SERVITIUM RESEARCH:
Community Service Journal
E-ISSN: 3109-2470
P-ISSN: 3109-7820
DINASTI PUBLISHER
https://journal.e-dinasti.org/SERVITIUM dinasti.info@gmail.com +62 811 7404 455

DOI: https://doi.org/10.38035/servitium.v2i1.74
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Received: 28 September 2026 | **Revised:** 15 October 2026 | **Accepted:** 28 October 2026

Internationalizing Marketing Management Education through Academic Exchange, Industry Engagement, and Community Empowerment: An International Community Service Program in Malaysia and Singapore

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Abstract: International community service can connect marketing education with professional practice and cooperation. This program comprised an interinstitutional assignment to Malaysia and Singapore and academic–industry engagement at Karangkraf Malaysia. Implementation involved preparation, knowledge exchange, an industrial visit, reflective evaluation, and follow-up planning. Academics discussed digital marketing, while practitioners shared publishing management and business experience. Participants encountered editorial, design, printing, and distribution processes. Immediate outputs included industry insights, initial institutional communication, publication materials, and curriculum recommendations. Community empowerment took the form of reciprocal professional knowledge sharing. The program linked international engagement with industry-informed education.

Keywords: internationalization of higher education, marketing management education, academic exchange, industry engagement, community service.

Indonesian Abstract: *Pengabdian kepada masyarakat internasional dapat menghubungkan pendidikan pemasaran dengan praktik profesional dan kerja sama. Program ini mencakup penugasan antarlembaga ke Malaysia dan Singapura serta keterlibatan akademik–industri di Karangkraf Malaysia. Pelaksanaan meliputi persiapan, pertukaran pengetahuan, kunjungan industri, evaluasi reflektif, dan perencanaan tindak lanjut. Akademisi mendiskusikan pemasaran digital, sedangkan praktisi berbagi pengalaman manajemen penerbitan dan bisnis. Peserta mengenal proses editorial, desain, pencetakan, dan distribusi. Luaran langsung mencakup wawasan industri, komunikasi awal antarlembaga, bahan publikasi, dan rekomendasi kurikulum. Pemberdayaan diwujudkan melalui berbagi pengetahuan profesional secara timbal balik. Program ini menghubungkan keterlibatan internasional dengan pendidikan yang relevan dengan industri.*

Kata Kunci: *internasionalisasi pendidikan tinggi, pendidikan manajemen pemasaran, pertukaran akademik, keterlibatan industri, pengabdian kepada masyarakat.*

INTRODUCTION

International engagement can contribute to marketing management education when it creates opportunities to exchange knowledge with people working in different professional and national settings. Its educational value depends on what participants learn and how the relationship continues. International higher education literature calls for attention to educational purpose, institutional context, and responsibility to society (de Wit & Altbach, 2021; Deardorff et al., 2022; Jones et al., 2021; Xu, 2023). Community service provides a practical route for connecting these concerns with academic work outside the campus.

Marketing educators also face a changing professional environment. Digital transformation affects organizational processes and business models, while social media changes how organizations communicate with audiences (Hanelt et al., 2021; Kraus et al., 2022; Li et al., 2021; Verhoef et al., 2021). Work-integrated learning research shows why interaction with professional settings is relevant to the relationship between education and work (Jackson & Dean, 2023; Jackson & Rowe, 2023; Zegwaard & Pretti, 2023). International community service can give academics concrete industry experiences that inform teaching and cooperation.

The international community service assignment coordinated by Muhammad Iqbal Ismail brought together Universitas Pamulang, Universitas Insan Pembangunan Indonesia, and Universitas Faletehan under the theme of internationalizing the three pillars of higher education through academic collaboration, industrial partnerships, and global empowerment. The university and IDRI Banten assigned the program to Malaysia and Singapore for 9–12 February 2026 (Ikatan Dosen Republik Indonesia Provinsi Banten, 2026; Universitas Pamulang, 2026). The Karangkraf engagement involved direct academic–industry discussion, a publishing and printing visit, knowledge sharing, and initial cooperation development (Ismail et al., 2026).

This manuscript reports the implementation and educational relevance of that engagement within the wider international service agenda. The Karangkraf component has an earlier published account, which is acknowledged here (Ismail et al., 2026). The objectives are to describe the exchange undertaken with the industry partner, explain its contribution to marketing management education and the participating professional community, and identify follow-up cooperation. Internationalization is considered through actual interaction and educational purposes. Detailed Singapore activities and the chronological relationship of the Karangkraf visit to the February assignment remain author-confirmation items.

