

Analysis of Research and Community Service Trends at the Faculty of Administrative Sciences, Brawijaya University, 2020-2024

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Abstract

This research analyzes research and community service trends at the Faculty of Administrative Sciences, Brawijaya University (FIA UB), 2020–2024 and evaluates their alignment with the Research and Community Service Master Plan (RIPP). Using a systematic literature review (SLR) and a qualitative descriptive approach, the study examines research and community service reports from FIA UB lecturers, mapped to the roadmap themes of each study program. Data analysis focused on lecturer names, research titles, roadmap themes, years, and student involvement. Findings reveal that most research and community service activities correspond with the FIA UB RIPP roadmap, though some discrepancies are present, especially in the Bachelor of Taxation and Master of Higher Education Management programs. In total, there were 974 instances of conformity and 590 non-conformities regarding research and community service topics. Student engagement also increased significantly yearly, with 777 conformities, 116 non-conformities, and 80 activities lacking student involvement. These results emphasize the critical role of faculty and student collaboration in developing research and community service that address community needs and advance administrative science. The study recommends regular strengthening of monitoring and evaluation (M&E) mechanisms to maintain alignment with the roadmap and enhance student participation. Ultimately, FIA UB's research and community service programs are expected to better support the faculty's and university's strategic goals while effectively responding to societal challenges.

Keywords: Research trends; Community service; RIPP; Faculty of Administrative Sciences; Brawijaya University; 2020–2024

INTRODUCTION

Research and community service are fundamental aspects that play a role in the development of science and improving the welfare of society at large (Lerner, Fisher, & Weinberg, 2021; Raghav, 2024). According to Saputra (2020), research and community service are strategic efforts to broaden horizons and improve skills carried out by the academic community as a form of devotion through caring efforts in empowerment. The purpose of research and community service is to implement theoretical knowledge in college to be applied and developed in real life (Irwanto, 2021). These two aspects are an inseparable part of implementing the Tri Dharma of Higher Education, which includes teaching, research, and community service in accordance with Law No. 14 of 2005, where lecturers as professional education personnel are obliged to improve the quality of higher education (Fitriana, 2022). Therefore, research and community service not only fulfill academic obligations but also become crucial means of improving quality and actively contributing to the wider community.

The Faculty of Administrative Sciences, Brawijaya University (FIA UB), as a higher education institution, is committed to developing research and community service programs in a structured and sustainable manner (Gani, Saleh, & Amin, 2023; Hanif & Ausat, 2025; Kharisma et al., 2025; Rozikin, Sofyan, Riyadi, & Supriyono, 2021; Sofyan, 2021). This commitment is realized through improving the quality and quantity of research and fostering

national and international faculty collaborations, coordinated through the FIA UB Research and Community Service Agency (BPPM) (Constantino & Santos, 2025; Homillano, 2025; Sessions, 2020). The BPPM is tasked with coordinating, implementing, monitoring, and evaluating these activities (fia.ub.ac.id, 2022). Furthermore, FIA UB actively engages lecturers and students in the development of research and community service programs through a systematic approach and multi-stakeholder engagement to ensure a sustainable, tangible impact on society (Leal Filho et al., 2025).

As an effort to improve the effectiveness of research and community service, the Faculty of Administrative Sciences (FAI) UB has compiled a Research and Community Service Master Plan (RIPP) in accordance with the Research Master Plan (RIP UB) guidelines, which refer to crucial issues over the past five years, namely the 2021–2025 period. This roadmap was prepared as a guideline and guidance for academics in determining the direction of research and community service activities comprehensively to align with community needs and scientific development (LPPM UB, 2022).

