



# Stakeholder engagement communication in CSR: Evaluation of the 2023 student entrepreneurship program at PT *Taman Wisata Candi Borobudur*, Prambanan and Ratu Boko

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## ARTICLE INFO

### Article history

Received 2025-08-31

Revised 2025-09-29

Accepted 2025-09-30

### Keywords

Communication evaluation

Stakeholder Engagement

Corporate social responsibility

Two-way communication

## ABSTRACT

This study evaluates stakeholder engagement communication in PT *Taman Wisata Candi Borobudur*, Prambanan, and Ratu Boko's 2023 Student Entrepreneur Social and Environmental Responsibility (TJSL) Program to enhance its effectiveness and sustainability. Employing a descriptive qualitative approach through interviews, observations, and document analysis, the findings indicate that communication was predominantly one-way, mediated through mentor teachers without direct channels or structured feedback for participants. Such practices diverge from the principles of two-way symmetrical communication, thereby limiting dialogue and active involvement. To address this gap, the study introduces the CIRCLE Communication Evaluation Model, which integrates six dimensions: message clarity, information access, responsiveness, feedback continuity, learning documentation, and engagement impact. Theoretically, this research contributes by extending CSR communication studies with a focus on documentation and feedback loops dimensions often overlooked in existing models such as CIPP and IAP2. Practically, the proposed model offers a replicable framework for strengthening stakeholder engagement and supporting the sustainability of education-based empowerment initiatives within the state-owned enterprise (BUMN) context.

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## 1. Introduction

A strategic strategy to attaining sustainable development is community empowerment, especially in tourist destinations with substantial local economic potential. The growth of student entrepreneurship is one empowering strategy that has shown promise (Ho et al., 2025; Santos et al., 2025). In addition to giving the next generation entrepreneurial skills at a young age, this program helps to fortify the creative economy environment surrounding popular tourist locations. Entrepreneurship is a process that involves creativity, innovation, and risk-taking with the goal of seizing chances to create additional economic and societal value (Caputo et al., 2025; Daniel et al., 2025).



Statistical evidence further supports the initiative's urgency. The Central Statistics Agency (2023) reports that among all educational levels, the open unemployment rate for vocational high school graduates is the highest at 9.31%. This data emphasizes the necessity of programs that encourage young people to become economically independent and cultivate entrepreneurial attitudes in addition to technical training (Capmas, 2022; Putri et al., 2023).

As part of its Social and Environmental Responsibility (TJSL) policy, PT *Taman Wisata Candi* Borobudur, Prambanan, and Ratu Boko (PT TWC), a State-Owned Enterprise (SOE) that oversees cultural heritage tourism locations, has put in place a program to address this issue. In order to enhance their business planning, product creation, and marketing abilities in the context of Indonesian culinary specialties, the 2023 Student Entrepreneur Program specifically targeted vocational high school students specializing in culinary arts. According to Pandit et al., (2023), this program uses the Creating Shared Value (CSV) strategy, which incorporates community needs and social interests into corporate business plans to provide advantages for the firm and the local community (Bimo & Anindya, 2024; Prautama et al., 2024).

Eight vocational schools (SMKs) in Yogyakarta's Special Region participated in the initiative. Students showcased their unique culinary menu concepts during the initial open registration and proposal submission process. A panel of judges from PT TWC and outside specialists evaluated the chosen groups as they advanced through several phases of competition and development.

However, there hasn't been a thorough assessment of the communication tactics employed throughout the program, according to early conversations with PT TWC's Corporate Communications personnel. Without evaluating the degree to which communication impacted participant motivation, engagement, or post-program continuity, program reports frequently concentrate on quantitative outcomes like budget realization or the quantity of media articles (Hanaysha, 2021). Feedback from participants, who voiced worries about the lack of follow-up communication after the program concluded, which impacted their participation and sense of ownership, lends credence to this issue (Yudhista, 2023).

