



## **A Multidimensional Analysis of the Synergy between Ideological and Political Education in Colleges and Universities and One-Stop Student Community Service Platform in the Context of the New Era**

*Shengping Lin*<sup>1,\*</sup>

<sup>1</sup> Lishui University, Lishui, 323000, Zhejiang, China

**SUMMARY:** *In the context of the ongoing expansion and democratization of tertiary education, the nurturing function of university student communities has attracted growing attention. This paper examines and synthesizes the synergistic effects of ideological and political education in higher education student communities in terms of character inculcation, value leadership, and demonstration and motivation. In order to achieve a more comprehensive and in-depth understanding of the synergy between ideological and political education and the all-in-one student community service platform, a set of evaluation index indicators is established, utilizing the refined hierarchical weighting approach for weighting purposes, and appraised through a multi-level fuzzy assessment framework. The results indicate that the universities under investigation exhibit adequate coordination between ideological and political education and the all-in-one student community service platform, with a comprehensive evaluation score of 3.74, and the scores of character inculcation, value leadership, and demonstration and motivation are all above 3.5, and statistically significant variations were observed across the dimensions of students' gender, grade, and specialization ( $p < 0.05$ ), specifically, the evaluations of male students, first year students, and science and engineering undergraduates register higher average scores. From character inculcation to value leadership to modeling and motivation, the pedagogical mission of the all-in-one student community service platform in colleges and universities permeates every key node of students' growth.*

**KEYWORDS:** *AHP; fuzzy comprehensive evaluation; evaluation index system; ideological and political education; student community*

### **1 Introduction**

At present, a "one-stop" student community has emerged as an indispensable vehicle for realizing the "three-all education" educational goal. It is a place that integrates life, education, communication, cultural influence, and life services, established by making full use of the existing classrooms, dormitories, and other areas of universities. It fully leverages the guiding and exemplary role of party-led initiatives in the park, and builds a whole-process education mechanism involving all members [1-4]. The "one-stop" student community service system within higher education institutions took shape in parallel with the rise of the concept of "one-stop" student community, which predominantly draws on digital student spaces to construct an integrated platform encompassing learning, civic education, and life services [5-7]. The coordinated operation of ideological and political education in colleges and universities alongside the "one-stop" student community service platform has become an important

\*L1156788374@163.com

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initiative to implement the agenda of ideological and political work and enhance the level of student education, management and service in the new era [8, 9].

In the new era of ideological and political education in colleges and universities, equal weight is placed on both moral development and academic achievement, which requires us to abandon the old concept of traditional education that prioritizes intellectual cultivation while neglecting moral formation, and to truly realize the educational goal of fostering individuals of strong character and values [10, 11]. Ideological and political education in colleges and universities and the "one-stop" student community service platform can not only address the physical and cyberspace needs of students, but also nurture students' self-expression, self-management and the ability to deal with complex social relations in real life, and thus holistically elevate the overall competence of students and their sense of civic responsibility [12-15]. In addition, amid the current era of widespread Internet penetration, ideological and political education in colleges and universities is facing unprecedented shifts in both opportunity and challenge [16, 17]. As a new educational tool, "network ideological and political education" not only breathes new energy into the field, but also raises higher requirements [18]. The "one-stop" student community service platform embodies the new trend of innovative education, and through the synergy with ideological and political education, it can effectively encourage teachers, counselors, college leaders and other educational stakeholders to be closer to students, thereby forming an interactive platform covering learning, life, ideology, culture and other aspects [19-22].

This paper discusses the synergy between civic and ideological education and the all-in-one student community service platform, and identifies that the university student community mainly carries the functions of civic and ideological education, such as moral inculcation, value leadership, and demonstration and motivation. Based on this, an assessment index framework is developed based on the three aspects of character inculcation, value leadership, and demonstration and motivation, and the "three-scalar method" is introduced into the hierarchical weighting procedure to assign importance scores to the designated evaluation indexes. A structured survey was carried out to gather responses from the students, counselors and administrators of a university, and the integrated fuzzy assessment approach was used to process the collected data to assess the synergy between civic and ideological education and the one-stop student community service platform, and based on the students' questionnaire data, the two-sample t-test alongside the single-factor analysis of variance (ANOVA) were used to explore the synergy of the civic and ideological education and the student community in terms of gender, grades, and differences in major categories.

