Communiversity Synergised Academic Activities towards Sustainable "Green" for Urban Poverty Eradication and Social Well-Being

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ABSTRACT

Background: The AbdulHamid AbuSulayman Kulliyyah of Islamic Revealed Knowledge and Human Sciences (AHAS KIRKHS) has initiated a community- synergised academic activities programme at the International Islamic University Malaysia (IIUM). This programme integrates an academic course from the Department of Sociology and Anthropology (SOCA) with the needs of the Kampung Kerdas community. SOCA academics and students are engaged in an ongoing fertigation community garden project in Kampung Kerdas, Gombak, Selangor Darul Ehsan. While the project aims to incorporate sustainable, eco-friendly practices into the community's daily routines, address urban poverty, and enhance social well-being, it also benefits SOCA students and academics by providing a practical training platform. **Method:** The study employs qualitative research methods to explore the community's involvement in urban gardening as a means of empowerment. Through narrative analysis, the researchers examine stories to identify key themes such as empowerment, leadership, and environmental stewardship. The study also utilises in-depth interviews and participatory observation to gain insights into urban gardening initiatives' personal experiences, challenges, and benefits. **Results:** Through community-driven initiatives and educational workshops, the project promotes environmental sustainability, economic empowerment, and social cohesion among community members. Simultaneously, by directly engaging with community members, SOCA students and academics also gain benefits, enabling them to apply their theoretical and empirical understanding from the course *Work and Social Organisations* in practice. **Recommendation:** Enhance collaboration between academia and the community by broadening hands-on, sustainable initiatives that empower residents while enriching students' practical knowledge and sense of social responsibility. **Conclusion:** The project has created a sustainable model for urban poverty eradication and holistic community development by leveraging academic expertise and community participation among SOCA students and academics at AHAS KIRKHS, IIUM.

Keywords: Communiversity; Community empowerment; Fertigation; Sustainable "Green"; Synergised academic activities; Urban gardening; Urban poverty

BACKGROUND

Climate change has transformed human life. Alterations in the climate affect people in various ways. They disrupt economies by reducing agricultural productivity, damaging infrastructure, and displacing livelihoods. Rising sea levels, extreme weather events, and desertification also displace communities, creating climate refugees and exacerbating social inequalities. Poor air quality jeopardises food and water security. Consequently, individuals and communities must respond proactively to address these challenges.

Community members must respond positively to climate change to ensure its sustainability for future generations. At IIUM, students should be equipped with skill sets and, most importantly, sound and sustainable theoretical principles that are resilient to the dynamics of technological change to benefit their communities and environments. A communiversity is a collaborative partnership between a university and a community aimed at making education more accessible, practical, and community-oriented. It integrates academic

knowledge with real-world problem-solving, emphasising skill development, research, and social innovation to tackle local challenges.

Gombak Project

The "Gombak Project" is a communiversity project initiated by AHAS KIRKHS that aims to impact people's lives positively. Eleven departments connect their courses with the community through projects that benefit the residents of Gombak. The IIUM community has been encouraged to engage actively in this project to ensure the success and development of the area while fostering the *ummah's* positive spirit (IIUM Today, 2024).

Gombak is home to the main campus of the International Islamic University of Malaysia (IIUM). It falls under the jurisdiction of Mukim Setapak in the Gombak District. The Gombak District is an administrative district in Selangor, Malaysia. Gombak borders Kuala Lumpur and is part of the Klang Valley, along with several other districts in Selangor. It was established on February 1, 1974, when Kuala Lumpur was declared a Federal Territory. The area also houses aboriginal Orang Asli settlements, the Orang Asli Museum, and the Orang Asli Hospital.

Kampung Kerdas is one of the seven traditional Gombak villages that have participated in the communiversity projects with AHAS KIRKHS since 2019. The village features various residential properties, including detached houses and bungalows. Kampung Kerdas also has a strong online community presence, primarily through the "KERDAS GOMBAK (PENDUDUK)" Facebook group, which serves as a platform for residents to connect and share information.