The existence of the Research and Community Service Master Plan (RIPP) makes evaluating the alignment of lecturers' and students' research with the established roadmap a crucial step in ensuring that academic activities align with the vision and mission outlined in the RIPP FIA UB. Alignment of research and community service with the roadmap not only supports academic targets but also strengthens the institution's competitiveness, thereby producing more applicable and innovative research (radenfatah.ac.id, 2024). This alignment includes the integration of research topics with the main focus in the roadmap, alignment with the lecturers' academic backgrounds, and active student involvement in accordance with their academic fields. Research aligned with the RIPP roadmap and lecturers' academic backgrounds will be more relevant and have a more tangible impact on society. Furthermore, active student involvement in the research and community service process in accordance with their academic fields will help improve readiness in facing the world of work (unisba.ac.id, 2024). Therefore, synergy between lecturers and students is essential in producing targeted research and community service.

Based on the above background, this study aims to analyze the research and community service trends conducted by FIA UB lecturers and students during the 2021–2025 period to assess the alignment of research and community service with the established RIPP roadmap. In addition, this study focuses on scientific harmony based on student study programs involved in research and community service. This analysis aims to determine the direction of development as well as the basis for evaluation and recommendations for more effective policies at FIA UB. The benefits of this research include serving as a comprehensive evaluation tool for the faculty to develop policies and allocate resources more appropriately; providing feedback for lecturers in aligning work topics and collaborations; offering more meaningful practical experience for students according to their fields of study; and contributing to the development of Administrative Science by mapping the latest trends and needs.

METHOD

This research employed the systematic literature review (SLR) method with a qualitative descriptive approach. The SLR aimed to identify, examine, evaluate, and interpret relevant findings systematically to create a coherent strategic literature base (Borges et al., 2021). The

study synthesized various scientific evidence on the topic using literature databases (Lame, 2019). Data were analyzed through a qualitative descriptive approach, which focuses on exploring and understanding meanings in social contexts and emphasizes data collection through descriptions, words, and images (Creswell & Creswell, 2023).

The research focused on sorting relevant data related to the trend of research and community service alignment with the roadmap themes outlined in the 2021–2025 Research and Community Service Master Plan (RIPP) of the Faculty of Administrative Sciences, Universitas Brawijaya. This focus supported mapping and evaluation purposes.

Secondary data were used as the primary source, obtained from compiled research and community service records of FIA UB lecturers from 2021 to 2025 in Microsoft Excel format. Secondary data refers to data collected from existing sources without direct researcher collection (Sekaran & Bougie, 2020).

RESULT AND DISCUSSION

A. Evaluation of FIA UB Research and Community Service 2021-2024

This study aims to determine and analyze the suitability of FIA UB lecturers' research and community service to the research roadmap themes established in the Research and Community Service Master Plan (RIPP) document. Therefore, the appropriateness of research topics is determined based on each lecturer's field of study and the research being conducted. Therefore, it is important to understand whether the research topics are aligned with the established roadmap themes. The following are the results of the FIA UB RIPP evaluation analysis for the 2021-2024 period.

1. Department of Business Administration

In the Bachelor of Tourism study program, a total of 33 research projects have been conducted by nine lecturers. Based on the alignment of research topics with the roadmap themes, one lecturer had no research topic alignment, three lecturers each had one alignment, one lecturer with two alignments, one lecturer with three alignments, one lecturer with four alignments, and two lecturers with five alignments. Thus, there are a total of 22 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the misalignment of their research topics with the roadmap themes, two lecturers each had one alignment, five lecturers each had two alignments, one lecturer with five alignments, and one lecturer's research had no alignment at all. Thus, there are a total of 17 lecturers who aligned their research topics with the established roadmap themes.

In the Undergraduate Taxation study program, a total of 52 research projects have been conducted by 13 lecturers. Based on the alignment of research topics with the roadmap themes, two lecturers had no alignment, four lecturers each had one alignment, three lecturers each had two alignments, three lecturers each had three alignments, and one lecturer each had four alignments. Thus, there were a total of 23 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the inconsistencies of their research topics with the roadmap themes, two lecturers each had one inconsistency, two lecturers each had two inconsistencies, five lecturers each had three alignments, one lecturer each had four

inconsistencies, one lecturer each had eight inconsistencies, and two lecturers each had no inconsistencies at all. Thus, there were a total of 33 lecturers who aligned their research topics with the established roadmap themes.

