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Strengthening Buddhist Youth Organizational Governance Through Participatory Mentoring at Patria, Jepara

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Abstract—This community engagement program aimed to strengthen the capacity of PATRIA administrators and members in planning, role allocation, implementation, coordination, and evaluation of organizational programs. The program employed a participatory mentoring approach consisting of preparation, guidance based on the Planning, Organizing, Actuating, and Controlling (POAC) framework, contextual discussion, reflection, and follow-up. The activity was conducted offline on September 5, 2026, at Giri Santi Loka Buddhist Temple, Guwo, Blingoh, Donorojo, Jepara. Evaluation was conducted descriptively through observations of participant engagement, responses to the materials, discussions, and reflection. The results indicate that participants gained a more systematic framework for understanding the relationships among organizational goals, work programs, role allocation, coordination, and evaluation.

Keywords: organizational governance; Buddhist youth; PATRIA; participatory mentoring; leadership succession

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INTRODUCTION

PATRIA (Pemuda Theravada Indonesia) is a Buddhist socio-religious organization oriented toward youth development. Institutionally, PATRIA places Dhamma practice, leadership and organizational training, social, cultural, and sports activities, self-reliance, and information and publication among its youth development activities. With this orientation, PATRIA is not merely a forum for religious activities but also a space for developing the capacity of Buddhist youth (Bidee et al., 2013).

Young people hold a strategic position in the sustainability of religious communities because they are potential volunteers, activity organizers, and organizational leaders. Williams-Oerberg (Krauss et al., 2020) positions youth as important actors in the revitalization of modern Buddhism. In the Indonesian context, Rizzo (2024) shows that Buddhist youth organizations in Java can serve as spaces for identity formation, activism, social mobility, and the development of contemporary Buddhist life.

Challenges faced by youth organizations are not limited to membership size or motivation to participate in activities, but also concern the organization's ability to create an environment that enables meaningful participation. Martínez et al., (2017) show that youth organizations can become empowering settings when they provide a safe environment, opportunities for personal development, social support, and opportunities for young people to have a voice in decision-making. Therefore, healthy organizations require governance that allows such participation to develop.

Martínez et al., (2017) demonstrate that active participation practices, particularly opportunities to make decisions and exercise leadership, are associated with the development of youth identity and a sense of sociopolitical control. Thus, organizational task allocation is not merely administrative work but can serve as a vehicle for leadership learning. This perspective is relevant to PATRIA because every organizational activity can be used as a learning space for young members (Moreno-Albarracín et al., 2020).

Through a systematic review, Soler-Masó et al. (2025) show that youth empowerment requires community structures, resources, safe environments, networks, active participation, critical awareness, and community engagement. Wagaman et al. (2023) likewise show that participatory approaches can build capacity and strengthen young people's position as agents of change. These studies reinforce the need to develop a mentoring model that does not position youth merely as recipients of training materials (Moreno-Albarracín et al., 2020).

In volunteer-based organizations, governance becomes increasingly important because members' relationships with the organization are not always formal. Bidee et al. (2013) show that autonomous motivation is associated with volunteer work effort. Xu et al. (2024) demonstrate that volunteer management is an important theme in the

development of nonprofit organizations. Therefore, PATRIA's governance needs to provide a clear structure while maintaining room for member initiative (Ortega-Rodríguez et al., 2024).

Nonprofit organizational governance is also related to accountability, transparency, ethics, and relationships with stakeholders. Ortega-Rodríg(Moreno-Albarracín et al., 2020)uez et al. (2024), through a systematic review, identified various governance mechanisms that nonprofit organizations can use to strengthen accountability and ethical practices. Moreno-Albarracín et al. (2020) emphasize the importance of transparency and good governance for nonprofit organizational sustainability (Soler-Masó et al., 2025).

In the context of PATRIA at Giri Santi Loka Buddhist Temple, the need to strengthen governance emerged through a request from the partner organization to Institut Nalanda. The activity report indicates that the needs included the ability to establish goals, develop programs, allocate tasks and responsibilities, build communication and coordination, implement activities, and conduct evaluations. Based on these needs, the Planning, Organizing, Actuating, and Controlling (POAC) functions were selected as the mentoring framework (Rizzo, 2024).