## 2 Synergies

As the ideological and political education domain most closely intertwined with students' everyday routines, the student community is the basic unit for building the service guarantee system of colleges and universities. Drawing upon the environmental dimension of ideological and political education\*\*, the carrier dimension of\*\*\* ideological and political education and the methodological dimension of ideological and political education, the synergistic effect of ideological and political education in colleges and universities and the one-stop student community service platform is shown in Fig. 1, which is mainly divided into the role of character inculcation, value leading and modeling incentive in three directions.

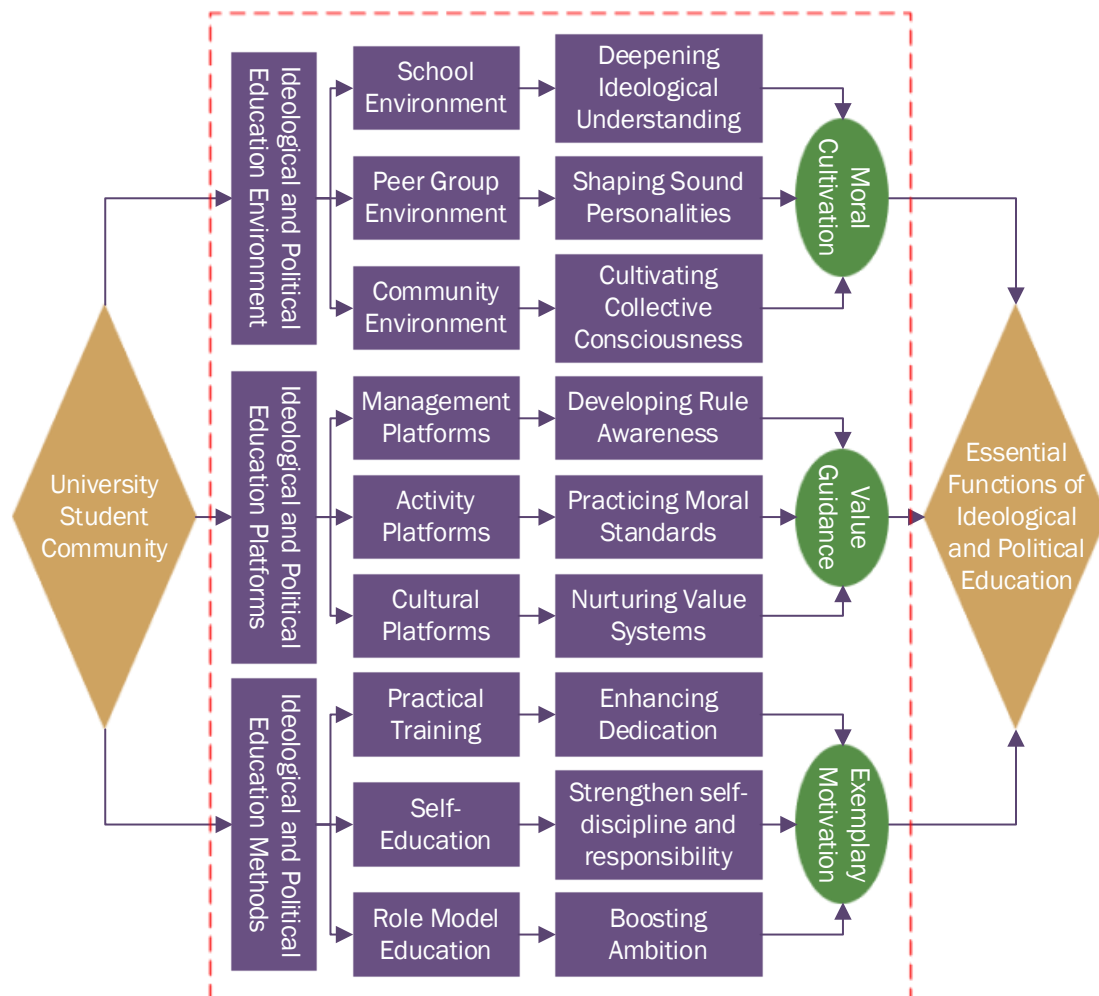


Figure 1: The synergism of ideological and political education and student community

## 2.1 Character inculcation

The one-stop student community service platform relies on the ideological and political education environment to realize character inculcation.

### (1) Deepening ideological cognition by relying on the school environment

The school environment shapes students' ideological and moral development through teaching activities, extracurricular activities and teachers' demonstrations. Values-oriented education within the student residential community fosters emotional growth among students through the school style, school spirit, teaching activities, extracurricular activities, teacher demonstrations, etc. Students further strengthen their ideological knowledge while actively contributing to the improvement of the educational environment, reinforcing the effect of the first classroom civic and moral instruction, and achieving the complementary advantages of the first classroom education and the civic and political education embedded within the student residential setting.

