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Co-production in Community Empowerment through the Kampung Lali Gadget Social Innovation

Adinda Sastro Wardoyo¹, Amirul Mustofa^{2*}, Sri Kamariyah³

Universitas Dr. Soetomo

Corresponding Author: Amirul Mustofa amirul.mustofa@unitomo.ac.id

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ABSTRACT

Children's increasing use of digital devices has encouraged community-based social innovations that provide alternative spaces for learning and play. This study examines the mechanism of co-production in community empowerment through Kampung Lali Gadget in Pagerngumbuk Village, Sidoarjo Regency. A qualitative case-study design was employed. Data were generated through semi-structured interviews and direct observation involving the founder/manager, activity facilitators, a neighborhood leader, residents, and parents, and were analyzed using Miles, Huberman, and Saldaña's interactive model. The findings show that co-production operates as a cycle linking joint planning, complementary role allocation, participatory decision-making, and learning-oriented evaluation. The village government provides policy support; managers and volunteers design and deliver activities; parents and residents contribute legitimacy, local resources, and feedback; while universities, media, nongovernmental organizations, and private actors extend program capacity and networks. However, opportunities to express ideas do not by themselves demonstrate an equal distribution of authority. Program sustainability depends on converting cross-actor contributions into organizational learning, volunteer regeneration, and adaptive programming. Co-production generates public value when participation is accompanied by role complementarity, meaningful influence over decisions, and repeated learning mechanisms.

INTRODUCTION

Digital transformation has altered how children learn, play, and interact socially. Although digital devices expand access to information, intensive use may reduce physical play, face-to-face interaction, and children's engagement with their immediate social environment (Moridu et al., 2023; Rusmaningsih, 2023). This issue cannot be addressed solely through individual restrictions because it also concerns family practices, public spaces, play culture, and community capacity. Community-based social innovation is therefore relevant when residents help define the problem, design activities, and mobilize local resources (Aldo et al., 2024; Purborini & Suryanatha, 2025).

Kampung Lali Gadget in Pagerngumbuk Village, Sidoarjo Regency, represents such a response through traditional games, experiential learning, and multi-actor participation.

Previous studies of Kampung Lali Gadget have examined traditional games, communication strategies, village branding, children's social skills, community-based tourism, and human-capital development (Astuti & Listyaningsih, 2021; Bahruddin & Hariyanto, 2024; Rohmah, 2025; Zahroh & Pertiwi, 2025). These studies establish the program's benefits and the importance of collaborative networks, but they tend to focus separately on activities, outputs, or actor roles. The co-production literature, by contrast, positions

citizens as partners who contribute to the production of public services or public value rather than as passive recipients (Nabatchi et al., 2017; Voorberg et al., 2015). Yet the presence of multiple actors does not automatically constitute co-production. Analysis must establish who contributes, at what stage, with which resources, and whether those contributions influence decisions.

The research gap concerns the mechanism connecting cross-actor involvement to the sustainability of community-based social innovation. Previous research has not sufficiently explained how joint planning, role allocation, influence over decisions, and evaluation operate as an integrated production cycle. Participation is also frequently treated as evidence of empowerment without examining authority, resource dependence, or the organization's capacity to retain learning. Mustofa and colleagues show that capacity building and sustainable empowerment require group education, access to learning, institutional support, protection, and integration into local planning; training alone is insufficient when regulation and funding are discontinuous (Listyorini et al., 2025). This study addresses the gap by analyzing co-production as a process mechanism rather than a list of actors or participatory activities.

The analysis combines co-production, community empowerment, and social innovation. Co-production is used to assess actor configurations, forms and stages of contribution, and influence over decisions (Nabatchi et al., 2017; Steiner et al., 2023). Empowerment refers to the expansion of community capacity to recognize needs, mobilize resources, and make decisions (Ife, 2013). Social innovation concerns how community-based solutions alter social relationships and generate sustainable public value (Perikangas et al., 2024; Voorberg et al., 2015). Integrating these perspectives distinguishes actor presence, operational participation, and co-production that meaningfully shapes program direction.

