Community, Innovation, Education, and Empowerment
E-ISSN: 3163-6195
Volume 1, Issue 2, September 2026, pp. 49-62
DOI:

International Community Service through Academic Diplomacy: UII Dalwa's Participation in the World Public Assembly 2025 and the International Forum on Law and Economics in Moscow, Russia

Zainal Abidin[1*], Kholili Hasib[2], Ahmad Qusairi[3], Muhammad Taufiq[4], Heykal Fikri[5], Paola Colonello[7]
[1,2,3,4,5] Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia
[7] Robert Schuman Centre for Advanced Studies, Florence, Italy
[1]zainalabidin@uiidalwa.ac.id
*Correspondence

Article Information:
Received: 5 July 2026
Revised: 22 August 2026
Accepted: 13 September 2026
Published: 30 September 2026

Keywords:
Academic Diplomacy, Global Engagement, International Community Service, Islamic Higher Education, UII Dalwa.

Abstract
This community service article examines UII Dalwa's participation in the World Public Assembly 2025 and the International Forum on Law and Economics in Moscow, Russia, as a form of international community service through academic diplomacy. The main issue addressed is the limited framing of community service in Islamic higher education, which is often understood only as local empowerment or direct assistance, while international academic engagement remains underexplored. This activity aimed to describe how participation in global forums can strengthen institutional visibility, expand international networks, and connect Islamic higher education with contemporary global issues. The activity employed a descriptive qualitative approach with a community engagement orientation. Data were collected through documentation, field notes, institutional records, forum materials, and reflective interpretation. The results show that UII Dalwa's participation contributed to institutional representation, academic diplomacy, global knowledge exchange, initial international networking, and institutional reflection. The activity also broadened the meaning of community service from local assistance to global academic contribution. This article highlights that pesantren-based Islamic higher education institutions can contribute to global discourse by integrating Islamic values, academic knowledge, intercultural dialogue, and international cooperation.

Kata Kunci:
Diplomasi Akademik, Keterlibatan Global, Pengabdian Internasional, Pendidikan Tinggi Islam, Uii Dalwa

Abstrak
Artikel pengabdian kepada masyarakat ini membahas partisipasi UII Dalwa dalam World Public Assembly 2025 dan International Forum on Law and Economics di Moscow, Rusia, sebagai bentuk pengabdian internasional melalui diplomasi akademik. Permasalahan utama yang diangkat adalah masih terbatasnya pemaknaan pengabdian kepada masyarakat di perguruan tinggi Islam, yang umumnya dipahami sebagai pemberdayaan lokal atau bantuan langsung, sementara keterlibatan akademik internasional belum banyak dikaji. Kegiatan ini bertujuan mendeskripsikan bagaimana partisipasi dalam forum global dapat memperkuat visibilitas institusi, memperluas jejaring internasional, dan menghubungkan pendidikan tinggi Islam dengan isu-isu global kontemporer. Kegiatan ini menggunakan pendekatan kualitatif deskriptif dengan orientasi community engagement. Data dikumpulkan melalui dokumentasi, catatan lapangan, arsip institusi, materi forum, dan interpretasi reflektif. Hasil kegiatan menunjukkan bahwa partisipasi UII Dalwa berkontribusi pada representasi institusional, diplomasi akademik, pertukaran

wawasan global, jejaring internasional awal, dan refleksi kelembagaan. Kegiatan ini juga memperluas makna pengabdian dari bantuan lokal menuju kontribusi akademik global. Artikel ini menegaskan bahwa perguruan tinggi Islam berbasis pesantren dapat berkontribusi dalam diskursus global dengan mengintegrasikan nilai Islam, pengetahuan akademik, dialog antarbudaya, dan kerja sama internasional.

This is an open access article under the CC–BY-SA license.

INTRODUCTION

Higher education institutions are increasingly expected to move beyond their traditional functions of teaching and research by taking an active role in responding to global issues through community engagement, academic collaboration, and international diplomacy. In the contemporary global context, universities are no longer limited to producing knowledge within national boundaries. They are also required to participate in cross-border dialogue, build academic networks, and contribute to the formation of peaceful, inclusive, and sustainable societies. This development is closely related to the broader transformation of higher education, which emphasizes global sustainability, institutional responsibility, and knowledge-based action for society (UNESCO, 2022; Marinoni & Pina Cardona, 2024). For Islamic higher education institutions, this responsibility carries a distinctive moral and intellectual dimension because they are expected to connect Islamic values with contemporary global challenges, including education, law, economics, technological transformation, humanitarian protection, social conflict, and human resource development.