The use of POAC in this program was not intended to make the youth organization bureaucratic. POAC was used as a simple tool to help participants see the relationships among goals, programs, implementers, actions, and evaluation. The framework was combined with a participatory approach so that participants could connect the material with their organizational experiences.

The novelty of this program lies in integrating organizational governance with Buddhist youth empowerment. The program did not merely provide leadership or administrative training but positioned management functions as a means of leadership succession. Role allocation, planning, implementation, and evaluation were treated as learning processes through which young people could develop responsibility and leadership. The program aimed to strengthen the capacity of PATRIA administrators and members to manage the organization in a more directed, participatory, collaborative, and sustainable manner (Tan, 2025).

METHOD

The activity was conducted at Giri Santi Loka Buddhist Temple, Guwo, Blingoh, Donorojo District, Jepara Regency, Central Java, on Saturday, September 5, 2026, starting at 6:30 p.m. Western Indonesian Time and continuing until completion. The activity partner was PATRIA at Giri Santi Loka Buddhist Temple. The program was conducted offline. The team consisted of Dr. Lauw Acep, S.Ag., M.Pd.B. as team leader, together with Ariyanto, M.Pd., Kemiran, M.Pd., Wargiyanto, M.Pd., Ardy Supriyanto, M.Pd., Suyatno, S.Kom., and Abdul Kholik.

The activity employed a participatory mentoring method. The partner was involved in needs identification, discussion of organizational conditions, dialogue, reflection, and formulation of follow-up directions. This approach was selected because strengthening governance requires knowledge from within the organization, rather than merely transferring concepts from the community engagement team (Wagaman et al., 2023).

Implementation consisted of four stages. The first stage was preparation through coordination with the partner, determination of the time and venue, identification of technical needs, preparation of materials and media, and division of team responsibilities. The second stage was guidance on the POAC functions. The third stage involved contextual discussion and mentoring to connect POAC with PATRIA's organizational conditions. The fourth stage was evaluation and follow-up through joint reflection (Williams-Oerberg, 2021).

Planning focused on the ability to establish goals, priorities, programs, schedules, needs, and persons responsible. Organizing focused on the distribution of tasks, responsibilities, and coordination. Actuating focused on communication, leadership, collaboration, and implementation. Controlling focused on monitoring, evaluation, feedback, and improvement (Yana & Sutio, 2025).

Evaluation was conducted descriptively through observation of participant engagement, responses to the materials, questions and discussions, reflection, and documentation. The indicators considered were understanding of the materials, relevance of the materials to organizational needs, ability to connect POAC with organizational practices, and the need for further mentoring. Because the activity report did not contain pretest-posttest data or long-term monitoring, this article does not claim statistically demonstrated increases in organizational capacity (Xu et al., 2024).

The results were analyzed by grouping process findings into themes of governance understanding; planning and role allocation; implementation and coordination; evaluation; member participation; and sustainability and leadership succession.



Figure 1. Documentation of the participatory mentoring activity at Giri Santi Loka Buddhist Temple, Jepara, September 5, 2026.

RESULT AND DISCUSSION

Strengthening Governance as a Need of Youth Organizations

The results show that governance needs to be understood as a system connecting organizational goals with members' actions. PATRIA requires more than a spirit of togetherness and an agenda of activities. The organization needs direction, priorities, role allocation, coordination mechanisms, and evaluation so that members' energy can be directed toward shared goals.

This finding is consistent with Ortega-Rodríguez et al. (2024), who position governance as an important component of accountability in nonprofit organizations. In the context of PATRIA, accountability can be realized through clear objectives, designated persons responsible for activities, implementation processes, and outcomes that can be communicated to members and the wider community (Sidharta et al., 2025).

The mentoring process also demonstrated the need for a simple system. A system that is too complicated may create distance between administrators and members, whereas a system that is too loose may cause activities to depend on particular individuals. Therefore, POAC was used as a minimum framework that can be repeatedly applied to different activities.

