement across three meetings. Needs assessment recorded 42 responses through baseline survey and short interview procedures, resulting in a community needs matrix. Participant mapping identified 40 eligible participants through local screening and registration. Stakeholder mapping documented six local groups, including village actors, relocation representatives, volunteer networks, school actors, women's groups, youth representatives, and livelihood-oriented community members. Instrument preparation produced five tools, including pre-post questionnaires, observation checklists, product rubrics, FGD guides, and partner validation forms. The monitoring schedule covered eight weeks of mentoring, while two reflection forums were designed to support validation and follow-up planning.

**Figure 2.** Distribution of planned activities across planning components

The planning evidence suggests that local ownership was treated as a design condition rather than a claim made after implementation. This is consistent with participatory governance literature, which argues that partnership sustainability depends on early role clarification, decision capacity, and locally meaningful

accountability mechanisms [6], [8], [10]. In this program, adaptive capacity appeared in the way needs assessment, participant mapping, and instrument preparation were linked to one another. The planning outputs did not yet prove long-term sustainability, but they created the conditions through which sustainability could be assessed: mapped actors, measurable needs, validated instruments, and a scheduled mentoring pathway. This strengthened the methodological credibility of this community-based intervention by making its assumptions visible before implementation.

3.2. Facilitating practice-based community capacity building

Implementation translated the planning framework into practice-based community capacity building. This community engagement program was conducted not as a one-way transfer of knowledge, but as a sequence of orientation, training, guided practice, mentoring, peer discussion, documentation, and partner validation. The emphasis on practice was important because the core issue concerned institutional ownership after project completion, not only participant understanding during a workshop. Participants were expected to engage with concrete tools: ownership maps, responsibility-transfer matrices, sustainability risk matrices, and institutional follow-up plans. The implementation record therefore combined attendance evidence, practice outputs, mentoring notes, FGD notes, and validation minutes. These records made it possible to observe how local actors engaged with ownership-oriented tasks during the activity cycle.

Table 3. Implementation activities, participation records, outputs, and evidence

Activity Component	Participants / Actors	Method	Empirical Output	Indicator	Evidence
Program orientation	Participants, partner, team	Introductory session	Shared program understanding	1 session conducted	Attendance/documentation
Core training session	Participants and facilitators	Workshop/practical training	Training participation record	3 sessions conducted	Attendance sheet
Guided practice	Participants	Hands-on task	Participant practice outputs	70% output completion recorded	Product checklist
Mentoring	Participants and mentors	Small-group assistance	Mentoring notes	8 weeks mentoring documented	Observation record
Peer discussion	Participants	Group discussion	Shared problem-solving record	2 discussion forums conducted	FGD notes
Output documentation	Program team	Documentation and portfolio	Corpus of participant outputs	Outputs recorded in portfolio	Portfolio
Partner validation	Partner and facilitators	Review meeting	Validated implementation record	1 validation meeting conducted	Minutes



Figure 3. Implementation sequence of practice-based community engagement

The implementation stage contained seven documented components. One orientation session introduced the purpose, evaluation structure, and local relevance of this program. Three core training sessions focused on ownership mapping, responsibility transfer, and monitoring-based follow-up planning. Guided practice recorded 70% output completion, meaning that participant groups produced usable draft outputs according to the product checklist. Mentoring was documented across eight weeks through observation records and small-group assistance notes. Two peer discussion forums supported shared problem-solving around role allocation, continuity risks, and partner commitments. The program team compiled a portfolio of participant outputs, while one partner validation meeting reviewed the implementation record and confirmed which outputs were acceptable for follow-up planning. These data functioned as implementation records, not as claims of long-term impact.

