

ASSET MOBILIZATION AND COLLABORATION IN YOUTH CAPACITY DEVELOPMENT: AN ASSET-BASED COMMUNITY DEVELOPMENT (ABCD) AND LIVING LAB PERSPECTIVE IN CIJAGRA VILLAGE, PASEH DISTRICT, BANDUNG REGENCY

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Abstract

Capacity building for the younger generation in the community requires collaboration that can connect local potential with external resources and networks. This community service project aims to analyze asset mobilization and collaboration in youth capacity building through the Asset-Based Community Development (ABCD) and Living Lab approaches in Cijagra Village, Paseh Subdistrict, Bandung Regency. Activities were carried out through observation, asset identification, network development, implementation of interventions, as well as documentation and reflection on the activities. The program included education on drug prevention, Digital Parenting, Yadika Future Connect, and assistance with the digitalization of MSMEs. The results showed the participation of 60 participants in the NAPZA education program, 60 participants in Digital Parenting, and 80 participants in Yadika Future Connect. Support was provided to 4 MSMEs, with 3 MSMEs successfully registered or linked to QRIS and 1 MSME added or updated on Google Maps. Analysis indicates that local assets, relationships among stakeholders, external networks, and collaboration can be mobilized to create spaces for intervention and learning in real-world contexts. These findings suggest that the integration of ABCD and Living Lab frameworks can serve as a lens for understanding asset-based and collaborative capacity-building processes at the community level.

Keywords: ABCD; Living Lab; young people; collaboration; community service

A. INTRODUCTION

Young people constitute a strategic group in rural development because they occupy an important position in shaping social, economic, and digital capacities, as well as future-oriented perspectives. Strengthening youth capacity, therefore, should not be understood merely as an effort to enhance individual knowledge and skills. Rather, it needs to be situated within an ecosystem that provides social relationships, access to resources, opportunities for

participation, and institutional support. Families, schools, youth organizations, village governments, business actors, and external partners can serve as complementary resources in supporting this capacity-building process.

Within the broader framework of community development, the Asset-Based Community Development (ABCD) approach offers a point of departure that differs substantially from problem- or deficit-based approaches. ABCD regards individuals, groups, organizations, knowledge, experience, and social networks as assets that can be identified, connected, and mobilized to generate collective action. Agdal et al. (2019) demonstrate that ABCD can be used to map local assets and encourage the participation of children, young people, and schools, although the quality of evidence regarding these relationships remains varied. Accordingly, the central question is not only what assets are available within a community, but also how dispersed assets can be mobilized through relationships and collaborative processes.

This perspective is particularly relevant to the implementation of the Impact-Oriented Thematic Community Service Program (*KKN Tematik Berdampak*) conducted by Group 24 in Cijagra Village, Paseh District, Bandung Regency. From 13 July to 13 August 2026, students engaged with the village government, neighborhood and territorial representatives, *Karang Taruna* youth organizations, the Youth Information and Counseling Center (*PIK-R*), educational institutions, micro, small, and medium enterprises (MSMEs), and external partners. Initial activities involving stakeholder engagement, observation, and coordination gradually developed into a network that connected local resources with external competencies. Cijagra Village can therefore be understood not merely as the geographical setting of the program, but as a collaborative and learning space in which students, community members, local institutions, and external partners interacted and exchanged resources.

The Living Lab concept further strengthens this perspective by positioning real-world settings as spaces for experiential learning, collaboration, and the co-development of solutions. Leal Filho et al. (2023) show that Living Labs can integrate learning processes with the active involvement of multiple stakeholders in real-life contexts. Within this community engagement program, students served primarily as facilitators and connectors, while local actors contributed contextual knowledge, access, and social networks. External partners, in turn, provided specialized expertise and competencies according to the specific requirements of each intervention.

The community engagement activities subsequently developed into four areas of intervention: the digitalization of MSMEs through QRIS adoption and Google Maps integration; drug-abuse prevention education in collaboration with the West Java Provincial Office of the National Narcotics Agency (*Badan Narkotika Nasional*, BNN); Digital Parenting activities with the Bandung Regency Generation Planning Ambassadors (*Duta GenRe*); and the Yadika Future Connect program at Yadika Vocational High School. Although these four interventions differed in their target groups, objectives, and implementation mechanisms, they can be situated within a common ecosystem framework because each relied on networks of actors and assets that had previously been identified and mobilized.