This disparity is indicative of a larger problem brought to light by recent research. To guarantee goal alignment and long-lasting impact, Lumanauw & Suastawa (2023), for instance, stress the significance of assessing communication tactics at every step of a program before, during, and after implementation. However, the evaluation of communication in CSV-based CSR initiatives that seek to generate both social and commercial value is rarely the subject of current research.

In order to assess how communication affects stakeholder engagement in the 2023 Student Entrepreneur Program by PT TWC, this study aims to develop a stakeholder-oriented communication evaluation methodology. Shofwan (2025), who created student character-building communication programs; Komodromos, (2024), who examined communication tactics in non-profit organizations; Who used the Allen H. Center (2005), evaluation model in a community empowerment setting, are just a few of the earlier studies that this study builds upon and extends (Luttrell & Capizzo, 2025; Silverman & Smith, 2024). In contrast to those, this study offers a fresh strategy designed for the CSV setting, emphasizing strategic communication that benefits society while simultaneously generating value for the business and its stakeholders (McKeever, 2024).

This study uses a case study methodology in conjunction with a descriptive qualitative method. Direct observation, document analysis, and in-depth interviews were used to gather primary data. The researcher's communication evaluation model was then used to analyse these data. It is anticipated that this study will contribute theoretically to the field of communication assessment and offer PT TWC useful advice for creating more sustainable, quantifiable, and participatory CSR communication strategies.

## 2. Method

This research applies a constructivist paradigm, which emphasizes that reality emerges through interactions, experiences, and meanings constructed collectively by stakeholders (Cahyadi & Reni Wijayanti, 2023). Such a paradigm is considered suitable to explore and understand the participatory communication dynamics that take place within social and environmental responsibility (CSR) initiatives, where shared meaning and engagement are central (Belas, 2021).

This research adopts a constructivist paradigm, emphasizing that reality is co-constructed through stakeholders' interactions, experiences, and shared meanings. Such a paradigm is suitable for exploring participatory communication dynamics within CSR initiatives, where mutual engagement and meaning-making are central (Sari et al., 2022).

An applied research design with a descriptive qualitative approach was employed, oriented toward evaluating the effectiveness of PT *Taman Wisata* Candi Borobudur, Prambanan, and Ratu Boko (PT TWC)'s communication strategy in the 2023 Student Entrepreneur Program. Rather than generating new theories, the study aims to provide practical recommendations to enhance CSR communication practices (Trisnawati et al., 2020).

As seen in Table 1, the analysis focused on multiple dimensions of stakeholder engagement communication, including the appropriateness of channels used, clarity of messages, openness and empathy, feedback and follow-up, and consistency of communication documentation (Sugiyono & Lestari, 2021). Informants were selected purposively to ensure representation from both internal stakeholders (Corporate Secretary, Corporate Communications, and Social & Environmental Affairs Division) and external stakeholders (program participants, mentor teachers, and partner schools). In total, 16 informants were interviewed.

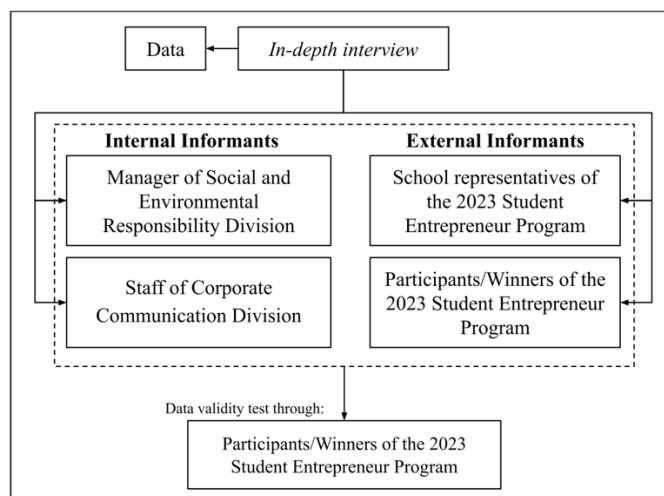
Data were collected from multiple sources using varied techniques: in-depth interviews with key informants, participatory observation during program activities (e.g., workshops, coordination meetings, mentoring sessions), and documentation analysis (e.g., outreach brochures, program proposals, accountability reports, and official social media content). Data were analyzed using Miles & Huberman (1992) interactive model: (1) data reduction, (2) data presentation, and (3) conclusion drawing and verification. Validity was strengthened through source triangulation, cross-checking data across informant groups, and combining interviews, observations, and document analysis.