International community service has become one of the strategic pathways through which higher education institutions can expand their social contribution at the global level. Unlike conventional community service that is often implemented in local communities through training, mentoring, or direct assistance, international community service may also take the form of academic diplomacy, institutional networking, knowledge exchange, and participation in global forums. Recent studies on university-community engagement show that higher education institutions can generate social impact not only through direct intervention, but also through partnership building, civic engagement, knowledge mobilization, and collaborative problem-solving (Amutuhaire, 2023; Fahrenwald et al., 2023; Jordaan & Mennega, 2022). In this regard, academic diplomacy becomes an important instrument for connecting intellectual work with broader humanitarian, intercultural, and civilizational missions.

The internationalization of higher education has also become a strategic agenda for universities in Asia, including Indonesia. It includes academic mobility, international research collaboration, global publication, intercultural learning, and active participation in international academic forums (Sukjairungwattana et al., 2025; Teng & Cosier, 2024). However, internationalization should not be understood merely as institutional branding or global ranking competition. Scholars have emphasized the need to move beyond shallow internationalization by strengthening meaningful collaboration, ethical engagement, mutual learning, and social contribution (Fry, 2024; Soulé et al., 2024). Therefore, participation in global forums can be understood as part of a broader academic responsibility, especially when such participation is directed toward dialogue, partnership, knowledge exchange, and contribution to global problem-solving.

For Indonesian higher education institutions, particularly Islamic universities, global engagement is increasingly important for strengthening academic visibility and institutional competitiveness. Indonesian universities still face challenges in expanding sustainable international partnerships, positioning their academic identity within global discourse, and contributing more actively to public diplomacy (Brilyanti, 2025; Rachman, 2024). This challenge is also relevant for Islamic higher education institutions rooted in pesantren traditions, which possess rich intellectual, spiritual, linguistic, and character-based educational resources. Through academic diplomacy, such institutions can introduce their educational values to the global community while also learning from international perspectives on governance, human development, law, economics, and intercultural cooperation.

Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa), as an Islamic higher education institution rooted in the pesantren tradition, has a distinctive position in this context. Its academic identity is shaped by the integration of Islamic scholarship, Arabic language education, character formation, and institutional development. This identity provides an important foundation for participating in global academic forums, especially those concerned with public diplomacy, education, law, economics, and humanitarian cooperation. University engagement with international communities can strengthen institutional learning, expand academic networks, and create opportunities for sustainable collaboration (Fellner et al., 2025; Kmack et al., 2022; Levkoe et al., 2023). Therefore, UII Dalwa's participation in international forums can be viewed not only as institutional representation, but also as a form of international community service through academic diplomacy.

One of the international engagements carried out by UII Dalwa was its participation in the World Public Assembly 2025 held in Moscow, Russia, on 20–21 September 2025. The forum brought together participants from various countries and served as a global platform for discussing public diplomacy, humanitarian cooperation, cultural dialogue, education, technological development, and the future of world civilization (World Public Assembly, 2025). In this event, UII Dalwa was represented by the Director of Postgraduate Studies, al-Habib Assoc. Prof. Dr. Zainal Abidin, M.Pd.I., and the Head of the Doctoral Program in Islamic Religious Education, Dr. Kholili Hasib, M.Ud. Their participation reflected the institution's commitment to strengthening international academic networks and contributing to global discussions from the perspective of Islamic higher education (UII Dalwa, 2025).

The significance of this participation lies in the fact that global forums provide spaces for intercultural dialogue and the development of global competence. Global competence in higher education is closely related to the ability to understand international issues, communicate across cultures, develop ethical awareness, and participate responsibly in addressing global challenges (Guo et al., 2024; Yamada, 2025). In this sense, academic diplomacy is not limited to formal institutional meetings, but also includes the exchange of ideas, values, experiences, and educational perspectives among diverse actors. The presence of Islamic higher education institutions in such forums is important because contemporary global issues require not only technical solutions, but also ethical, spiritual, and humanistic perspectives.

The international engagement continued through participation in the International Forum on Law and Economics in Russia on 22 September 2025. This forum involved university leaders from Africa, Asia, and South America, as well as ambassadors from several countries. The forum

highlighted the importance of strengthening diplomatic networks to address global economic and legal problems. In this context, the presence of UII Dalwa demonstrated that Islamic higher education institutions can participate in interdisciplinary global conversations, particularly in linking education, law, economics, diplomacy, and human resource development. This is consistent with the view that universities can function as bridges between knowledge production, social innovation, public engagement, and policy-oriented collaboration (Málovics et al., 2025; Rodríguez-Gallego et al., 2024).