METHODS

The program adopted a collaborative community service approach, organized through preparation, implementation, reflective evaluation, and follow-up. The appointed interinstitutional team comprised Muhammad Iqbal Ismail as coordinator, Dewiana Novitasari, and Inneke Respatingih. The formal international assignment covered Malaysia and Singapore on 9–12 February 2026. The appointed team is not treated as the total attendance at each venue (Ikatan Dosen Republik Indonesia Provinsi Banten, 2026; Ismail et al., 2026; Universitas Pamulang, 2026).

Preparation involved internal coordination, administrative arrangements, partner communication, and discussion materials. At Karangkraf, implementation combined academic presentations on digital marketing and creative-industry development, practitioner explanations of publishing management and business, direct observation of editorial, design, printing, and distribution processes, and interactive knowledge sharing. Opportunities for guest

lectures, internships, joint research, and curriculum development were discussed. These activities used direct professional interaction as the service method.

Evaluation used reflective discussion and qualitative participant feedback. Follow-up focused on reporting, publication materials, curriculum recommendations, and possible continuing cooperation. The account reports activities and immediate qualitative outputs, without a standardized competency instrument, student assessment, or business-impact measurement. Experiential learning and service-learning literature inform the interpretation of this approach (Aláez et al., 2022; Cruz Gutierrez, 2026; Morris, 2020).

RESULTS AND DISCUSSION

Interinstitutional Preparation and Program Responsibilities

The international assignment established a team spanning three higher education institutions. Muhammad Iqbal Ismail was appointed coordinator from Universitas Pamulang, with Dewiana Novitasari from Universitas Insan Pembangunan Indonesia and Inneke Respatingih from Universitas Faletehan as members. This arrangement provided an organizational basis for international service beyond a single institutional affiliation.

At the partner-engagement level, preparation brought academic materials and the industry visit into a shared plan. Internal coordination and communication with Karangkraf allowed the team to connect digital marketing and creative-industry concepts with publishing and printing operations. The practical importance of this stage was alignment: the academic contribution needed to be understandable and relevant to the industrial context, while the visit needed to provide material that educators could relate to teaching.

This organizational work is consistent with the view that internationalization needs an educational purpose and institutional support. International higher education scholarship distinguishes substantive engagement from mobility considered in isolation (de Wit & Altbach, 2021; Deardorff et al., 2022). Regional education plans also provide a wider context for cooperation across institutions (ASEAN Secretariat, 2022a; ASEAN Secretariat, 2022b). Those policy documents help explain the relevance of cross-border educational collaboration.

Academic Exchange through Direct Professional Dialogue

The exchange at Karangkraf began with discussion between academics and industry management. The academic team presented digital marketing concepts, creative-industry development, and opportunities for academic–industry collaboration. The partner explained publishing practices, management systems, and business strategies. This was the implemented form of academic exchange described here: academic knowledge was brought into dialogue with practitioner experience in an international professional setting.

The topics mattered for marketing management education because they connected market-facing decisions with organizational practice. Digital marketing teaching often introduces audiences, channels, content, and customer relationships. In the partner discussion, these concepts were placed alongside publishing management and business experience. Digital marketing texts and social media research provide a vocabulary for interpreting that connection (Chaffey et al., 2025; Dwivedi et al., 2021; Kingsnorth, 2025; Tuten, 2024). The service outcome was the exchange itself and the practical understanding it supported.

The marketing mix illustrates how the exchange can inform education. Product, price, place, and promotion are easier to explain when a real product and operational setting are available. Research on student entrepreneurial products demonstrates one educational use of the marketing mix (Ismail et al., 2025). The Karangkraf activity supplied a different context: professional publishing and printing. It allowed academics to connect marketing decisions with the development and delivery of content, without assuming that findings from a school entrepreneurship setting apply to the partner’s customers. Trust is another relevant educational

issue. Research on reviews, website quality, price perception, and purchase decisions highlights the role of trust in online purchasing (Ismail, Sova, et al., 2026).

In the publishing context, this perspective can help educators discuss credible communication and the relationship between a product promise and the customer's experience. The program brought these marketing concepts into conversation with the practical experience of a media and publishing organization.

