Key Success Factors for Implementation of Service-Learning Malaysia University for Society (SULAM) Projects at Higher Education Level: Community Perspectives

Wan Nur Arina Dayana Mohd Naufal[1], Sharipah Ruzaina Syed Aris[2*], Rafeah Wahi[3], Ani Mazlina Dewi Mohamed[4], Zulinda Ayu Zulkipli[5], Rosna Awang Hashim[6], Elianawati M Si[7], Mohammad Mubarrak Mohd Yusof[8]

[1 2 4 5 8]Faculty of Education, Universiti Teknologi MARA,
UiTM Puncak Alam Campus, 42300 Puncak Alam, Selangor, Malaysia
arinanaufal@gmail.com
sruzaina@uitm.edu.my
anima107@uitm.edu.my
zulinda@uitm.edu.my
mubarrak@uitm.edu.my
[2]Faculty of Resources Science and Technology, Universiti Malaysia Sarawak,
94300, Kota Samarahan, Sarawak, Malaysia
Qadim Hub, University Sustainability Centre, Universiti Malaysia Sarawak,
94300, Kota Samarahan, Sarawak, Malaysia
wrafeah@unimas.my
[6]College of Arts and Sciences Education and Modern Languages, Universiti Utara Malaysia, Sintok, 06010
Bukit Kayu Hitam, Kedah Malaysia
rosna@uum.edu.my
[7]Faculty of Mathematics and Natural Sciences, Universitas Negeri Semarang, Central Java, Indonesia
ellianawati@mail.unnes.ac.id
*Corresponding Author

Abstract: The success of service-learning projects is often assessed based on students' learning outcomes, while less attention is given to understanding the key factors that contribute to these successes from the perspective of community partners. This paper addresses this knowledge gap by exploring those key factors, employing a collective case study approach with a qualitative design Three community partners involved in service-learning projects, or "SULAM" were interviewed to inquire about the success factors and strategies for sustaining community engagement and university collaboration. Data from this study was analysed thematically with three themes emerging: community needs, sustainable funding, and effective management. Discussions and personal connections between the university and community leaders are essential to understanding their needs and ensuring project relevancy and effectiveness. The role of the community leaders in guiding and mobilising the community, their interest, dedication, commitment and sustainable funding sources are essential factors to sustain SULAM projects. By gaining insights into the factors considered critical by the community, universities can make informed decisions to develop and implement more impactful and sustainable initiatives that prioritise community alongside students' learning outcomes.

Keywords: Community impact; Community perspective; Experiential learning Service learning; Sustainable communities

1. Introduction

Service-learning is an experiential learning approach that enables students to achieve the intended learning outcomes via servicing the community. The service-learning approach is based on John Dewey, an expert in experiential learning who emphasised that knowledge alone is insufficient, as true understanding requires considering the full impact of experiences and establishing connections between thinking and feeling to give significance to events. Thus, service-learning proponents view awareness as actively learned by learners rather than merely given for memorisation (Dewey, 1916). Service-learning merges academic learning with community service, offering students a transformative and experiential learning experience. A service-learning project that combines society's involvement with classroom instruction originates from the tradition of experiential learning practices implemented to motivate public scholarship and civic engagement. Through active engagement with community partners and other stakeholders in meaningful service projects, students gain practical insights and contribute to addressing real community needs (Pu et al. 2021). By reflecting on their experiences, they develop empathy (Konyrova et al. 2023), critical thinking, and a deeper understanding of societal challenges. Service-learning typically involves students, faculty members, community partners and other stakeholders including industry, agencies and government organizations.

According to Stoecker and Tryon (2009), limited research exists on community perceptions of service-learning. Most existing literature on service-learning primarily focuses on the perspectives of students and faculty members leaving a significant gap not only in understanding service-learning from the viewpoint of community members but also overlooking its potential for creating meaningful social impact within communities (Saeed & Ahmed, 2021). Furthermore, service-learning programmes often centre on specific academic subjects and prioritise institutional interests, resulting in controversy (Salam et al., 2019). Furthermore, service-learning programmes often centre on specific academic subjects and prioritise institutional interests, resulting in controversy (Salam et al., 2019). While service learning is frequently discussed as a teaching approach, its potential as a mechanism for fostering positive change and addressing community needs has not received adequate attention. Some studies are starting to incorporate community voices, signalling a shift towards addressing community needs.

While service learning offers benefits to community partners in terms of personal, organisational and societal benefits, it is also perceived as challenging by the community. The issues arise from unclear community and student expectations which lead to student disengagement and reliance on self-assumptions, poor skills-based support among faculty members and limited time commitment and availability of community members (Chika-James et al., 2022). Hidayat, Pratsch, and Stoecker (2009) conducted a study exploring commitment, communication, and compatibility, revealing that community organisations were largely dissatisfied with their interactions with higher education institutions and felt excluded from goal-setting and needs assessment processes. There are also issues whereby community partners have varied perceptions of their role in a service-learning project (Truong et al., 2023), desire empowerment to initiate partnerships, and need increased commitment and attention from universities (Matthews, 2019).

Gimpel et al. (2017) emphasise the importance of community-based participatory research (CBPR) role whereby community partners participate in determining the best approach to meet their needs through shared goals of service-learning projects. In addition, the benefits of service learning can be maximised by more faculty-community partners' collaboration and by creating networking opportunities for the community (Chika-James et al., 2022). There is also a need to address power dynamics in university-community collaborations in service-learning initiatives (Matthews, 2019). A meaningful pedagogical approach to amplify the community's voices and expertise can be achieved through careful planning, support, and communication involving community partners in sharing their knowledge during service learning (Pellerano, 2023).

Acknowledging communities' viewpoints can lead to more meaningful collaborations, enhanced community engagement and a sustainable positive impact on the communities involved. This research aims to address this gap by shifting the focus to the community perspective, exploring how service learning can effectively contribute to social impact and address pressing community issues. By

doing so, this study seeks to enhance the understanding of service learning's broader implications and highlight its potential as a powerful tool for community development and empowerment. In this paper, the key factors contributing to successful service-learning projects from the community perspective were explored in the context of Malaysian community partners. The study employed a qualitative research approach using in-depth semi-structured interviews with the community to gain insights into community experiences and perceptions of service-learning initiatives.

