

Collaborative Management in Campus Social Responsibility Programs between UINSA Surabaya and the Surabaya Social Service

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ABSTRACT

Higher education institutions carry a threefold responsibility known as the Tridharma, one of which is community service implemented through Campus Social Responsibility (CSR) programs. The synergy between UINSA and the Surabaya Social Service represents a strategic collaboration between a university and local government to strengthen social services. This study examines three aspects: the implementation of collaborative management between the Surabaya Social Service and UINSA through the CSR program; strategies for executing collaborative management in the educational sector in Surabaya; and supporting and inhibiting factors affecting implementation. This research employs a qualitative descriptive approach. Data were collected through observation, interviews, and documentation, and analyzed using qualitative analysis techniques. The findings show that the implementation of collaborative management involves partnership preparation and the formulation of cooperation agreements. The execution strategies include collaboration, integration, synchronization, and simplification across institutional roles. Supporting factors include the effective use of electronic media, such as Google Forms and Maps Camera, to facilitate coordination and reporting. However, inhibiting factors emerge from the unequal distribution of field assistants during program implementation, which affects operational efficiency. Overall, the synergy between the Surabaya Social Service and UINSA through the CSR program has proven effective in enhancing social services. Nevertheless, sustained coordination.

Keywords: collaborative management, campus social responsibility, UINSA, Surabaya social service



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Introduction

The paradigm shift in Indonesia's education system has significantly impacted the management of educational institutions. Previously centralized, the

system has gradually moved toward decentralization, as stipulated in the Republic of Indonesia Law Number 20 of 2003 on the National Education System, Chapter II, (Idris et al., 2021). This shift requires the involvement of all stakeholders, including higher education institutions, to support improvements in education quality from primary to secondary levels. Universities not only serve as centers of higher learning but also act as active agents of change through the implementation of the Tri Dharma of Higher Education: education, research, and community service. This situation highlights the need for educational reforms and innovative approaches that can bridge the gap between policy aspirations and on the ground realities (Maryam, 2025).

One of the primary challenges faced is the issue of children categorized as social welfare concerns (PMKS), particularly in metropolitan cities such as Surabaya. In 2019, a total of 530 children were identified as PMKS, affecting multiple aspects of their lives, including education, social well being, and security (Sarpin et al., 2023). This stigmatization not only isolates children with disabilities in their families and communities, but also limits their ability to access education and opportunities for socialization (Crea et al., 2022). Children who are neglected or insufficiently supervised are more susceptible to negative behaviors and risky social interactions, exacerbated by technological advances. This situation contributes to increasing crime rates, which in East Java Province rose by 96% in 2019 according to the Ketupat Semeru Operation. These circumstances highlight the urgent need for integrated interventions to ensure that PMKS children receive their rights to education, protection, and equal opportunities for the future.

Consequently, the needed fundamental transformation in general and special education fails and school culture and practice are maintained. This failure underscores the importance of collaborative and inclusive programs that actively transform educational practices and social environments (Hansen et al., 2020). In response to these challenges, social solidarity collaboration has emerged as a bottom up solution initiated by the community, particularly in addressing issues related to children and education (Alfiatunnur et al., 2024). This form of grassroots collaboration reflects what many scholars describe as community-driven social capital, where networks of trust, shared norms, and collective action become practical mechanisms to address educational vulnerability. A similar perspective is emphasized by Surita Triya Wahyuni, who asserts that strengthening community participation and local social responsibility is essential in supporting the educational needs and protection of vulnerable children (Wahyuni et al., 2025).

In this context, collaborative management emerges as a critical strategy. Also referred to as participatory management, shared management, or multi stakeholder management, this concept emphasizes governance involving multiple parties through cooperative mechanisms that respect the rights and obligations of each stakeholder to achieve common goals (Bawole et al., 2012). Implementing

collaborative management in education is expected to strengthen coordination among government agencies, relevant institutions, universities, and communities to create holistic and sustainable solutions. Strategic measures include the development of inclusive education programs, the establishment of supportive social environments, and the enhancement of social networks (Sakir et al., 2023); (Rachman, 2020). For instance, (Rachman, 2020) demonstrates that inclusive policies implemented at Pondok Sosial Kalijudan Surabaya successfully provided educational access for children with special needs, despite challenges related to funding and accessibility.