**Table 1.** Method Summary

Aspect	Descriptions
Type of Research	Applied research, constructivist paradigm, descriptive qualitative approach
Research Procedures	Evaluative orientation of CSR communication effectiveness (PT TWC's <i>Student Entrepreneur</i> Program, 2023)
Sampling and Informants	Purposive sampling: 6 internal stakeholders (Corporate Secretary, Corporate Communication, Social & Environmental Affairs staff) and 10 external stakeholders (student participants, mentor teachers, school representatives)
Instruments	In-depth interviews, participatory observation, document analysis (reports, brochures, social media content)
Duration	November 2024 – Juni 2025 (8 months)

Several internal and external stakeholders participated in the triangulation of data sources for this study, each offering a complementary viewpoint to guarantee the validity of the results. The Manager of the Social and Environmental Responsibility Division and employees of the Corporate Communication Division were among the internal informants, as illustrated in Fig. 1. In the meantime, student participants in the 2023 Student Entrepreneur Program and school

representatives served as external informants. In order to improve result accuracy and lessen bias, this triangulation procedure also included checking data across informant groups.



**Fig. 1. Triangulation of Data Collection Sources**

### 3. Result and Discussion

The TWC "Student Entrepreneur" program's successful stakeholder engagement was influenced by both the quantity and caliber of communication channels. Results indicate that there was little official recordkeeping and that professors served as important middlemen for information. This indicates a one-way and disjointed flow that could compromise long-term accountability and transparency. According to Grunig and Hunt's two-way symmetrical model, this suggests that decision-making did not completely incorporate stakeholder viewpoints (Grunig & Hunt, 1984). Since institutional learning cannot take place without comprehensive documentation and feedback loops, such practices restrict the program's viability (Grunig & Grunig, 2013).

First, Information Openness. There was a chance of misunderstanding because important information was only shared with participants via mentor teachers. Although the technical information was sufficiently clear, it was frequently given abruptly, which made it challenging for participants and schools to get ready. Complete transparency was not possible because communication was still one-way and lacked official documentation (Bahrini & Qaffas, 2019).

Second, Channels of Communication. The committee and mentor instructors communicated internally using WhatsApp groups; participants were not directly involved. The website and Instagram, two external publication platforms, were not used as a two-way engagement area; instead, they were used exclusively for activity reporting. More administrative and one-way communication resulted from the communication strategy's initial lack of integration (Mukhnizar et al., 2024; Syofiyardi et al., 2022).

Third, Empathy and Openness. Although there were two technical meetings for discussions, information was frequently presented in an abrupt manner. Because they didn't feel safe enough to offer critical criticism, participants and accompanying teachers tended to be inactive. Post-program follow-up promises, such as restaurant management awards, were unclear, indicating poor communication continuity (Depraz & Cosmelli, 2003).

Fourth, Input and Monitoring. A systematic feedback mechanism did not exist. Schools and participants offered feedback on the onerous schedule, but there was unclear communication about follow-up. Practical limitations prevented the victor from fulfilling the promise of restaurant

management, but this information was not publicly shared, which led to a gulf in expectations (Li et al., 2021).

Fifth, Communication History. Photo documentation and WhatsApp messages were the only forms of casual communication documentation. No meeting summaries, minutes, or digital repositories were available to participants or schools. The lack of formal records diminishes accountability, erodes stakeholder trust, and makes program evaluation challenging.