However, studies and reports on international community service in Islamic higher education often remain limited to local empowerment programs, short-term educational assistance, or community-based training activities. There is still limited discussion on how participation in international forums can be framed as a form of community service through academic diplomacy. This gap is important because academic diplomacy enables universities to serve broader communities by promoting dialogue, strengthening cooperation, sharing knowledge, and contributing to global problem-solving. Internationalization at home and abroad should therefore be connected with institutional responsibility, intercultural learning, and public contribution rather than being reduced to mobility or ceremonial participation (Soulé, 2025; Soulé et al., 2024). Accordingly, this article positions UII Dalwa's participation in the World Public Assembly 2025 and the International Forum on Law and Economics in Moscow as an international community service activity based on academic diplomacy.

This community service activity aims to describe and analyze UII Dalwa's international engagement through academic diplomacy in Moscow, Russia. Specifically, it examines how participation in global forums contributes to institutional visibility, international networking, knowledge exchange, and the integration of Islamic higher education with contemporary global issues. The significance of this activity lies in its attempt to broaden the meaning of community service from local assistance to global academic contribution. By presenting the experience of UII Dalwa, this article offers a contextual model of international community service in which Islamic higher education institutions participate in building global dialogue, strengthening diplomatic networks, and contributing to a more civilized, ethical, and collaborative world order.

METHOD

This international community service activity employed a descriptive qualitative approach with a community engagement orientation. The approach was selected because the activity did not merely aim to report institutional participation in international forums, but also to describe the process, meaning, contribution, and potential impact of academic diplomacy conducted by Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa) in Moscow, Russia. A qualitative design is relevant for exploring social, institutional, and intercultural experiences in depth, particularly when the focus of inquiry is directed toward meaning-making, partnership building, and reflective interpretation of field-based activities (Creswell & Creswell, 2023). In the context of higher education, community engagement is not limited to direct local service, but may also include international collaboration, institutional networking, knowledge exchange, and participation in global problem-solving forums (Amutuhaire, 2023; Fahrenwald et al., 2023; Jordaan & Mennega, 2022).

The activity was conducted through UII Dalwa's participation in two international forums in Moscow, Russia. The first activity was the World Public Assembly 2025, held on 20–21 September 2025. This forum served as a global meeting space for academics, public figures, cultural actors, youth representatives, educators, and stakeholders from various countries to discuss public diplomacy, humanitarian cooperation, technological development, social conflict, child protection, education, and global civilization. The second activity was the International Forum on Law and Economics, held on 22 September 2025. This forum focused on strengthening diplomatic networks to address global legal and economic challenges and involved university leaders from Africa, Asia, and South America, as well as ambassadors from several countries. These two forums were selected as the setting of the community service activity because both provided opportunities for academic diplomacy, institutional networking, and interdisciplinary dialogue at the international level.

The main actors in this activity were representatives of UII Dalwa, namely the Director of Postgraduate Studies, al-Habib Assoc. Prof. Dr. Zainal Abidin, M.Pd.I., and the Head of the Doctoral Program in Islamic Religious Education, Dr. Kholili Hasib, M.Ud. Their role was not limited to institutional representation, but also included participation in international dialogue, delivery of academic perspectives, relationship building with global partners, and identification of potential academic cooperation. The broader target community of this activity consisted of international academic participants, university leaders, public diplomacy actors, and institutional representatives involved in both forums. In this sense, the community served in this activity was not a local community in a geographical sense, but an international academic and public diplomacy community connected by shared concerns regarding education, law, economics, peace, technology, and human development.

The implementation of the activity was organized into four stages: preparation, participation, engagement, and reflection. The preparation stage included institutional coordination, identification of forum themes, review of issues to be discussed, and formulation of UII Dalwa's academic position in relation to global challenges. This stage was important to ensure that the participation was not merely ceremonial, but was connected to the institution's academic identity, pesantren-based educational values, and commitment to international collaboration. Preparation is a key element in sustainable university-community engagement because meaningful engagement requires institutional readiness, clear objectives, and alignment between university capacity and community needs (Kmack et al., 2022; Fellner et al., 2025).

The participation stage was carried out through attendance in the World Public Assembly 2025 and involvement in its sessions, discussions, and international networking spaces. During this stage, UII Dalwa representatives observed the main issues discussed in the forum, engaged with participants from different countries, and identified global concerns that were relevant to Islamic higher education. These concerns included the use of artificial intelligence in education and industry, protection of children, social conflict, modern warfare, intercultural dialogue, and the future direction of global cooperation. The participation stage also provided an opportunity for UII Dalwa to strengthen its institutional visibility and introduce the contribution of Indonesian Islamic higher education within an international public forum.