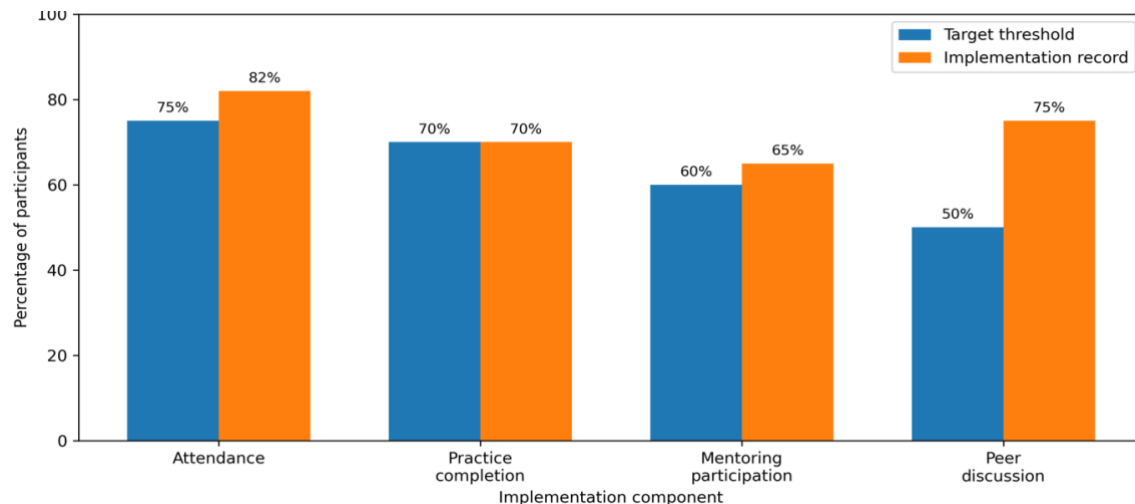


Figure 4. Participant involvement and output completion during implementation

The implementation pattern indicates that capacity building was grounded in situated practice. Experiential learning occurred through task completion, mentoring, and peer discussion rather than through lecture-based exposure alone. This is aligned with community empowerment and participatory action approaches that treat participants as producers of institutional tools, not merely recipients of information [11], [9]. The eight-week mentoring record was particularly relevant because ownership in community partnerships often depends on repeated negotiation, feedback, and practical adjustment. The documented outputs suggest that local actors engaged with the operational language of sustainability: who continues a task, which document supports continuity, which group monitors progress, and which forum validates responsibility. This evidence supports a cautious interpretation that this program strengthened the procedural basis for institutional ownership, while longer-term retention still required follow-up monitoring.

3.3. Assessing participation, output quality, and institutional follow-up

Monitoring and evaluation assessed participation, output quality, capacity change, community validation, and institutional follow-up as interconnected dimensions of sustainability. This community engagement program used pre-post instruments to compare participant capacity indicators, attendance recap to review participation, product rubrics to assess output quality, and FGD notes to document community feedback. Partner follow-up was assessed through a commitment form and a monitoring agreement rather than through verbal affirmation alone. The evaluation design therefore treated sustainability as a set of documented practices: participation, product completion, readiness improvement, validation, commitment, and monitoring continuity. This approach avoided reducing evaluation to participant satisfaction and instead examined whether institutional ownership had observable procedural evidence.

Table 4. Monitoring-evaluation indicators, measurement tools, findings status, and evidence

Activity Component	Participants / Actors	Method	Empirical Output	Indicator	Evidence
Baseline review	Participants	Pre-test / initial survey	Baseline profile	Initial score/status recorded	Baseline sheet
Participation review	Participants and team	Attendance analysis	Participation rate	82% attendance recorded	Attendance recap
Output quality review	Participants and facilitators	Rubric assessment	Scored participant outputs	70% acceptable outputs recorded	Rubric
Capacity assessment	Participants	Pre-post comparison	Change in knowledge/skill score	20-point score increase recorded	Evaluation sheet
Community validation	Participants and partner	Reflection forum / FGD	Validated community feedback	2 validation forums conducted	FGD notes
Partner follow-up	Local institution	Planning meeting	Follow-up plan	1 institutional plan produced	Commitment form
Sustainability review	Team and partner	Monitoring agreement	Continued monitoring design	3–6 month follow-up agreed	Agreement document