POAC as a Practical Framework for PATRIA Management

Planning serves as the starting point because every activity needs to be connected to organizational goals. Participants were guided to distinguish among objectives, activities, and outcomes. Planning also includes priorities, timing, resources, target groups, responsible persons, and indicators of success. Organizing translates the plan into role allocation. Task distribution is not merely the division of work but also a means for members to learn responsibility (De Clerck et al., 2026).

Actuating connects plans with action. Communication, coordination, leadership, collaboration, and commitment are important elements at this stage. Krauss et al. (2020) show that social relationships and opportunities to have a voice in organizational decision-making are elements of an empowering environment for youth. Controlling is then used as an organizational learning process to compare plans with implementation, identify constraints, and formulate improvements.

Table 1. PATRIA governance framework based on POAC.

Function	Key Question	Output
Planning	What needs to be achieved?	Goals, priorities, and work programs
Organizing	Who does what?	Role allocation, responsibilities, and coordination
Actuating	How is the plan implemented?	Communication, leadership, and collaboration
Controlling	What needs to be improved?	Evaluation, feedback, and improvement

Youth Participation as the Core of Empowerment

The mentoring process did not stop at the delivery of materials because participants were given opportunities to share their experiences and organizational conditions. This approach is important because young people possess direct knowledge of the needs of their communities. Wagaman et al. (2023) explain that participatory processes can build capacity and strengthen young people's position as agents of change.

Krauss et al. (2020) show that youth organizations become more empowering when members have opportunities to build relationships, have a voice in decisions, and access personal development opportunities. In the context of PATRIA, these principles can be applied by involving members in planning, assigning them meaningful

responsibilities, and creating space for evaluation (Kocaman et al., 2026).

Participation needs to be distinguished from mere attendance. Members who attend are not necessarily involved in decision-making. More meaningful participation is demonstrated through involvement in designing programs, carrying out tasks, solving problems, evaluating activities, and proposing innovations.

Governance as a Means of Leadership Succession

One important contribution of the program is positioning governance as a means of leadership succession. Youth organizations are learning spaces in which members can gradually develop leadership. Martínez et al. (2017) demonstrate the importance of opportunities for decision-making and leadership in youth organizations. Therefore, organizational tasks should also serve as learning opportunities for new members.

A succession model can be developed through the stages of participant, volunteer, activity initiator, leader, and mentor. Members first become familiar with the organization, then take on simple responsibilities, initiate activities, lead programs, and eventually mentor subsequent members. This cycle helps ensure that organizational knowledge is not lost when leadership changes occur.

This finding is consistent with Soler-Masó et al. (2025), who emphasize the importance of community environments, networks, leadership opportunities, and active involvement in youth empowerment. Thus, governance success should not be assessed only by administrative orderliness but also by the emergence of members who are able to assume responsibility (Indonesia, 2026).

Contextualizing Governance with Buddhist Values

PATRIA is a socio-religious organization; therefore, governance needs to be connected with Buddhist values. Sīla can serve as a foundation for integrity and responsibility, mettā as a foundation for harmonious relationships, karuṇā as a foundation for service, sati as a foundation for awareness, and paññā as a foundation for wisdom. This orientation enables organizational professionalism to develop together with character formation (Rusmiyati Rusmiyati et al., 2025).

Organizational effectiveness should not be measured solely by the number of programs conducted, but also by the quality of collaboration, responsibility, service, and benefits provided to the community. This perspective is important so that governance does not displace PATRIA's religious identity but instead helps translate Dhamma values into organizational practice (Rambe & Sari, 2020).

Williams-Oerberg (2021) emphasizes the centrality of youth in the development of modern Buddhism, while Rizzo (2024) demonstrates the role of Buddhist youth organizations in Java in activism and the formation of contemporary Buddhist life. These findings reinforce the importance of developing youth organizations as part of the

sustainability of Buddhist communities.