Education serves as a primary means to improve the condition of PMKS children. Through formal, informal, and non formal pathways, education can transform children's mindsets, attitudes, and behaviors toward more constructive and future oriented directions. Mentoring programs, such as the *adopt a child* system involving university students, constitute an effective form of knowledge transfer. In this program, one student is assigned to mentor one child, enabling intensive learning and character development. The city of Surabaya, through its Campus Social Responsibility (CSR) program, has facilitated student involvement in mentoring school dropouts and at risk children. One of the universities actively participating is the State Islamic University of Sunan Ampel Surabaya (UINSA), which over the past five years has successfully contributed to the CSR program and received recognition as one of the best campuses in its implementation.

Despite the progress of this collaborative program, various issues persist. Coordination among stakeholders often remains ineffective due to unclear roles, functions, and authority. Consequently, program objectives are not always achieved, and partnerships frequently remain formalities rather than functional collaborations. This underscores the necessity for evaluation and improvement in implementing collaborative management to optimally achieve educational and social goals for PMKS children.

The PMKS issue in Surabaya reflects complex social challenges that require cross-sectoral interventions. Universities occupy a strategic position as facilitators of education and agents of social change; however, the effectiveness of their role depends on sound coordination and clear implementation of collaborative strategies. Collaborative management offers a framework for stakeholders to synergize and address problems holistically. Through this approach, PMKS children not only regain access to education but also receive opportunities for personal development, positive character formation, and a better future. Effective collaborative approaches also support the principles of inclusivity and sustainability in human development, which are strategic goals of the Indonesian government in education and social welfare.

Therefore, this study focuses on the implementation of collaborative management in education, particularly within Surabaya's CSR program. The

approach is expected to serve as a model for integrated management of PMKS children's education, involving students, educational institutions, government agencies, and the community as key stakeholders. The study also aims to identify obstacles and supporting factors for program success, ensuring that collaborative management can be implemented effectively and contribute meaningfully to the welfare of PMKS children.

Research Method

This study adopts a qualitative approach with a descriptive method, aimed at gaining an in depth understanding of social phenomena and portraying real conditions in the field. According to Sugiyono, qualitative research investigates natural conditions where the researcher acts as the primary instrument in data collection (Trianto, 2010). In line with this, Faisal explains that being the primary instrument entails the researcher's direct involvement in the field, collecting and interpreting information relevant to the research object (Salim & Syahrurum, 2012).

The descriptive qualitative method was selected because this study aims to present and describe phenomena related to the implementation of collaborative management between the Surabaya Social Service and the State Islamic University of Sunan Ampel Surabaya (UINSA) through the Campus Social Responsibility (CSR) program. Consequently, this research provides a systematic, factual, and accurate depiction of collaborative public management practices in educational and social contexts, resulting in a comprehensive understanding of the CSR program implementation.

The data sources in this study are categorized into primary and secondary data. Primary data were obtained directly from the research site through interviews, observations, and official documents. This includes interview recordings with key informants, program documents, and direct observations of CSR implementation in the field. Secondary data were collected from third party sources or intermediary media, serving as supplementary information, such as CSR program profiles, annual reports, and publications related to educational and social activities conducted by the Surabaya Social Service and UINSA. The informants included officials from the Social Rehabilitation Section of the Social Service, supervising lecturers, and students participating in the UINSA CSR program.

Data collection techniques comprised participatory observation, interviews, and documentation. Participatory observation involved the researcher's direct engagement in CSR activities, enabling real-time understanding of collaborative management dynamics. Semi structured interviews were conducted using online platforms such as WhatsApp and Zoom, with informants including officials from the Social Rehabilitation Section of the Surabaya Social Service, CSR supervising lecturers, and student participants. Documentation entailed collecting artifacts

such as notes, photographs, official documents, and written materials related to the CSR program, serving as supporting evidence and additional references.

Data analysis followed the interactive model developed by Miles and Huberman (Salim, 2006), consisting of three interconnected stages conducted during and after data collection: Data reduction, at this stage, collected data were selected and focused on information relevant to improving educational quality and CSR program implementation. The reduction process aims to simplify data for easier analysis and understanding. Data display, the reduced data were then organized and presented systematically, such as in tables, diagrams, or descriptive narratives, to clearly reveal patterns, relationships, and research findings. This step facilitates understanding the interactions between variables and the collaborative management practices observed. Conclusion drawing and verification, conclusions were drawn based on facts and findings from both primary and secondary data. During this process, repeated verification was conducted to ensure the validity and reliability of the findings, thereby guaranteeing the scientific accountability of the results.