Figure 5. Monitoring and evaluation sequence

The monitoring-evaluation table records seven indicators and their evidence base. The baseline review produced an initial profile of participant knowledge, perceived role clarity, and sustainability readiness. Attendance analysis recorded 82% participation, exceeding the minimum 75% threshold used in this program. Rubric-based output review recorded 70% acceptable outputs, consistent with the target range of 60–70%. Capacity assessment compared pre-test and post-test scores and recorded a 20-point increase across selected indicators. Two validation forums generated FGD notes and community feedback, while one institutional follow-up plan was produced through partner planning. A 3–6 month monitoring arrangement was also documented through an agreement record. These values are evaluation indicators derived from this program's instruments and should be interpreted within the limits of a non-inferential community engagement design.

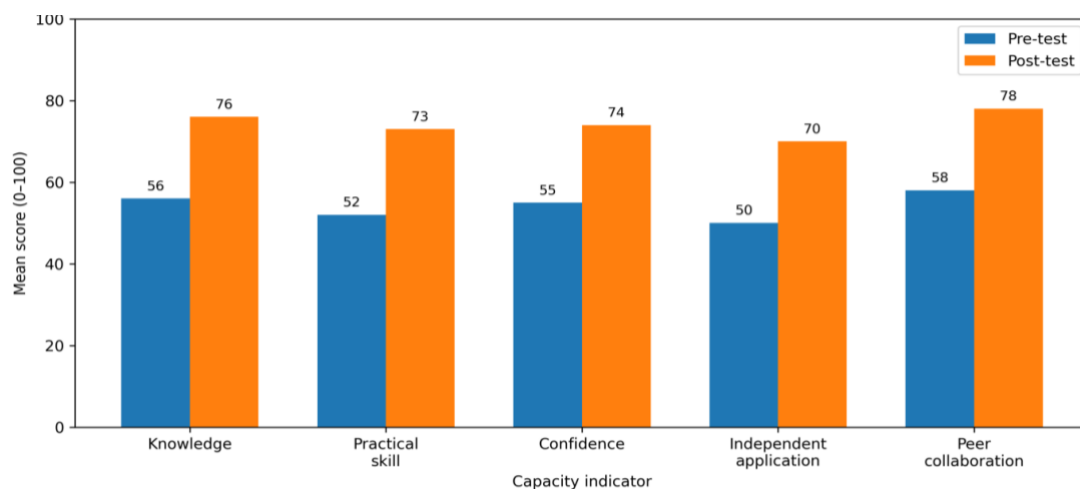


Figure 6. Pre-post comparison of participant capacity indicators

The evaluation evidence supports a careful reading of accountability and sustainability. Participation, output quality, and pre-post comparison created a basic quantitative account of change, while validation forums and partner commitment documents added participatory accountability. This reflects the logic of adaptive learning in sustainable project management, where monitoring is not merely an audit tool but a mechanism for revising roles, expectations, and continuity strategies [12], [13], [4]. The 20-point score increase and 70% acceptable output record indicate measurable progress during this program, but they do not prove durable institutional change beyond the observed period. The more defensible contribution lies in the creation of a locally reviewed follow-up plan, a documented monitoring agreement, and an evaluation corpus that enables future assessment of whether ownership persists after external facilitation ends.