In the Bachelor of Business Administration study program, a total of 122 research projects have been conducted by 53 lecturers. Based on the alignment of research topics with the roadmap themes, three lecturers had no alignment, six lecturers each had one alignment, 12 lecturers each had two alignments, nine lecturers each had three alignments, 15 lecturers each had four alignments, three lecturers each had five alignments, three lecturers each had six alignments, and two lecturers each had seven alignments. Thus, there were a total of 164 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the misalignment of their research topics with the roadmap themes, 17 lecturers each had one alignment, ten lecturers each had two alignments, two lecturers each had three alignments, and 24 lecturers each had no alignments at all. Therefore, there were a total of 43 lecturers who aligned their research topics with the established roadmap themes.

2. Department of Public Administration

In the Library Science undergraduate study program, a total of 36 research projects have been conducted by 13 lecturers. Based on the alignment of their research topics with the roadmap themes, one lecturer had no alignment, three lecturers each had one alignment, five lecturers each had two alignments, and four lecturers each had three alignments. Thus, there were a total of 25 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the inconsistencies between the research topics implemented and the roadmap themes, three lecturers each had one inconsistency, three lecturers each had two inconsistencies, two lecturers each had three inconsistencies, one lecturer each had four inconsistencies, one lecturer each had five inconsistencies, and three lecturers each had no inconsistencies at all. Thus, there were a total of 24 lecturers who aligned their research topics with the established roadmap themes.

In the Bachelor of Educational Administration study program, a total of 37 research projects have been conducted by nine lecturers. Based on the alignment of their research topics with the roadmap themes, three lecturers had no alignment, three lecturers each had one alignment, one lecturer had two alignments, one lecturer had five alignments, and one lecturer had six alignments. Thus, there were 16 lecturers in total that aligned with the established roadmap themes.

Furthermore, based on the inconsistencies of their research topics with the roadmap themes, one lecturer had one inconsistency, two lecturers had two inconsistencies each, two lecturers had three inconsistencies each, one lecturer had four inconsistencies, one lecturer had seven inconsistencies, and two lecturers had no inconsistencies at all. Thus, there were 22 lecturers' research projects that aligned with the established roadmap themes.

In the Public Administration undergraduate study program, a total of 135 research projects have been conducted by 55 lecturers. Based on the alignment of their research topics with the roadmap themes, eight lecturers had no alignment, 22 lecturers each had

one alignment, 11 lecturers each had two alignments, seven lecturers each had three alignments, five lecturers each had four alignments, one lecturer each had six alignments, and one lecturer each had eight alignments. Thus, there were a total of 99 lecturers whose research topics aligned with the established roadmap themes.

Furthermore, based on the misalignment of the research topics implemented with the roadmap themes, 27 lecturers each had one alignment, four lecturers each had two alignments, four lecturers each had three alignments, four lecturers each had four alignments, two lecturers each had six alignments, and 14 lecturers had no alignments at all. Thus, there were a total of 75 lecturers who did not comply with the research topics in the established roadmap theme.

3. Postgraduate

In the Master of Business Administration study program, a total of 123 research projects have been conducted by 38 lecturers. Based on the alignment of research topics with the roadmap themes, three lecturers had no alignment, eleven lecturers each had one alignment, four lecturers each had two alignments, nine lecturers each had three alignments, six lecturers each had four alignments, three lecturers each had five alignments, two lecturers each had six alignments, and one lecturer each had seven alignments. Thus, there were a total of 103 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the inconsistencies of the research topics implemented with the roadmap themes, 12 lecturers each had one inconsistency, nine lecturers each had two inconsistencies, one lecturer each had three inconsistencies, two lecturers each had four inconsistencies, two lecturers each had five inconsistencies, and 13 lecturers each had no inconsistencies at all. Thus, there were a total of 47 lecturers who did not comply with the research topics in the established roadmap theme.