The evaluation results of communication in the "Student Entrepreneur" CSR Program of PT Taman Wisata Candi (TWC) show that the implementation of communication has not fully complied with the principles of stakeholder engagement as outlined in Freeman's Theory and the ISO 26000 guidelines. The company has not been optimal in mapping stakeholder needs, developing data-based communication strategies, and providing active and sustainable dialogue space.



**Fig. 2. IAP2 Spectrum Public Participation in the 2023 "Student Entrepreneur" CSR Program**

As seen in Fig. 2, although this program uses the Creating Shared Value (CSV) approach, targeting youth empowerment, stakeholder participation remains limited to the inform and consult phase within the IAP2 Public Participation Spectrum framework (Taskin, 2023). Communication occurs vertically through mentor teachers, so students, as participants, serve only as recipients of information and are not directly involved in decision-making or program evaluation.

<i>Key Players/ Keep Satisfied</i>	<i>Manage Closely</i>
<b>Stakeholder:</b> Siswa/ Peserta, Guru pendamping <b>Strategi Keterlibatan (IAP2):</b> Inform + Consult	<b>Stakeholder:</b> Divisi Corporate Communication, Pengembangan Bisnis, dan Finance <b>Strategi Keterlibatan (IAP2):</b> Inform + Consult + Collaborate
<i>Minimal Effort</i>	<i>Keep Informed</i>
<b>Stakeholder:</b> - <b>Strategi Keterlibatan (IAP2):</b> Inform	<b>Stakeholder:</b> - <b>Strategi Keterlibatan (IAP2):</b> Inform + Consult

**Fig. 3. Stakeholder Mapping Based on Level of Influence and Interest in the 2023 "Student Entrepreneur" Program**

As seen in Fig. 3, stakeholder mapping findings also revealed that the engagement strategy implemented was predominantly informative and consultative, with minimal efforts to foster active collaboration. As a result, two-way communication has not been established, transparency is limited, and formal communication documentation such as minutes, feedback recaps, or discussion reports is absent. Compared to best practices such as the PT Pertamina Patra Niaga Regional Sumbagsel CSR Program and the Blibli ticket action program, it is clear that these programs implemented two-way communication from the planning stage, directly involving stakeholders, and utilizing social media as an interactive channel, not just a publication showcase (Agung & Isnawati, 2023).

In contrast, communication in the PT TWC "Student Entrepreneur" Program remains largely one-way, with social media used solely for documenting event outcomes, and no systematic communication trace is implemented. Evaluation also relies heavily on direct observation, without support from surveys or quantitative data, thus not providing a comprehensive analysis of the program's success (Prasadi et al., 2023; Wahyudi et al., 2023). These limitations indicate the need for a more participatory and integrated communication strategy update, including digitized communication documentation, the use of digital media as an interactive tool, and a systematic feedback mechanism to increase transparency, accountability, and sustainability of the TJSL program.

### **Evaluation of Aspects of the "Student Entrepreneur" CSR Program Using the CIPP Evaluation Model**

This study evaluated the "Student Entrepreneur" CSR Program at PT TWC using the CIPP (Context, Input, Process, Product) Model to determine the alignment of theoretical ideals with field practice. First, Context. This program was designed to address the high unemployment rate among vocational school graduates (9.31% by 2023) and the need for local economic empowerment. However, no prior survey or study of participant needs was conducted, resulting in a lack of data-driven audience segmentation and communication approaches. This demonstrates a weak strategic planning foundation, which should have begun with audience mapping, as outlined by the Scott M. Cutlip & Allen H. Center.