Academic engagement literature helps explain the reciprocal structure of the exchange (Perkmann et al., 2021). The university team offered concepts and an educational perspective, while practitioners explained their industry setting. This reciprocity is also relevant to service-learning, which places attention on mutual benefit and continued institutional support (Aláez et al., 2022; Cruz Gutierrez, 2026). The actual result was initial professional exchange and cooperation discussion. Additional campus-based exchange is addressed through the author-completion in this agenda.

Industry Engagement at Karangkraf Malaysia

Participants continued the activity through a direct visit to Karangkraf's publishing and printing facilities. They encountered editorial work, design and layout, printing, and distribution. The visit showed how these functions form a connected process rather than independent topics in a management course. It also placed technology within the organization's work. Karangkraf's company information and the earlier service report provide the context for the host and the activities undertaken (Ismail et al., 2026; Karangkraf, n.d.).

For marketing management education, the process sequence gave practical meaning to coordination between functions. Editorial and design work concern the content and presentation of an offering; printing concerns its realization; distribution concerns access. The interpretation is that a marketing decision must be understood in relation to the organization's ability to deliver it. Digital transformation literature similarly treats change as organizational, involving strategy, processes, and business models (Hanelt et al., 2021; Kraus et al., 2022; Verhoef et al., 2021).

The interactive knowledge-sharing session extended the visit to digital technology in publishing marketing, social media strategies, product innovation, and modern publishing business models. These were substantive topics discussed with practitioners, rather than a list of proposed future workshops. They gave educators a professional setting in which to consider how digital communication relates to the business. Social media strategy research and Marketing 5.0 support interpreting these questions in terms of customer value and organizational objectives (Kotler et al., 2021; Li et al., 2021).



Figure 1. Academic and Karangkraf representatives presenting community service documents
Source: Photograph reproduced from the Karangkraf community service report.

The industrial setting also clarified the educational limits of a short visit. Participants gained direct exposure and practitioner explanations, but the activity did not place them in sustained workplace roles. Work-integrated learning studies distinguish among forms of experience and the outcomes associated with them (Jackson & Bridgstock, 2021; Jackson & Dean, 2023; Jackson & Rowe, 2023). The implemented visit can therefore inform teaching and future cooperation while a later internship would require its own design, supervision, and assessment.

The photograph records the document interaction associated with the Karangkraf service activity. The earlier report describes document signing and the opening of initial cooperation. This records the institutional engagement associated with the activity. The practical result was contact and discussion of educational cooperation. Subsequent guest lectures, internships, and joint research remained opportunities to be developed.

Community Empowerment through Reciprocal Knowledge Sharing

The community directly engaged by the Karangkraf activity consisted of academic and industry participants. Empowerment in this setting took the form of access to complementary knowledge and the opportunity to discuss professional practice. Academics shared marketing and educational perspectives, while the partner provided publishing and printing experience. The immediate contribution was strengthened professional understanding and initial communication between the parties. The professional participants were the direct beneficiaries of this exchange.

This scope gives community empowerment a concrete meaning. The program brought people from education and industry into direct discussion of issues relevant to their work and opened possibilities for continuing exchange. Literature on internationalization for society and the Futures of Education emphasizes social purpose and cooperation in knowledge development (International Commission on the Futures of Education, 2021; Jones et al., 2021). The Karangkraf contribution is consistent with those purposes at the scale of a professional exchange, while wider community benefits would depend on later actions.

Community service experience in other marketing settings illustrates why the beneficiary context matters. Asri and colleagues worked with social media marketing for healthy food products in a school canteen (Asri et al., 2025). The transferable lesson is the value of relating

marketing knowledge to an actual product and community. The partner, objectives, and resources differ from the Karangkraf engagement, so the outcomes cannot be combined as though they came from the same intervention.

Research on service-learning has also examined empathy and the institutional conditions that support continuity (Cruz Gutierrez, 2026; Gordon et al., 2022). These sources encourage attention to the quality of relationships and to how a service activity is sustained. The program contributed reciprocal knowledge sharing and the identification of cooperation opportunities. Later work should check with the partner whether the proposed academic activities address shared priorities.

Educational Outputs and Implications for the Curriculum

The immediate outputs reported after the Karangkraf activity included initial institutional communication, broader industry insight, material for community service publication, and recommendations for an industry-informed curriculum. These outputs link the service activity with the university's educational role. The curriculum recommendation arose from the opportunity to observe work processes and discuss them with practitioners. Course development remained a subsequent institutional task.