Introduction to the Communiversity Partnership Project Utilising

As participants in the communiversity project, students and academics at the Department of Sociology and Anthropology (SOCA) engage in the fertigation community garden project in Kampung Kerdas. Urban farming has emerged as a sustainable and innovative approach to addressing food security, enhancing local food systems, and fostering community engagement.

This communiversity collaboration integrates sustainable, eco-friendly practices into its routines while addressing urban poverty and enhancing social well-being. It outlines a comprehensive urban farm management plan for efficient resource utilisation, community involvement, and sustainable practices. This initiative maximises productivity and community impact by leveraging modern agricultural techniques and fostering partnerships.

LITERATURE REVIEW

University programmes in Malaysia are encouraged to incorporate community-based activities. This promotes mutual growth, social responsibility, and practical learning. Engaging with local communities allows universities to apply academic knowledge to real-world challenges, fostering innovative solutions to social, economic, and environmental issues. Such collaboration enhances students' experiential learning, cultivates civic engagement, and strengthens community relationships (Nor Fazlin Mohd Ramli et al., 2024). By addressing local needs through service-learning, research, and outreach projects, universities contribute to sustainable community development while enriching their educational mission. This partnership empowers communities and equips students with critical thinking and leadership skills, along with a deeper understanding of societal dynamics, creating a more holistic educational experience (Bringle & Hatcher, 2002). The AHAS KIRKHS, IIUM aims to achieve these elements of CLO and SAA contents.

Literature has significantly benefitted from academic programmes and community engagement projects. Grey et al. (2022) present a theory of transformative agroecology learning that emphasises four key characteristics: horizontalism, diálogo de saberes (dialogue of knowledge), decolonisation, and protagonism. It illustrates how urban agriculture initiatives can be platforms for social learning and community empowerment. Furthermore, a systematic review by Cohen et al. (2022) analyses 272 peer-reviewed publications to assess the sociocultural benefits of urban agriculture across 57 countries. The review identifies four primary areas of benefit:

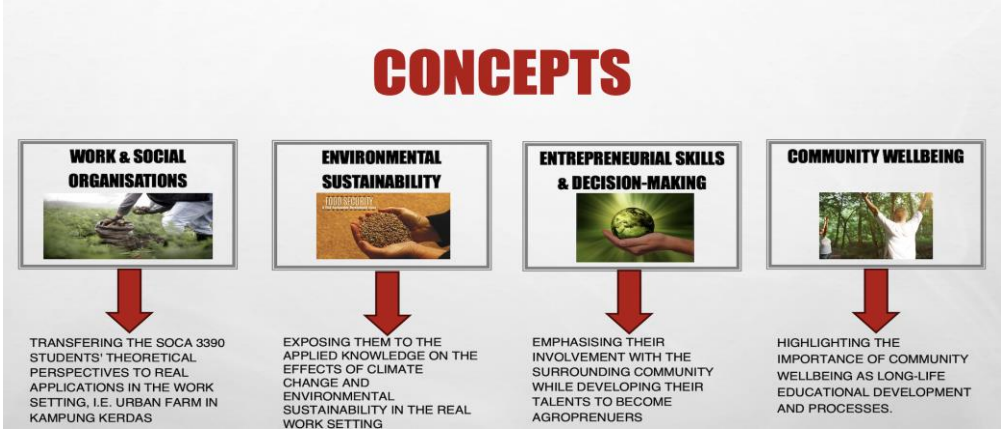
community engagement and cohesion, health and well-being, economic opportunities, and education. The study demonstrates how urban agriculture fosters social interaction, enhances mental health, creates economic opportunities, and serves as a tool for education.

These reviews provide in-depth insights into how community-based learning and urban gardening initiatives contribute to empowerment, education, and social well-being, aligning with the goals of the communiversity-synergised academic activities at AHAS KIRKHS, IIUM.