Second, Input. The Rp 200 million allocated for CSR was only 17.4% (Rp34.7 million). This large discrepancy between planned and actual implementation indicates a lack of commitment or resource optimization. However, ISO 26000 emphasizes the importance of transparent and sustainable resource utilization as a form of social responsibility. Third, Process. Program communication is predominantly one-way (top-down) through mentor teachers, with no direct communication with participants. There are no formal media such as pamphlets or dedicated digital channels for the program, and there is no structured feedback mechanism or post-activity monitoring. This situation contradicts the principle of Two-Way Symmetrical Communication (Smit, 2024) and only places students at the "Inform" level of participation (IAP2 Spectrum), without engaging them at the "Involve" or "Collaborate" stages.

Fourth, Product. There is no systematic data available that records post-program impacts, such as continued entrepreneurial activity or increased participant capacity. Evaluations focus solely on immediate outputs (number of participants and winners), rather than long-term outcomes. However, according to Freeman, the success of stakeholder engagement in educational programs lies in the sustainability of practices and relationships. The lack of longitudinal tracking means that the strategic value of CSV (Creating Shared Value) is not fully achieved because the ongoing benefits to participants are not measurable (Pinkan, 2023). Overall, this evaluation underscores the need for data-driven planning, structured two-way communication, and ongoing monitoring to ensure the success of the TJSL program not only as a one-time event, but also as a long-term investment in social relations and economic empowerment.

### **Evaluation of the "Student Entrepreneur" Community Service (CSR) Program Communication Using Two-Way Symmetrical Communication**

Two-way symmetrical communication (Grunig & Grunig, 2013) emphasizes the importance of open dialogue and equal information exchange to build meaningful engagement between organizations and stakeholders. However, the findings of this study indicate that PT TWC's

communication practices in the "Student Entrepreneur" program are still predominantly one-way and top-down.

Program information is conveyed through mentor teachers, who then pass it on to students, without a direct communication channel between organizers and participants. This results in a suboptimal feedback process, thus preventing the principles of openness and equality from being fully realized. Based on the IAP2 Spectrum, program communication is limited to the "inform" and partial "consult" stages participants only receive information or are occasionally consulted, without being involved in decision-making or program design.

In contrast to the best practices in the CSR study of PT [Pertamina Patra Niaga \(2020\)](#), which provided an interactive discussion platform and post-program monitoring, PT TWC lacked a formal discussion forum, online Q&A channel, or ongoing evaluation mechanism. Consequently, engagement was formal, participants felt a low sense of ownership, and their understanding of the program's long-term benefits was limited ([Indrawan et al., 2024](#)).

Overall, these findings confirm that communication within the "Student Entrepreneur" program served more as a one-sided information channel than as a space for participatory dialogue, resulting in key elements of two-way symmetrical communication not being fully implemented.

### **Theoretical and Practical Implications of Research Findings**

This study enriches the field of Corporate Social Responsibility (CSR) communication and stakeholder engagement, particularly within education-based and youth empowerment programs. Theoretically, the findings reaffirm the significance of implementing symmetrical two-way communication, which has been proven effective in building sustainable organizational stakeholder relationships. Moreover, the results strengthen the relevance of both the IAP2 Public Participation Spectrum and Freeman's Stakeholder Engagement Theory as conceptual foundations for participatory communication in CSR initiatives.

Empirically, the communication process within PT TWC's Student Entrepreneur program was found to be predominantly instructional and top-down, characterized by limited feedback loops and low transparency. This condition contradicts the principles of Participatory Communication and Relationship Management Theory, both of which emphasize active stakeholder involvement, trust-building, and reciprocal value exchange between organizations and their publics.

From a practical perspective, these weaknesses lead to superficial and short-term engagement, reducing participants' sense of ownership and long-term commitment to the program. This study also underscores the essential role of communication documentation, not merely as an administrative archive but as a critical instrument for evaluation, monitoring, and continuous learning within CSR communication processes.

For PT TWC, several strategic recommendations are proposed. First, the company should develop a comprehensive communication strategy from the planning stage, encompassing stakeholder mapping, feedback mechanisms, and systematic documentation. Second, it is necessary to establish safe and inclusive two-way communication spaces, such as participatory forums, stakeholder surveys, and digital discussion groups. Third, PT TWC should optimize social media and website platforms as interactive engagement tools rather than using them solely for publication and reporting.