Comparison with Similar Community Engagement Programs

This program is closely related to community engagement activities concerning Buddhist youth leadership. Yana and Sutio (2025) conducted leadership socialization for Buddhist youth using the Dasa Raja Dhamma concept and evaluated the activity through a pretest-posttest design. Their activity demonstrates that Buddhist leadership development can be conducted systematically. The PATRIA program differs in its focus because organizational governance and POAC were used as entry points for leadership development and succession. (Satya, 2024).

A community engagement program involving basic leadership training for the Garda Muda Forum Kepemimpinan Buddhis Tamil Indonesia also demonstrates the relevance of organizational, leadership, and administrative training for Buddhist youth. The PATRIA program extends this focus by connecting planning, role allocation, implementation, evaluation, and sustainability within a single governance cycle.

The contribution of this program lies in contextualizing management functions for a Buddhist youth organization. This framework can serve as a basis for further mentoring, particularly when complemented by measurable organizational capacity indicators.

Achievements, Limitations, and Sustainability

Based on the activity report, the main achievement was the availability of a more systematic framework for understanding organizational management. Participants received strengthened understanding of the relationships among goals, programs, task allocation, coordination, and evaluation. The discussion also provided space to connect the concepts with PATRIA's conditions.

These achievements cannot yet be described as quantitative increases in capacity because the activity did not use a pretest-posttest instrument. The activity also took place on a single occasion, so it cannot establish whether POAC was consistently implemented after the mentoring. This limitation is stated explicitly so that the article does not overstate the program's impact.

Sustainability can be directed toward the preparation of an annual work calendar, work-program formats, a task-allocation matrix, activity evaluation forms, organizational documentation, and a mentoring mechanism. Follow-up evaluation can use indicators such as clarity of work programs, clarity of roles, regularity of coordination, documentation, member participation, the number of programs led by youth, and continuity of leadership succession.

Digital strengthening can also become the next stage. Member administration, activity calendars, document archives, meeting minutes, task allocation, and evaluation

can be managed through a simple digital system to strengthen transparency and coordination (Sari et al., 2025).

Implications of Strengthened Governance for Organizational Capacity

Governance mentoring at PATRIA indicates that organizational capacity needs to be understood as the collective ability to translate goals into action. Capacity is not limited to individual knowledge but also includes the organization's ability to retain knowledge, distribute responsibilities, maintain communication, and learn from experience. This perspective is important for youth organizations because changes in membership and leadership are normal aspects of youth organizational dynamics. If knowledge remains concentrated in certain individuals, the organization becomes vulnerable to losing experience when leadership changes.

In this context, POAC can function as a simple form of organizational memory. Work programs are documented through Planning, role allocation is reflected in Organizing, implementation experiences are recorded through Actuating, and learning from activities is retained through Controlling. When this cycle is implemented consistently, the organization has greater opportunity to build knowledge that can be passed on to subsequent administrators. This idea is consistent with studies of nonprofit governance emphasizing internal mechanisms, accountability, and organizational learning (Praptiyono & Singamurti, 2025).

For PATRIA, capacity strengthening also means building relationships between the local organization and the broader PATRIA structure. Activities at the temple level can become spaces for program experimentation, leadership development, and identification of youth needs. The resulting experiences can then provide input for the organizational network at higher levels. In this way, governance does not remain an internal branch concern but becomes part of the broader development process of the Buddhist youth organizational network.

Governance, Trust, and Accountability

Religious organizations depend heavily on trust. Members, temple administrators, parents, devotees, and partners need to trust that activities are managed responsibly. Therefore, accountability needs to be translated into simple practices, such as clear activity objectives, task allocation, documentation of decisions, implementation reports, and evaluation. Moreno-Albarracín et al. (2020) show that transparency and good governance play an important role in nonprofit sustainability. For PATRIA, these principles can be applied proportionally to the organization's scale.

Accountability also needs to be understood as two-way communication. Administrators should not only communicate decisions to members but also explain the reasons for decisions and provide opportunities for members to offer input. This mechanism can strengthen a sense of ownership. When members understand how

decisions are made and see that their opinions are considered, participation is more likely to develop into commitment. This is consistent with Krauss et al. (2020) regarding the importance of youth voice in organizational decision-making.(Nyanabhadra et al., 2025).