Accordingly, this study asks: how is co-production practiced in the planning, implementation, decision-making, and evaluation of

Kampung Lali Gadget, and how do these mechanisms support community empowerment, public-value creation, and program sustainability? The theoretical contribution lies in showing that sustainability depends not simply on the number of partners but on an organization's ability to convert contributions into decisions, learning, regeneration, and adaptation. Practically, the findings inform village governments and community organizations seeking to clarify actor roles, influence, and accountability.

Co-production and Community Empowerment

Co-production positions service users and citizens as actors who jointly generate public services or value with formal organizations. It differs from consultation because citizens contribute not only opinions but also time, knowledge, networks, legitimacy, or material resources during design, delivery, and evaluation (Nabatchi et al., 2017; Voorberg et al., 2015). Analysis should therefore establish who participates, when participation occurs, what is jointly produced, and how contributions affect outcomes (Steiner et al., 2023). The number of actors alone is not an adequate indicator without examining the distribution of roles and authority.

The relationship between co-production and empowerment is conditional. Participation may expand residents' capacity to diagnose problems, develop solutions, and exercise control over resources; however, participation confined to implementation may leave managerial dominance intact. This study therefore uses four process dimensions: involvement in planning, role allocation during implementation, influence over decision-making, and participation in evaluation. These dimensions assess whether collaboration expands community capability and bargaining power or merely supplies additional labor (Endah, 2020; Harmawan et al., 2022; Ramadhan & Juwono, 2021).

Community-based Social Innovation

Community-based social innovation develops new ways of meeting social needs by mobilizing

local knowledge, relationships, and resources. Its novelty lies not only in the activity offered but also in changing how actors collaborate and generate benefits (Batista & Correia, 2021; Perikangas et al., 2024). Sustainability depends on networks, organizational capacity, community legitimacy, and the ability to learn and adapt. In Kampung Lali Gadget, traditional games and educational activities are the medium; the social innovation is the collaborative ecosystem connecting child development, cultural preservation, volunteer learning, and local economic opportunities.

Conceptually, co-production explains the mechanism linking actors, whereas social innovation explains the social changes and public value produced. They are connected through a cycle: joint planning mobilizes knowledge; role allocation combines resources; decision-making determines direction and influence; and evaluation converts experience into learning. This cycle can strengthen collective capacity and sustainability when actors' contributions are recognized, knowledge is transferred, and decisions remain responsive to community needs.

METHODS

Research Design

This study employed a qualitative case-study design to explain co-production within the real-world context of Kampung Lali Gadget. The unit of analysis was the joint-production process across planning, implementation, decision-making, and evaluation. The units of observation were the founder/manager, activity facilitators, a neighborhood leader, involved residents, and parents. The design enabled analysis of the relationships among actor contributions, empowerment, public value, and program sustainability (Cresswell, 2013).

Research Setting

Kampung Lali Gadget in Pagerngumbuk Village, Wonoayu District, Sidoarjo Regency, East Java, was purposively selected as an information-rich case. The program emerged as a community response to children's device use by combining traditional games, local culture, and resident

participation. It is analytically relevant because government, community, family, volunteer, university, media, nongovernmental, and private-sector actors participate at different stages.

Informant Selection

Informants were purposively selected on the basis of their experience, knowledge, and direct involvement. The founder/manager served as a key informant, while facilitators, the neighborhood leader, residents, and parents provided comparative perspectives on implementation, benefits, decision influence, and program constraints. Recruiting across roles reduced reliance on managerial narratives and increased variation in experience (Cresswell, 2013).

Data Collection

Data were generated through semi-structured interviews and direct observation. Interviews explored motivations for involvement, forms of contribution, role allocation, decision-making, evaluation, benefits, conflict or constraints, and changes in capacity. Open-ended questions allowed participants to explain divergent experiences. Observation focused on program delivery, actor interaction, division of tasks, and visible forms of participation.