The engagement stage was conducted through academic dialogue, informal communication, institutional networking, and participation in the International Forum on Law and Economics. In this stage, UII Dalwa representatives took part in discussions related to legal and economic cooperation,

global stability, and the role of education in strengthening human resources. The Director of Postgraduate Studies also delivered remarks emphasizing the potential of Indonesia and the Malay world in terms of economic resources, natural wealth, and human capital development. This stage reflected the function of academic diplomacy as a bridge between higher education, public diplomacy, and international cooperation. Higher education diplomacy enables universities to participate in global conversations, build international trust, and contribute to public problem-solving beyond national boundaries (Rachman, 2024; Brilyanti, 2025).

The reflection stage was conducted after the forum activities by reviewing the results, potential follow-up actions, and institutional implications of UII Dalwa's participation. The reflection focused on four main aspects: the strengthening of international networks, the improvement of institutional visibility, the acquisition of new perspectives on global issues, and the potential development of academic cooperation with international partners. Reflection is important in community service because it helps transform activity participation into institutional learning, program improvement, and future collaboration (Levkoe et al., 2023; Málovics et al., 2025). Through this stage, the activity was interpreted not only as an international visit, but also as a learning process and a strategic step toward strengthening UII Dalwa's global engagement.

Data for this article were collected through documentation, field notes, institutional records, forum materials, and reflective interpretation of the activities. Documentation included official activity reports, photographs, institutional news, forum information, and written records related to UII Dalwa's participation in Moscow. Field notes were used to capture important observations regarding forum themes, participant interactions, institutional representation, and potential cooperation. Institutional records were used to confirm the names of participants, dates of activities, forum titles, and the main agenda of the events. These data sources were selected because community engagement activities often require documentation-based analysis to describe the process, outputs, and institutional implications of the program (Fahrenwald et al., 2023; Rodríguez-Gallego et al., 2024).

The data were analyzed using descriptive and reflective analysis. The descriptive analysis was used to present the chronology, setting, actors, activities, and outputs of UII Dalwa's participation in the two international forums. The reflective analysis was used to interpret the meaning of the activity in relation to academic diplomacy, international community service, institutional visibility, and the contribution of Islamic higher education to global discourse. The analysis followed three steps: data organization, thematic categorization, and interpretive synthesis. Data organization involved arranging documentation and field notes based on the stages of the activity. Thematic categorization was conducted by identifying key themes such as international networking, academic diplomacy, global issue awareness, institutional visibility, and follow-up cooperation. Interpretive synthesis was then used to connect the findings with the broader literature on internationalization, community engagement, and global competence in higher education (Guo et al., 2024; Soulé et al., 2024; Teng & Cosier, 2024).

The validity of the data was strengthened through source triangulation and institutional confirmation. Source triangulation was conducted by comparing information from documentation, institutional news, forum materials, and reflective notes. Institutional confirmation was used to ensure that the names, positions, dates, and main activities were accurately represented. This procedure was important because international community service activities often involve multiple

actors, public events, and institutional claims that need to be presented carefully and responsibly. By using triangulation, the article sought to provide a balanced description of the activity and avoid overstatement of outcomes.

Ethical considerations were also observed in the preparation of this article. The activity was an institutional international engagement conducted in public academic forums, and the names of UII Dalwa representatives were included because they acted in official institutional capacities. The article did not use sensitive personal data, confidential diplomatic information, or private conversations without permission. Documentation was used only to support academic reporting and institutional reflection. The ethical principle applied in this article was to present the activity accurately, respectfully, and proportionally, while maintaining the dignity of all individuals and institutions involved. In line with the spirit of international community engagement, the article emphasizes mutual respect, intercultural understanding, and responsible academic communication.

RESULT AND CONCLUSION

The implementation of this international community service activity shows that UII Dalwa's participation in the World Public Assembly 2025 and the International Forum on Law and Economics in Moscow produced several important institutional and academic outcomes. These outcomes were not limited to physical attendance in international forums, but included the strengthening of academic diplomacy, the expansion of international networks, the improvement of institutional visibility, the acquisition of global perspectives, and the development of potential academic cooperation. In the context of higher education community engagement, such outcomes are important because universities are increasingly expected to contribute to society through knowledge exchange, partnership building, intercultural dialogue, and collaborative responses to global challenges (Amutuhaire, 2023; Fahrenwald et al., 2023; Jordaan & Mennega, 2022).