In volunteer organizations, accountability should not be implemented through an excessively bureaucratic approach. Its purpose is to create clarity and trust, not to add administrative burdens. Therefore, PATRIA can use simple documents: a one-page activity plan, a task matrix, brief meeting minutes, documentation, and an evaluation sheet. A simple but consistent system is more realistic than a comprehensive system that is not actually used.(Ng, 2020).

Strategy for Sustainable Mentoring

A one-time activity is an initial stage. To sustain organizational change, mentoring needs to continue in cycles. The first stage after the activity is the preparation or review of the work program. The next stage is implementing role allocation in one or two priority activities. After the activity is completed, administrators conduct an evaluation using a simple format. The evaluation results are then used to improve the next activity. This cycle makes mentoring a learning process rather than merely a training event.

Follow-up mentoring can also use a mentoring approach. Senior administrators or mentors can accompany young cadres in developing programs, leading meetings, managing conflicts, and conducting evaluations. In youth organizations, intergenerational learning is important because practical knowledge cannot be acquired entirely through written materials. Mentoring enables tacit organizational knowledge to be transferred through direct experience.

The next strategy is to develop small projects led by youth. PATRIA can select one social, educational, environmental, or digital program designed and implemented by a youth team. Within the project, POAC can be applied comprehensively. Young people develop objectives and plans, allocate roles, implement the activity, and then evaluate the results. Such small projects can become more effective leadership laboratories than theoretical training alone.(Nguyen, 2025).

Indicator development is also necessary. Based on the activity conducted, sustainability indicators can be directed toward six aspects: clarity of work programs, clarity of role allocation, quality of coordination, member participation, regularity of evaluation, and leadership succession. These indicators can be assessed every three or six months so that organizational development can be monitored (Bernardo et al., 2024).

Table 2. Sustainability indicators for PATRIA governance.

Aspect	Indicator	Evidence That Can Be Collected
Planning	Programs have objectives, schedules, and responsible persons	Work-program documents
Role allocation	Members' tasks and responsibilities are clear	Task-allocation matrix
Coordination	Meetings and communication are conducted regularly	Meeting minutes and communication records
Participation	Members are involved in planning and implementation	Records of member involvement
Evaluation	Activities are reviewed after implementation	Evaluation forms and follow-up records
Leadership succession	New cadres emerge to lead activities	Lists of activity leaders/mentors

PATRIA Mentoring Model Based on the POAC Cycle

Based on the activity process, the mentoring model recommended for PATRIA is a POAC cycle combined with participation and reflection. The cycle begins with identification of organizational needs and goals, followed by program development, role allocation, implementation, evaluation, and preparation of improvement plans. The model is cyclical because the results of Controlling do not stop as a report but become input for the next Planning stage. With this model, every activity becomes a source of organizational learning (Nabella et al., 2022).

At the Planning stage, administrators and members determine priority problems and the desired outcomes. Planning needs to answer who the target participants are, what benefits are expected, when the activity will be conducted, what resources are required, who is responsible, and how success will be determined. This process needs to be conducted jointly so that programs do not merely reflect the perspective of the core administrators. Participation from the outset can also increase a sense of ownership of the program (Al-Taee & Flayyih, 2023).

At the Organizing stage, task structures are arranged according to program needs. Administrators can divide responsibilities among coordination, administration, communication, logistics, refreshments, documentation, and evaluation according to the

scale of the activity. The allocation should remain flexible while providing opportunities for new members. Thus, Organizing serves both as a mechanism for distributing responsibility and as a means of identifying future leaders .

At the Actuating stage, attention is directed toward communication, motivation, coordination, and problem solving. Activity leaders need to ensure that members understand their roles and have access to the information they need. In the volunteer context, management needs to consider members' motivation and experiences. Bidee et al. (2013) demonstrate the importance of autonomous motivation in volunteer work effort, while Tan (2025) shows that volunteer management is a developing field related to organizational sustainability (Sanpinit & Sirisawad, 2026).