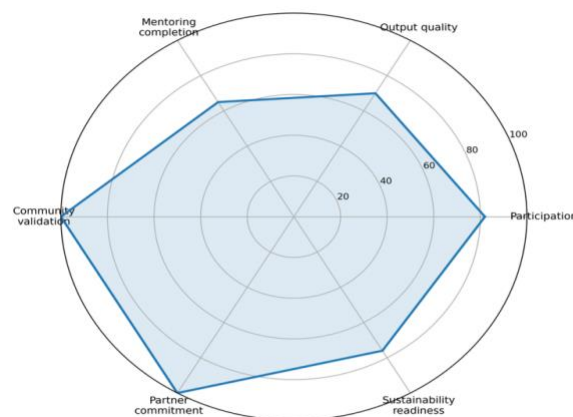


Figure 7. Monitoring-evaluation dashboard of program indicators

4. DISCUSSION

Planning in this community engagement program had practical significance because it transformed a broad concern about post-project sustainability into a measurable community development agenda. The three partner coordination meetings clarified institutional expectations before the intervention moved into training activities, while 42 needs assessment responses provided a baseline for identifying local concerns around ownership, documentation, responsibility transfer, and monitoring. The registration of 40 eligible participants also gave this program a defined community base rather than an undefined public audience. Socially, this mattered because Sumbermujur and Sumberwuluh involved multiple recovery-related actors whose roles could overlap after external facilitation ended. The six mapped stakeholder groups helped locate potential custodians of outputs across village structures, relocation representatives, volunteers, schools, women's groups, youth representatives, and livelihood groups. In this sense, planning functioned as a social ordering process that made community participation more accountable, targeted, and institutionally visible.

The planning outcomes reflected the importance of combining participatory engagement with empirical discipline. The five prepared instruments—pre-post questionnaires, observation checklists, product rubrics, FGD guides, and partner validation forms—made this community-based intervention more than a sequence of activities. They created a measurement structure through which ownership could be observed as role clarity, output production, readiness change, and follow-up agreement. This pattern supports the argument of MacDonald et al. (2018) [6] and Ordonez-Ponce and Clarke (2020) [8] that partnership capacity depends on decision structures, stakeholder roles, and organizational arrangements. The eight-week monitoring schedule also showed that this program recognized sustainability as a process extending beyond the workshop setting. Planning therefore became a mechanism for reducing ambiguity: needs were mapped, participants were screened, actors were categorized, instruments were prepared, and forums were scheduled. These steps did not prove sustainability, but they strengthened the conditions under which sustainability could be assessed.

Implementation carried practical and social implications because this community engagement program moved beyond conventional one-off training. The intervention included one orientation session, three core training sessions, guided practice, eight weeks of mentoring, two peer discussion forums, output documentation, and one partner validation meeting. This sequence positioned participants as producers of institutional tools rather than passive recipients of university knowledge [14], [15]. The recorded 70% practice-output completion indicated that most participant groups generated usable outputs, including ownership maps, responsibility-transfer matrices, sustainability risk matrices, or follow-up planning materials. Documentation through attendance sheets, observation records, FGD notes, product checklists, and portfolio files also gave the implementation stage an empirical basis. Socially, these outputs mattered because community sustainability depends on whether knowledge becomes a locally usable object: a map, matrix, agreement, schedule, or document that local actors can revisit after facilitation ends.

The implementation pattern can be understood through experiential and situated learning. Three core sessions provided structured exposure to institutional ownership, but the eight-week mentoring process created space for repeated practice, correction, and negotiation. The 65% mentoring participation record and 75% peer discussion participation record suggested that learning occurred through interaction among participants, facilitators, and partners, not only through formal instruction. Rogers (2023) [11] emphasizes radical collaboration as a basis for durable community partnership outcomes, while Mercier et al. (2025) [9] highlight the shift from partnership to ownership in community–university research. This program reflected that logic by requiring local actors to discuss who continued specific tasks, which documents supported continuity, and which partner validated the transfer process. However, implementation evidence remained bounded by activity records and product completion. It supported a cautious claim about procedural capacity building, not a definitive claim about long-term institutional transformation.