### (2) Shaping a Sound Personality through Peer Group Environment

The peer group environment exerts considerable influence over students in the community. The student community, especially the student dormitory, will have a good academic style and good behavior to the community members. Relying on the peer group environment can foster a healthy mental health education setting. Through the guidance and cultivation offered by the peer group environment in the student community, community members can be positively guided, and community members can be encouraged to form a sound personality through peer-

to-peer exchanges and guidance.

(3) Relying on the community environment to cultivate collective consciousness

The student community is a collective space for students to grow up in the community environment, which serves the purpose of ideological and political education in nurturing students' collective consciousness. By carrying out community group counseling and community collective activities, students can more fully integrate into the community, create harmonious relationships, and develop a stronger sense of belonging to collective life.

## 2.2 Value leadership

The one-stop student community service platform leverages ideological and political education carriers to realize value leadership.

(1) Exercise the sense of rules based on the management carrier

Student community is a spatial field and organizational form for effective management of students, and the shaping of rule consciousness based on strict management is realized through the daily management of student community. The norms of students' daily life are incorporated into the process of students' moral evaluation and merit assessment, such as students' evening roll-call system, dormitory hygiene and safety system, dormitory spiritual civilization construction system, etc., so as to exercise students' sense of rules through daily management.

(2) Relying on activity carriers to practice character and moral norms

The most prevalent manifestation of ideological and political education in the student community is to deliver education in the activity carrier. Through the practicality of the second classroom activities in the student community, students can practice moral norms and gain growth in the process of participating in the activities. Relying on student residential platforms to organize a wide range of cultural and artistic, sports and athletic, interest and specialty classes and other second courses, to open all kinds of humanities and arts lecture halls, to enhance the holistic competence of students, and to promote the overall development of students.

(3) Nurturing Values through Cultural Carriers

By putting civic and moral education content into the community culture carrier, enhance the infectious force and penetration of ideological and political education, make the substance of civic and moral instruction in the cultural creation and dissemination exert a subtle shaping effect on the students' thinking and behavior, to infiltrate the students' thoughts with the cultural carrier, and to cultivate the students' values.

## 2.3 Demonstration of incentives

The one-stop student community service platform draws on ideological and political education methods to realize model incentives.

(1) Exercise the sense of rules based on the management carrier

Student community is both a physical space and an institutional framework for effective management of students, and the shaping of rule consciousness based on strict management is realized through the daily management of student community. The norms of students' daily life are integrated into the process of students' moral evaluation and merit assessment, such as students' evening roll-call system, dormitory hygiene and safety system, dormitory spiritual civilization construction system, etc., so as to strengthen students' sense of rules through daily management.

(2) Relying on activity carriers to practice character and moral norms

The most prevalent manifestation of ideological and political education in the student community is to deliver education through the activity carrier. Through the practicality of the second classroom activities in the student community, students can practice moral norms and achieve personal growth in the process of participating in the activities. By harnessing student

community resources to conduct a wide range of cultural and artistic, sports and athletic, interest and specialty classes and other second courses, to open all kinds of humanities and arts lecture halls, to strengthen the holistic competence of students, and to foster the overall development of students.

### (3) Nurturing Values through Cultural Carriers

By embedding civic and moral education content within the community culture carrier, this approach amplifies the infectious force and penetration of ideological and political education, allowing the substance of civic and moral instruction to exert subtle influence on the students' thinking and behavior through cultural creation and dissemination, thereby permeating the students' thoughts with the cultural carrier, and shaping the students' values.

## 3 Modeling

Rooted in the theoretical examination of the synergy between civic and moral education in colleges and universities and the all-in-one student community service platform, the current study devises a synergy assessment model of student residential community civic and moral education and analyzes it quantitatively.

### 3.1 Selection of evaluation indicators

Carefully designing the evaluation index system for the synergy between civic and moral education and the all-in-one student community service platform serves as a fundamental precondition for fully reflecting the effectiveness of the civic and moral work conducted through the all-in-one student community service platform. If we want to comprehensively and objectively capture the actual conditions of the civic and moral endeavors undertaken by the university student community service platform, we must establish an evaluation index system that is well-suited to it. At the same time, whether the indicator system is scientific, objective, comprehensive and feasible is a determining factor in whether the evaluation results are true.