Studies published in *Sawala* also suggest that effective community engagement should extend beyond the implementation of individual activities to encompass baseline conditions, intervention methods, tangible outputs, observable outcomes, and follow-up mechanisms. For example, a community engagement initiative aimed at strengthening digital cultural capacity in Cileunyi Kulon Village employed an initial survey, focus group discussions (FGDs), and follow-up commitments. The authors further emphasized the importance of sustained assistance to ensure that the resulting roadmap and action plan did not terminate with a single intervention (Bonti et al., 2024). Other community engagement practices reported in *Sawala* have similarly employed interviews, observations, documentation, and mentoring processes to generate outputs that can be directly utilized by partner communities and institutions (Cahyadi et al., 2023).

Against this background, an important analytical gap remains. Many community engagement initiatives employ ABCD to identify community potential and local assets, yet they do not always explain the mechanisms through which dispersed assets are transformed into collaborative networks and shared learning spaces. This article therefore does not conceptualize program success merely in terms of the number of activities implemented. Instead, it examines the mechanisms through which assets are mobilized and actors become interconnected within a broader collaborative ecosystem. The article's principal contribution is formulated through an Asset–Relationship–Network–Collaboration–Intervention–Learning Space–Capacity Strengthening model, which explains the sequential and relational processes through which local and external resources contribute to youth capacity development.

Accordingly, this article aims to: (1) identify the assets and actors involved in the community engagement activities in Cijagra Village; (2) analyze the process through which collaborative networks were established; (3) describe the achievements of the four intervention areas based on the available empirical evidence; and (4) formulate mechanisms for sustaining these networks as part of a broader ecosystem for strengthening youth capacity.

B. LITERATURE REVIEW

Asset-Based Community Development in Community Capacity Development

The Asset-Based Community Development (ABCD) approach, introduced by Kretzmann and McKnight (1993), represents a paradigmatic shift from a *needs-based* perspective toward an approach centered on the existing strengths, capacities, and assets of communities. These assets may include human capital, such as skills and knowledge; social capital, including networks, trust, and social relationships; physical capital, such as infrastructure and natural resources; and financial capital. A central principle of ABCD is that every community possesses capacities that can contribute to addressing local challenges when its assets are effectively identified, connected, and mobilized. From this perspective, community development begins not with deficiencies or problems, but with the resources and capabilities that already exist within the community.

In the context of youth empowerment, ABCD positions young people not as passive

recipients of development programs or as subjects defined by social problems, but as active agents who possess valuable capacities and strategic roles in community development (Azkiya et al., 2025). Previous research and community engagement initiatives have demonstrated the relevance of this approach in promoting the active participation of young people in various programs, ranging from locally based creative economic development to capacity strengthening among micro, small, and medium enterprises (MSMEs) (Wahyuni & Amalia, 2024; Azkiya et al., 2025). ABCD-based empowerment therefore emphasizes the importance of connecting assets held by individuals, groups, and local institutions to facilitate collective action and the development of contextually relevant and potentially sustainable solutions (Pitria et al., 2025).

More importantly, the value of ABCD lies not merely in identifying available community assets, but in understanding how these assets can be activated through relationships, networks, and collective action. Assets that remain isolated may have limited developmental value; their potential becomes more significant when they are connected with other resources and actors within and beyond the community. Accordingly, asset mobilization becomes a central mechanism through which local capacities can be transformed into collaborative initiatives and broader processes of community capacity development.

Living Lab as a Space for Collaboration and Innovation

One approach increasingly employed in community development is the Living Lab, which conceptualizes real-life environments as spaces for learning, collaboration, experimentation, research, and innovation involving communities and multiple stakeholders. Within this approach, community members are not positioned merely as beneficiaries of an intervention. Instead, they participate as actors who contribute to identifying needs, developing solutions, and implementing innovations that correspond to local contexts and conditions.

Fauth et al. (2024, as cited in Najmul Hidayat et al., 2026) explain that a Living Lab can provide a space in which diverse actors and resources are brought together through cross-sector collaboration, thereby enabling processes of joint value creation. Such an approach highlights the relational character of innovation: solutions do not emerge solely from individual expertise or technological inputs, but through interactions among actors who contribute different forms of knowledge, resources, experiences, and institutional capacities.

In the context of rural development, a Living Lab can function as a collaborative space that brings together knowledge, technology, community experience, and local potential in addressing development challenges. This framework enables village governments, community members, youth groups, business actors, higher education institutions, and external partners to interact and contribute according to their respective capacities. Consequently, a village is understood not merely as a geographical location in which a program is implemented, but as a real-world learning environment where knowledge exchange, experimentation, and collaborative practice can occur directly among stakeholders (Lubis et al., 2026).