At the Controlling stage, the organization evaluates processes and outcomes. Evaluation can use simple questions: Were the objectives achieved? What worked well? What were the main constraints? Who needs further support? What should be changed in the next activity? The evaluation results are then stored as organizational documents. Such documentation is important because leadership changes can result in the loss of knowledge when experiences are not recorded (Mulyadi, 2021).

Through this cycle, PATRIA can develop adaptive governance. The organization does not need lengthy documents but does need consistent work habits. The principle is simple: keep the system simple, use it, evaluate it, and improve it. This model is more appropriate for a youth organization that needs flexibility while maintaining a clear direction for its work (Kurniawan et al., 2023).

Empowering Youth through Leadership Opportunities

Youth empowerment in organizations will not be optimal if all decisions remain concentrated in senior administrators. Young people need opportunities to lead at a level appropriate to their readiness. Such opportunities can begin with small tasks, such as facilitating discussions or managing documentation, and then develop into activity coordination and project leadership. Gradual experience can build confidence and problem-solving abilities (Lee et al., 2021).

Krauss et al. (2020) show that youth organizations providing opportunities for personal growth, social support, and decision-making can become more empowering environments (Yanti & Abdullah, 2025). Soler-Masó et al. (2025) also emphasize that empowerment occurs when young people and communities build reciprocal relationships. In the context of PATRIA, this means that senior administrators do not lose their role when they give young people space; instead, they become facilitators and mentors (Tongmun et al., 2024).

This approach is also relevant to PATRIA's goal of developing the quality of Buddhist human resources. Development is not achieved only through seminars but through experience. Young people learn responsibility when they are given

responsibility, learn collaboration when placed in teams, and learn evaluation when involved in reflection. Therefore, organizational structures can be viewed as spaces for nonformal education (Geisler et al., 2019).

Young leaders also need guidance so that their leadership is not oriented solely toward achieving program outputs. Dhamma-based leadership needs to consider how goals are achieved. Integrity, good communication, respect for members, willingness to listen, and a service orientation should be part of leadership quality. Thus, successful succession is not merely about producing people who can lead but about producing leaders who are able to create benefit for others (Klangrit et al., 2025).

Digitalization as a Means of Strengthening Governance

Technological development creates opportunities to strengthen youth organizational governance. Digitalization can be applied to member data management, activity calendars, program documents, meeting minutes, communication, documentation, and evaluation. The use of simple digital tools can reduce dependence on personal documents and help the organization retain knowledge when leadership changes occur (Sangsopha et al., 2025).

Digitalization can also expand participation among members who cannot always attend physically. Activity information, meeting materials, decisions, and activity reports can be shared through mutually agreed platforms. However, digitalization needs to be managed according to principles of openness and data protection. Not all organizational information needs to be made public. Administrators need to distinguish internal documents, member information, and information that is appropriate for publication (McGovern, 2020).

Beyond administrative functions, digital media can be used to strengthen PATRIA's identity and communication. Young people can be involved in content management, activity documentation, Dhamma publication, and social-service campaigns. Such involvement can simultaneously provide opportunities to develop digital competencies and leadership. Thus, digitalization does not merely accelerate administration but can become part of leadership succession (Janks, 2020).

For PATRIA at Giri Santi Loka Buddhist Temple, the initial stage of digitalization can use a simple system. The organization can maintain one shared document repository, one activity calendar, standard work-program and meeting-minute formats, and an evaluation format. The system needs to be agreed upon by administrators and updated regularly. Consistency of use is more important than technological complexity.

Limitations and Directions for Future Evaluation

The main limitation of this activity is its descriptive evaluation design. The activity report documents the process of training, discussion, mentoring, and reflection but does not provide pre- and post-activity scores. Therefore, this article does not claim that

participants' knowledge or capacity increased by a specific amount. Statements about outcomes are limited to achievements supported by the activity documentation.

The second limitation concerns duration. The activity was conducted on a single occasion, making it impossible to determine whether participants actually applied POAC in PATRIA activities after the mentoring. Organizational impact should be observed over a longer period because governance change requires new habits rather than momentary understanding (Paniagua et al., 2015).