Course Learning Outcome (CLO)

The project scopes and concepts include utilising the course outline (CLO) of Work and Social Organisations (SOCA 3390), an academic course offered at SOCA. This approach facilitates the application of students' theoretical perspectives to real-world scenarios in the workplace. The overall scope and concepts are summarised in Chart 1.

Chart 1: Summary of the Project's Concept



Students are exposed to practical knowledge about the effects of climate change and environmental sustainability in a real-world context. They also learn to develop their talents in profit-making ventures, such as becoming agropreneurs. Most importantly, they are reminded of the significance of community well-being as a lifelong educational development and process.

Synergised Academic Activities (SAA)

Synergised Academic Activities (SAA) refer to the collaborative integration crafted by AHAS KIRKHS in teaching, research, and community engagement. According to Janssen & Wubbels (2017), synergised academic activities denote collaborative educational or scholarly efforts in which different disciplines, departments, institutions, or individuals work together, yielding a more substantial overall impact than operating independently.

The literature indicates that SAA leverages strengths, knowledge, and resources to achieve shared goals. Components of SAA include 'interdisciplinary collaboration, ' which brings together insights from the sciences and the humanities to address complex problems. 'Teamwork' is another element that involves faculty, students, and researchers collaborating to enhance learning outcomes or foster innovation. Meanwhile, the 'integration of resources' entails pooling tools, facilities, or expertise for a unified purpose. Such activities occur routinely in research projects, academic workshops, or initiatives that address societal challenges. (Bolton & Rui, 2010; Knight, 2004; Macak, Selby & Botek, 2014).

The utilisation of SAA aims to achieve holistic learning and innovation among students in the seven traditional Gombak villages. By aligning curriculum development with cutting-edge research and practical applications, these activities create a dynamic ecosystem where knowledge is generated, shared, and applied to address real-world challenges. This approach fosters interdisciplinary collaboration, enhances the relevance of academic programmes, and promotes active involvement from students and faculty in meaningful projects. Ultimately,

synergised academic activities cultivate a culture of innovation, critical thinking, and social responsibility, ensuring that education remains impactful and future-ready.

Research Gap

A gap in synergising academic activities occurs when interdisciplinary collaboration, industry linkages, practical applications, and technology integration are underutilised. This gap restricts the real-world impact of education and research. It can be bridged by strengthening connections between academia and industry, promoting hands-on experiential learning, utilising digital tools, and aligning academic outputs with societal needs. Integrating these elements can enhance the effectiveness of educational activities, ensuring that knowledge is applied effectively to address real-world challenges and foster innovation.

CLA and SAA Application

In urban areas, where rapid development often outpaces social services, community-based projects that promote sustainability and socio-economic improvement are essential. This paper arises from an ongoing university partnership programme centred on the fertigation community garden project in Kampung Kerdas, Gombak, Selangor. It is a collaboration between the Department of Sociology and Anthropology (SOCA) at AbdulHamid AbuSulayman Kulliyyah of Islamic Revealed Knowledge and Human Sciences (AHAS KIRKHS), International Islamic University Malaysia (IIUM), and the local community. This project reflects efforts to tackle urban poverty and enhance community well-being. It focuses on a community gardening initiative incorporating fertigation techniques to promote environmental sustainability, economic empowerment, and social cohesion.

One department course, SOCA 3390 (Work and Social Organisations), aligns its Course Learning Outcomes (CLOs) with the goal of benefiting the Kampung Kerdas communities. After numerous meetings and discussions with the communities, we have identified their need for assistance with the Kampung's fertility garden. Therefore, it is essential for the students enrolled in this course to provide support by offering physical assistance, facilitating networking, and engaging with the communities to enhance their skills and abilities throughout the teaching and learning process. Table 1 illustrates an ideal symbiosis for applying the CLO in SAA projects with the community.