For CSR practitioners, this study highlights the importance of adopting a structured and well-documented participatory communication approach to ensure program sustainability and accountability. For educational partners, engagement should extend beyond beneficiary participation toward active collaboration in program design, implementation, and evaluation.

Ultimately, this study demonstrates that the success of CSR initiatives should be assessed not merely through quantitative outcomes but also through the quality of communication, as a space for dialogue, transparency, and the creation of shared value (CSV). Participant reflections further reveal that top-down communication limits active participation, reinforcing the need for a more collaborative, inclusive, and sustainable communication model.

### **Analysis of PT TWC's Engagement with Stakeholders**

This study found that PT TWC's stakeholder engagement in the 2023 "Student Entrepreneur" CSR Program remains predominantly limited and transactional, focused on conducting competitions rather than building long-term partnerships.

First, External stakeholders. Such as students, are only involved in the implementation and proposal development stages, without involvement in the planning, monitoring, and evaluation stages. This places students at the inform level on the IAP2 spectrum. Teachers-in-charge are slightly higher in the consult stage through technical meetings, but still lack regular discussion space or opportunities to provide strategic input. The school only receives official letters and schedules, without any collaborative material design process or post-program sustainability discussions. Second, Internally, the Corporate Communications Division and Corporate Secretary only play a technical role, not a formulator of long-term communication strategies. However, according to Stakeholder Engagement Theory [Freeman et al., \(2015\)](#) and ISO 26000 guidelines, engagement should ideally be collaborative and participatory from the initial stages through evaluation.

As a result, the engagement that was built was event-based (transactional) and not yet transformational, which could strengthen a sense of ownership and program sustainability. The absence of post-surveys, the lack of post-program dialogue, and the absence of reflection with key stakeholders further reinforced the impression that communication served only as an instrument for conveying information, not as a space for open dialogue.

These findings demonstrate a significant gap between the concept of participatory engagement in theory and practice in the field. Engagement only emerged during core activities, not continuing in subsequent reflection, evaluation, or planning processes. Yet, the essence of strong stakeholder engagement is continuity, transparency, and active participation to build strategic relationships and sustainability, not simply the publication of competition results.

### **Stakeholder Engagement Communication Evaluation Model**

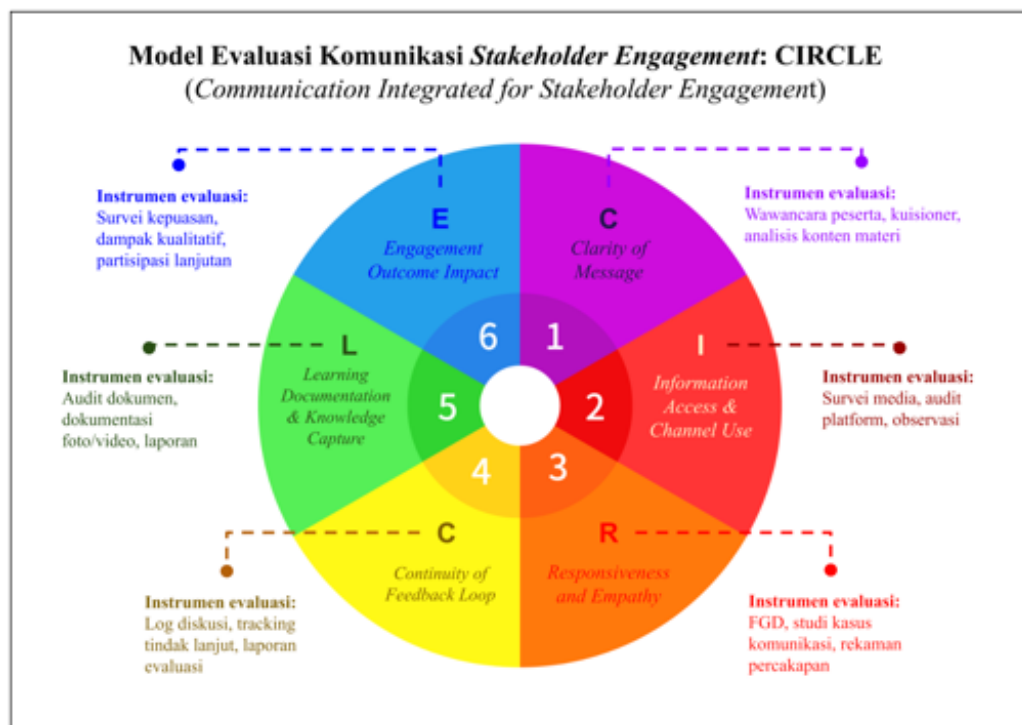
To address this gap, this study proposes the CIRCLE Communication Evaluation Model, which encompasses six dimensions: message clarity, appropriateness of information channels (information access & channel use), responsiveness and empathy, continuity of feedback loop, learning documentation, and engagement outcome impact. This model is designed to ensure that communication is not merely a means of conveying information, but rather a strategic process that is participatory, documented, and can be evaluated for sustainability.