2.   Service-Learning and Kolb Experiential Learning Theory

Kolb's Experiential Learning Theory proposes a four-stage learning cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). According to this theory, individuals learn best through a continuous cycle of experiencing, reflecting, reasoning, and applying their knowledge to new situations. Individuals learn best through a continuous cycle of experiencing, reflecting, reasoning, and applying their knowledge to new situations, according to this theory. This cyclical process promotes the development of practical skills and a deeper understanding of concepts. Here is how the theory relates to community-based education:
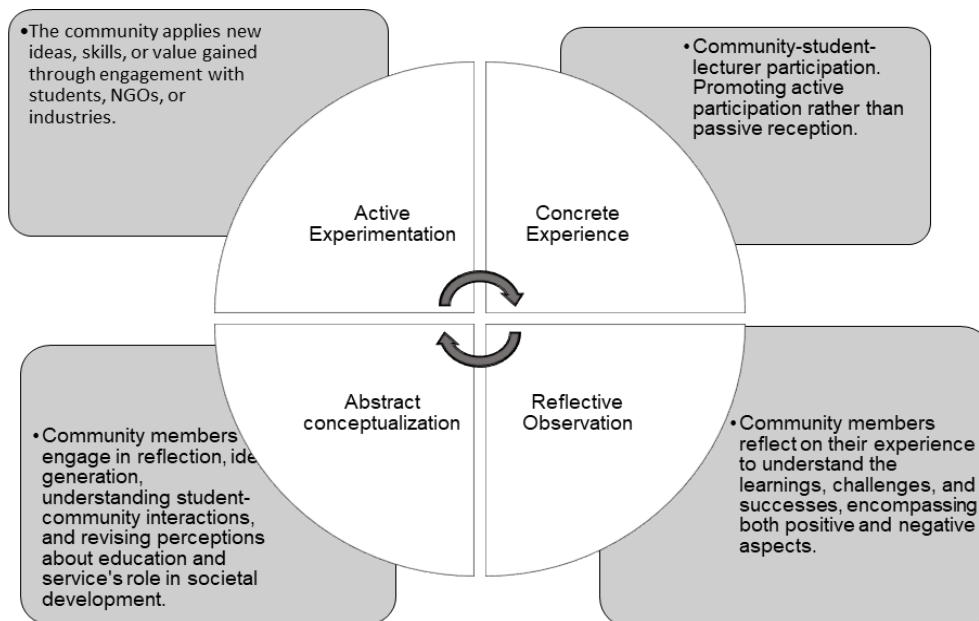

Fig. 1 Community Engagement in Service-Learning:
A Kolb's Experiential Learning Theory Approach

The Kolb Experiential Learning Theory provides a substantial framework for promoting community involvement in service-learning projects, as seen in Figure 1. When applied to community-based learning, this approach highlights the active participation of community members in cooperating with students and educational institutions. It promotes active community participation in the learning process, rather than just passively receiving assistance. This entails using their distinct skills, experiences, and insights to tackle local needs or societal problems, therefore establishing a mutually beneficial learning environment in which both community members and students acquire important experience and comprehension.

Service-learning or SULAM (i.e. Service-Learning Malaysia - University for Society) differs from volunteerism and community services in Malaysia. The main goal of the SULAM course is to allow students to contribute to the community by applying knowledge and skills gained in the classroom

to help solve local problems. Research has justified that students benefit from these altruistic programmes. As mentioned earlier, few research has examined the impact of service-learning on the community, how a community should be empowered using the local context, and the community leaders' role.

In addition, there is a need to give attention to the challenges to reach out and mobilise the community in service-learning programmes and the ecosystems needed to support and sustain SULAM. Service-learning in Malaysia was first introduced in 1977. The innovative project called Learning-Service Plan with the rural community was led by the University of Science, Malaysia (USM). This was trailed by the USM branch in Kubang Kerian, Kelantan, Malaysia, through a programme acknowledged as a community and family case-study programme in the 1980s (Maharam Mamat et al., 2019). Since then, the number of universities, students, and communities has been increasing.

2.1 Service-Learning in Malaysia

In 2017, the Malaysian Ministry of Higher Education rebranded and redefined service-learning as SULAM (Service-Learning Malaysia - University for Society) which differs from volunteerism and community services. Service-learning is a credit-bearing course-structured academic curriculum. It is an educational experience in which the students participate in a structured service activity that meets identified community needs, reflects on the service activity and experiences to achieve desired learning outcomes in order to gain a deeper understanding of course content, a broader appreciation of the discipline, enhanced sense of personal values and civic responsibility (MOE, 2019). SULAM programmes serve to achieve the objectives of various government Ministries as follows: (1) the Ministry of Higher Education (Shift 1: Holistic, Balance and Entrepreneurial Graduates in the Malaysia Education Blueprint 2015-2025), (2) the Ministry of Rural Development, under the National Community Policy (2019); and (3) the Ministry of Housing and Local Governance Malaysia, under 2030 Rural Development Policy (2019). All three ministries share the same vision, mission, and aspiration to support the well-being of a community.

To realise this national agenda, a strategic committee was set up to assist the Academic Excellence Department within the Ministry of Higher Education. The SULAM programme is believed to be able to help future generations develop positive attributes such as social responsibility, tolerance of diversity, leadership and interpersonal and social skills. The experiences gained when conducting SULAM projects would give students the opportunities to grow academically, intellectually, personally, creatively, and socially as they can see for themselves the real world outside of their classroom walls and immerse themselves within the community. Students' civic awareness and responsibility can also be developed together with the necessary skills, eliciting ideas on how to help improve the community creatively and effectively.

Apart from the students, researchers as well as scholars in higher institutes of learning stand to gain from these service-learning programmes. They too can learn from communities and be part of the social transformation. Ideally, service-learning in higher education joins communities for learning, innovation, and applying the academy's resources to community-identified needs. However, although the number of SULAM courses, academic programmes and universities participating in this SULAM agenda has increased exponentially, the amount of budget has not been raised in tandem with this increase. This gap in the budget as well as the uncoordinated role and understanding among persons in charge at the faculties and universities, and the unclear and vague role of the community, the industries and agencies influence the smooth implementation of SULAM programmes. Previous studies have shown the importance of university administration and institutional pedagogy when collaborating with the community to create an impactful service-learning environment (Chng, Leibowitz & Mårtensson, 2020). Studies also revealed the five main challenges educational institutions face when implementing service-learning are pedagogy, community, students, faculty, and the university (Yusof, Tengku Ariffin, Awang-Hashim, Nordin, & Kaur, 2020).

2.2 Community Needs in Service Learning

Before a programme or project is conducted, the first thing to do is to identify the community needs which would vary from one community to another. It refers to gaps between the services that currently exist for the community and the services that should exist. It is important to conduct a needs assessment at the onset of the project so that the programmes are appropriately tailored to the individuals and communities being served. The identification of community needs prior to planning and implementation of any community service-learning is crucial in determining the success and sustainability of the project.