In the implementation of the Thematic Community Service Program (*KKN*) in Cijagra Village, the Living Lab perspective is used to understand the village as a real-world

environment in which multi-stakeholder interaction and learning take place. Drug-abuse prevention education, Digital Parenting, Yadika Future Connect, and MSME digitalization assistance constitute four intervention spaces that connect university students with community members, the village government, youth organizations, educational institutions, MSMEs, and external partners. From this perspective, community engagement is not limited to delivering a series of predefined activities. It also involves creating spaces in which learning, knowledge exchange, and collaboration can emerge in response to locally identified needs and available community assets.

Integrating ABCD and Living Lab in Collaborative Community Engagement

ABCD and the Living Lab approach share several conceptual foundations, particularly their emphasis on participation, local resources, multi-stakeholder involvement, and learning within real-world contexts. Nevertheless, the two perspectives have different analytical emphases. ABCD primarily explains what resources and capacities a community possesses and how these assets can be identified and mobilized, whereas the Living Lab perspective explains the space and interactive processes through which different actors jointly use, develop, test, and learn from solutions in real-world settings.

Integrating these two approaches provides a more comprehensive analytical framework for examining community engagement. Asset identification through ABCD serves as the initial basis for recognizing relevant actors, capacities, knowledge, institutions, and other community resources. These assets are subsequently connected through social relationships and networks. As such networks develop, collaboration with external actors can facilitate the integration of local capacities with additional knowledge, technologies, institutional resources, or specialized competencies. These collaborative relationships can then be translated into concrete interventions implemented within real-life environments, which simultaneously function as learning spaces in accordance with the characteristics of a Living Lab.

Based on this integration, the community engagement mechanism examined in this article is formulated as follows:

Assets → Relationships → Networks → Collaboration → Intervention → Learning Space → Capacity Strengthening

Within this mechanism, **assets** constitute the starting point of the development process; **relationships** and **networks** serve as mechanisms that connect previously dispersed resources and actors; **collaboration** represents the mobilization of capacities across stakeholders; and **intervention** constitutes the concrete manifestation of collaborative action. The **learning space** refers to the process through which students, community members, local institutions, and external partners interact, exchange knowledge, and learn from practice within real-world contexts. Finally, **capacity strengthening** is positioned as the developmental orientation of this process rather than as a predetermined or quantitatively verified outcome.

This integrated framework provides the analytical foundation for examining the implementation of the Impact-Oriented Thematic Community Service Program (*KKN Tematik Berdampak*) in Cijagra Village. Accordingly, the community engagement program is assessed

not solely in terms of the number of activities implemented, but more importantly through the processes by which local assets are identified, connected to social networks, mobilized through collaboration, and combined with external resources to create intervention and learning spaces that are relevant to community needs. In this way, the integration of ABCD and the Living Lab perspective allows the analysis to move beyond an activity-based evaluation toward a relational and process-oriented understanding of community capacity development.

C. RESEARCH METHODOLOGY

This community engagement program was conducted in Cijagra Village, Paseh District, Bandung Regency, from 13 July to 13 August 2026 through the Impact-Oriented Thematic Community Service Program (*KKN Tematik Berdampak*) implemented by Group 24. The program adopted an Asset-Based Community Development (ABCD) perspective integrated with the Living Lab concept. ABCD was employed to identify and mobilize local assets, while the Living Lab perspective was used to conceptualize the village as a real-world environment for interaction, collaboration, learning, and the implementation of interventions involving multiple stakeholders (Kretzmann, 1995; Leal Filho et al., 2023).

The community engagement process was implemented in four stages. The first stage involved preliminary observation and asset identification through stakeholder engagement and coordination with the Cijagra Village Government, neighborhood and territorial representatives, youth organizations, educational institutions, MSME actors, and prospective program partners. This stage was intended not only to identify local needs but also to recognize the resources, actors, and networks that could support program implementation. The second stage involved network mapping and development through communication and coordination with partners whose expertise corresponded to the identified program needs. The third stage consisted of implementing four main interventions: drug-abuse prevention education, Digital Parenting, Yadika Future Connect, and MSME digitalization assistance through QRIS and Google Maps. The fourth stage involved documentation and reflective assessment of program implementation based on achievements that could be verified through available records and evidence.