As seen in [Fig 4](#), there are six interconnected dimensions in the CIRCLE Model: First, Clarity of Message (C). Guarantees that information conveyed to interested parties is clear, succinct, and unambiguous. Second, Information Access & Channel Use (I). Assesses if communication channels are suitable for the target audiences and whether information is available to all pertinent stakeholders. Third, Responsiveness and Empathy (R). The ability of the organization to sensitively and respectfully address the needs and concerns of stakeholders. Fourth, Continuity of Feedback

Loop (C). Evaluates how to keep the conversation continuing and include stakeholder input into decision-making.

Fifth, Learning Documentation & Knowledge Capture (L). For organizational memory and ongoing development, learning outcomes, best practices, and lessons learned must be methodically documented. Sixth, Impact of Engagement Outcomes (E). Looks at the observable and observable results of stakeholder engagement initiatives, including as satisfaction, participation quality, and long-term effects.

In order to make sure that every dimension is methodically measured and in line with participatory stakeholder engagement norms, this approach incorporates evaluative tools like surveys, interviews, focus groups, platform audits, content analysis, and documentation reviews.



**Fig. 4. Stakeholder Engagement Communication Evaluation Model**

Theoretically, these findings emphasize the importance of a symmetrical two-way communication paradigm and stakeholder engagement as the foundation of CSR programs. Practically, this research encourages PT TWC and similar organizations to focus not only on immediate outputs but also on long-term outcomes by providing space for dialogue, strengthening documentation, and involving stakeholders as active partners from the planning stage through evaluation. This approach is believed to strengthen participants' sense of ownership, increase accountability, and create a more sustainable social impact.

The results of this study differ from several previous CSR communication and stakeholder engagement studies. Shofwan (2025), who developed communication programs for student character-building, found that participatory communication requires structured two-way interaction and consistent post-program follow-up. However, PT TWC's communication still relies on top-down information dissemination without formal documentation or follow-up channels. Similarly, Komodromos (2024) emphasized that non-profit organizations achieve higher stakeholder trust through transparency and digital-based feedback systems, whereas in the TWC case, digital platforms functioned only for publication rather than dialogue.

In addition, [Lumanauw & Suastawa \(2023\)](#) highlighted that effective CSR programs must assess communication strategies before, during, and after implementation to ensure alignment with stakeholder expectations. The TWC program, in contrast, conducted communication evaluations mainly through direct observation without comprehensive documentation or survey data, resulting in limited understanding of long-term impact.

This finding also contrasts with [Ghazali & Misnawati \(2023\)](#) study on the PT Pertamina Patra Niaga CSR program, which successfully integrated interactive discussion forums and systematic post-program monitoring. PT TWC's engagement, meanwhile, remains event-based and transactional. Similarly, [Hanaysha \(2021\)](#) and [Indrawan et al., \(2024\)](#) concluded that symmetrical two-way communication fosters trust and ownership; however, in the TWC case, participants acted only as information recipients, not co-decision makers.