By employing a descriptive qualitative method and an interactive data analysis model, this study provides a comprehensive depiction of collaborative management implementation between the Surabaya Social Service and UINSA through the CSR program. This approach allows the researcher to gain a deep understanding of the processes, challenges, and successes of the program while contributing academically as a reference for future development of collaborative-based educational and social policies.

Results and Discussion

Implementation of Collaborative Management between the Surabaya Social Service and UINSA through the Campus Social Responsibility Program

The implementation of the Campus Social Responsibility (CSR) program involving the Surabaya Social Service and the State Islamic University of Sunan Ampel (UINSA) applies the donor recipient Model of collaborative management. This model emphasizes multi stakeholder engagement within an interdependent system, managed through structured control mechanisms to ensure clear responsibilities, optimal resource management, and assured program implementation (Bryson et al., 2015). This approach allows CSR policies and implementation to be more responsive to the participation of various stakeholders, including government, educational institutions, and the community. Empirical foundations of this model are largely derived from collaborative practices proven effective in various government and educational contexts, where coordination and synergy among stakeholders are critical to program success (Ansell & Gash, 2008).

The first step in collaborative management is preparing for the partnership. This stage emphasizes partnership preparation, including mapping available

resources, identifying key stakeholders, evaluating potential conflicts, and recognizing resource gaps (Johnson et al., 2002). In Surabaya, the Social Service prepared partners by surveying universities with the capacity and commitment to participate. UINSA was selected as the primary partner due to its organizational structure and human resources, which support mentoring children at risk of dropping out. Partner selection involved participatory analysis, consultation with relevant faculties, and the development of internal consensus regarding the interests and concerns of the stakeholders. This participatory approach aligns with the principles of collaborative management, wherein each stakeholder plays an active role in designing strategies and setting activity priorities (Bryson et al., 2015).

In addition to partner selection, the preparation phase included participatory assessment training for all stakeholders. This enabled the identification of potential issues, the establishment of control mechanisms, and the formulation of clear program success indicators. The training enhanced stakeholders' technical capacity and fostered collective awareness of shared responsibilities, positioning each party not only as an executor but also as an agent of change contributing to the program's long term success (Fung, 2015).

The second stage, developing the agreement, involves the creation of a formal agreement outlining the rights, obligations, and responsibilities of each stakeholder. Independent facilitators play a crucial role in ensuring smooth negotiation, mediation, and conflict resolution processes (Bryson et al., 2015). Initial procedural meetings are held to achieve basic consensus or a shared vision, formalized in a Memorandum of Understanding (MoU) or program management plan. The MoU between the Surabaya Social Service and UINSA includes objectives, scope, rights and obligations, financing, collaboration period, force majeure handling, dispute resolution, addenda, and correspondence (Laily & Milad, 2025). The involvement of supervising lecturers from the Faculty of da'wah and communication at UINSA, selected based on competence, ensures effective coordination and communication during program implementation, making the program's success highly dependent on the quality of human resources involved (Putra & Santoso, 2020).

The MoU development also engages external stakeholders, including education experts, journalists, and psychologists, to provide input on program design. This multidisciplinary approach ensures that the CSR program has a solid scientific foundation while remaining responsive to practical field needs. Once drafted, the document is reviewed by the Surabaya City Cooperation Secretariat and the Department of Education to ensure alignment with public policy. Revisions are made if inconsistencies with the program's vision, mission, or objectives are identified. This process reflects the principle of participatory governance, where decisions are made collectively to produce sustainable solutions (R. Septian, 2021).

The CSR program implementation strategy integrates several approaches, including coordination, integration, synchronization, and simplification. Coordination is conducted through regular formal meetings between the Social Service and UINSA, as well as informal communication via digital platforms such as Google Forms and Google Maps. This approach facilitates activity monitoring, mentoring reports, and real time data collection, enhancing program effectiveness. Integration is achieved through collaboration with related agencies, such as education, population, labor, and health departments, ensuring mentoring for vulnerable children is holistic and multidimensional. Synchronization ensures alignment of time, data, and procedures among stakeholders, while simplification focuses on continuous improvement through annual evaluations, activity scheduling, and periodic monitoring.