Building upon the preceding discussion of the synergy between civic and moral education and the all-in-one student community service platform presented earlier, and taking into account the contextual dimensions of civic and moral education, the corresponding instructional carriers, and the pedagogical approaches adopted by the university student community, A1 moral inculcation, A2 value leadership, and A3 modeling and motivation are selected as the first-level indicators. Specifically, for moral inculcation, B1 deepening ideological cognition, B2 shaping a sound personality, and B3 cultivating collective consciousness are selected as the three secondary indicators. In terms of value leadership, B4 shaping the awareness of rules, B5 practicing moral norms, and B6 cultivating values are selected as three secondary indicators. In terms of modeling and motivation, three secondary indicators are selected: B7 Enhancing Dedication, B8 Strengthening Self-discipline and B9 Enhancing Aggressive Awareness.

### 3.2 Evaluation methodology

#### 3.2.1 Improvement of the AHP method

The present study determines the relative importance of each synergy evaluation index by utilizing the improved hierarchical analysis method (improved AHP), which is grounded in the original method and incorporates the "three-scaled method" to construct the comparison matrix, facilitating judges in assessing the importance of factors. The procedural steps are outlined as follows:

- (1) Construct a three-level structural model. The three-level structural model consists of:

goal level, criterion level, and factor level.

(2) Build a comparison matrix  $A_{ij}$ . Compare each layer of factors two by two to build a comparison matrix  $A_{ij}$ :

$$A = \begin{bmatrix} A_{11} & A_{12} & \cdots & A_{1n} \\ A_{21} & A_{22} & \cdots & A_{2n} \\ \vdots & \vdots & \vdots & \vdots \\ A_{n1} & A_{n2} & \cdots & A_{nn} \end{bmatrix} \quad (1)$$

where:  $A_{ij}$  denotes the relative significance of the  $i$ nd element compared to the  $j$ rd element, which means: a score of 0 indicates that the importance of factor  $A_i$  is weaker than that of  $A_j$ , a score of 1 indicates that the importance of factor  $A_i$  is equal to that of  $A_j$ , and a value of 2 means that the importance of factor  $A_i$  is stronger than that of  $A_j$ .

(3) Solve for the ranking index  $r_i$ , which is derived by adding up the results of the  $i$ th criterion in comparison with the other criteria:

$$r_i = \sum_{i=1}^n A_i \quad (2)$$

(4) Construct the discriminant matrix  $B_{ij}$ . Based on the sorting index  $r_i$ , use equation (3) to solve for element  $b_{ij}$  and construct the judgment matrix  $B_{ij}$ :

$$b_{ij} = \begin{cases} \frac{r_i - r_j}{r_{\max} - r_{\min}} (k_m - 1) + 1 & r_i \geq r_j \\ \left[ \frac{r_i - r_j}{r_{\max} - r_{\min}} (k_m - 1) + 1 \right]^{-1} & r_i \leq r_j \end{cases} \quad (3)$$

Style:

$$r_{\max} = \max(r_i), r_{\min} = \min(r_i), k_m = \frac{r_{\max}}{r_{\min}} \quad (4)$$

(5) Solve for transfer matrix  $C_{ij}$ . transfer matrix  $C_{ij}$  is computed using the following equation:

$$c_{ij} = \lg b_{ij}, (i, j = 1, 2, \dots, n) \quad (5)$$

(6) Solve for the optimal transfer matrix  $D_{ij}$ .  $D_{ij}$  is obtained using Eq. (6):

$$d_{ij} = \frac{1}{n} \sum_{k=1}^n (c_{ik} - c_{jk}) \quad (6)$$

(7) Solve for the proposed goodness-of-fit consistency matrix  $B'_{ij}$ . using Eq:

$$b'_{ij} = 10^{d_{ij}} \quad (7)$$

(8) Determine the eigenvectors of  $B'_{ij}$ , by applying the summation method.