In the Master of Public Administration study program, a total of 118 research projects has been conducted by 44 lecturers. Based on the alignment of research topics with the roadmap themes, six lecturers had no alignment, 14 lecturers each had one alignment, 13 lecturers each had two alignments, four lecturers each had three alignments, four lecturers each had four alignments, two lecturers each had five alignments, and one lecturer each had six alignments. Thus, there were a total of 84 lecturers whose research topics aligned with the established roadmap themes.

Furthermore, based on the inconsistencies of the research topics implemented with the roadmap themes, 25 lecturers each had one inconsistency, three lecturers each had two inconsistencies, three lecturers each had three inconsistencies, two lecturers each had four inconsistencies, one lecturer each had six inconsistencies, and ten lecturers each had no inconsistencies at all. Thus, there were a total of 54 mismatches between lecturers and research topics in the established roadmap theme.

In the Master of Higher Education Management study program, a total of 46 research projects have been conducted by 18 lecturers. Based on the alignment of research topics with the roadmap themes, eight lecturers had no alignment, eight lecturers each had one alignment, and two lecturers each had two alignments. Thus, there were 12 lecturers in total that aligned with the established roadmap themes.

Furthermore, based on the inconsistencies of the implemented research topics with the roadmap themes, seven lecturers each had one inconsistency, three lecturers each had two inconsistencies, two lecturers each had three inconsistencies, three lecturers each had four inconsistencies, one lecturer each had five inconsistencies, and two lecturers each had no inconsistencies at all. Thus, there were 36 lecturers inconsistencies with the established roadmap themes.

In the Doctoral Program in Administrative Science, a total of 133 research projects have been conducted by 41 lecturers. Based on the alignment of research topics with the roadmap themes, five lecturers had no alignment, nine lecturers each had one alignment, eight lecturers each had two alignments, eight lecturers each had three alignments, five lecturers each had four alignments, five lecturers each had five alignments, and one lecturer each had six alignments. Thus, there were a total of 100 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the inconsistencies of the research topics implemented with the roadmap themes, 17 lecturers each had one inconsistency, seven lecturers each had two inconsistencies, three lecturers each had three inconsistencies, two lecturers each had four inconsistencies, one lecturer each had five inconsistencies, and 11 lecturers each had no inconsistencies at all. Thus, there were a total of 53 mismatches between lecturers and research topics in the established roadmap theme.

4. Community Service

In the Doctoral Program in Administrative Science, a total of 146 community service projects have been carried out by 162 lecturers. Based on the alignment of the community service topics with the roadmap themes, 18 lecturers had no alignment, 45 lecturers each had one alignment, 41 lecturers each had two alignments, 37 lecturers each had three alignments, 17 lecturers each had four alignments, and four lecturers each had five alignments. Thus, there were a total of 326 lecturers who aligned their research topics with the established roadmap themes.

Furthermore, based on the misalignment of the implemented research topics with the roadmap themes, 61 lecturers each had one alignment, 36 lecturers each had two alignments, 15 lecturers each had three alignments, two lecturers each had four alignments, and 48 lecturers each had no alignments at all. Thus, there were a total of 186 lecturers who did not comply with the research topics in the established roadmap theme.

B. The Conformity of Lecturer Research with Student Study Programs

1. 2021 Research

In 2021, a total of 112 research projects were conducted by all lecturers at the Faculty of Administrative Sciences, both involving and without students. From the students involved in research with lecturers, it was also discovered that some of the students' study programs were either aligned with or not aligned with the lecturers' study programs. Based on the data obtained, during 2021, there were 29 studies that did not involve students during the research process. Meanwhile, when looking at study program alignment, it was found that 83 students were involved in studies that were aligned with the lecturers' study programs, and 9 students were involved but not aligned with the lecturers' original study programs. Thus, the total in 2021 involved 92 students in the research process of lecturers at the Faculty of Administrative Sciences.