A community needs assessment involves a methodical approach to understanding the environment and opinion of the community, identifying the requirements and service gaps within a community, while also recognising the available resources and strengths that can address these needs to make decisions about project priorities (Hasan, 2022). Conducting a needs assessment facilitates community-based participatory research (CBPR), fosters community involvement, trust, and support, as well as promotes leadership from within the community and gives voice to its members (Havel, 2022). However, since the majority of previous service-learning research focuses only on its impact on students' learning, less attention has been given to the importance of needs analysis for creating a positive social impact on community partners. However, needs analysis for service-learning initiatives can be related to previous studies on community engagement in general. Esteves and Vanclay (2009) studied the utilization of Social Development Needs Analysis to identify crucial social concerns that community development project implementers must address to promote sustainable development within the local community while simultaneously adding value to their implementers' organisations. The need analysis involves community participation and is important for the implementers in making well-informed community investment decisions. Subsequently, the process will lead to more effective initiatives, ultimately establishing credibility and trust among the community and other stakeholders. The simplified process of Social Development Needs Analysis is illustrated in Figure 2.
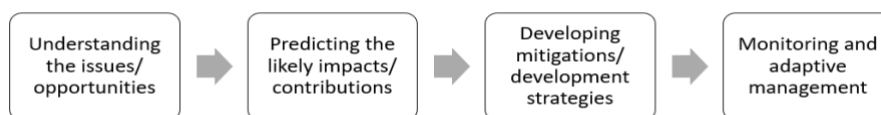

Fig. 2 Simplified Process of Social Development Needs Analysis
(adapted from Esteves and Vanclay, 2009)

According to Havel (2022), a well-planned needs assessment offers a clear roadmap for accurate community project execution, saving time and effort. Thus, it is important to provide opportunities for the community members to voice their opinions, hopes, and fears, which should not be ignored in the project planning and implementation process. In reality, however, students are often encouraged to engage in service-learning projects without truly understanding the complexity of issues and the impact of their service on the communities (Maybach, 1996). In addition, Eby (1998) raises important questions about the limitations and effectiveness of service-learning in addressing community needs at a deeper level. The focus of service-learning on students' achievement on learning outcomes can restrict the positive impact on the community. Lack of community participation during the planning of service-learning initiatives results in individualistic perspectives on social issues which in turn, lead to incomplete understandings of complex problems and overlooked strategies for broader social change.

2.3   Service-Learning Funding

The initiation of an experiential learning programme like service-learning would include the allocation of sufficient and adequate funds (Cowart, 2010) which is essential to ensure the success and sustainability of these initiatives. This would empower the institutions to effectively address community needs, and foster long-term relationships and commitment with the community. In addition, enough funds go a long way to support the continuous professional development of all the stakeholders involved in service-learning initiatives and ensure a meaningful impact on the community through periodic evaluations of the project (Tijsma, G., Urias, E. & Zweekhorst, M., 2023, Ti, C., Tang-Wong, J. & Bringle, R., 2021).

Funding agencies for service-learning initiatives could come from public or private sources, with both solicited and unsolicited approaches available for pursuing funding. Developing a well-defined fund-raising plan with clear objectives, relevant contacts, and a detailed timeline becomes crucial as funding becomes more essential due to tighter budgets in nonprofit agencies and universities (Lima, 2009). Service-learning initiatives in the United States enjoy widespread support from the government, foundations and institutions (Chika-James, 2022)., In Canada, service-learning project funding comes from sources including the university, and government funding including research grants and foundations (Kahlke & Taylor, 2018). In Malaysia, the funding practices vary among universities - some universities allocate funding for service-learning initiatives, while others require students to independently seek funding opportunities. An example of fund-raising for service-learning initiatives is through community grants. Successful grant writing follows a bottom-up approach, involving active engagement of community members who are directly or indirectly affected by the community's issues (Hasan, 2022). The following explains the importance of funding:

(i)   Resources and Support: Adequate funding allows service-learning programmes to access the necessary resources, materials, and support required for effective implementation. This includes funding for materials, equipment, transportation, and other logistical needs, as well as hiring qualified staff or facilitators to guide and mentor students during their service experiences.

(ii)   Community Impact: Sufficient funding enables service-learning projects to address community needs more effectively. By having the necessary financial resources, programmes can better respond to the specific challenges and requirements of the community, leading to more meaningful and impactful projects.

(iii)   Quality and Innovation: Funding enables continuous improvement and innovation in service-learning initiatives. It allows for the development and implementation of innovative teaching methods, integration of technology, and engagement with diverse community partners, all of which enhance the overall quality of the learning experience.

(iv)   Long-term Commitment: Sustainable funding sources ensure that service-learning projects can be maintained over time. This consistency fosters long-term relationships with community partners, allowing for more meaningful and ongoing collaborations that lead to lasting positive changes.

(v)   Training and Professional Development: Adequate funding allows for the provision of training and professional development opportunities for faculty, staff, and community partners involved in service learning. This helps build capacity, enhances the effectiveness of the projects, and fosters a culture of continuous learning and improvement.

(vi)   Evaluation and Assessment: Sustained funding enables regular evaluation and assessment of service-learning initiatives. By monitoring the outcomes and impact of these projects, funding can be directed to areas where it is most needed and where the initiatives have the greatest potential for success.

2.4   Service-Learning Project Management

2.4.1 Roles of Community Leaders

Community leaders can play an important role in facilitating the work and engaging with the community. Some roles that community leaders can play to ensure the effectiveness of the service-

learning project. Community leadership is different from the traditional understanding of leadership because community leaders are representatives who ask, persuade, and influence followers (Sullivan, 2007). Community leadership is less hierarchical (Onyx and Leonard, 2011) and often based on volunteer action (Zanbar and Itzhaky, 2013), involving the creation of social capital (Riley, 2012) and improving community members' lives. Community leaders are usually informal, local, non-elected, and non-exclusive leaders (Bénit-Gbaffou and Katsaura, 2014). Usually, more than one leader in the community takes voluntary responsibility toward common goals or leading changes. Community leaders must be part of the community in which their leadership operates.

Effective community leaders are seen as agents of change (Kevan, et. al, 2017; Ahmad Aizuddin, et. al 2017 & Schein, 1995). They have the ability to mobilise others, create favourable conditions, and take the initiative. A common theme in the literature is that these leaders have a clear sense of purpose. Additionally, community leaders tend to share certain characteristics. They are typically driven by a sense of service and accountability. They are participative and often serve as symbolic figures for their groups. Moreover, ethical and moral behaviour, along with a clear set of values, are often associated with effective community leadership.

In a community setting, it is vital to identify issues and promote awareness surrounding them. Leaders in this context must possess a well-defined purpose and frequently engage in innovative approaches, challenging established procedures (Martiskainen, 2017). Their decision-making and goal-setting processes revolve around this clear purpose. Once they have established their objectives, proficient and effective leaders place a strong emphasis on communication. They excel in conveying information within the community and employ diverse communication strategies, including networking. The primary objective of their communication efforts is to educate, involve, and inspire the community, recognising that an informed and motivated community plays a fundamental role in enabling a leader to accomplish their intended objectives.