Supporting factors for collaborative management include UINSA's prompt response to field issues, the presence of task forces (SATGAS) in each district facilitating door to door mentoring, and the use of technology to save time and costs. Conversely, inhibiting factors include the absence of supervising lecturers in regular meetings, an imbalanced ratio of lecturers to student mentors, and limited program socialization, which hinder timely action in the field. Previous studies confirm that social structures and stakeholder relationships strongly influence collaboration effectiveness in social programs (M. Ramadhani et al., 2016) ; (R. Septian, 2021).

External risk evaluation was also conducted risks include discrepancies between central and local government regulations, institutional cultural differences, and changes in budget priorities. Risk mitigation is carried out through regular consultations, MoU revisions when necessary, and ongoing training for field staff. This approach ensures that the CSR program remains adaptive and sustainable, in line with collaborative management principles that emphasize flexibility and environmental adaptation (Johnson et al., 2002).

Program success analysis indicates that the integration between government and educational institutions, clear control mechanisms, and high-quality human resources are the main determinants of CSR effectiveness. The donor recipient Model provides a clear framework; however, continuous evaluation is necessary to improve implementation quality and social impact. Through a collaborative approach, CSR becomes a shared responsibility rather than the obligation of a single institution, fostering inclusive education and sustainable support for vulnerable children.

Overall, the implementation of collaborative management in the Surabaya UINSA CSR program demonstrates that program success depends not only on meticulous planning but also on supervision mechanisms, stakeholder participation, and adaptability to changing field conditions. With collaboration

oriented strategies, this program serves as an innovative, effective, and sustainable CSR model that can be replicated in other cities in Indonesia.

Strategies for Implementing Collaborative Management between the Surabaya Social Service and UINSA through the Campus Social Responsibility Program

In the implementation of the Campus Social Responsibility (CSR) program, educational institutions act as the primary actors, executing agreed upon tasks, functions, and objectives. As Cahyono explains, each institution faces challenges that require precise operational strategies (Imam Cahyono et al., 2022). Within the context of collaborative CSR management between the Surabaya Social Service and the State Islamic University of Sunan Ampel (UINSA), strategy is a critical determinant of success, particularly in mentoring children in the field of education. The strategy is designed to ensure all mentoring stages are effective, encompassing coordination, integration, synchronization, and simplification. Each aspect is interconnected and significantly impacts the success of the CSR program in improving educational access for vulnerable children.

Coordination serves as the initial and essential step, involving the Surabaya Social Service, UINSA, and students as mentoring older siblings. Coordination occurs through both formal and informal mechanisms. Formal coordination is conducted via routine work meetings between the social service, UINSA, CSR supervising lecturers, and the mentoring students. These meetings review program progress, identify obstacles, and agree on necessary corrective actions. Informal coordination utilizes digital technology, such as Google Forms for recording mentor and mentee profiles. These reports include personal information, mentoring activities, location, time, mentee issues, and photographic documentation. Technology utilization enhances efficiency, considering the distance between the university and the Social Service office, and facilitates real time tracking and analysis of mentoring progress via spreadsheets (Septian et al., 2021).

Integration is the next critical aspect, wherein the involvement of the Surabaya Social Service in the mentoring process is evident in problem solving workflows. This process engages external or referral parties, including the Department of Education, Civil Registration, Labor, and Health, to resolve administrative obstacles faced by mentees. A practical example is the completion of civil registration documents required to register children for school operational assistance (BOS). The social service grants mentors authorization to complete these documents with relevant agencies, ensuring continued access to education and financial support. This integrative approach underscores the principle of multi stakeholder collaboration in CSR management, enhancing program effectiveness through sectoral coherence and minimizing role overlap or conflicts of interest (Hidayat & Nugroho, 2020).

Synchronization follows as an equally important stage, aiming to align technical aspects of program implementation between the two parties, including timing, data, and procedures. The use of GPS map camera technology enables documentation of mentoring activities that can be verified by the social service team, facilitating monitoring of location and timing. Additionally, the establishment of task forces (SATGAS) across all districts in Surabaya enables door to door supervision, ensuring that mentoring performance aligns with established standards. This mechanism not only improves data accuracy but also enhances accountability and transparency in CSR implementation. Structured monitoring allows the social service to take swift corrective actions whenever discrepancies arise between planned and actual activities (Sari & Putri, 2022).