2. 2022 Research

In 2022, a total of 126 research projects were conducted by all lecturers at the Faculty of Administrative Sciences, both involving and without students. From the students involved in research with lecturers, it was also discovered that some of the students' study programs were either aligned with or not aligned with the lecturers' study programs. Based on the data obtained, during 2022, there were 6 studies that did not involve students during the research process. Meanwhile, when viewed from the study program alignment, it was found that 174 students were involved in the relevant lecturers' study programs, and 29 students were involved but not aligned with the lecturers' original study programs. Thus, the total involvement in 2022 was 203 students in the research process of lecturers at the Faculty of Administrative Sciences.

3. 2023 Research

In 2023, a total of 115 research projects were conducted by all lecturers at the Faculty of Administrative Sciences, both involving and without students. From the students involved in research with lecturers, it was also discovered that some of the students' study programs were either aligned with or not aligned with the lecturers' study programs. Based on the data obtained, during 2023, there were 18 studies that did not involve students during the research process. Meanwhile, when viewed from the study program alignment, it was known that 163 students were involved in the study programs that were aligned with the lecturers' study programs, and 24 students were involved but not aligned with the lecturers' original study programs. Thus, the total in 2023 involved 187 students in the research process of lecturers at the Faculty of Administrative Sciences.

4. 2024 Research

In 2024, a total of 113 research projects were conducted by all lecturers at the Faculty of Administrative Sciences, both involving and without students. From the students involved in research with lecturers, it was also known that some of the students' study programs were either aligned with or not aligned with the lecturers' study programs. Based on the data obtained, during 2024, there were 10 studies that did not involve students during the research process. Meanwhile, when viewed from the study program alignment, it was known that 151 students were involved in accordance with the lecturers' study programs, and 20 students were involved but not aligned with the lecturers' original study programs. Thus, the total in 2023 involved 171 students in the research process of lecturers at the Faculty of Administrative Sciences.

C. Alignment of Lecturer Community Service with Student Study Programs

1. 2021 Community Service

In 2021, a total of 40 community service activities were carried out by all lecturers at the Faculty of Administrative Sciences, both involving and not involving students. From the students involved in community service with lecturers, it was also known that some of the students' study programs were either aligned with the lecturers' study programs. Based on the data obtained, during 2021, there were 5 community service activities that did not involve students during the service process. Meanwhile, when viewed from the study

program alignment, it was known that 52 students were involved according to the lecturers' study programs concerned, and 4 students were involved but not aligned with the lecturers' original study programs. Thus, the total in 2023 involved 56 students in the lecturer service process at the Faculty of Administrative Sciences.

2. 2022 Community Service

In 2022, a total of 37 community service activities were carried out by all lecturers at the Faculty of Administrative Sciences, both involving and not involving students. From the students involved in community service with lecturers, it was also known that there were student study programs that were either aligned with the lecturers' study programs. Based on the data obtained, during 2022, there was one community service that did not involve students during the service process. Meanwhile, when viewed from the study program alignment, it was known that 60 students were involved according to the lecturers' study programs concerned and 14 students were involved but not aligned with the lecturers' original study programs. So, the total in 2023 involved 74 students in the lecturer service process at the Faculty of Administrative Sciences.

3. 2023 Community Service

In 2023, there were a total of 35 community service activities carried out by all lecturers of the Faculty of Administrative Sciences, which did or did not involve students. From the students involved in community service with lecturers, it was also known that there were student study programs that were in line with the lecturers' study programs. Based on the data obtained, during 2023 there were 8 community services that did not involve students during the service process. Meanwhile, if seen from the suitability of the study program, it was known that 46 students had been involved in accordance with the lecturers' study programs concerned and 6 students were involved but did not match the lecturers' original study programs. So that the total in 2023 involved 52 students in the lecturer service process of the Faculty of Administrative Sciences.