2.4.2 Interest and commitment

Community interest and commitment are crucial factors in the success of any community project. Without active participation and dedication from community members, it can be challenging to achieve the project's goals and sustain its impact. The interest and commitment of a community to community service can vary widely depending on several factors, including the community's values, demographics, social cohesion, and available resources. Li et al. (2018) showed that residents' affective community commitment often derives from their experiences within the communities, which leads them to perceive being valuable by their communities, feel satisfied with their communities, thus, evaluating their communities favourably, and developing positive attitudes toward their communities.

Projects with a clear long-term vision and strategic planning are more likely to gain sustained support. Community members want to see that the project has a viable future and will not fizzle out and cease after initial efforts. In summary, sustaining community interest in a project requires a combination of factors, including relevance, involvement, communication, impact, and resource management. Building strong relationships with the community and continuously demonstrating the value of the project is key to maintaining their support over time.

Hence this study is guided by two primary research questions that aim to explore the key factors contributing to successful service-learning projects from the community's perspective explored in the context of Malaysian community partners. The first objective is to identify the critical factors that contribute to the success of service-learning projects, from community's perspectives. By examining various service-learning initiatives, the study seeks to uncover key elements and best practices that lead to positive outcomes and impactful experiences for the communities involved. Understanding these success factors can inform the development and implementation of future service-learning projects, enhancing their effectiveness and relevance. Hence the first research question raised is: What are the factors that lead to the success of a service-learning project?

Additionally, the study also focuses on the sustainability of community engagement with universities within the context of service-learning. This question aims to investigate how universities can foster and maintain ongoing partnerships with communities to ensure long-term collaboration and mutual benefits. By exploring the perspectives of both universities and community partners, the study

seeks to identify strategies and approaches that can effectively support continuous community engagement. Hence the second research question raised is "How to sustain community engagement with the university?"

4. Methodology

The research design of the study involved the collective or multiple case study method with a qualitative design approach because it is well suited to appropriately and adequately answer the research questions. As has been stated by Yin (2009) and Stake (2000), the case study method provides researchers with an excellent framework to address explanatory research questions such as how or why and in order to "investigate a phenomenon, population, or general condition. The study focuses more on describing and explaining input gathered from the selected communities. Communities were selected based on input suggested by public universities' SULAM coordinators.

This study adopted non-probability sampling with a homogenous purposive sampling approach because the study included only the communities who were involved in the SULAM project. This study included three focus group discussions with a total of sixteen (no= 16) participants each. There are no precise participant counts for qualitative methods. In contrast, Vasileiou, Barnett, and Thorpe (2018) suggest that a sample size of at least 12 is required to achieve data saturation. The community representatives hailed from three distinct communities in two states in Malaysia: 1 in Johor and 2 in Sarawak. To assure confidentiality, the involved communities are designated Community A, Community B, and Community C.

In qualitative studies, interviews, documentary analysis, narratives, as well as observation can be used as research instruments. In this study, the instrument used was semi-structured interview questions to explore both research questions. In RQ1, apart from exploring the factors that lead to the success of a service-learning project, the researchers were also interested in knowing if the community could provide specific examples of any SULAM community endeavours that were successful. Similarly, in RQ2, the researchers seek to discover the effective strategies or initiatives used to sustain long-term community engagement and university collaboration, and ensure that community members remain engaged and motivated throughout the project. Prior to the study, the interview questions were brainstormed among the research team members and the three National SULAM technical committees to increase the validity of the questions and reduce bias based on multiple perspectives.

The selection of the three communities for this study was based on recommendations from two well-respected public universities, namely Public University A and Public University B, both of which have vast experience conducting Service-Learning and Community Engagement (SULAM) projects in Malaysia. The university's SULAM coordinator was helpful in organising meetings with the selected communities to discuss the research objectives and requests their participation.

In this investigation, ethical considerations were of utmost importance, and informed consent was rigorously adhered to. Before conducting focus group discussions, the researchers submitted a formal letter to the respective Head of Community (*Ketua Kampung*) requesting permission to conduct research within their communities. The letter elucidated the objective of the study, the anticipated participation of community members, and the voluntary nature of their participation. Following the approval from the *Ketua Kampung*, community members who volunteered to participate in the study were identified. These participants were informed of the objectives of the study, the anticipated length of the focus group discussions, and their rights as research subjects. In addition, they were informed that their participation was wholly voluntary and that they could resign from the study at any time without repercussions.

The data was then collected through face-to-face focus group discussions (FGDs). Each FGD consisted of 4-5 participants that include the *Ketua Kampung* and some of his community members and 4 researchers conducting the interviews. Each interview lasted approximately 80-120 minutes on average. The interview was conducted in the national Malay language except in Sarawak where a local researcher was used due to the language barrier. All the interview sessions were audio-recorded after gaining permission from the participants. In addition, researchers involved in the study also noted down important points in their research journals. To protect the participants' identities and maintain confidentiality, they were each assigned a pseudonym.

5.   Data Analysis

The data obtained in this study was thematically analysed to interpret the interview findings from the three communities. The data was initially transcribed verbatim and then translated into English. The translated transcriptions were verified by two English language lecturers at a local university. The qualitative data analysis involved five steps:

1) Familiarising with the Data: The data was read repeatedly until familiarisation sets in. All the notes and memos that were jotted down during the study were taken into consideration to ensure any information or nuances were included during the data analysis.
2) Developing and Applying Codes: Coding was used to categorise data in the form of a short phrase representing a theme or an idea. After reading the interview transcripts repeatedly, a draft of the story was formulated by connecting the categories. The coding of the data was done manually, with a 95% inter-coding reliability
3) Identifying themes, Patterns, and Relationships: A theme captures something important about the data in relation to the research question and represents a pattern or relationship across the data set. The researcher moved back and forth between the codes obtained earlier to identify commonalities. Themes are broader than codes and are usually formed by combining several codes. The process involves the interpretation of the codes and the data.
4) Reviewing and Refining the Themes: The themes formed were reviewed three times by reading through the data excerpts and ensuring that there are identifiable differences between the themes. The review process helped identify whether any new themes could have been missed and whether the themes that emerged were useful and accurately represented the data.
5) Summarising the Data and Reporting: The "story of the data" needs to be told in a way that convinces the reader of the merit and validity of the analysis. The analysis should provide a concise, coherent, logical, nonrepetitive, and interesting account of the story, demonstrating the prevalence of the theme by choosing vivid interview extracts that capture the essence of the point to be demonstrated.

All the analytical processes were done manually by the researchers, with the accuracy, triangulation, and auditing conducted by expert qualitative researchers at the university faculty as well as from three other universities.

6.   Findings and Discussion

The following discussion answers the two research questions in this study: What are the factors that lead to the success of service-learning projects (SULAM)?

Based on the interview conducted with the three (3) communities in this study, three main themes emerged: community needs, funding in executing the SULAM projects, and management of SULAM. The findings reveal that the community believes that these three elements contribute to the success of the SULAM project.