Interview and observational evidence were compared to distinguish normative claims about collaboration from observable practices. Program documents should be treated as a data source only when the final manuscript identifies the document types, periods covered, selection procedure, and analytical use.

Data Analysis

Data analysis followed (Miles et al., 2014) interactive model of data condensation, data display, and conclusion drawing and verification. Analysis proceeded iteratively during and after fieldwork.

During condensation, evidence was coded by actor, motivation, contributed resources, stage of involvement, influence over decisions, evaluation process, public value, and sustainability conditions. Codes were organized into four mechanisms: joint planning, role allocation, participatory decision-making, and evaluative learning.

The evidence was displayed in cross-actor matrices and thematic narratives to identify

convergence and divergence among managers, volunteers, residents, and parents. These displays distinguished informational participation, operational participation, and influence over decisions.

Conclusions were developed by tracing relationships among co-production mechanisms, capacity change, public value, and sustainability. Interpretations were verified through repeated review, cross-informant comparison, and active searches for evidence that constrained or contradicted the emerging explanation.

Trustworthiness

- 1) Source triangulation compared accounts from the founder/manager, facilitators, the neighborhood leader, residents, and parents. Comparisons focused on role allocation, access to decisions, benefits, constraints, and evaluation.
- 2) Method triangulation compared interviews with observations. Discrepancies were retained as evidence that could clarify differences among program design, actor perceptions, and actual practices rather than being removed as error. This strategy strengthened the credibility of interpretation (Lincoln YS, 1985).

Ethical Considerations and Reporting Completeness

Participants should be informed of the research purpose, the voluntary nature of participation, confidentiality arrangements, and their right to withdraw before data collection. The final manuscript must report how consent was documented and how identities were protected. Because these facts were not included in the source manuscript, the authors must verify and complete the statement rather than infer it retrospectively.

RESULTS AND DISCUSSION

Kampung Lali Gadget was established in April 2018 in response to declining outdoor play, reduced social interaction among children, and diminishing familiarity with traditional games. It developed from a play space into an educational ecosystem involving village government, residents, volunteers, parents, universities, media, nongovernmental organizations, and private actors (Astuti & Listyaningsih, 2021;

Bahrudin & Hariyanto, 2024). The analysis below goes beyond identifying participants to examine how their contributions are converted into decisions, learning, capacity, and public value.

Actor Involvement in Program Planning

Co-production begins at the planning stage. Activities are not designed exclusively by the manager; village government, youth organizations, parents, universities, media, nongovernmental organizations, private partners, and residents contribute ideas and resources. According to the field accounts, the management model shifted in 2019 from dependence on donations toward a multisector network. This shift broadened the program's resource base and gave external and community actors greater space to shape operational activities.

Joint planning expands the pool of ideas and reduces exclusive dependence on the manager. Volunteers and interns, for example, can propose social-media content and adjust activities on the basis of field experience. This represents operational co-design. The available evidence, however, does not establish equal authority over strategic priorities or resource allocation. Planning is participatory, but analytical distinction is required between providing input and possessing decision rights (Nabatchi et al., 2017). This distinction is consistent with the broader co-production literature, which treats citizens' involvement in service design as analytically different from their participation in implementation or evaluation (Nabatchi et al., 2017; Voorberg et al., 2015).

Role Allocation among Actors during Program Implementation

Program delivery depends on differentiated roles aligned with actors' capacities, resources, and authority. The village government is not treated primarily as a source of funding; managers emphasize supportive policies for child protection and local economic empowerment. Residents provide space, maintain the surrounding environment, and use economic opportunities associated with visitors. Parents authorize

participation and communicate with program managers, while volunteers facilitate educational activities and relay field-level feedback.

Universities contribute mentoring and program development, media extend public visibility, nongovernmental organizations offer networks or technical support, and private actors contribute through partnerships and corporate social responsibility. This configuration illustrates the village government's enabling role and the community's continuing ownership of delivery. It also reduces dependence on a single actor, although coordination remains necessary to prevent role ambiguity and unequal burdens (Liu et al., 2024; Perikangas et al., 2024).