Table 1: The Actual Utilisation of CLO and SAA and their Indicator

CLO	Statement	Indicator
CLO-1:	Recognise the concepts and theories associated with work and organisation.	Web cultural analysis (WCA) framework
CLO-2:	Demonstrate managerial ability in organisational settings by appraising various work relations and experiences	Students' managerial abilities
CLO-3:	Use interpersonal skills to display work ethics in employment issues and organisational problems.	Holistic work ethics
CLO-4:	Appraise the culture of work and organisations from Islamic perspectives.	Islamic context

The project assesses how students collaborate and organise work tasks within a team. Students are assigned to small groups to complete a project that simulates a real workplace scenario at the fertigation garden. For example, the team organises farming activities in a fertilised garden and conducts a "tadabbur alam" session, among other tasks. Each group is accountable for task delegation, time management, and achieving project goals by the deadline. The assessment criteria include team communication and collaboration, a clear division of roles and responsibilities, problem-solving and decision-making abilities, time and resource management, and the quality of the final deliverable.

Understanding the role of urban farms in combating climate change is essential today. To fulfil the requirements of the SAA, this project receives lessons and training from representatives of Kampung Kerdas to learn about urban farming techniques, composting, and sustainable practices. They conduct hands-on training sessions where students learn to plant, harvest, and maintain crops. Students also clean the garden while being educated about reducing waste through composting. Most importantly, students are encouraged to lead small projects, such as managing a crop bed or planning a community event, and to teach basic business skills through activities like pricing produce and managing sales at a farmers' market.

Project Justification

The project aims to improve students' knowledge and experience of urban farming. It also fosters a greener and more self-sufficient community in Kampung Kerdas while strengthening community bonds through collaboration between students and residents.

The fertigation community garden project in Kampung Kerdas exemplifies successful collaboration among academic institutions, local communities, and sustainable practices to combat urban poverty. This project is vital for developing a sustainable and resilient community model by fostering leadership, environmental stewardship, and social cohesion. It underscores the significance of community involvement in development projects and offers a replicable framework for other urban communities aspiring to achieve social and economic empowerment through eco-friendly initiatives.

Theoretical Framework

The project is based on two theoretical concepts. Cultural Web Analysis (CWA) relies on analysing the community's narratives. Empowerment theory, which utilises EPS (Empowerment, Participation, Strength), emphasises the ability of individuals and communities to gain control over their circumstances (Kam, 2021).

Using the EPS Empowerment Model for Community Project

The EPS model integrates the concepts of empowerment, participation, and strengths by emphasising strengths-based practice and active involvement to empower service users effectively. These strategies promote autonomy, resilience, and systemic change while addressing the unique needs of individuals and communities.

The EPS model bridges the gap between theory and practice. It asserts that these three concepts are interconnected and should be closely linked. The model proposes that practice should be grounded in a strengths perspective and utilise participation to empower service users, specifically the Kampung Kerdas community.