Nevertheless, this study aligns with [McKeever \(2024\)](#) and [Luttrell & Capizzo \(2025\)](#) who argued that CSR communication in the Creating Shared Value (CSV) context should not only transfer information but also create mutual learning spaces. The lack of documentation and feedback mechanisms observed in PT TWC's program reaffirms the theoretical gap identified by these authors, namely, the absence of structured evaluative tools to measure participatory communication outcomes.

Theoretically, this research contributes to the field of CSR communication evaluation by integrating documentation and feedback loop dimensions into stakeholder engagement analysis, two aspects that are often overlooked in traditional frameworks such as CIPP and IAP2 Spectrum. The proposed CIRCLE Communication Evaluation Model (Clarity, Information Access, Responsiveness, Continuity, Learning Documentation, and Engagement Impact) extends the theoretical foundation of symmetrical two-way communication from [Grunig & Hunt, \(1984\)](#) by operationalizing measurable indicators of participatory dialogue and sustainability.

Practically, this study provides a replicable evaluative model for CSR practitioners, particularly in the education-based empowerment context of State-Owned Enterprises (BUMN), to strengthen communication strategies, ensure transparency, and promote long-term stakeholder relationships. The CIRCLE model also offers an applicable tool for other sectors that seek to transition from transactional to transformational engagement.

Despite its comprehensive qualitative approach, this study has several limitations. First, the analysis relied primarily on qualitative data from interviews and observations without quantitative triangulation, which limits the generalizability of the findings. Second, the research context was limited to one CSR program (PT TWC), so variations in organizational culture, resources, and stakeholder dynamics in other companies were not captured. Third, time constraints prevented longitudinal monitoring to evaluate post-program behavioral or relational changes among participants.

Future research should therefore apply the CIRCLE model across different CSR settings and integrate mixed-method approaches, combining quantitative surveys, digital trace analysis, and longitudinal evaluation to capture the evolving nature of stakeholder engagement and measure communication impact more objectively.

#### **4. Conclusion**

As a structured framework for evaluating stakeholder engagement in CSR communication, this study presents the CIRCLE Communication Evaluation Model (Clarity of Message, Information Access & Channel Utilization, Responsiveness and Empathy, Continuity of Feedback Loop, Documentation of Learning & Knowledge Capture, and Engagement Outcome Impact). By

incorporating evaluative elements such as responsiveness, feedback, and learning documentation which extend beyond message delivery this model theoretically reinforces the paradigm of symmetrical two-way communication. By providing an operational tool that overcomes shortcomings in current CSR communication frameworks, especially in the tourism industry, it adds to the body of literature.

Practically speaking, the results indicate that in order to cultivate long-lasting stakeholder connections, PT TWC and other organizations should implement more interactive communication channels, such as direct forums, internet platforms, and clear documentation processes. Organizations can use the CIRCLE model as a flexible evaluation tool to track social effect, accountability, and stakeholder participation. Future studies could further improve the model's evaluating tools, apply it to various businesses and contexts, and conduct longitudinal studies to evaluate the long-term effects of CSR communication. The evidence supporting inclusive, participatory, and long-lasting stakeholder engagement strategies will be strengthened as a result.

### Acknowledgment

The author would like to express sincere gratitude to the supervisors and lecturers of the Master of Communication Science Program, Universitas Pembangunan Nasional "Veteran" Yogyakarta, for their valuable guidance, insightful feedback, and continuous support throughout the completion of this research. Special appreciation is extended to PT *Taman Wisata* Candi Borobudur, Prambanan, and Ratu Boko, who provided access, data, and cooperation essential for this study. The author also thanks family and friends for their encouragement and patience, which greatly contributed to the successful completion of this work.

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