Simplification is applied to increase operational efficiency, reflected in annual evaluations and systematic planning of activity stages. Prior to the new mentoring year, the social service and UINSA jointly develop activity schedules covering data collection, program socialization, mentor student registration, data installation, gatherings, technical guidance, mentoring and monthly evaluation, final mentoring assessment, and Youth Competitions. Detailed scheduling facilitates coordination, maximizes mentoring effectiveness, and ensures timely completion of all program stages. This simplification strategy aligns with collaborative management principles, emphasizing procedural reduction, optimal resource management, and enhanced organizational productivity (Cahyono et al., 2022).

Beyond these four strategic aspects, CSR program success is also supported by human resources' capacity to manage stakeholder interactions, solve problems, and design adaptive program innovations. Student mentors are required to have strong communication skills, problem-solving abilities, and high social awareness to maximize impact on mentees. Supervising lecturers from the faculty of da'wah and communication at UINSA act as independent facilitators, ensuring smooth coordination between students and the social service and providing academic support to ensure evidence based mentoring. Thus, CSR is not merely an administrative activity but a collaborative learning platform that strengthens the capacity of all parties involved (Hidayat & Nugroho, 2020).

Overall, the CSR implementation by the Surabaya Social Service and UINSA demonstrates that program success heavily relies on the application of well structured strategies in coordination, integration, synchronization, and simplification. Stakeholder synergy, technology utilization, multi stakeholder engagement, and human resource capacity enhancement are key factors determining the effectiveness of mentoring vulnerable children. This collaborative management strategy enables all stakeholders to actively participate in addressing mentees' educational and administrative challenges. The structured implementation of these strategies supports program sustainability, improves

educational service quality, and positions CSR as a replicable model of collaborative social program management (Sari & Putri, 2022).

Through systematic development, the Surabaya CSR Program exemplifies how planned collaborative management can generate significant social impact. Engaging students as social change agents, coordinating among relevant agencies, and utilizing information technology for reporting and monitoring demonstrate that CSR success depends not only on financial resources but also on the quality of planning, management, and strategic execution. The program also illustrates that participatory principles, accountability, and multi stakeholder collaboration can be adopted in various educational and social contexts to create sustainable, inclusive, and effective services.

Supporting and Inhibiting Factors in the Implementation of Collaborative Management between the Surabaya Social Service and UINSA through the Campus Social Responsibility Program

The implementation of collaborative management within the CSR program highly depends on the presence and quality of available resources. UINSA students, acting as mentoring older siblings, play a central role in guiding their mentees, and the strategic location of UINSA facilitates their mobility, preventing distance related constraints in performing mentoring duties. Structurally, supporting factors can be categorized into those stemming from the Surabaya social service and from UINSA.

From the Surabaya Social Service perspective, several key supporting factors include: First, the utilization of technology for coordination and simplification, the use of digital platforms such as Google Forms and GPS map camera applications enables efficient data collection, reporting, and monitoring of mentoring activities. This approach not only saves time and reduces costs but also facilitates real time analysis of program progress. This strategy demonstrates that the digitalization of CSR management can act as a catalyst for program effectiveness, especially in the context of multi-stakeholder collaborative management (Johnson et al., 2002). Second, the establishment of Task Forces (SATGAS) in each district: this strategy allows the social service to monitor mentoring activities directly through a door to door system. Information obtained via SATGAS is more comprehensive because it comes directly from the field rather than relying solely on mentor reports. This highlights that strengthening monitoring capacity is one of the key factors contributing to the success of the CSR program.

From the UINSA Surabaya perspective, the main supporting factors include: First, the speed of response to field challenges, supervising lecturers are able to provide guidance and practical solutions to mentors when encountering issues in the field, including administrative obstacles and the psychological problems of mentees. Second, authority and autonomy in the mentoring process: mentors are granted the flexibility to adjust their mentoring methods according to the

conditions and needs of their mentees. This flexibility allows the CSR program to function adaptively and responsively to individual needs, which is crucial in the context of multi stakeholder collaborative management (F. Ramadhani et al., 2016). In addition, institutional support in the form of training, logistical facilities, and adequate resource allocation strengthens program legitimacy and enhances the motivation of implementers in the field. Analysis indicates that these supporting factors are interrelated and form a system that enables the sustainable success of program implementation.