Using Cultural Web Analysis for Urban Farming

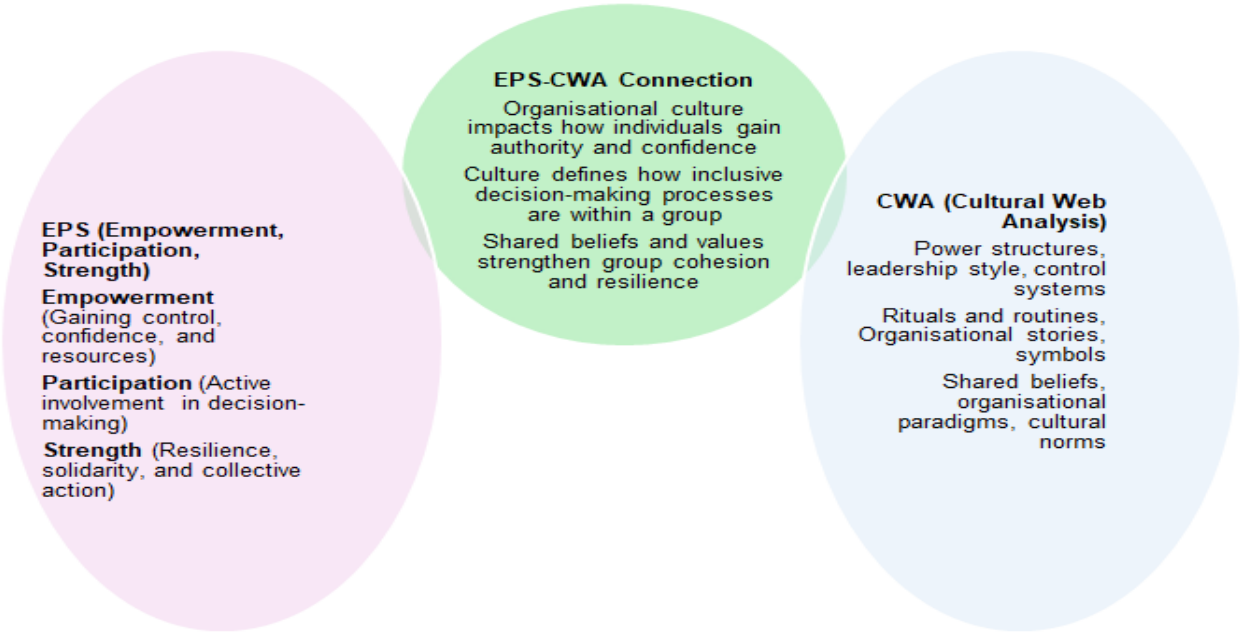
Cultural Web Analysis (CWA) serves as a powerful tool for evaluating and shaping the organisational culture of urban farming projects. Its primary focus is on community participation, identifying the key cultural elements that affect the roles, engagement, and leadership of communities within the farming context. By analysing and reshaping these elements, community members can be empowered to take on more significant roles, ensuring that the farming project becomes increasingly inclusive, effective, and supportive of gender equality.

The narratives circulating within the farming community reflect traditional roles in urban farming. They are viewed as active participants in the fertigation process, utilising symbols on the farm, which may include tools and technologies associated with agriculture, such as advanced farming systems. Similarly, the workforce often demonstrates leadership and technical expertise. Reframing symbols for gender inclusivity involves employing visual representations of roles in urban farming, including promotional materials, signage, or social media content that feature women actively participating in farm activities, leading teams, or managing projects.

However, opportunities for change still exist. Urban gardening initiatives can be adapted to include flexible hours and family-friendly policies, encouraging women and youth to take part in training sessions, leadership roles, and skill-development workshops. By applying the CWA, urban farming initiatives foster a more inclusive organisational culture that actively supports and encourages participation from everyone. Urban farming presents a sustainable and innovative solution to food security in urban areas. Nonetheless, the potential of these projects can only be fully realised when they adopt inclusive practices that promote gender equality. Women, in particular, bring unique perspectives and skills that can significantly enhance the effectiveness of urban farming projects.

Chart 2 illustrates the connection between EPS and CWA, highlighting how cultural elements influence empowerment, participation, and strength in community activities.

Chart 2: A summarised relationship of EPS and CWA theoretical frameworks



Cultural Web Analysis thoroughly explains how organisational culture can support or hinder women's participation in fertigation urban farming. By identifying essential cultural elements and adjusting them to promote inclusivity and gender equality, management can empower community members to engage actively in decision-making, operational tasks, and leadership roles. This fosters more equitable, sustainable, and successful farming projects in which women play a vital role in shaping the future of urban agriculture.

EPS (Empowerment, Participation, and Strength) and CWA (Cultural Web Analysis) are interconnected through the influence of cultural elements on empowerment, participation, and strength within organisations and societies.

METHODOLOGY

The study employs a qualitative research design to derive substantial findings from the applications of EPS and CWA. It utilises narrative analysis to explore the personal stories and experiences of community members in their efforts to enhance participation and strength in the fertigation of urban gardens. Qualitative methods are crucial for examining the community's experiences, motivations, and narratives of empowerment in urban gardening.

Additionally, in-depth interviews were conducted with participants, including residents and students involved in the project, to gather data on their experiences, challenges, and perceptions. Participatory observation was also used to evaluate community engagement and the social dynamics of the project. This approach promotes a deeper understanding of the community's involvement and the project's impact.