Theme 1: Community Needs

Prior to the SULAM projects taking off, a series of discussions took place between the team from the universities and the community leaders. Based on the engagement with the three communities, there appear to be three ways a particular community is chosen for a SULAM project; 1) the University itself chooses the community, 2) the students themselves choose the community, or 3) the community identifies the university of their choice.

When a community has been identified by the university, the community leaders known as *Ketua Kampung* or representatives of the community are approached to discuss the SULAM project. Usually, either the SULAM coordinator or lecturer teaching a SULAM course at the university is involved in the discussion. The discussion focused on the needs analysis to obtain feedback on their needs. This strategy guarantees that the project's interventions are pertinent, effective, and sustainable. One of the respondents from the community responded by saying:

> We were contacted to meet, and discuss our needs which include planning appropriate activities and engagements. (SL4).

Another respondent from a different community confirmed that the university approached them and conducted a needs analysis. This method permits a thorough comprehension of the community's unique challenges, aspirations, and development priorities.

> University choose the community….they come and observe and offer their expertise based on their needs analysis. (JL1)

> In identifying the particular community, there are several phases that have to be conducted; (i) from the University side (ii) the community itself (iii) the third parties like the government and state agencies. (JL2)

There are cases where the university students who enrolled in SULAM courses identified their own prospective communities as their SULAM project partners. They are the ones who will approach a community with whom they are already acquainted or with whom they had a relationship during their internship or practicum the previous semester. This is illustrated in the following transcription from Community A.

> They have to go to school and meet the School Principal…that is their community. (JL4)

> The students will choose their own schools where they are doing their practical teaching because they already know the teachers and who their mentors are. (JL5)

This personal connection contributes to the project's relevance and effectiveness by enhancing the student's understanding of the community's context and specific requirements.
In some cases, the community itself selects and invites universities to collaborate on a project. This is because they have witnessed the success of similar projects in the past, or because they have witnessed the benefits of similar projects in other communities. This proactive participation indicates that communities recognise the transformative potential of academic institution collaboration. The following transcript illustrates this:

> When the community itself approaches us, in actual fact, we don't even have a specific subject or programme, but it is possible that we already have a good rapport with them previously, or we have a good networking system earlier…..for example the community herbs garden, training skills for single mothers…..so when the neighbouring community sees these projects, they will come to us. It is due to our history. (JL2)

Theme 2: Sustainable Funding

As discussed earlier, funding is one of the most important aspects in determining the success of a particular programme under SULAM. The community is highly dependent on the funds provided by the university to conduct the SULAM project. In fact, one of the communities informed the university lecturers and students that they could come to do their projects provided they had enough funds. This is to ensure that the project can proceed smoothly.

> Anyone is welcome to our community, but it is important that they come with sufficient funds …so the project can proceed smoothly. Please also ensure that they come well-prepared with proper arrangements so that no problems can crop up later and burden the host community. (CL3).

There are times when funding is insufficient or funding is delayed. Some students and lecturers have to resort to using their own money to ensure that their projects proceed and succeed.

> Sometimes, we have to sacrifice and use our own money and time. It is not easy to build a community. (JL3)

Theme 3: Effective SULAM Management

The feedback from the community reveals what they believe constitutes an effective management of the SULAM projects. Three sub-themes merged under this theme: 1) "my way versus your way", 2) human resources (manpower), and 3) systematic and strategic plan.

Sub-theme 1: "My way versus your way" was expressed by one of the community members when responding to how SULAM is managed in their community. Some communities are quite particular about how the project should be carried out. They seem to prefer to do it their own way as emphasised by one *Ketua Kampung* as follows:

> We have our own approach. We will inform you on how we can cooperate. You can bring your (university's) way but not totally, we need to sit down and discuss and agree. If there is no cooperation, things cannot move, then it will be difficult to succeed. (SCL1).

Communities may have a greater understanding of their needs, resources, and individuals. Some universities engage in various initiatives or activities within the same community. Therefore, the *Ketua Kampung* must designate the person in control - the appropriate individuals for the appropriate tasks.

Sub-theme 2: Human resources appears to be another challenge for the community. Community-based learning initiatives are essential for promoting the educational and social development of communities. Nevertheless, the efficient management and availability of human resources continue to be a persistent concern. These initiatives rely on committed individuals to facilitate, coordinate, and provide support for the programmes involving community members at all levels. Community-based learning relies heavily on the dedication and availability of these human resources. To ensure the long-term success of such initiatives, it is essential to resolve the difficulties associated with human resource management and to maximise their participation in community-based learning endeavours.
One of the interview participants said that the community members need to change their mindset and give full cooperation in community projects as a means to improve the economy of the community. Otherwise, it will always be the same people and insufficient manpower will happen.

> Manpower is always the challenge. It's always the same people (doing the project), or it's "I don't want to do", or there is no one (willing). We need to change the mindset, need to have cooperation, like in the army… don't say it is difficult, or I cannot do this before it even begins. Do it first, and then we can say whether it is difficult. (SCL1)

> Some in the community are easily bored. There is insufficient manpower. Too many sacrifices to be made in our time. Weekends are the time for us to rest or go for visits. It is preferable to do a project that improves our economy. (SCL2)

Subtheme 3: Systematic and strategic: Community-based initiatives play an essential role in addressing local requirements, nurturing social development, and encouraging community engagement. To assure the efficacy and viability of these initiatives, systematic and strategic planning is essential. Community-based projects must be meticulously and strategically planned in order to succeed. It provides a firm foundation for comprehending community requirements, establishing defined goals, allocating resources efficiently, engaging stakeholders, mitigating risks, monitoring progress, and ensuring long-term sustainability. Project organisers can maximise the impact and efficacy of community-based

initiatives, resulting in positive social change and development, by employing a comprehensive planning strategy.

It is revealed in this study that the community has expressed discontentment, stating that they are tired of managing community initiatives from the same university by various departments nearly every week. Some said that they feel burdened with the high frequency of the projects.

> The frequency of doing the activity in the same location. It is better to do the activities like every other week, so the activities must be carefully planned. Within one semester, the timing of the activity remains constant, so it doesn't burden the community. (SCL2)

They requested that the university understands and plans strategically so that this frequency would not be a burden to society. In addition, some feel that too much of their time is spent on SULAM projects when it could be spent with family if there is no proper planning. The following transcript describes this dissatisfaction.