Another aspect is the obstacles to the implementation of collaborative management. On the other hand, the collaborative management process faces challenges from both parties, namely the Surabaya Social Service and UINSA Surabaya. From the Social Service perspective, the primary obstacle is the absence of supervising lecturers in regular meetings, which results in incomplete communication regarding the progress of mentoring activities. This indicates that the effectiveness of collaborative management heavily depends on the consistent presence and active participation of all stakeholders.

From the UINSA perspective, the obstacles include: 1) Imbalanced ratio of supervising lecturers to mentors: Ideally, one lecturer supervises ten mentors to ensure optimal mentoring. This imbalance causes some mentors to receive less direct supervision, potentially reducing the quality of mentoring. 2) Limited program socialization: Information regarding schedules, procedures, and mentoring instructions is not always fully communicated to all mentors, resulting in less effective mentoring activities. Therefore, these obstacles indicate that weaknesses in social structure and communication among stakeholders can become bottlenecks in the implementation of the CSR program. This aligns with (R. Septian, 2021) who emphasizes the importance of structured planning, task distribution, and clear roles for each stakeholder in multi institutional collaboration.

To overcome these obstacles, the collaborative management strategy in the CSR program encompasses four main aspects: coordination, integration, synchronization, and simplification: a) Coordination: Conducted through regular formal meetings between the social service Office and UINSA, as well as informal communication via Google Forms. The use of Google Forms enables real time submission of mentoring reports, including mentee identities, activities, locations, times, and visual documentation. Analysis indicates that digitalized coordination enhances transparency, efficiency, and data accuracy, which are essential elements in collaborative management (Pitri, 2017). b) Integration: Refers to cross sector involvement, including the education, employment, civil registration, and health offices. This integrative approach ensures that mentoring is holistic, thereby achieving the goal of reducing school dropout rates. c) Synchronization: Involves aligning technical aspects between parties, such as timing, procedures, and activity

data. The use of GPS map camera and the SATGAS system facilitates accurate field monitoring. Critical analysis shows that synchronization serves as an indicator of collaborative management quality, as it determines the effectiveness of program execution in the field. d) Simplification: Focuses on continuous evaluation, preparation of the annual schedule, open recruitment of mentors, technical guidance, mentoring, monthly evaluations, and Youth Competitions. Simplification reduces procedural complexity, making the program more adaptive and responsive.

From an analytical perspective, the success of the CSR Program heavily depends on the synergy between the government and higher education institutions, the quality of human resources, and clear control mechanisms. Supporting factors, such as technology, the SATGAS system, and the prompt responsiveness of supervising lecturers, strengthen collaborative success. Conversely, obstacles such as an imbalanced ratio of supervising lecturers to mentors, the absence of stakeholders in meetings, and limited program socialization can reduce mentoring effectiveness. Furthermore, the analysis indicates that collaborative management requires not only a formal structure but also flexibility, technological innovation, and effective communication. The program's strength lies in stakeholders' ability to adapt, collectively solve problems, and conduct continuous evaluations. This aligns with the donor recipient model theory, in which responsibilities are distributed yet interdependent, and program success is measured by the extent to which social objectives are achieved collectively (Wulandari et al., 2020). Through a collaborative approach, CSR is no longer the responsibility of a single institution but a shared obligation to create inclusive education and sustainable support for vulnerable children. This strategy emphasizes participatory governance, wherein every decision is made collectively, conflicts are minimized, and program ownership is enhanced among all stakeholders (Cahyono et al., 2022).

Conclusion

The synergy between the Surabaya Social Service and UINSA through the Campus Social Responsibility (CSR) program has proven effective in strengthening social services. Collaborative management serves as the primary factor for the program's success, despite existing challenges in coordination and sustainability. The implementation of structured strategies coordination, integration, synchronization, and simplification combined with the active participation of stakeholders, utilization of technology, and development of human resources, ensures that CSR activities are carried out efficiently and responsively. Ultimately, CSR is not merely an institutional obligation but a shared responsibility to provide inclusive education and sustainable support for vulnerable children. Effective collaborative management fosters participatory governance, enhances collective

ownership, and ensures that the program contributes positively to the welfare and future prospects of the children involved.

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