The project has highlighted the transformative potential of community-driven urban gardening in promoting empowerment, developing leadership, fostering environmental stewardship, and enhancing social cohesion. By utilising qualitative research methods such as narrative analysis, in-depth interviews, and participatory observation, researchers can capture both individual and collective empowerment experiences while providing measurable data on the broader impact of urban gardening initiatives.

Collecting Field Data

On January 4, 2025, thirty-seven students and a lecturer-researcher participated in fieldwork. The Farm Chief and six male assistants welcomed the participants. Each participant was assigned several tasks, including loosening or preparing the soil by removing weeds and dried leaves from polybags to establish new plots, checking that the drip irrigation system functioned correctly, repairing it if necessary, and ensuring water flowed well to the plants. Next, they cleared weeds from the already-grown chilli plants in the polybags and the surrounding area to ensure they received essential nutrients. Finally, they planted new plants in the prepared plot.

This project conducts workshops and stakeholder interviews to gather qualitative data on current cultural practices. Students, community members, and youth participants engage in focus groups and surveys to ensure comprehensive data collection. The findings from the CWA suggest designing tailored interventions to reshape the organisational culture to be more inclusive by using EPS. The project then organises training sessions to equip participants with leadership and technical skills for active involvement in fertigation farming.

This farming task provided a unique opportunity for students to step outside their comfort zones and engage in physically demanding activities. They faced challenges as a team, which enhanced their ability to collaborate and adapt to new working environments. Although the work was strenuous, it also offered moments of connection and shared humour, such as joking about allergies or taking breaks to chat. These small instances of friendship and teamwork made the experience enjoyable despite the difficulties.

Data Analyses

The findings were then selectively analysed. Since this research is ongoing, the researcher employs a straightforward approach through descriptive analysis, highlighting significant observations, quotes, or narratives that directly address the research question. Simple frequency counts of specific words or ideas were also utilised to gain insights. This method maintains a structured yet accessible analysis without complex thematic coding.

RESULTS AND DISCUSSIONS

The project has produced significant positive outcomes for the Kampung Kerdas community. Community members have acquired valuable skills in sustainable farming practices through workshops and hands-on training in fertigation gardening. These skills offer an alternative source of income and cultivate a sense of ownership and pride within the community. The garden has evolved into a symbol of empowerment, with local leaders emerging to guide and mentor others, enhancing leadership capabilities throughout the community. Environmental stewardship has also been encouraged, as the project promotes eco-friendly farming practices that minimise waste and reduce reliance on chemical fertilisers.

Muna said:

Growing up, I've seen farmers at my house do all these tasks. Even though I'm not new to this, it was different this time, mainly because this is a bigger setting than I have encountered before. One of the main difficulties I faced was the dizziness caused by the intense heat of the sun and the trouble breathing due to the smoke from burning the waste there. However, these experiences are normal when you engage in outdoor activities. Visiting the Kampung Kerdas community took me back to my hometown, where houses are close together and the strong relationships among people in the community shine through, especially as they prepared the home-cooked breakfast meal they shared with us. This is a wonderful gesture of social interconnectedness. The meals

prepared there were delicious, and I was more than happy to have homemade food after coming here, as it's hard for us international students to find home-cooked meals. The chief of the farm was incredibly kind to us (SOCA Year 3; Female)

Social cohesion has been strengthened as residents work together in the garden, building relationships and sharing responsibilities. The project's participatory nature has encouraged inclusivity, bringing together diverse groups within the community to pursue a common goal. Furthermore, it has served as an example of integrating academic expertise with community-driven solutions, highlighting the potential of community partnerships in addressing urban challenges.

This initiative highlights urban gardening's transformative potential for addressing socio-economic and environmental challenges. By involving the community in decision-making and implementation, the project ensures that solutions are contextually relevant and broadly accepted. Furthermore, it demonstrates the advantages of collaborative partnerships between academia and local communities, where both parties exchange their knowledge and expertise for mutual benefit.