(9) Calculate the total impact rate and solve using equation (8):

$$\omega = a \cdot (\omega_1, \omega_2, \dots, \omega_n)^T \quad (8)$$

### 3.2.2 Fuzzy integrated evaluation method

The fuzzy comprehensive assessment approach represents a holistic evaluation strategy of the analyzed object by integrating fuzzy theory and related models. The underlying principle of this evaluation approach primarily employs the fuzzy theory of the affiliation function on the qualitative object to perform processing analysis, so that it is converted into a quantitative model, usually the evaluation of the object has multiple objectives, multi-factor constraints, as well as uncertainty and other characteristics. Therefore, this method can generally handle fuzzy, difficult-to-quantify problems more effectively, and the results obtained are often clear and distinct. In the present study, the integrated fuzzy assessment technique is applied in conjunction with the hierarchical analysis method, which can not only reflect the accuracy of subjective evaluation, but also highlight the scientific nature of objective evaluation, and the combination of the two methods effectively converts the traditional qualitative post-evaluation analysis method into a post-evaluation method combining quantitative and qualitative. The method mainly consists of the following steps:

(1) The first step is to identify the evaluation index set of the analyzed object, which can be expressed as:

$$U = \{u_1, u_2, \dots, u_n\} \quad (9)$$

Indicator set  $U$  is equivalent to the framework made for the evaluation indicators,  $u_i (i=1,2,\dots,n)$  indicates the factors corresponding to each evaluation indicator, and  $n$  indicates the size of the number of factors corresponding to the indicators at the same level.

(2) The determination of the set of judgments, which can generally be expressed as:

$$V = \{v_1, v_2, \dots, v_m\} \quad (10)$$

The specification of  $V = \{v_1, v_2, \dots, v_m\}$  defines the range within which the results of each factor are to be evaluated,  $v_j (j=1,2,\dots,m)$  is the result of the evaluation of  $j$  the factors using the integrated fuzzy assessment technique and each criterion has a fuzzy set, and  $m$  refers to the number of evaluation criteria. The factors corresponding to  $V = \{v_1, v_2, \dots, v_m\}$  include both qualitative and quantitative evaluations.

(3) Construction of affiliation matrix  $R$

The construction of the affiliation matrix  $R$  can be regarded as the set of affiliation degrees of each indicator factor under the respective fuzzy sets, which is mathematically described as the fuzzy vectors  $R_i (r_{i1}, r_{i2}, \dots, r_{im})$ ,  $i=1,2,\dots,n$ , and  $j=1,2,\dots,m$  of the indicator factor  $u_i (i=1,2,\dots,n)$  under its corresponding fuzzy set  $v_j (j=1,2,\dots,m)$ :

$$R = \begin{bmatrix} r_{11} & r_{12} & \cdots & r_{1m} \\ r_{21} & r_{22} & \cdots & r_{2m} \\ \vdots & \vdots & \ddots & \vdots \\ r_{n1} & r_{n2} & \cdots & r_{nm} \end{bmatrix} \quad (11)$$

The affiliation matrix  $R$  includes all the information obtained when  $v_j (j=1,2,\dots,m)$  evaluates the set  $U = \{u_1, u_2, \dots, u_n\}$ . Here,  $r_{ij}$  denotes the degree of affiliation of the indicator factor  $u_i (i=1,2,\dots,n)$  to  $v_j (j=1,2,\dots,m)$  and  $0 \leq r_{ij} \leq 1$ .

(4) The importance scores of the indicator factors are determined, usually using vectors:

$$W = [w_1 \ w_2 \ \cdots \ w_n] \quad (12)$$

Representation. The  $w_i (i=1,2,\dots,n)$  in indicator factor weight  $W = [w_1 \ w_2 \ \cdots \ w_n]$  represents the importance of the corresponding  $u_i (i=1,2,\dots,n)$ , i.e.,  $w_i (i=1,2,\dots,n)$  is the weight of each  $u_i (i=1,2,\dots,n)$ , and  $W = [w_1 \ w_2 \ \cdots \ w_n]$  needs to fulfill the condition:

$$\sum_{i=1}^n w_i = 1, 0 \leq w_i \leq 1 \quad (13)$$

(5) The integrated fuzzy assessment outcome  $S$  is ultimately derived. The resulting integrated fuzzy assessment  $S$  of the analyzed object is composed of  $W = [w_1 \ w_2 \ \cdots \ w_n]$  and  $R_i (r_{i1}, r_{i2}, \dots, r_{im})$ , which can be expressed in the following form:

$$S = W \cdot R = [w_1 \ w_2 \ \cdots \ w_n] \begin{bmatrix} r_{11} & r_{12} & \cdots & r_{1m} \\ r_{21} & r_{22} & \cdots & r_{2m} \\ \vdots & \vdots & \ddots & \vdots \\ r_{n1} & r_{n2} & \cdots & r_{nm} \end{bmatrix} = [s_1 \ s_2 \ \cdots \ s_m] \quad (14)$$

where  $s_j = \sum_{i=1}^n w_i \cdot r_{ij}$ ,  $j=1,2,\dots,m$ , reflects the overall degree to which the evaluated object belongs to the  $v_j (j=1,2,\dots,m)$  fuzzy set from an overall perspective.