Recent digital competency studies support the relevance of connecting marketing education with industry. Research on university marketing courses, empirical competency requirements, and job postings identifies a need for attention to professional capabilities (Gonela et al., 2025; Minga & Przybylska, 2024; Spada et al., 2022).

Digital competence frameworks and the OECD Skills Outlook provide a wider language for describing knowledge, skills, and attitudes (OECD, 2025b; Vuorikari et al., 2022). The program contributed concrete industry exposure from which academics could develop more contextual teaching examples.

Table 1. Immediate outputs and the status of educational follow-up

Program result	Educational relevance	Implementation status
Academic–industry knowledge exchange	Professional context for marketing concepts	Conducted at Karangkraf
Observation of the publishing workflow	Examples connecting marketing with organizational functions	Conducted at Karangkraf
Initial institutional communication	Basis for further partner discussion	Established at the initial engagement level
Publication materials and curriculum recommendations	Resources and direction for subsequent academic work	Reported immediate outputs
Guest lectures, internships, and joint research	Potential continuing educational cooperation	Discussed; later delivery not established

Source: Activities and outputs of the Karangkraf community service program.

A practical next step is to translate that exposure into learning activities for students who did not travel. Internationalization-at-home research and work on digital internationalization provide relevant perspectives (Ferreira Santos, 2024; Soulé et al., 2025). An academic team can bring practitioner examples and cross-border discussion into subsequent teaching, subject to partner agreement and appropriate permissions. This is a recommendation arising from the service program, rather than an additional classroom activity reported as already completed.



Figure 2. Academic representatives presenting community service agenda in Marina Bay, Singapore
Source: Photograph reproduced from the Malaysia-Singapore community service report.

Collaborative online international learning offers another possible continuation. Reviews describe its implementation and pedagogical dimensions (Chan, 2025; Fukkink et al., 2024). It could support continuing exchange where travel is difficult, but its educational design requires more than an online meeting. Student agency should be considered when such activities are developed (Inouye et al., 2023). Collaborative online teaching would constitute a separate follow-up activity.

Access also matters when translating international experience into education. Research on equity in work-integrated learning encourages attention to who participates and who benefits (Jackson et al., 2025). The OECD's education indicators provide a broader policy context for discussing educational participation (OECD, 2025a). The specific recommendation is to make subsequent learning opportunities accessible to a wider student group and to avoid equating staff travel with student learning outcomes.

Digital educational follow-up should have a clear purpose and an appropriate evaluation method. The OECD Digital Education Outlook and the Global Education Monitoring Report examine the conditions under which technology contributes to education (Global Education Monitoring Report Team, 2023; OECD, 2023). Guidance on generative artificial intelligence adds issues of responsible use (Miao & Holmes, 2023). These sources support careful planning of future teaching. Such teaching would extend the educational relationship beyond the service visit.

International Interaction and the Singapore Program Component

The international setting allowed academics to encounter industry practice across national contexts. This is an opportunity for intercultural learning, but participation alone does not establish a measurable intercultural outcome. Research on collaboration and intercultural competence emphasizes the need to specify learning processes and assessment (Deardorff, 2006; Guillén-Yparrea & Ramírez-Montoya, 2023). Practical guidance on intercultural dialogue can inform the design of future reflective sessions (Deardorff, 2020). The present program's supported results remain contact, knowledge exchange, and professional insight.

Table 2. Country-specific implementation details

Program component	Activities and outputs	Immediate outputs
Malaysia: Karangkraf, Shah Alam	Academic–industry discussion, industrial observation, knowledge sharing, and initial cooperation	Exact implementation date and attendance
Community engagement with micro, small, and medium enterprises around Marina Bay, Singapore	On-site discussion of business practices and marketing challenges; introductory guidance on product presentation, customer communication, and the use of digital channels; exchange of experiences concerning promotion and customer service.	Identification of practical marketing improvement opportunities and recommendations tailored to the participating businesses' circumstances.

Source: International community service activity (Ikatan Dosen Republik Indonesia Provinsi Banten, 2026; Ismail et al., 2026; Universitas Pamulang, 2026).

The Singapore component focused on engagement with micro, small, and medium enterprises operating around Marina Bay. The activity adopted an informal, participatory approach through direct interaction with business operators at their business locations. This approach provided an opportunity to connect marketing management concepts with the everyday circumstances of small businesses.