> When the community is involved in these (SULAM) projects, a lot of time is taken from our time to be with our families, our economy, our resting as well as our leisure time. We have sacrificed our time in helping any agency that comes into our community. So, it is good to have proper planning and better bait so the project can have a better impact. (SCL1)

The application of the quadrupole helix concept to community service creates a remarkable win-win situation for all parties involved, including the community, universities, students, and other stakeholders. Universities can cultivate meaningful collaborations with local communities by adopting this strategy, allowing students to actively contribute their knowledge and skills while obtaining practical experience. Community service initiatives provide students with the opportunity to apply their academic knowledge to real-world situations, thereby enhancing their understanding and fostering the development of crucial skills such as problem-solving, collaboration, and empathy.
Nevertheless, the university must comprehend the requirements and capacities of the community in terms of their prior knowledge, skills, and readiness. Several respondents highlighted two obstacles to the SULAM project's implementation. The first is that the capacity of community members to comprehend initiatives varies between individuals. Knowledgeable or experienced members may find it easier to grasp the project's goals and technical aspects compared to those with limited exposure to formal education. In order for the community to understand those goals, improved communication, negotiation, and the use of common terms should be a top priority. By adapting the language and approach to the audience's diversity, the community's comprehension and participation can be substantially increased. Secondly, projects should be something that the community themselves are comfortable with and they are interested in. As stated by one of the *Ketua Kampung*:

> Technically, there are some constraints to make the community understand (the project). Those who are educated can easily understand but for some mothers and sisters, there might be some problems. To change the mindset needs a bit of time, to involve them. We need to negotiate, use bait, tackle them, use psychology or whatever…..there is a need to have better communication, a better way of doing things so we can remain being (involved) in the activity for a long time. (SCL 6)

> In order to have a win-win situation, there is a need to focus on the target group (within the community). For example, (if it is related to) fishing or cake-making, then it is easier to "chain their feet" to the things that interest them and they in turn, are comfortable with the particular project. (SCL2)

The second research question is to explore how to sustain community engagement with the university.

The success of a project executed in a SULAM depends on a number of factors, including the leadership of community leaders and the community's interest, commitment, and continuity. These are

the factors that emerged during the interview session to get a better understanding of how the community project can achieve sustainability and create a lasting impact on the community. Two themes emerged to answer this research question: Role of Community Leader and Interest and Commitment.

Theme 1: Role of Community Leader

Apart from the university lecturers, the support of the community leaders also plays a crucial role in determining the success and sustainability of the projects under SULAM. The leadership of community leaders is crucial for guiding and mobilising the community towards a shared vision. A community leader in this context refers to not only the *ketua kampung*, but also the head of the project that has been assigned by the *ketua kampung*. Effective leaders provide community members with direction, inspire their participation, and cultivate a sense of ownership. They establish distinct objectives, communicate the project's benefits, and encourage active participation. Through their guidance, community leaders can foster a motivated and cohesive community that collaborates to accomplish project goals.

> We don't really mind whichever direction or whatever form (the project) leads us to. We are quite used to it. Whoever comes we will accept and give our support. However, the execution of the project will depend on the individuals and the community itself, right? ……but first, there is a need to think about whether the project can be a burden, or whether it will be liked..these things need to have (prior) good relationship (between the two parties). If the project does not give (the community) ease and comfort, profit, or financial (aid), at least it can give us knowledge. Even if I cannot execute it, I can always relate and pass it on to my children in the future. We have already gained a lot of knowledge from XXX to guide our children in the future. (JCL1)

In addition, the community emphasises the significance of having strong determination, an indomitable spirit, and sincerity in order to effectively lead a community project.

> To me, the greatest challenge is to have "jiwa kental" (very strong determination), because we are the ones who are going to lead, "semangat waja" (indomitable spirit) together with our own sincerity. The challenge is the community. For example, when we initially wanted to start the mangrove tree project, we were ridiculed and jeered by the villagers, "Why do a stupid thing like that?" or "This is a crazy thing to do". If we really want to proceed, we will just ignore and pretend not to hear, only then we can succeed. Otherwise, if we let it go into our head, we will be affected by their incitement and that's it..finish (no project). So we must have "hati yang cekal" (a gritty heart), to be determined…otherwise, we won't be where we are now (JCL2)

To surmount these obstacles, the community emphasises the need for fortitude, determination, and not allowing negative opinions to deter them. Ignoring negativity and maintaining focus on the project's objectives are viewed as crucial success factors and sustainability of the project.

Theme 2: Interest and Commitment

Interest refers to the level of inquiry, attraction, or enthusiasm demonstrated by community members towards the community-based learning initiative or endeavour. When community members express interest, it indicates that they find the project's objectives and activities valuable. This interest can be motivated by a genuine desire to learn, address community concerns, or bring about positive change. Community members with a strong level of interest are more likely to participate actively, ask questions, and devote time and energy to the learning process as addressed by one of the respondents.

> The most important thing is to have the interest (in doing the project), only then can the project proceed. If the interest is not there, it doesn't matter how many (agencies or universities) come, it's just like pouring water over the leaf of a yam plant (falling on deaf ears). For example, in batik painting, a lot was learned during the practical session. But with these villagers, it (the enthusiasm) was brief. It is possible that they want to go further with it, but they cannot see where it will lead to, where to market and so on….they cannot see, they still need to be shown what to do next. (JCL1)

Meanwhile, commitment refers to the level of dedication and obligation community members demonstrate towards the community-based learning initiative. It goes beyond ordinary interest and entails a willingness to consistently and actively contribute to the project's success. Throughout the duration of the undertaking, devoted community members are dependable, punctual, and involved. They take ownership of their duties and responsibilities, ensuring that they fulfil their commitments to the best of their ability.

To sustain a particular project that has been initiated is not easy either because it needs strong leadership, interest, motivation and commitment not only from the university lecturers and students but also from the community itself. This appears to be the problem with Community A, where there seems to be a lack of continuity of the projects beyond the involvement of universities. Some of the reasons cited by the community itself are lack of commitment, interest and strong leadership. Once those from the university and agency leave, some of the communities do not have the confidence to continue because they do not want to take the risk of failure, or they do not seem to know which direction to go with the knowledge and skills learned.

> That is the problem here, we have all the various projects completed; the batik drawing, composting fertiliser, kelulut beehive, mushroom cultivation…XXX has already divided the island into different villages, Kampung Nior, and Rinting, each with its own particular project. They (the university lecturers and students) are like our teachers, the students stayed with the community for 2-3 days and they have given us the knowledge and skill, but when the teachers go away, the community seems to be lost like the chicken without their mother hen, they don't know what to do and how to proceed. Despite reminders from the community leaders that we already have the knowledge and we can be self-reliant, the community feels otherwise. So, our greatest weakness appears to be the lack of strong leadership post-project. It is not easy…we can give to 10 people, but not everyone can accept, sometimes if we have only 2 who can accept is good already. (JCL1)

> The batik painting (programme) is good. Look for good programmes like this, (but) need to plant the interest first (within the community). (JCL2)

> There is a fear of making an investment (in the venture/ activity learned) and the risk of failure. This hinders the way forward (to improve themselves economically). This is true for some. But there are also many other success stories. For those who do not have the means to invest, there is also the factor of fear…it's like taking a gamble, what if they run out of investment, what next? Or they worry that if they proceed with the project, how are they going to sell (their merchandise), will there be customers who will come (to buy their products)? Is this thing going to be commercialised? To whom (are they going to sell?) So, firstly it's a question of promotion (of their products), and secondly, we look at the location of the community. Some are actually strategically located for tourism purposes….(but) if we keep on entertaining these thoughts, we will never succeed. (However)there are some who are brave enough to proceed. (SCL1)

The community leader believes that the community's mentality must change and become more open to new opportunities and concepts. The greatest obstacle is that the villagers are content with their current way of life, despite the fact that the intention is to bring about change. The community's leader emphasised the importance of engaging and empowering the local youth. However, because the

majority of these young people originate from fishing-related families, they aspire to become fishermen like their parents. There is resistance in encouraging these individuals to investigate various opportunities and participate in community project initiatives.