Data were collected through direct observation, activity documentation, implementation records, and program achievement data. The empirical data included the number of participants involved in each activity, the number of MSMEs receiving assistance, and the forms of digitalization successfully implemented. Based on the group's documented records, the drug-abuse prevention program involved 60 participants, the Digital Parenting activity involved 60 participants, and Yadika Future Connect involved 80 participants. Digitalization assistance was also provided to four MSMEs. Of these, three MSMEs were successfully registered for or connected to QRIS payment services, while one MSME received assistance in establishing or improving its business presence on Google Maps.

The data were analyzed using a descriptive qualitative approach by relating program implementation, collaborative processes, and documented achievements to the analytical perspectives of ABCD and the Living Lab. The analysis focused specifically on the

relationships among assets, relationships, networks, collaboration, interventions, and learning spaces throughout the implementation of the community engagement program. Particular attention was given to how local and external resources were connected and mobilized across the different stages of intervention.

Because the program did not employ pre-test and post-test instruments or formal evaluation questionnaires, this study does not quantitatively assess changes in participants' knowledge, attitudes, or behavior. Accordingly, the findings are deliberately limited to observable processes and program outputs that can be supported by activity documentation and the group's actual implementation records. This methodological limitation is intended to ensure that the analysis remains proportionate to the available evidence and does not attribute outcomes that were not directly measured.

D. RESULT AND DISCUSSION

ABCD as a Mechanism for Asset Mobilization

The findings from the community engagement program in Cijagra Village indicate that Asset-Based Community Development (ABCD) can be used not only to identify community assets but also to explain how these assets are mobilized through relationships and networks. The identified assets included the village government, youth organizations, the Youth Information and Counseling Center (*Pusat Informasi dan Konseling Remaja*, PIK-R), schools, MSME actors, local knowledge, social relationships, and access to external partners. Accordingly, assets should not be understood as isolated resources, but rather as capacities whose value can increase when they are connected to other actors and resources.

This finding extends the use of ABCD beyond the stage of asset inventory toward a process of **asset mobilization**. The village government, for example, possesses institutional capacity and access to local communities; *Karang Taruna* provides youth networks; schools provide learning spaces and access to students; MSMEs represent local economic activities; while external partners contribute specialized knowledge and competencies. These differentiated capacities provided the basis for establishing working relationships and collaborative arrangements during program implementation.

Within this process, university students were not positioned as external actors who brought complete solutions into the community. Rather, their role was more appropriately understood as that of facilitators, connectors, and network brokers who helped link local assets with external resources. This role is important because the effectiveness of asset-based community engagement depends not simply on the quantity of resources available, but on the ability to connect relevant assets with specific community needs.

These findings are consistent with the broader ABCD perspective, which conceptualizes individuals, groups, organizations, knowledge, experience, and social networks as assets that can be mobilized to support participation and collective action. In this sense, the contribution of ABCD lies not only in identifying what communities possess, but also in explaining how these assets can be activated through relational processes.

Living Lab as a Space for Learning and Collaboration

The Living Lab perspective provides a further explanation of how asset mobilization takes place in practice. Cijagra Village did not function merely as the administrative location of the *KKN* program, but as a **real-life setting** in which students, community members, schools, business actors, youth organizations, the village government, and external partners interacted. Learning within this setting occurred primarily through direct practice. Students learned to understand local needs and social structures, communicate with community actors, develop networks, and connect local needs with relevant external competencies. At the same time, community actors gained access to knowledge, technologies, and other resources related to the interventions implemented during the program.

This characteristic was particularly evident in the MSME digitalization activities. Students did not merely provide information about QRIS and Google Maps but accompanied business actors directly during the digitalization process. Four MSMEs received assistance, of which three were successfully registered for or connected to QRIS, while one received assistance in establishing or improving its business presence on Google Maps. This process illustrates learning embedded directly within the economic activities of the local community.

A similar pattern was observed in the Yadika Future Connect program. The school became a real-world learning space that brought together university students, youth-related actors, school representatives, and participants in discussions on self-potential, communication, personal branding, education, and future orientation. From this perspective, learning did not occur solely through the transfer of information. It also emerged through interaction, participation, and practice within the everyday context of the community.

The Living Lab perspective therefore suggests that community empowerment and student learning can take place simultaneously. This finding is consistent with the conceptualization of Living Labs as spaces in which learning and multi-stakeholder engagement are integrated within real-life environments.