Role allocation demonstrates resource complementarity: the village government supports the policy environment; residents contribute social space and local support; parents provide consent and feedback; volunteers deliver and adapt activities; universities provide assistance; media extend reach; and private actors contribute partnerships. This pattern is consistent with (Maulida et al., 2023), who identify government roles as regulator, facilitator, and catalyst in empowerment while emphasizing that effectiveness depends on implementation and actual access to support. In Kampung Lali Gadget, complementarity reduces reliance on a single funding source, but sustainability still requires clear accountability, coordination, and contingency plans for volunteer or partner turnover.

Participatory Decision-making

Decision-making involves discussion among managers, facilitators, residents, and local economic actors. Information and proposals are collected, discussed through brainstorming, and assessed against participant needs, field conditions, and program objectives. Volunteers and interns can influence operational changes, including communication and social-media practices.

The brainstorming mechanism allows volunteers, residents, local vendors, and interns to propose changes. This evidence supports participatory influence over operational decisions,

but it does not demonstrate equal authority over every strategic choice. The analytical contribution is this distinction: co-production becomes meaningful when actors' input can change action, even when leadership retains responsibility for screening proposals and making final strategic decisions (Prastya et al., 2024; Ramadhan & Juwono, 2021).

Program Evaluation as Collective Learning

Evaluation occurs both during and after activities. Operational problems are communicated across the team, discussed, and followed by corrective action. Field accounts indicate that evaluation is intended to resolve problems rather than assign blame, allowing members to provide feedback and reflect on program delivery.

Feedback has been used to adjust game methods, participant grouping, volunteer facilitation, and time management. Evaluation therefore operates as an organizational-learning mechanism rather than a terminal assessment. Its strategic value lies in converting individual experience into collective knowledge for subsequent activities. To sustain this learning, decisions and lessons should be documented so that knowledge does not depend on the memory of particular individuals (Steiner et al., 2023; Utomo & Wardhani, 2025).

Co-production as the Foundation of Program Delivery

Across the four stages, Kampung Lali Gadget displays the central features of co-production: multiple actors contribute different resources; community members participate beyond receiving benefits; operational decisions respond to input; and evaluation informs later action. The pattern is not a transfer of all authority from managers to citizens but a structured combination of leadership and distributed contributions (Harmawan et al., 2022; Liu et al., 2024).

The four mechanisms form a co-production cycle. Joint planning mobilizes knowledge, role allocation combines resources, decision-making translates input into action, and evaluation converts experience into improvement. This cycle explains

how contributions can produce public value (Nabatchi et al., 2017; Voorberg et al., 2015). It also qualifies an overly optimistic reading of participation: an opportunity to speak and operational involvement do not automatically equal shared authority (Nabatchi et al., 2017).

The study's central contribution is the identification of organizational learning as the mechanism connecting co-production to sustainability. Collaboration persists not merely because the network is broad, but because the program can absorb feedback, improve practice, and build volunteer capacity. Village governments and community organizations should therefore establish clear decision forums, record evaluation follow-up, and build succession mechanisms so that knowledge is not concentrated in the founder.

Kampung Lali Gadget as Community-based Social Innovation

Kampung Lali Gadget has evolved beyond providing a play space. Its activities integrate education, cultural preservation, social interaction, volunteer development, and local economic opportunities. The innovation lies not simply in offering traditional games but in reorganizing relationships and resources around a locally defined social problem (Batista & Correia, 2021; Perikangas et al., 2024).

The public value reported includes educational play, renewed exposure to local culture, stronger social interaction, volunteer learning, and economic opportunities for residents. These benefits arise from combined resources rather than from one actor. The study did not quantitatively measure changes in children's device use or local income; the findings should therefore be interpreted as reported experiences and mechanisms, not causal estimates of program impact.

The founder reported that the program had previously achieved a Social Return on Investment (SROI) ratio of 1:5.4. This figure is treated as an informant's account of an external or internal assessment, not as a calculation produced by the present study. Without an SROI report specifying the

assessment period, stakeholders, valuation proxies, deadweight, attribution, displacement, drop-off, and sensitivity analysis, the ratio cannot be presented as independently verified quantitative evidence.