## 4 Empirical analysis

### 4.1 Data sources

A questionnaire was used to capture the perceptions and attitudes of university students, counselors and administrators regarding the current status of the civic and moral work delivered via the one-stop student community service platform, so as to obtain a broad picture of the synergy between civic and moral education and the one-stop student community service platform in practice.

To this end, this study conducted a questionnaire survey on students, counselors and administrators of a university. The content of the research is character inculcation, value

leadership, and modeling and motivation, involving a total of three primary indicators and nine secondary indicators. The questioning method for the specific indicators is based on Likert scale questions. Taking character inculcation as an example, the values of Likert scale are: very much in line with (5 points), relatively in line with (4 points), generally in line with (3 points), relatively not in line with (2 points), and very much not in line with (1 point), and defines that more than 3 points are qualified.

In total, 500 questionnaires were distributed, including 100 questionnaires for counselors and administrators and 400 questionnaires for undergraduate students, and 89 and 378 usable questionnaires were recovered respectively, reflecting a high recovery rate of 93.4%. The highest evaluation value is 5 points and the worst is 1 point. The KMO coefficient of the questionnaire stood at 0.833 and the Bartlett's Sphericity Test returned a significance value of 0.000. A KMO coefficient exceeding 0.8 coupled with a Bartlett's Sphericity Test significance below 0.05 are generally taken as evidence that the questionnaire has satisfactory structural validity.

### 4.2 Indicator weights

The primary and secondary indicators contained within the evaluation system of synergy between civic and moral education and the all-in-one student community service platform are consulted for their relative significance, and the importance judgment matrix is constructed by applying the improved AHP method to determine the relative importance of the assessment criteria for the synergy between civic and moral education and the all-in-one student community service platform. The resulting weight distribution of the synergy evaluation indicators is presented in Fig. 2. The weight results of A1 character inculcation, A2 value leading, and A3 modeling incentive are 0.389, 0.348, and 0.263 respectively, and character inculcation and value leading occupy a predominant position in determining the synergy between civic and moral education and student community service platform. Among the secondary indicators, B1 Deepening Ideological Cognition and B5 Practicing Character Norms have the largest weights, 0.158 and 0.146 respectively.

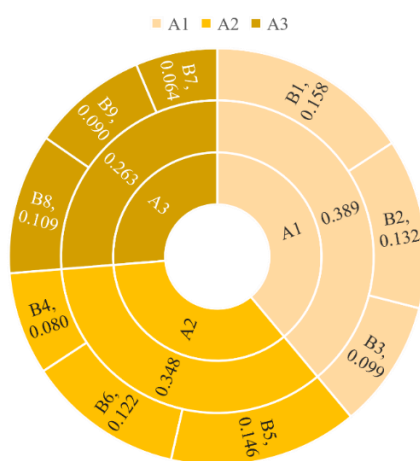


Figure 2: The weighted results of the synergism evaluation index

### 4.3 Evaluation scores

Based on the collected questionnaire data and the weight outcomes of the assessment criteria, the integrated fuzzy assessment technique is applied to derive the score results of the synergy between civic and moral education and student community service platform. The

comprehensive evaluation score of synergy is shown in Figure 3. The overall score of the collaborative effect between civic and moral endeavors and students' community service platform is 3.74, and the scores of the three first-level indicators, A1 character inculcation, A2 value leading and A3 demonstration and motivation, are 3.81, 3.77 and 3.58, all of which are over 3.5, and taken as a whole, the synergy between civic and moral education and students' community service platform is generally favorable, and the evaluations are predominantly all over the passing line (more than 3). Among them, the scores of B1 Deepening Ideological Cognition, B6 Cultivating Values and B8 Strengthening Self-discipline and Responsibility are the highest among the second-level indicators, with 4.08, 3.96 and 3.93 respectively, suggesting that the synergistic effect of civic and moral education and students' community service platforms is most pronounced in these three.