Collaboration as a Link between Local Assets and External Resources

One of the key findings of the community engagement program is that collaboration served as the mechanism connecting local assets with external resources. Although the four interventions differed in their objectives and target groups, they followed a similar relational pattern:

Local Assets → Relationships → Networks → Collaboration → Intervention

In the drug-abuse prevention program, for example, the educational needs of local communities and young people were connected with the expertise of the West Java Provincial Office of the National Narcotics Agency (*Badan Narkotika Nasional*, BNN). In the Digital Parenting program, local networks were connected with the competencies of the Bandung Regency Generation Planning Ambassadors (*Duta GenRe*). In Yadika Future Connect, school access and youth networks were combined with the students' facilitation capacity in supporting self-development. Meanwhile, MSME digitalization linked local economic activities with access to digital payment systems and online business information.

These patterns indicate that collaboration should not be defined merely by the presence of

multiple actors in a particular activity. Collaboration becomes substantively meaningful when different actors contribute complementary assets, knowledge, capacities, access, or institutional resources.

Accordingly, the contribution of the community engagement program was not limited to the implementation of four separate activities. More importantly, the program facilitated the development of a relational ecosystem through which previously dispersed resources could be connected and mobilized collectively.

Four Interventions as Spaces for Strengthening the Capacity Ecosystem

The four interventions indicate that strengthening the capacity of young people and communities in Cijagra Village requires a multidimensional approach.

MSME digitalization was associated with economic and digital capacity. Drug-abuse prevention education addressed access to knowledge and risk prevention. Digital Parenting focused on the family and social environment that supports young people in navigating digital technologies. Yadika Future Connect, meanwhile, emphasized self-development, communication, personal branding, education, and future orientation.

The diversity of these issues strengthens the argument for understanding youth capacity through an ecosystem perspective. Youth capacity is not shaped exclusively through formal education. It is also influenced by family environments, youth organizations, schools, digital spaces, economic opportunities, social relationships, and broader networks of support.

The four interventions should therefore not be interpreted as isolated activities. Rather, they represent different intervention spaces within a broader empowerment ecosystem. ABCD provides a framework for identifying and connecting available assets, while the Living Lab perspective explains how those assets are activated, combined, and learned from through practice in real-world contexts.

Evidence Limitations and Implications for Interpreting the Findings

Despite several verifiable achievements, the community engagement program has important limitations in terms of outcome measurement. The activities did not employ pre-test and post-test designs, formal evaluation forms, or longitudinal data capable of demonstrating changes in participant behavior or program sustainability after the completion of the *KKN* period.

Accordingly, the participation of 60 individuals in the drug-abuse prevention program, 60 participants in Digital Parenting, 80 participants in Yadika Future Connect, and four MSMEs in the digitalization assistance program should be interpreted as **program outputs**, rather than as quantitative evidence of capacity improvement.

Similarly, the successful registration or connection of three MSMEs to QRIS and the Google Maps assistance provided to one MSME demonstrate achievement at the level of digitalization output. However, these results are insufficient to conclude that the intervention increased sales revenue, transaction frequency, customer numbers, market reach, or broader business performance.

The principal contribution of the program should therefore be located at the level of **process**

and enabling mechanisms, particularly asset mobilization, network formation, facilitation of access to knowledge and technology, and the creation of collaborative learning spaces. This interpretation is more consistent with the evidence available and avoids attributing unmeasured outcomes to the intervention.

Practical Implications for Asset-Based Community Service Programs

The findings suggest that university community service programs do not necessarily need to begin by introducing entirely new programs from outside the community. Instead, intervention design can begin by identifying actors who already possess relevant capacities, determining what resources are available, and examining which relationships can be strengthened or newly established.

This approach allows university students to function more as connectors and facilitators than as sole program implementers. When local assets such as the village government, *Karang Taruna*, PIK-R, schools, and MSMEs are connected with external partners possessing specialized expertise, interventions can be designed around both locally identified needs and existing capacities.

Accordingly, the proposed model:

Assets → Relationships → Networks → Collaboration → Intervention → Learning Space → Capacity Strengthening

can serve as a practical framework for designing more collaborative and asset-oriented *KKN* programs. However, the sustainability of this model remains dependent on strengthening the role of local actors, maintaining relationships beyond the formal duration of the program, and establishing post-intervention evaluation mechanisms capable of assessing longer-term outcomes.