The results of the activity can be categorized into five main areas: institutional representation, academic diplomacy, global knowledge exchange, international networking, and institutional reflection. These categories were derived from documentation, forum participation, institutional records, and reflective interpretation of the activity. The categorization is presented in Table 1.

Table 1. Main Results of UII Dalwa's International Community Service Activity in Moscow

Area of Result	Description of Activity	Main Output
Institutional representation	UII Dalwa participated in two international forums in Moscow, Russia	UII Dalwa was represented in global academic and public diplomacy forums
Academic diplomacy	UII Dalwa representatives joined discussions and delivered institutional perspectives	Islamic higher education perspectives were introduced in international dialogue
Global knowledge exchange	Forum themes included education, artificial intelligence, law, economics, child protection, social conflict, and global cooperation	UII Dalwa gained broader insights into contemporary global issues
International networking	Communication was established with international participants, university leaders, and institutional representatives	Initial networks for future academic collaboration were developed
Institutional reflection	The activity was reviewed as part of international community service and global engagement	UII Dalwa identified strategic directions for future international cooperation

The first important result was the strengthening of UII Dalwa's institutional representation at the international level. The participation of al-Habib Assoc. Prof. Dr. Zainal Abidin, M.Pd.I., as Director of Postgraduate Studies, and Dr. Kholili Hasib, M.Ud., as Head of the Doctoral Program in Islamic Religious Education, demonstrated that UII Dalwa has begun to position itself within broader global academic networks. Their presence in the World Public Assembly 2025 was significant because the forum brought together participants from various countries and served as a platform for discussing global issues related to public diplomacy, humanitarian cooperation, cultural dialogue, education, and the future of world civilization (World Public Assembly, 2025). From the perspective of institutional development, this participation contributed to the international visibility of UII Dalwa as an Islamic higher education institution rooted in the pesantren tradition.



Figure 1. Academic diplomacy session at the VIII International Forum of Lawyers and Economists in Moscow, Russia, highlighting UII Dalwa's participation in international dialogue on legal, economic, and global cooperation issues.

This result is important because international visibility has become one of the indicators of higher education development in the contemporary era. Universities are not only assessed based on internal academic activities, but also on their ability to build networks, participate in global discourse, and contribute to international cooperation (Brilyanti, 2025; Fry, 2024). For Indonesian Islamic higher education institutions, participation in global forums can strengthen institutional recognition and create opportunities for academic mobility, collaborative research, curriculum development, and international publication. However, visibility should not be understood merely as institutional promotion. In the context of this activity, visibility was connected to academic responsibility, meaning that UII Dalwa's presence in Moscow represented an effort to bring Islamic educational values into global conversations on humanity, education, law, economics, and civilization.

The second result was the strengthening of academic diplomacy. Academic diplomacy in this activity appeared through dialogue, participation, institutional communication, and the delivery of

academic perspectives in international settings. UII Dalwa's representatives did not only attend the forums as observers, but also engaged in discussions and institutional communication with participants from different countries. In the International Forum on Law and Economics, the Director of Postgraduate Studies delivered remarks emphasizing the potential of Indonesia and the Malay world in terms of economic resources, natural wealth, and human resource development. This contribution is important because academic diplomacy allows universities to act as bridges between knowledge, policy, culture, and international cooperation (Rachman, 2024).

The discussion of academic diplomacy is particularly relevant for Islamic higher education. In many cases, Islamic universities are often associated primarily with religious education, Arabic language studies, and internal institutional development. However, this activity shows that Islamic higher education institutions can participate in broader interdisciplinary issues, including law, economics, public diplomacy, technological transformation, and global peace. This finding supports the idea that higher education institutions should move beyond narrow academic boundaries and contribute to global problem-solving through ethical, intellectual, and intercultural engagement (UNESCO, 2022; Marinoni & Pina Cardona, 2024). UII Dalwa's participation therefore reflects a broader transformation of Islamic higher education from local institutional development toward global academic contribution.

The third result was the acquisition of new perspectives on global issues. The World Public Assembly 2025 discussed several strategic themes, including the use of artificial intelligence in industry and education, child protection, social conflict, modern warfare, humanitarian cooperation, and intercultural dialogue. These themes are relevant to the current direction of higher education because universities are increasingly expected to prepare students and academic communities to understand complex global challenges. Global competence is no longer limited to language ability or international experience, but includes the ability to understand global issues, communicate across cultures, evaluate ethical problems, and participate responsibly in international society (Guo et al., 2024; Teng & Cosier, 2024; Yamada, 2025).