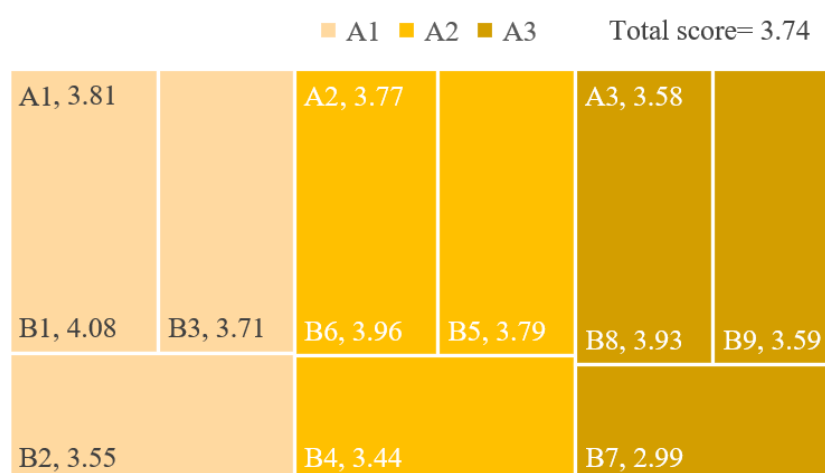


Figure 3: The synergistic evaluation results

## 4.4 Analysis of variances

With a view to gaining a more comprehensive and in-depth appreciation of the synergy between civic and moral education and the all-in-one student community service platform, this study investigated the differences in the synergy evaluation of student community and civic and moral education in colleges and universities in terms of different genders, grades, and major categories.

### 4.4.1 Analysis of gender differences

In order to explore the gender differences in the synergistic effect of civic and moral education and the student community service platform, this study is grounded in the data of 378 students' questionnaires recovered, and independent sample t-tests are carried out with gender as the independent variable and the three dimensions of character inculcation, value leadership, and modeling and motivation as the dependent variables, respectively, and the between-group comparisons for students of varying gender identities are presented in Table 1. The significance levels across the three dimensions with respect to gender all registered 0.000,  $p < 0.05$ , pointing to the existence of meaningful disparities in how students of different genders rate the aspects of character inculcation, value leadership, and modeling and motivation in the synergistic effect of civic and moral education and student community service platform. The average scores recorded by male respondents stood at 3.03, 3.13 and 3.11, which are lower than the mean values of female evaluations.

Table 1: Independent sample t test for different gender students

Dimension	Gender	Number	Mean	SD	t	P
Moral culture	Male	182	3.03	0.642	6.592	0.000
	Female	196	3.48	0.625		
Value lead	Male	182	3.13	0.537	6.439	0.000
	Female	196	3.62	0.568		
Demonstration and motivation	Male	182	3.11	0.678	6.602	0.000
	Female	196	3.58	0.605		

**4.4.2 Analysis of grade level differences**

This study employed SPSS 25.0 statistical software to examine the grade level differences in the synergy between civic and moral education and student community service platform. The independent samples t-test for students at different grades is shown in Table 2. The one-way ANOVA of students in different grades produced p-values of 0.023, 0.035 and 0.044 for the three dimensions, with  $p < 0.05$ , which demonstrates that meaningful distinctions exist in the evaluation of students in different grades of the collaborative effect of civic and moral education and students' community service platform in the aspects of moral inculcation, value leadership, and modeling and motivation.

*Table 2: Independent sample t test for different grade students*

Dimension	Grade	Number	Mean	SD	F	P
Moral culture	Freshman	110	3.56	0.683	14.425	0.023
	Sophomore	124	3.34	0.693		
	Junior	93	3.28	0.658		
	Senior	51	3.16	0.618		
Value lead	Freshman	110	3.71	0.523	16.246	0.035
	Sophomore	124	3.53	0.503		
	Junior	93	3.37	0.528		
	Senior	51	3.26	0.526		
Demonstration and motivation	Freshman	110	3.63	0.644	18.167	0.044
	Sophomore	124	3.44	0.624		
	Junior	93	3.29	0.633		
	Senior	51	3.03	0.627		

By further analyzing the LSD multiple comparisons of students in different grades, the outcomes of the multiple comparison procedure are presented in Table 3. In terms of character inculcation, value leadership, and modeling and motivation, pronounced disparities were identified between freshmen and sophomores, juniors, and seniors in the undergraduate grades, with  $p < 0.05$ . After further analysis, it was found that freshmen scored  $>$  sophomores  $>$  juniors  $>$  seniors, with a mean difference between 0.18 and 0.60. This pattern may stem from the fact that first-year students have just transitioned into a new campus environment, are full of expectations for school affairs, and are also keen to participate in school activities, the student community service platform work is generally most of the selected students to participate in the lower grades.