> For me, when I return to my village, I do have some experience from outside....I feel the community needs to change their trend and open up their minds. The community leaders have been trying very hard to do that, but the villagers are in their comfort zone. This is the greatest challenge. To make them understand what we are trying to do. We are trying to move the youth in the community, but the question is how do we do that? Most are descendants of fishermen, their parents are fishermen, so they too want to be one. It is very difficult to urge these youth (to join us). We have the youth agency, the Beliawanis who came here, perhaps we can discuss with them what the community really wants. (JCL2)

In addition, the head of community also emphasises the significance of making sacrifices to ensure the success of the endeavour. This suggests that all parties, including community members and project stakeholders, may be required to invest their time, energy, and resources in order to achieve meaningful results. It displays a commitment to the project's long-term objectives and a willingness to contribute to their achievement.

> We need to think of the project first, not think about the profit for each individual. First and foremost, there must be (willingness to) sacrifice. In order to succeed, we must make sacrifices. We need to think of ways to make it succeed, the energy, money and resources. Don't think of making profits only. So, when there is no leadership, the project will go to waste. (But) we welcome any group or agencies who come to us with their ideas, provided they are sincere in helping us. (SCL2)

Some community members feel that there is a need for the community to have motivation and engagement while the programme is underway. Genuine commitment is accompanied by enthusiasm, initiative, and active participation. When community members are motivated and engaged, their commitment to the programme deepens, resulting in greater dedication and a greater likelihood of sustained efforts to achieve the programme's goals.

> There is a need to think of an alternative engagement, outside the box (way of thinking). One that we think is good, it could be just an hour or half a day but has a good impact. What we're thinking is something that is in the form of motivation, and encouragement, that can increase their enthusiasm, maybe once or once in two years. For example, fertigation planting or polybags. So, we can bring the community together at the same time. It may look small but it will have an impact, something that will interest them. (SCL2)

One of the community respondents reported that some communities are too reliant on universities. Once the lecturers leave or retire, the project is abandoned. They seem to lose direction with the project that has been initiated.

> Once Prof XXX has retired, the project will also not proceed, right? That is what we don't want. We already have the knowledge, we should be able to use it. But from my observation, despite gaining the knowledge, this community still needs guidance. If the guidance is not there, they find it difficult to think of ways to generate their own economy. This project must have continuity, they cannot be left on their own. (JCL1)

In addition, as mentioned by another respondent, community members have acquired the knowledge and skills necessary to continue the project with the available resources by giving a specific example of a batik painting project.

Just look at the batik painting project, for example. We already have the materials, but it was on for only a short time, it is not continued. That seems to be the way of the village people here. If we keep quiet, they will also keep quiet. We need to constantly engage them. Other projects like the mangrove project and the kelulut bees project, are still ongoing. These villagers need that constant nudging and pushing…..otherwise, they seem to be in their own dreamland. (JCL1)

I already know about mushroom (cultivation), but I don't know anything about composting fertiliser, or batik painting, we only know we can wear batik (clothes). So now that a part of our people already have the knowledge, they are the ones who will decide whether to proceed further with it. (JCL2)

The university has given us the knowledge, together with the other agencies and NGOs who have exposed us and shared their experience. They all have hopes to develop us, but it depends on the community. There might be individuals who would like to go further but most of them still need a guide, only then we can succeed. (SCL2)

To do it (batik painting) needs skill….not anyone can do it…you must have some artistic soul..the young ones probably do not have it. Many who were involved have left because they have (found) other jobs…it's good to revive it…but some in the village have lost interest. Once the Prof or even I retire, we can only give our views and opinions to the younger generation on what can be done, but some cannot see, they don't know what to do, or which direction to take…this is where help is needed for them to develop. Whatever it is, first we must have the manpower. Without manpower, all that knowledge will go to waste. There are not many of us left as many have migrated especially to FELDA. (JCL1)

The community, however, can be inspired to improve themselves when they see other good examples. For instance, one community was given the opportunity to visit a developed country, and upon their return, they themselves were motivated to have their community just like the ones they saw during the visit.

For example, I was doing a project with a community in Puchong. I brought them (for a social visit) to Singapore to see the development of flats there. When they returned home, they were triggered…they started to paint their flats, initiated a community garden, drew murals on the walls and started a craft (project). (The trip) made them change their mind. We are only the initiators or game changers. From a village, (they have) become a successful development. (JCL3)

7   Conclusion

The focus of the study is to explore the perspective of the community on the factors that contribute to the success of service-learning projects (known as SULAM in Malaysia) and how to ensure the sustainability of a project that creates a long-lasting impact on the community. The findings of this study shed light on several factors that play crucial roles in the success of community-based projects under the SULAM framework. The concept of the Quadrupole helix, which depicts collaboration among the university, students, community, and industry, provides the framework for understanding and nurturing synergistic relationships among these stakeholders.

The factors leading to the success of Service Learning Projects (SULAM) are revealed from the interviews with three communities. The three major themes extracted from the analysis have cast some light on factors that contribute to the success of SULAM initiatives. The first theme, "Community Needs," highlights the significance of aligning the project with the particular needs and aspirations of the selected community. Community-resonant projects are more likely to garner acceptance and active participation.

Prior to initiating the SULAM initiative, the importance of conducting a needs assessment is highlighted in the study. When pursuing a community, the university engages in conversations with community leaders or representatives to determine and comprehend the community's particular needs and requirements. This requirements analysis serves as the basis for planning activities and engagements that align with the priorities of the community. The findings agree with Hassan (2022) and Hazel (2022), that understanding a community and creating a community description offers several advantages, including gaining a general idea of its strengths and challenges, understanding attitudes and opinions, establishing trust, sharing information with other organizations, and tailoring interventions and programs to the community's norms and culture. These factors contribute to a more effective community assessment and increased chances of success.