4. 2024 Community Service

In 2024, there were a total of 35 community service activities carried out by all lecturers of the Faculty of Administrative Sciences, which did or did not involve students. From the students involved in community service with lecturers, it was also known that there were student study programs that were in line with the lecturers' study programs. Based on the data obtained, during 2024 there were 3 community services that did not involve students during the service process. Meanwhile, if viewed from the suitability of the study program, it was known that 48 students had been involved in accordance with the lecturers' study programs concerned and 10 students were involved but did not match the lecturers' original study programs. So that the total in 2023 involved 58 students in the lecturer service process of the Faculty of Administrative Sciences.

1) Results of the FIA UB Research and Community Service Evaluation Analysis for 2021-2024

Based on the analysis of the alignment of FIA UB lecturers' research and community service with the roadmap themes, the total number of alignments was 974 and the number of non-alignments was 590.

Overall, the majority of FIA UB lecturers' activities, both research and community service, align with the roadmap themes stipulated in the 2021-2024 FIA UB RIPP document. When compared by department, the Business Administration Department generally had a higher level of alignment than the Public Administration Department. Although the Business Administration Department's evaluation results were considered better, one study program required special attention. The Undergraduate Taxation study program required further evaluation due to the disproportionate number of topic inconsistencies compared to the number of alignments, followed by the Undergraduate Educational Administration study program.

At the postgraduate level, the Master of Higher Education Management program demonstrated the lowest level of conformity, indicating the need for special attention to improve the research relevance of this program. The Doctor of Administrative Science program performed quite well, with a significantly higher number of conformities compared to the number of non-conformities. Lecturers' alignment of their community service topics with the roadmap theme also significantly outweighed the number of non-conformities.

Therefore, although the overall conformity rate is higher than the number of non-conformities, regular evaluations are still necessary to reduce the number of non-conformities in future years, particularly in the Bachelor of Taxation and Master of Higher Education Management programs.

2) Analysis Results of the Conformity of Lecturers' Research and Community Service with the Study Programs of FIA UB Students for 2021-2024

Based on the analysis of data on the alignment of lecturers' research and community service activities with FIA UB student study programs for the 2021-2024 period, 777 were found to be in alignment, 116 were inconsistencies, and 80 were not involving students.

Overall, the majority of FIA UB lecturers' research and community service activities involve students aligned with their respective study programs. Student involvement in research has shown a positive upward trend year after year (Hunter et al., 2017). This indicates that more students are involved and have the opportunity to contribute to FIA UB lecturers' research and community service. This trend also demonstrates that FIA UB strives to expand student participation in research and community service, not only theoretically in the classroom but also in practical fieldwork aligned with students' areas of expertise (Byars-Winston et al., 2015).

However, based on the data obtained, it was found that student involvement from study programs that were not aligned with their lecturers also increased, particularly in 2022 and 2024. This serves as an evaluation point so that future research can better consider the relevance of students' study programs to their backgrounds, thereby deepening their knowledge, hopefully better aligned with their areas of expertise (Lopatto, 2010). This will ensure that

research and community service activities are more targeted and of higher quality (Eagan et al., 2013).

On the other hand, there are still several research and community service activities that do not involve students. This can also serve as a basis for future evaluation to increase student active involvement in research and community service. Active student involvement provides practical experience and provides a platform for students to contribute to the wider community.

CONCLUSION

The analysis revealed that most study programs at the Faculty of Administrative Sciences, Brawijaya University, successfully aligned their research and community service activities with the 2021–2024 RIPP roadmap themes, although notable discrepancies remained in programs such as the bachelor's degree in taxation and the master's degree in higher education management. While most lecturer-led activities involved students whose participation aligned with their study programs, there was a significant increase in student involvement in misaligned activities, especially in 2021 and 2024. Additionally, some research and community service activities continued without student involvement. Future research could explore the reasons behind misaligned and non-involved student participation and develop strategies to enhance perfect alignment and greater student engagement across all programs.

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