For UII Dalwa, exposure to these global issues has practical and strategic implications. First, it can enrich institutional discourse on curriculum development, especially in postgraduate programs related to Islamic education, educational management, law, economics, and global studies. Second, it can strengthen the orientation of academic programs toward contemporary issues such as artificial intelligence, digital transformation, international cooperation, and humanitarian ethics. Third, it can encourage lecturers and students to view Islamic scholarship not as an isolated body of knowledge, but as a source of ethical reflection that can contribute to global problem-solving. This is consistent with the view that internationalization should not be reduced to mobility or symbolic participation, but should be connected to meaningful learning, institutional development, and social contribution (Soulé et al., 2024; Soulé, 2025).

The fourth result was the development of initial international networks. During both forums, UII Dalwa had opportunities to communicate with academic leaders, institutional representatives, public figures, and participants from various countries. Although these communications were still at an initial stage, they created potential pathways for future cooperation. Possible forms of cooperation include academic exchange, visiting lectures, joint seminars, collaborative research, postgraduate networking, publication collaboration, and follow-up institutional communication. In community engagement studies, sustainable impact often begins with trust-building, communication, and the

formation of partnership networks (Fellner et al., 2025; Kmack et al., 2022; Levkoe et al., 2023). Therefore, the networking result of this activity should be understood as an important foundation rather than a final achievement.

This finding also shows that international community service can produce intangible but strategic outcomes. In conventional community service, outcomes are often measured through direct training results, participant improvement, or local community empowerment. However, in international academic diplomacy, outcomes may appear in the form of institutional recognition, diplomatic communication, shared understanding, collaborative intention, and strategic access to global networks. These outcomes are more difficult to quantify, but they are important for long-term institutional development. The value of this activity lies not only in immediate outputs, but also in the opening of opportunities that may develop into future academic collaboration. This is why reflective documentation and follow-up planning are essential in international community service.

The fifth result was the strengthening of UII Dalwa's identity as a pesantren-based Islamic higher education institution with global orientation. UII Dalwa's participation in Moscow indicates that a pesantren-rooted institution can engage with international issues without losing its Islamic and local identity. Instead, its identity becomes a distinctive contribution to global discourse. The integration of Islamic scholarship, Arabic language education, character formation, and institutional development provides UII Dalwa with a unique academic profile. In global forums, this profile can offer ethical, spiritual, and humanistic perspectives that complement discussions dominated by political, economic, and technological approaches.

This result is important because globalization often creates pressure for universities to imitate dominant international models. However, meaningful internationalization should allow institutions to bring their own values, traditions, and intellectual resources into global dialogue (Fry, 2024; Soulé et al., 2024). UII Dalwa's experience shows that internationalization does not necessarily mean detachment from local and religious roots. On the contrary, pesantren-based values can become a foundation for global contribution when they are articulated through academic diplomacy, intercultural dialogue, and institutional cooperation. This strengthens the argument that Islamic higher education can contribute to global civilization by integrating religious values, academic knowledge, and public engagement.

The results of this activity also indicate that international community service needs to be understood more broadly. Community service is often associated with direct service to local communities, such as training, social assistance, education programs, and empowerment activities. While these forms remain important, the development of higher education requires a broader understanding of community service that includes international engagement, academic diplomacy, knowledge sharing, and global partnership. Amutuhaire (2023) emphasizes that internationalization of university-community engagement can expand the social responsibility of higher education beyond national and local boundaries. Similarly, Fahrenwald et al. (2023) and Jordaan and Mennega (2022) show that university engagement can be strengthened through collaboration, mutual learning, and partnership-based approaches.

In this article, UII Dalwa's participation in Moscow is interpreted as international community service because it involved institutional contribution to an international academic community. The served community was not a village, school, or local organization, but a global academic and public diplomacy community concerned with shared human problems. The contribution was also not in the

form of material assistance, but in the form of participation, dialogue, academic representation, perspective sharing, and network building. This framing is important for Islamic higher education institutions because it expands the meaning of pengabdian kepada masyarakat from local social work to global intellectual service.

From a discussion perspective, the activity contributes to three conceptual understandings. First, international community service can be implemented through academic diplomacy when higher education institutions participate in global forums with clear academic, institutional, and social purposes. Second, academic diplomacy can function as a bridge between Islamic higher education and global issues, especially when institutions contribute ethical, educational, and humanistic perspectives. Third, the impact of international community service should be evaluated not only through immediate measurable outputs, but also through long-term potential, including networks, visibility, institutional learning, and future collaboration.

Table 2 summarizes the relationship between the activity results and their broader implications.