"The social-impact analysis produced a Social Return on Investment ratio of 1:5.4. This means that every IDR 1 invested generated social benefits valued at IDR 5.4 for the community." (Founder of Kampung Lali Gadget; translated by the authors)

Given this verification limitation, the SROI ratio is not used as the basis of the study's conclusion. Stronger evidence in the present dataset comes from convergence across actor accounts and observations concerning educational activities, cultural preservation, volunteer learning, social interaction, and economic opportunities. If the SROI figure is retained in a submitted manuscript, the supporting report and method should be cited and described.

The findings show that Kampung Lali Gadget's social innovation lies in integrating activities and changing relationships among actors. The program connects child development, local culture, volunteer learning, institutional networks, and the neighborhood economy. This integration generates public value when local needs guide design and actors' contributions can influence program adaptation (Bahrudin & Hariyanto, 2024; Perikangas et al., 2024).

Community Capacity Development and Innovation Sustainability

Community capacity develops through direct participation, mentoring, and peer learning. Volunteers gain experience in communicating with children, teamwork, leadership, and problem-solving; parents develop knowledge about family interaction and play; and residents expand networks and use economic opportunities. This is consistent with (Listyorini et al., 2025), who show that group education, local cadres, and access to learning materials can strengthen community capacity, although sustainability also requires institutional support, protection, consistent funding, and integration into village planning. Capacity is both an

outcome and a precondition of co-production: participation builds competence, and stronger competence enables more meaningful contribution (Batista & Correia, 2021; Steiner et al., 2023).

Experiential learning, reflection, and knowledge transfer build collective capacity and support succession. This matters because community-based programs are vulnerable to founder dependence and volunteer turnover. The learning culture should therefore be institutionalized through volunteer orientation, documented practices, tiered mentoring, and distributed leadership functions.

Program Sustainability through Collaboration and Social Innovation

The evidence indicates that continuity depends not only on regular activity delivery but also on the capacity to maintain collaboration, innovate, and respond to changing community needs. Multisector networks provide policy support, resources, mentoring, and visibility, while ongoing evaluation allows activities to remain relevant (Rusmaningsih, 2023; Steiner et al., 2023).

Sustainability is produced through the interaction of collaborative networks, organizational learning, succession, and adaptive capacity. Networks provide resources and legitimacy; evaluation converts experience into improvement; capacity development reduces dependence on individuals; and adaptation maintains relevance. The model explains why the number of partners alone is insufficient: partnerships must be converted into working arrangements, transferable knowledge, and responsive decisions. For village government, strategic support includes child-protection policy, facilitation of spaces and networks, and institutional coordination. For managers, priorities include clarifying authority, documenting evaluation, diversifying resources, and preparing volunteer succession (Perikangas et al., 2024; Utomo & Wardhani, 2025).

CONCLUSION

Co-production in Kampung Lali Gadget operates through a cycle of joint planning, complementary role allocation, participatory decision-making, and learning-oriented evaluation. This cycle links cross-actor contributions to capacity development, program adaptation, and public-value creation. The theoretical contribution is that sustainability depends less on the number of actors than on an organization's ability to convert contributions into decisions, learning, succession, and adaptation. The study also demonstrates why opportunities to express ideas must be distinguished from equal decision authority. In practice, managers should clarify roles and decision rights, document evaluation, develop volunteer succession, diversify resources, and maintain feedback channels for residents and parents. Village government can strengthen the initiative through enabling policy, network facilitation, and institutional support without displacing community ownership.

Research Limitations

This single-case study supports analytical rather than statistical generalization. The evidence does not permit systematic comparison of each actor's influence, changes in children's device use, or the program's economic effects. The SROI claim cannot be independently verified because the report and calculation method were unavailable. Future studies should employ longitudinal designs, compare multiple social innovations, include less-active or dissenting participants, and combine qualitative mechanisms with outcome indicators.

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