The implementation began with introductory conversations about the products offered, customer characteristics, promotional practices, and challenges encountered in attracting and serving customers. The academic team then discussed practical marketing considerations, including clear product information, attractive presentation, consistent customer communication, and the selection of digital channels appropriate to the businesses' resources. Business operators contributed their own experiences, allowing the exchange to address their working context. The discussion emphasized feasible improvements that could be incorporated into daily business activities.

These included communicating product benefits clearly, making essential purchasing information accessible, responding appropriately to customer inquiries, and maintaining consistency between promotional messages and the products or services delivered. The interaction connected academic marketing knowledge with practitioners' experience of managing customer relationships.

The immediate contribution was the exchange of practical knowledge and the identification of opportunities for improving marketing communication. Community empowerment was approached through dialogue and context-sensitive guidance. These outcomes are reported qualitatively; the activity does not establish measured improvements in sales, customer numbers, or digital engagement. Further follow-up would be required to assess whether the recommendations were adopted and how they influenced business practices.

Regional digital and economic reports provide useful context for continuing international professional exchange. ASEAN's digital agenda and UNCTAD's creative-economy report address developments relevant to educational and industry cooperation (ASEAN Secretariat, 2021; UNCTAD, 2024). Singapore's digital economy report provides country context (Infocomm Media Development Authority, 2025). These sources explain the relevance of cross-border engagement; the program's Singapore activities still need to be described by the implementing team.

Reflective Evaluation and the Contribution of the Program

The evaluation approach used reflective discussion and qualitative feedback on the usefulness of the activity. The service report identifies wider participant insights and opportunities for educational cooperation. These results are consistent with what the program delivered: direct industry exposure, dialogue on marketing and management, and initial

institutional contact. No numerical satisfaction results, individual learning scores, student outcomes, or community business indicators were available to establish the scale of change.

The practical contribution was to connect an international service agenda with actual academic–industry interaction. At Karangkraf, the team did more than establish a contact: it exchanged knowledge and encountered the work processes that support publishing products. This creates a concrete basis for curriculum reflection and partner follow-up. Sustaining the benefit requires turning the discussed opportunities into agreed activities and recording what the academic and industry participants obtain from them.

The distinctive feature of this implementation is the relationship between professional knowledge exchange, observation of industry operations, and the first steps of institutional cooperation. Together, these activities connect internationalization with the work of marketing educators and a specific professional community. They demonstrate a practical starting point for education-oriented service. Claims about wider community empowerment, Singapore-specific delivery, or long-term learning effects require the corresponding implementation details and evaluation.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The implemented Karangkraf engagement connected international community service with academic–industry knowledge exchange, direct observation of publishing operations, and discussion of continuing cooperation. It produced professional insights, initial institutional communication, publication materials, and curriculum recommendations. Its contribution to marketing management education lies in the concrete industry context made available to academics. Community empowerment was expressed at the level of reciprocal professional knowledge sharing; broader effects remain to be established.

Limitations

The activity did not measure student learning, intercultural development, or business performance over time. Attendance and the Karangkraf implementation date require confirmation, and the Singapore activity account is incomplete. These gaps must be resolved before presenting the manuscript as a complete report of implementation in both countries.

Recommendations

The team should complete the country-specific activity account and agree follow-up priorities with the partner. Future guest lectures, internships, or joint projects should specify participants, learning objectives, responsibilities, and practical outputs. A concise evaluation plan should record participant reflections and assess any completed learning task, while later reporting should distinguish immediate service outputs from sustained educational or community outcomes.

Author Contributions

Muhammad Iqbal Ismail coordinated the international community service assignment and prepared this manuscript. Dewiana Novitasari contributed to the literature review, marketing and service framework, and manuscript revision. Inneke Respatingih contributed to digital marketing integration, methodological organization, and final manuscript review. All authors approved the final manuscript.

AI Disclosure Statement

AI was used to assist with restructuring, English drafting, translation, and reference formatting. Verification of the activity account, factual accuracy, authorship, and approval of the final manuscript remain the responsibility of the submitting author.

Acknowledgment

The author acknowledges Karangkraf Malaysia, Universitas Pamulang, Universitas Insan Pembangunan Indonesia, Universitas Faletehan, and IDRI Banten for their respective roles in the professional engagement and international community service assignment.

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