Profile of Assets and Actors in Cijagra Village

The asset mapping process demonstrated that the resources available in Cijagra Village extended beyond physical assets. They included individual capacities, community groups, institutions, local knowledge, social relationships, facilities, economic activities, and broader networks. Asset identification was conducted gradually through observation, stakeholder engagement, communication, and coordination throughout the implementation of the Impact-Oriented Thematic Community Service Program. Thus, asset mapping was not undertaken as an isolated inventory exercise but developed dynamically through interaction between university students and local actors.

These findings reflect a central principle of Asset-Based Community Development: communities should be understood as possessing resources, capacities, and potential, rather than being defined primarily in terms of problems or deficiencies. In the context of Cijagra Village, the presence of the village government, *Karang Taruna*, the Youth Information and Counseling Center (PIK-R), schools, madrasahs, young people, and MSME actors demonstrated the existence of diverse forms of social and institutional capital that could serve as entry points for program development.

The village government, for instance, possessed institutional authority and access to local

communities. *Karang Taruna* provided youth networks, while PIK-R contributed knowledge and access related to adolescent issues. Schools provided learning environments and access to students, whereas MSME actors represented local economic activities that could serve as practical settings for digitalization. External partners complemented these local assets by contributing specific forms of expertise, including the West Java Provincial Office of BNN in drug-abuse prevention and the Bandung Regency *Duta GenRe* in youth support within digital and social environments.

From an ABCD perspective, the most important finding is not simply that “Cijagra Village possesses many assets.” Rather, the developmental value of these assets increases when they are connected with one another. The institutional capacity of the village government, for example, becomes more functional when it facilitates access to youth organizations, schools, and local communities. Similarly, the networks of *Karang Taruna* become more productive when they are connected with schools and external partners possessing relevant expertise.

The community engagement process therefore illustrates a shift from **asset identification** toward **asset mobilization**. Rather than creating entirely new capacities from outside the village, university students facilitated connections between capacities already present within the community and resources required for particular interventions. This relational process subsequently provided the foundation for the development of collaborative networks.

From the Living Lab perspective, these dynamics also demonstrate how Cijagra Village functioned as a real-world environment in which multiple actors could learn to identify assets, interpret community needs, and experiment with forms of collaboration. The village was therefore not treated merely as a site for program delivery, but as a lived context in which knowledge, experience, relationships, and resources from different stakeholders could be brought together through direct interaction.

Network Formation: From Initial Engagement to Collaboration

Network formation during the implementation of the *KKN* program developed gradually through initial engagement, communication, coordination, and direct interaction with local actors. This process demonstrates that collaboration does not emerge automatically simply because multiple stakeholders are present within the same geographical area. Rather, collaboration requires relational processes through which actors become familiar with one another’s capacities, needs, interests, and potential roles.

From an Asset-Based Community Development (ABCD) perspective, these relationships constitute an important mechanism for transforming dispersed assets into resources that can be mobilized collectively. The village government served as an institutional entry point, while youth organizations, schools, the Youth Information and Counseling Center (*Pusat Informasi dan Konseling Remaja*, PIK-R), MSMEs, and external partners contributed different forms of capacity. When these capacities were connected through communication and coordination, they formed networks that enabled more targeted and context-specific interventions.

This process was particularly evident in the development of the Yadika Future Connect program. Initial relationships between university students and local actors gradually expanded

into connections involving the subdistrict-level *Karang Taruna*, village-level *Karang Taruna*, and SMK Yadika. From an ABCD perspective, this process illustrates how social networks can function as assets that provide access to other forms of resources and capacities. From a Living Lab perspective, it simultaneously represents a process of collaborative learning, as university students, schools, youth organizations, and participants interacted within a real-world setting to formulate, organize, and implement the activity.

Accordingly, the role of university students in this program is better understood as that of facilitators and **network brokers**. Rather than acting as the sole providers of solutions, students helped connect actors who had particular needs with those possessing relevant knowledge, institutional access, expertise, or other capacities. This intermediary role is particularly important within an ABCD framework because the effectiveness of community engagement depends not only on the resources introduced by university students, but also on their ability to activate, connect, and mobilize resources that already exist within the community.

The Living Lab perspective further strengthens this interpretation by emphasizing learning through direct engagement and practice. University students did not simply apply concepts acquired in higher education; they also learned to navigate the village's social structure, communication patterns, stakeholder characteristics, and locally defined needs. Conversely, community actors gained access to additional knowledge, resources, and networks through the collaborative relationships established during the program. Network formation therefore functioned not only as an organizational mechanism for program delivery, but also as a reciprocal learning process through which local and external capacities were progressively connected.