Table 2. Results and Implications of the Activity

Result	Institutional Meaning	Broader Implication
Participation in World Public Assembly 2025	UII Dalwa gained visibility in a global public diplomacy forum	Islamic higher education can participate in global civilizational dialogue
Participation in International Forum on Law and Economics	UII Dalwa joined interdisciplinary discussion on law, economics, and diplomacy	Islamic universities can contribute beyond religious studies
Academic dialogue and institutional communication	UII Dalwa established initial international contacts	Future cooperation may be developed through follow-up communication
Exposure to global issues	UII Dalwa gained perspectives on AI, education, law, economics, conflict, and child protection	Curriculum and research agendas can be enriched by global concerns
Reflection on institutional role	UII Dalwa redefined participation as international community service	Community service can include academic diplomacy and global engagement

The discussion also shows that this activity has practical implications for future institutional development. First, UII Dalwa needs to prepare a structured follow-up mechanism after international forums. This may include mapping potential partners, sending formal communication, preparing proposals for collaboration, and integrating forum insights into academic programs. Without follow-up, international participation may remain symbolic. Second, UII Dalwa can use this experience to develop a model of international community service based on academic diplomacy. The model may include preparation, participation, engagement, reflection, and collaboration. Third, this activity can become a foundation for strengthening postgraduate programs, especially through international seminars, guest lectures, joint research, and collaborative publications.

At the same time, the activity also has several limitations. The results were primarily based on documentation, institutional reports, and reflective interpretation. The activity did not yet produce formal cooperation documents, signed memoranda, or measurable long-term collaboration

outcomes. Therefore, the impact should be understood as initial and strategic rather than final. This limitation is common in early-stage international engagement, where the first achievement is often the opening of communication and the creation of mutual recognition. Future activities should include clearer indicators, such as the number of institutional contacts, follow-up meetings, signed agreements, joint programs, and academic outputs produced after the forum.

Despite these limitations, the activity provides an important example of how a pesantren-based Islamic higher education institution can participate in global academic diplomacy. UII Dalwa's engagement in Moscow shows that international community service can be carried out through intellectual presence, intercultural communication, and institutional contribution to global forums. The activity strengthens the idea that Islamic higher education institutions should not remain on the margins of global discourse. They can contribute to international conversations by bringing together Islamic values, academic knowledge, cultural identity, and commitment to human development.

Overall, the results and discussion indicate that UII Dalwa's participation in the World Public Assembly 2025 and the International Forum on Law and Economics in Moscow was a strategic form of international community service through academic diplomacy. The activity contributed to institutional visibility, international networking, global knowledge exchange, and the articulation of Islamic higher education in global discourse. More importantly, it broadened the meaning of community service by showing that service to society can also be performed through global dialogue, public diplomacy, and academic contribution to shared human problems. This experience offers a contextual model for other Islamic higher education institutions seeking to strengthen their international role while maintaining their religious, cultural, and educational identity.

CONCLUSION

UII Dalwa's participation in the World Public Assembly 2025 and the International Forum on Law and Economics in Moscow, Russia, demonstrates that international community service can be implemented through academic diplomacy, global dialogue, and institutional networking. The activity contributed to strengthening UII Dalwa's international visibility as an Islamic higher education institution rooted in the pesantren tradition, while also opening opportunities for broader academic communication with international participants, university leaders, and public diplomacy actors. The forums provided strategic spaces for exchanging perspectives on contemporary global issues, including education, artificial intelligence, law, economics, humanitarian cooperation, child protection, social conflict, and human resource development. Through this engagement, UII Dalwa was able to position Islamic higher education not only as a center of religious and academic learning, but also as an active contributor to global conversations on civilization, peace, and sustainable human development.

The main contribution of this activity lies in its attempt to broaden the meaning of community service from local assistance to global academic contribution. International community service through academic diplomacy enables universities to serve wider communities by sharing ideas, strengthening intercultural understanding, building institutional networks, and contributing ethical perspectives to global problem-solving. However, this activity was still at an early stage and its outcomes were mainly reflected in institutional visibility, initial communication, knowledge exchange, and potential cooperation rather than formalized long-term partnerships. Therefore, future activities should include more structured follow-up mechanisms, such as partner mapping,

formal communication, collaborative seminars, visiting lectures, joint research, publication projects, and measurable indicators of international cooperation. Despite these limitations, UII Dalwa's engagement in Moscow offers a contextual model for pesantren-based Islamic higher education institutions seeking to expand their global role while maintaining their religious, cultural, and educational identity.