Future activities can use a simple evaluation design consisting of a pretest and posttest of governance knowledge, a skills observation sheet, and a follow-up evaluation three months after the activity. Instruments can measure understanding of organizational goals, ability to develop programs, task allocation, communication, evaluation, and readiness to become a leader. Such data would strengthen evidence of impact and allow comparison between the initial condition and the condition after mentoring (Zeng et al., 2023).

Evaluation should also pay attention to changes at the organizational level. In addition to measuring individuals, evaluation can examine whether PATRIA has developed work-program documents, task allocations, an activity calendar, meeting minutes, evaluations, and cadres who have begun to lead activities. Thus, success should not be measured only through participant satisfaction but also through changes in organizational practice (Velazco et al., 2021).

Practical Implications for PATRIA and Institut Nalanda

For PATRIA, the mentoring results provide a basis for developing governance that can be applied both at the activity level and at the organizational leadership level. The initial priority is not to add many rules but to ensure that several core practices are implemented consistently. Every program should have objectives, a responsible person, a schedule, task allocation, documentation, and evaluation. These practices can be developed into simple internal work standards. With minimum standards in place, leadership transitions do not always have to start from the beginning because knowledge and documents will be available for the next administrators to learn from.

For Institut Nalanda, this activity demonstrates an opportunity to develop a sustainable community engagement model with Buddhist organizations as partners. Higher education institutions can position themselves as facilitators of capacity strengthening rather than managers of partner organizations. Mentoring can be continued through work-program clinics, leadership training, digital administration development, organizational evaluation, and cadre mentoring. This pattern would enable the relationship between the university and the community to move beyond a single activity toward needs-based partnership (Purwanti, 2021).

At the academic level, this activity can also provide a basis for developing action research or program evaluation. Data from subsequent mentoring can be analyzed to determine how governance affects participation, leadership, and the sustainability of Buddhist youth organizations. Thus, community engagement can generate practical benefits as well as knowledge that strengthens the literature on religious organizations, youth development, and community empowerment (Lester, 2023).

These implications are consistent with the need to connect organizational practice with experiential learning. Youth organizations are real educational spaces because members directly encounter issues of planning, communication, conflict, limited resources, and service demands. When these experiences are properly supported, organizations can become relevant leadership laboratories for Buddhist youth.

In addition, sustainability needs to be supported by an agreement between PATRIA administrators and temple authorities regarding the scope of youth organizational activities. Institutional support may include access to facilities, opportunities to organize programs, mentoring, and recognition of youth contributions. A supportive environment will help members see that their organization has a meaningful position in temple life (Adjei-Bamfo et al., 2019).

This approach is important because youth organizations cannot develop separately from the community ecosystem. Young people need adult support while also needing space to experiment, make decisions, and learn from mistakes. A balance between mentoring and autonomy is an important foundation for healthy leadership succession (Suksawas & Soithong, 2024).

Thus, governance can be understood as social infrastructure that supports Buddhist youth participation, learning, leadership, and sustainable succession.

This principle can serve as a basis for developing Buddhist organizational mentoring programs at b oth the temple level and across the PATRIA network

CONCLUSION

The community engagement activity at PATRIA, Giri Santi Loka Buddhist Temple, Jepara, demonstrates that strengthening governance can serve as a strategy for Buddhist youth empowerment and leadership succession. POAC-based mentoring helped participants understand the organization as a cycle connecting planning, role allocation, implementation, coordination, and evaluation.

The main contribution of the program is the contextualization of POAC to the characteristics of a Buddhist youth organization. Governance was positioned not only as an administrative instrument but also as a learning space in which members can assume responsibility, develop leadership, collaborate, and prepare for succession. The activity did not provide quantitative evidence of increased capacity, so the reported outcomes

are descriptive and process-based. Future programs should use pre- and post-mentoring evaluation instruments and medium-term monitoring to determine the extent to which governance practices are implemented. Subsequent mentoring should also focus on developing work documents, strengthening evaluation systems, mentoring, and Buddhist youth leadership development.

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