MSME Digitalization as an Asset-Based Intervention

MSME digitalization demonstrates the application of the Asset-Based Community Development (ABCD) approach within the local economic sector. A total of four MSMEs received assistance during the program. Of these, three MSMEs were successfully registered for or connected to QRIS, while one MSME received assistance in establishing or improving its business location information on Google Maps.

Indicator	Achievement
MSMEs receiving assistance	4 MSMEs
MSMEs successfully registered for or connected to QRIS	3 MSMEs
MSMEs assisted in establishing or improving their Google Maps presence	1 MSME

Within the ABCD framework, MSME actors are positioned as local economic assets rather than merely as recipients of assistance. Their business activities, product knowledge, experience in interacting with customers, and existing market presence constitute capacities that are already embedded within the community. The role of the student intervention was therefore not to create economic capacity from the outset, but to strengthen the utilization of existing assets by facilitating access to digital technologies.



Figure 1. Documentation of QRIS Implementation and Google Maps Assistance for MSMEs in Cijagra Village

External Competency Mobilization through Drug Prevention Education and Digital Parenting



Figure 2. Delivery of Drug Abuse Prevention Education by the West Java Provincial Office of the National Narcotics Agency (BNN)

The drug-abuse prevention education program involved 60 participants and engaged the West Java Provincial Office of the National Narcotics Agency (BNN) as an external partner. From an ABCD perspective, this activity demonstrates that local assets do not need to address all community needs independently; instead, they can serve as entry points for accessing external resources through a process of *asset linking*. Local assets provided contextual understanding, social access, and participants, while BNN contributed substantive expertise in drug-abuse prevention, a pattern consistent with Hutchison and Russell (2021), who highlight the importance of *community coalitions* as an infrastructure for community-based prevention.

The Digital Parenting program also involved 60 participants and engaged the Bandung Regency Generation Planning Ambassadors (*Duta GenRe*) as an external partner. This intervention broadened the scope of youth capacity strengthening by positioning the surrounding support environment as part of the community's assets, including family knowledge and experience,

youth networks, and organizational capacity. The involvement of *Duta GenRe* illustrates the mobilization of external assets through local networks to strengthen understanding of communication, monitoring, technology-use boundaries, negotiation, and support in digital media use (Modecki et al., 2022).

From a Living Lab perspective, both activities created social learning spaces that brought together participants, university students, local actors, and external partners within real-life contexts. These processes indicate that capacity strengthening occurred not only through information transfer, but also through interaction, knowledge exchange, and the use of collaborative networks. However, because no pre-test, post-test, or formal evaluation instruments were employed, the documented achievements are limited to successful program implementation, improved access to external expertise, and the creation of learning spaces rather than evidence of measurable changes in participants' knowledge or behavior.

Yadika Future Connect and Youth Future Orientation

Yadika Future Connect involved 80 participants and was implemented through collaboration among university students, subdistrict- and village-level *Karang Taruna*, and SMK Yadika. The program addressed self-potential, communication, personal branding, education, employment, and future orientation. From an ABCD perspective, young people, schools, and youth organizations were positioned as community assets whose capacities could be activated and connected through collaborative networks.

From a Living Lab perspective, the school functioned as a real-world learning environment in which students, youth organizations, and participants interacted around issues directly relevant to young people's development. ABCD helped identify and mobilize youth potential, institutional access, social networks, and student capacities, while the Living Lab provided a space in which these assets could be translated into practical learning and interaction.

The verifiable output of the program was the participation of 80 individuals. Because no formal evaluation instruments were employed, the activity cannot be interpreted as evidence of measurable improvements in participants' confidence, communication skills, or work readiness. Instead, its contribution is more appropriately understood as the creation of a learning space and improved access to resources supporting youth self-development and future orientation.

Integrative Synthesis: ABCD as an Asset Mobilization Mechanism and Living Lab as a Learning Space

The synthesis of the four interventions indicates that ABCD and the Living Lab should not be treated as separate analytical concepts. Rather, they perform distinct but complementary functions. ABCD explains what resources are available within the community and how these resources can be identified, connected, and mobilized, while the Living Lab perspective explains the real-life environment in which such mobilization, interaction, collaboration, and learning occur.

The assets identified in Cijagra Village included institutional actors, youth organizations, schools, MSMEs, local knowledge, social networks, and access to external partners. Through

relationships and network formation, these initially dispersed assets were connected and mobilized to support the design and implementation of relevant interventions. Cijagra Village, in turn, functioned as a real-world setting in which university students, community members, schools, youth organizations, MSMEs, and external partners interacted, exchanged knowledge, and implemented collaborative activities.