The necessity of conducting a needs assessment within the context of the SULAM initiative is crucial for four reasons: (1) Targeted Outcomes: Conducting a needs assessment enables the university and students to obtain a thorough comprehension of the community's unique obstacles, strengths, and opportunities. This information aids in the design of targeted outcomes that address the community's most pressing requirements. Instead of implementing generic or one-size-fits-all strategies, the SULAM project can concentrate on initiatives with the most potential for positive impact; (2) Allocation of Resources: Needs assessment provides valuable information for efficient allocation of resources. It assists the university and students in identifying the necessary resources to effectively execute the project. By gaining a comprehension of the community's extant resources and capabilities, the initiative can make optimal use of available resources by leveraging local expertise and assets; (3) Impact Evaluation: A requirements assessment establishes a baseline against which the SULAM project's impact can be evaluated. By defining distinct indicators and outcomes during the assessment, the university and students can evaluate the project's performance over time and track its progress. This data-driven strategy enables continuous enhancement and experience-based learning. This collaborative strategy sets the groundwork for a strong and lasting partnership that can extend beyond the project's immediate scope; and (4) Avoiding Assumptions and Stereotypes: Without a needs assessment, there is a danger of making assumptions about the community's requirements and the appropriate solutions. Conducting a needs assessment is consistent with the ethical principles of community engagement and research. It ensures that the rights and welfare of the community are protected and that their perspectives are heard and respected throughout the process. A well-executed needs assessment lays the groundwork for a mutually beneficial and transformative university-community partnership.

The second theme, "Sustainable (Perpetual) Funding," emphasises the importance of adequate and sustainable funding. Financial resources play a crucial role in the implementation of initiatives, and the maintenance of efficient SULAM project operations. Insufficient funding can impede project advancement and result in project delay or cancellation.

The finding regarding the SULAM project's sustainable financing highlights the importance of funding in determining the viability of community-based initiatives. The capacity of the community to carry out the SULAM initiative is extremely dependent on the university's funding. Inadequate funding or delays in funding can present significant obstacles and may necessitate that students and faculty use their own funds to ensure the project's success. Three crucial elements suggested based on this study are: (1) Importance of Sustaining Funding: The study demonstrates that sustaining funding is essential for the effective execution of the SULAM project. The community's reliance on university-provided funds demonstrates the significance of financial assistance in facilitating community engagement and facilitating effective project outcomes. Without adequate funding, the community's ability to partake in the initiative and reap its benefits may be compromised; (2) Challenges Presented by Insufficient Funding: Inadequate funding can impede project activities, restrict available resources, and reduce the project's scope and impact. As a result, students and faculty members may be required to contribute their own funds and time to maintain the endeavour. This circumstance is not optimal because it imposes additional stress on the involved parties and may not be sustainable in the long run. To ensure the success and sustainability of the SULAM project, it is crucial that universities and project organisers prioritise the establishment of appropriate funding arrangements. This includes procuring adequate funding before initiating the project and allocating funds efficiently and effectively throughout the duration of the project. Transparent financial planning and punctual disbursement of funds are crucial for preventing interruptions and setbacks in the execution of the project; and (3) Effective SULAM

Management: Good management emphasises the importance of effective leadership, human resources, and well planning. Community-based initiatives necessitate competent leadership to direct and mobilise the community toward shared goals. For the success and longevity of the initiatives, it is essential to involve community leaders and ensure continuity.

To ensure successful collaboration, universities must be receptive to community feedback, engage in constructive dialogue, and reach mutually agreeable project implementation terms. Communication, negotiation, and flexibility are essential for promoting cooperation and accomplishing shared objectives. Committed community members are essential to the success of community-based learning initiatives. These individuals facilitate, coordinate, and support the programmes, involving all levels of community members. Nonetheless, the efficient administration and availability of human resources continue to be a persistent concern. It is essential to address this obstacle in order to guarantee the long-term viability and effectiveness of community-based initiatives.

Community-based initiatives are essential for addressing local requirements and fostering social development, and they require systematic and strategic planning. These initiatives must be meticulously and strategically planned for success. Comprehensive planning aids in comprehending community needs, establishing lucid objectives, allocating resources effectively, involving stakeholders, managing risks, monitoring progress, and ensuring long-term sustainability. To avoid burdening the community and to maximise the impact of the initiatives on its well-being, proper planning is required.

Maintaining community engagement with the university in the context of the SULAM initiative necessitates a multifaceted strategy involving strong leadership, genuine interest, including motivation, and commitment. Effective leaders play a crucial role in motivating community members to actively participate, assume responsibility, and collaborate in order to achieve project objectives. The success and long-term viability of the SULAM initiative are contingent upon the community members' engagement and enthusiasm. Genuine interest suggests that community members view the project as valuable and pertinent to their aspirations and requirements. When community members are motivated and engaged, their commitment increases, resulting in sustained efforts to achieve the program's goals. A proactive strategy emphasising continuous engagement, capacity-building, and ongoing support is required to sustain community engagement.

In addition, the findings emphasise the need for continuity and long-term planning in community-based initiatives. Sustainability is attained when the community becomes self-sufficient and able to continue the initiatives even after the university's involvement has diminished. This requires meticulous planning, capacity-building, and instilling community members with a sense of ownership. This research has shown how a community is connected to its partner and what are the important elements that make a successful SULAM project. This is the beginning to connect the four stakeholders addressed in the Quadrupole helix synergy.

9.   Practical Implications and Recommendations

Collaborative community engagement is crucial for the successful implementation of SULAM initiatives. Universities and community leaders should work together to identify initiatives that meet the community's requirements and interests. Regular communication and collaboration foster a sense of ownership and commitment among community members, resulting in long-lasting and influential initiatives. To ensure the long-term viability of SULAM initiatives, community members should receive capacity-building and training programmes, emphasising the development of necessary skills and knowledge. This equips them to confidently assume responsibility for the initiatives after university involvement ends.

Systematic and strategic planning is essential for the success of community-based initiatives. Universities should invest time and energy in understanding community requirements, establishing project objectives, and allocating resources effectively. A well-conceived plan can prevent project excess, guarantee community support, and maximise the impact of SULAM projects. Moreover, cultivating and maintaining community engagement is essential for sustained engagement. Encouraging and recognizing participants' efforts, organizing motivational events, and sharing success stories from other communities can inspire ongoing commitment and active participation in SULAM initiatives.

It is recommended that universities should establish long-term partnerships with communities to strengthen their relationship and foster mutual learning and growth. Mentorship and follow-up assistance should be provided to community leaders and members, ensuring a seamless transition from university to community. Diverse financing sources, such as grant applications, partnerships with local businesses, and crowdfunding, can be explored to address financing issues. Regular impact assessments should be conducted to evaluate the efficacy and results of SULAM initiatives, allowing universities to refine future initiatives and maximize their positive impact. Incorporating SULAM initiatives into curricula can imbue students with social responsibility and encourage continued involvement in the community. Cultural sensitivity and empowerment should be maintained, with community members given decision-making and project administration authority, promoting ownership and sustainability.

10. Co-Author Contribution

The authors collectively affirm that there is no conflict of interest in this article. Each author contributed significantly to various aspects of the research, including conducting fieldwork, preparing the literature review, developing the research methodology, collecting data analysis, interpreting results, and overseeing the write-up of the entire article.

11. Acknowledgment

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