*Table 3: LSD multiple comparative analysis results*

Dimension	(I)grade	(J)grade	MD(I-J)	SE	Sig.	95% confidence interval	
						Lower	Upper

						limit	limit
Moral culture	Freshman	Sophomore	0.22	0.098	0.018	0.062	0.327
		Junior	0.28	0.093	0.003	0.186	0.561
		Senior	0.40	0.106	0.004	0.235	0.607
Value lead	Freshman	Sophomore	0.18	0.092	0.009	0.108	0.468
		Junior	0.34	0.094	0.003	0.298	0.595
		Senior	0.45	0.105	0.006	0.392	0.756
Demonstration and motivation	Freshman	Sophomore	0.19	0.094	0.009	0.098	0.451
		Junior	0.34	0.092	0.002	0.187	0.568
		Senior	0.60	0.107	0.005	0.521	0.903

#### 4.4.3 Analysis of professional differences

Through an examination of the professional category differences in the synergy between civic and moral education and students' community service platform, this study treats the disciplinary background as the independent variable, with the three dimensions of character inculcation, value leadership, and modeling and motivation serving as the dependent variables, and independent samples t-tests are conducted accordingly, with the between-group comparisons for students across different disciplinary backgrounds shown in Table 4. The significance levels for the three dimensions across disciplinary categories returned values of 0.002, 0.003, 0.005,  $p < 0.01$ , which supports the conclusion that considerable differences exist in how students from contrasting academic fields assess the areas of character inculcation, value leadership, and modeling incentives ( $p < 0.01$ ). When examining the synergy between civic and moral education and students' community service platform, the evaluation mean value of students in science and engineering categories was  $\geq 3.35$ , which was notably above the evaluation mean value of students in humanities and social sciences categories.

Table 4: Independent sample t test for different major students

Dimension	Major	Number	Mean	SD	t	P
Moral culture	Humanities and social science	162	3.16	1.094	- 3.253	0.002
	Science and engineering	216	3.39	0.672		
Value lead	Humanities and social science	162	3.211	1.053	- 3.415	0.003
	Science and engineering	216	3.47	0.743		
Demonstration and motivation	Humanities and social science	162	3.14	1.022	- 3.369	0.005
	Science and engineering	216	3.35	0.753		

## 5 Conclusion

Serving as the primary setting for college students' daily academic and personal lives, student community has increasingly become an indispensable arena for colleges and universities to implement civic and moral instruction and fulfill the core mission of fostering moral character and nurturing well-rounded individuals. This study explores the synergy between civic and moral education in universities and the all-in-one student community service platform, and distills the synergy into three dimensions: character inculcation, value leadership and demonstration motivation. Anchored in these three dimensions, an assessment index framework is developed, and the collaborative relationship between civic and moral education and the

student community service platform is assessed and interpreted by combining the improved hierarchical analysis method and the integrated fuzzy assessment technique.

Character inculcation has the greatest effect on the collaborative effect of civic and moral education and student community service platform, with a weight of 0.389, followed by value leadership and modeling incentives. The evaluation score reflecting the impact of character inculcation on the synergistic effect of civic and moral education and students' community service platform in the surveyed higher education institutions is 3.74, the synergistic effect is encouraging, and the scores of character inculcation, value leading and modeling incentives are all greater than 3.5, and the synergistic effect of character inculcation is the best, with a score of 3.81. In terms of variability, meaningful differences were detected in the ratings across the three dimensions provided by respondents of different genders, different academic year levels and different majors ( $p < 0.05$ ). Among them, the average scores assigned by female students surpassed those of their male counterparts, freshmen returned higher average ratings than sophomores, juniors and seniors, and the evaluation of science and engineering students was higher than that of humanities and social sciences students.

Ultimately, the civic and moral education embedded within the all-in-one student community is oriented toward implementing the fundamental task of "cultivating moral integrity and shaping responsible citizens". In the all-in-one student residential community service platform, a comprehensive nurturing system should be constructed, targeted student service strategies should be implemented, data-driven personalized services should be adopted to promote individualized development, student self-government and regular assessment should be carried out to continuously optimize services, civic and moral education should be fully leveraged for its functions, and the advantages of organizational coordination and mobilizing capacity should be demonstrated to promote the synchronization between the all-in-one student residential community across higher education institutions and civic and moral education.

## About the Author

Shengping Lin was born in Taizhou, Zhejiang, China, in 1999. He obtained his master's degree from Rajamangala University of Technology Rattanakosin in Thailand. He currently works at Lishui University. His main research direction is ideological and political education and the construction of "one-stop" student communities.

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