The relationship between the two perspectives can be summarized as follows:

Assets → Relationships → Networks → Collaboration → Intervention → Learning Space → Capacity Strengthening

At the asset stage, ABCD facilitates the identification of existing capacities. Relationships provide access, communication, and trust, while networks connect previously dispersed actors and resources. Collaboration enables actors to contribute according to their respective capacities, leading to four intervention spaces: MSME digitalization, drug-abuse prevention education, Digital Parenting, and Yadika Future Connect. These interventions subsequently function as learning spaces in which participants, university students, local actors, and external partners engage in practice-based knowledge exchange.

Stage	ABCD Perspective	Living Lab Perspective	Evidence from the Community Engagement Program
Assets	Identification of local capacities	Understanding the village as a real-life context	Observation, coordination, and documentation
Relationships	Connecting individuals and groups	Stakeholder interaction	Logbooks and coordination records
Networks	Mobilization of assets across actors	Formation of collaborative spaces	Partner relationships and activity documentation
Collaboration	Role distribution based on available capacities	Co-creation and interaction in real-life settings	Program implementation
Intervention	Utilization of assets to address specific needs	Contextual experimentation and learning	Four community engagement programs
Learning Space	Strengthening access to knowledge and capacities	Learning through real-world practice	Activity documentation
Capacity Strengthening	Improved access to resources and networks	Capacity development through experience	Verifiable program outputs

The conceptual contribution of this integration lies in positioning ABCD as the logic of asset mobilization and the Living Lab as the logic of collaborative learning in real-world settings, with collaboration serving as the mechanism connecting the two. This framework also explains why the four interventions, despite addressing different issues, can be understood as components of a single capacity-strengthening ecosystem. MSME digitalization mobilized local economic assets through digital technologies; drug-abuse prevention connected local networks with the expertise of the West Java Provincial Office of BNN; Digital Parenting linked the social environment surrounding young people with the competencies of *Duta GenRe*; and Yadika Future Connect utilized schools and youth networks as spaces for self-development

and future orientation.

Accordingly, the contribution of the community engagement program should not be assessed solely by the number of activities implemented. Greater analytical attention should be given to the program's ability to identify assets, establish relationships, connect networks, mobilize relevant partners, and create meaningful learning spaces. Because no pre-test–post-test design or formal outcome evaluation was employed, the model does not claim quantitatively measured improvements in capacity. Instead, it serves as a framework for explaining the mechanisms of community engagement based on verifiable process evidence and documented program outputs.

The four interventions represent concrete manifestations of this process. MSME digitalization connected local economic assets with digital technologies; drug-abuse prevention education linked community networks with the expertise of the West Java Provincial Office of BNN; Digital Parenting connected the social environment surrounding young people with the expertise of the Bandung Regency *Duta GenRe*; and Yadika Future Connect utilized school-based and youth networks as spaces for self-development and future orientation. Rather than being treated as isolated programs, these activities are conceptualized as interconnected intervention spaces within a broader collaborative ecosystem.

The model therefore demonstrates that ABCD-based community engagement extends beyond asset identification toward the mobilization and interconnection of community resources. The Living Lab perspective further explains how these assets are activated through practice, interaction, and learning within real-world settings. Since the program did not employ pre-test and post-test instruments, capacity strengthening in the model is interpreted as a process-oriented direction supported by documented outputs, actor connectivity, and access to relevant resources rather than as a quantitatively verified outcome.

E. CONCLUSION

This study concludes that the principal's leadership style and organizational culture have a positive and significant effect on teacher performance at Ma'arif Hidayatul Ummah Educational Institution in Balongpanggang. The findings indicate that adaptive principal leadership, particularly through clear direction, consultation, participation, and delegation, plays an important role in strengthening teachers' lesson planning, instructional implementation, and learning evaluation. Organizational culture also contributes to teacher performance by reinforcing discipline, collaboration, responsibility, and outcome-oriented work behaviour within the school environment. Practically, school leaders and foundation managers need to strengthen leadership development, instructional supervision, and school culture programs, while future studies should expand the research setting, apply mixed-methods designs, and include additional variables such as teacher motivation, job satisfaction, and school climate. This study is limited to one Ma'arif-based institution, yet its findings provide policy implications for developing more systematic principal training, teacher performance evaluation, and organizational culture strengthening to support sustainable

improvement in educational quality.

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