Gifty said:

The knowledge I gained during this experience was highly valuable, such as setting up the plots, removing weeds to ensure optimal plant growth, and properly planting new plants. This experience inspired me to try urban farming and grow my own fresh and healthy vegetables (SOCA Year 3; Male)

The project's success in Kampung Kerdas serves as a valuable model for other urban communities confronting similar challenges. Integrating sustainable farming practices with community empowerment provides a holistic approach to addressing urban poverty, enhancing resilience, and fostering social well-being.

Application of Theoretical Knowledge of CLO to Real Work Settings via SAA

Transitioning from theoretical knowledge to practical application is crucial in urban farming, where sustainability, resource management, and food production must be realised in real-world contexts. Urban farms act as living laboratories where individuals can apply their understanding of soil health, hydroponics, permaculture, and sustainable agriculture in meaningful ways. Participants reinforce their learning by engaging in hands-on farming activities while cultivating the problem-solving skills essential for managing urban agricultural enterprises. This approach ensures that knowledge acquired from educational institutions or training programmes is not merely theoretical but directly contributes to food security, environmental sustainability, and economic growth in urban settings.

Empowerment of Youth, Women, and Marginalised Groups

Urban farming initiatives provide an opportunity to empower disadvantaged groups by equipping them with valuable skills, generating income, and fostering leadership roles. Youth involvement in urban agriculture cultivates entrepreneurial skills, instils a sense of responsibility, and offers alternative employment opportunities in rapidly urbanising regions. Similarly, women and marginalised groups, often excluded from formal employment sectors, can benefit from skill-building programs that enable them to manage farms, market produce, and contribute financially to their households. By promoting an inclusive environment where these groups actively participate in decision-making and leadership, urban farming helps bridge social inequalities while enhancing economic independence.

Azei said:

Collaborating with the Kampung Kerdas community in urban farming has been an experience filled with new knowledge and excitement, something I had never encountered before. Tuan Haji expressed his gratitude for our participation in the initiative, as he had been worried about the lack of interest among young people in this field. I also acquired valuable insights, particularly about irrigation techniques and how coconut husks can be converted into coconut peat for potting soil. These simple yet vital skills made me realise how much we can do

with natural resources. While I faced challenges, especially with the weeding task, I learned to balance my energy and persevere, which I consider a personal success (SOCA Year 3, Female)

Community Bonds and Social Cohesion through Collective Efforts

Urban farming goes beyond mere food production; it strengthens community bonds by fostering collective participation and shared responsibility. Community gardens and cooperative farming projects unite individuals from diverse backgrounds, cultivating a sense of belonging and mutual support. These collaborative efforts not only increase food accessibility but also enhance social cohesion by promoting cultural exchange, teamwork, and cooperation. Through shared agricultural activities, individuals build trust, resolve conflicts, and develop a gemeinschaft identity centred around sustainability and resilience. This sense of unity enhances the overall well-being of communities and contributes to social stability.

Photo 1: Transplanting the chilli plantlet from the seedling tray to the polybags

Social Entrepreneurship and Financial Stability

Urban farming serves as a powerful vehicle for social entrepreneurship, offering individuals opportunities to generate income while tackling social and environmental challenges. Urban farmers can achieve financial sustainability and benefit their communities by adopting innovative business models such as selling organic produce, providing agritourism experiences, or creating value-added agricultural products. Additionally, cooperative farming ventures allow small-scale entrepreneurs to pool resources, lower costs, and expand their market reach. As a result, urban farming enhances food security and financial independence, empowering individuals to create resilient livelihoods in urban environments.

Communiversity Urban Gardening for Poverty Eradication and Social Well-being

Communiversity urban gardening is an innovative model that connects academic institutions with local communities to combat urban poverty and enhance social well-being. This collaborative approach utilises university expertise and resources to support community-led gardening projects that foster food security, economic empowerment, and environmental sustainability. Through joint initiatives, universities work with community members to establish and maintain urban gardens, promoting knowledge exchange while tackling socio-economic challenges. Such projects enable communities to grow fresh produce, reducing food expenses while creating opportunities for additional income through the sale of surplus harvests. By emphasising sustainable agricultural practices, communiversity programmes alleviate immediate financial pressures and equip participants with the skills necessary for long-term self-sufficiency.