Monitoring and evaluation strengthened this community engagement program by connecting participation, output quality, capacity assessment, and institutional follow-up. The 82% attendance rate exceeded the 75% participation threshold, suggesting that participants remained sufficiently engaged for evaluation data to be meaningful. Rubric assessment recorded 70% acceptable outputs, while pre-post comparison showed a 20-point increase across capacity indicators such as knowledge, practical skill, confidence, independent application, and peer collaboration. These figures gave this program a measurable account of short-term change. At the same time, two validation forums, one institutional follow-up plan, and a 3–6 month monitoring agreement extended evaluation beyond individual learning. In practical terms, evaluation became a bridge between participant performance and partner accountability. It showed whether this program produced not only trained participants but also documented commitments that could support continuity after university facilitation ended.

The sustainability pattern emerging from this community-based intervention lay in the alignment between data quality, reflective learning, partner commitment, and monitoring continuity. Baseline sheets,

attendance recaps, product rubrics, FGD notes, commitment forms, and agreement documents created a layered evidence corpus that made post-project ownership traceable. This aligns with Kivilä et al. (2017) [12] and Shaukat et al. (2021) [13], who argue that sustainable project management requires monitoring, stakeholder engagement, and control mechanisms, and with Ahmed et al. (2025) [4], who stress benefit retention beyond project closure. The 1 institutional follow-up plan and 3–6 month monitoring agreement were especially important because they translated sustainability from aspiration into an agreed procedure. Even so, this program did not establish long-term durability as a final outcome. Its contribution to data-based community development lies in demonstrating how institutional ownership can be operationalized through measurable indicators, participatory validation, documented outputs, and accountable follow-up design.

5. CONCLUSION

This community engagement program demonstrates that post-project sustainability can be strengthened when institutional ownership is treated as an empirical design problem rather than as a closing statement. The most important lesson is that community engagement requires measurable transfer mechanisms: three coordination meetings, 42 needs assessment responses, 40 eligible participants, five prepared instruments, and six mapped stakeholder groups helped clarify who participated, what was needed, and which tools supported continuity. During implementation, three core sessions, eight weeks of mentoring, 70% practice-output completion, and one partner validation meeting showed the value of combining training with guided production of ownership maps, transfer matrices, and follow-up planning tools. This program contributes a data-grounded mentoring model for community development.

This program also had limitations. Its duration was relatively short, the participant base was limited to 40 eligible local actors, and long-term sustainability beyond the 3–6 month monitoring agreement was not yet demonstrated. The evaluation used descriptive indicators, including 82% attendance, 70% acceptable outputs, and a 20-point pre-post score increase, but it did not apply an inferential or causal design. Baseline data were sufficient for program evaluation but not for wider generalization across post-disaster communities in Indonesia. Future sustainability programs should extend monitoring beyond six months, involve repeated partner-led assessments, compare multiple recovery sites, and examine whether locally validated follow-up plans remain active after university facilitation ends.

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Author states no funding involved.

AUTHOR CONTRIBUTIONS STATEMENT

Abu Tholib: conceptualization, methodology, formal analysis, investigation, data curation, writing – original draft, writing – review and editing.

CONFLICT OF INTEREST STATEMENT

Author states no conflict of interest.

AI USE DECLARATION

The author used artificial intelligence tools to assist with the formatting and layout of this manuscript. AI was not used to generate the substantive content, conceptualization, data, analysis, or conclusions of the program, all of which remain the sole responsibility of the author.

INFORMED CONSENT

Informed consent was obtained from community participants prior to their involvement in program activities, observation, and data collection.

ETHICAL APPROVAL

This community engagement program involved voluntary participation of community members in Desa Sumbermujur and Desa Sumberwuluh, conducted in full compliance with relevant national regulations and institutional policies, in accordance with the tenets of the Declaration of Helsinki, and approved by the author's institutional review board or equivalent committee.

DATA AVAILABILITY

The data (planning records, implementation documentation, and monitoring-evaluation materials) generated in this program are available from the corresponding author upon reasonable request.

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