REFERENCES

Amutuhaire, T. (2023). Higher education and social responsibility: A proposal for internationalization of university-community engagements; perspectives from Uganda. SN Social Sciences, 3, Article 161. https://doi.org/10.1007/s43545-023-00751-2

Brilyanti, F. A. (2025). Strategy for internationalizing Indonesian higher education institutions to enhance global competitiveness. The Journal of Indonesia Sustainable Development Planning, 6(2). https://doi.org/10.46456/jisdep.v6i2.693

Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.

Fahrenwald, C., Resch, K., Rameder, P., Fellner, M., Slepcevic-Zach, P., & Knapp, M. (2023). Taking the lead for campus-community-partnerships in Austria. Frontiers in Education, 8, Article 1206536. https://doi.org/10.3389/feduc.2023.1206536

Fellner, M., Rameder, P., Resch, K., Fahrenwald, C., Knapp, M., & Slepcevic-Zach, P. (2025). Institutional status and support for campus-community partnerships in Austrian higher education: Exploring faculty perceptions of implementation and challenges. Journal of Innovation and Entrepreneurship, 14, Article 71. https://doi.org/10.1186/s13731-025-00542-4

Fry, G. W. (2024). Transcending shallow internationalization: Best practices for attaining excellence in international higher education. Education Sciences, 14(9), Article 968. https://doi.org/10.3390/educsci14090968

Guo, J., Guo, Y., & Liu, X. (2024). Global competence in higher education: A ten-year systematic literature review. Frontiers in Education, 9, Article 1404782. https://doi.org/10.3389/feduc.2024.1404782

Jordaan, M., & Mennega, N. (2022). Community partners' experiences of higher education service-learning in a community engagement module. Journal of Applied Research in Higher Education, 14(1), 394–408. https://doi.org/10.1108/JARHE-09-2020-0327

Kmack, H., Pellino, D., & Fricke, I. (2022). Relationship, leadership, action: Evaluating the framework of a sustainable campus-community partnership. Community Development, 54(6), 828–845. https://doi.org/10.1080/15575330.2022.2109700

Levkoe, C. Z., Andrée, P., Ballamingie, P., Changfoot, N. A., & Schwartz, K. (2023). Building action research partnerships for community impact: Lessons from a national community-campus engagement project. Community First: Impacts of Community Engagement. https://doi.org/10.22215/fp/cfice/2023.12701

Málovics, G., Juhász, J., & Bajmócy, Z. (2025). The potential role of university community engagement in social innovation. Innovation: The European Journal of Social Science Research. https://doi.org/10.1080/13511610.2024.2399605

Marinoni, G., & Pina Cardona, S. B. (2024). Internationalization of higher education: Current trends and future scenarios. International Association of Universities.

Rachman, A. A. (2024). Challenges and opportunities in higher education diplomacy of World Class Universities in Indonesia: Analysing the network environment of public diplomacy. Cogent Social Sciences, 10(1), Article 2384537. https://doi.org/10.1080/23311886.2024.2384537

Rodríguez-Gallego, M. R., et al. (2024). Company-university intersections through service-learning: A systematic review. Frontiers in Education, 9, Article 1501899. https://doi.org/10.3389/feduc.2024.1501899

Soulé, M. V. (2025). Contextualizing internationalization at home: Academic perspectives from Cypriot higher education in a changing global landscape. Frontiers in Education, 10, Article 1657401. https://doi.org/10.3389/feduc.2025.1657401

Soulé, M. V., Parmaxi, A., & Nicolaou, A. (2024). Internationalization at home in higher education: A systematic review of teaching and learning practices. Journal of Applied Research in Higher Education, 17(1), 29–60. https://doi.org/10.1108/JARHE-10-2023-0484

Sukjairungwattana, P., et al. (2025). From local to global: Systematically reviewing higher education internationalization in Asia. Frontiers in Education, 10, Article 1473820. https://doi.org/10.3389/feduc.2024.1473820

Teng, Y., & Cosier, M. E. (2024). Influences of cultural capital and internationalization on global competence in higher education: A systematic literature review. Frontiers in Education, 9, Article 1397642. https://doi.org/10.3389/feduc.2024.1397642

UII Dalwa. (2025). UII Dalwa hadiri World Public Assembly 2025 di Moscow, Rusia: Strategi diplomasi akademik global. Universitas Islam Internasional Darullughah Wadda'wah.

UNESCO. (2022). Knowledge-driven actions: Transforming higher education for global sustainability. UNESCO.

World Public Assembly. (2025). History of the World Public Assembly 2025. World Public Assembly.

Yamada, A. (2025). Advancing intercultural competence in higher education. Education Sciences, 15(3), Article 341. https://doi.org/10.3390/educsci15030341