One of the key ways urban gardening contributes to poverty eradication is by enhancing food security. Low-income communities often struggle with access to affordable, nutritious food, which leads to food insecurity and related health issues. Urban gardens provide a sustainable source of fresh produce, reducing household grocery expenses and improving dietary health. Additionally, these gardens create opportunities for

entrepreneurship, as surplus produce can be sold at local markets, generating supplementary income for community members. Universities play a vital role by providing technical expertise, training in sustainable farming methods, and facilitating access to resources such as seeds, tools, and funding. This collaborative model ensures that the community benefits from both practical support and capacity building, promoting long-term economic resilience.

Beyond economic benefits, communiversity urban gardening enhances social well-being by fostering community engagement and social cohesion. Gardening projects create shared spaces where residents collaborate, building a sense of belonging and collective responsibility. These interactions strengthen social networks, reduce isolation, and improve mental health through cooperative work and exposure to nature. Furthermore, educational workshops and participatory research facilitated by university staff and students provide community members with new skills and knowledge. This reciprocal relationship benefits both parties – while communities gain access to expertise and resources, university students and academics apply theoretical learning to real-life challenges, developing practical competencies and social awareness.

Communiversity urban gardening promotes environmental stewardship, which enhances social well-being. Urban gardens convert underutilised spaces into productive green areas, increasing local biodiversity and reducing environmental degradation. Sustainable gardening practices, such as composting and water conservation, minimise waste and encourage ecological balance. These environmental improvements enhance the community's living conditions by providing cleaner air, reducing urban heat, and fostering a healthier urban ecosystem. Furthermore, the collective care of these gardens nurtures a culture of environmental responsibility that benefits both current and future generations.

CONCLUSION

In conclusion, communiversity urban gardening serves as a powerful tool for eradicating poverty and enhancing social well-being. It addresses food insecurity, creates economic opportunities, and fosters social cohesion while promoting environmental sustainability. Through collaborative partnerships between universities and communities, this model empowers marginalised populations by equipping them with practical skills and sustainable resources. The reciprocal nature of these programs also enriches academic learning, bridging the gap between theory and practice. As communiversity initiatives continue to grow, they provide a sustainable and holistic approach to community development and social equity.

A synergised Academic Activity (SAA) is a powerful approach to enriching education by fostering collaboration, innovation, and practical problem-solving. By integrating diverse disciplines and leveraging shared resources, such initiatives prepare participants to address complex real-world challenges with creativity and critical thinking.

The project enhances the academic experience and establishes a strong foundation for lifelong learning and significant contributions to society, making it an essential aspect of modern education. Empowering the Kampung Kerdas community through a sustainable green initiative exemplifies the transformative potential of a communiversity approach in addressing urban poverty and promoting social well-being. This project fosters sustainable practices that align with climate action and socioeconomic development by combining academic expertise with community engagement. The community will be better equipped to pursue green initiatives and improve its quality of life through capacity building, environmental education, and collaborative efforts.

Quantitative research is often not utilised in synergistic academic activities because these activities emphasise complex human interactions, collaborative processes, and subjective outcomes that are challenging to measure numerically. Furthermore, applying Cultural Web Analysis (CWA) and EPS highlights the significance of qualitative analyses in this communiversity project. Synergised academic activities prioritise understanding experiences. Creativity and contextual factors necessitate a more flexible and exploratory approach. Additionally, the dynamic nature of these activities complicates the definition of fixed variables, and resource limitations may restrict the ability to collect large-scale quantitative data. Consequently, qualitative methods are frequently preferred to capture the depth and complexity of these academic collaborations.

In summary, this project highlights the Department of Sociology and Anthropology's commitment to meaningful societal change. It is a model for integrating academic research with practical, community-focused solutions to global challenges.

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