

Title written in Times New Roman font size 16, bold, centered, capitalized at the beginning of each word, maximum 16 words.

Authors

Full Name of First Author1*, Second Author2, Third Author1 (All Names Written in Full; Font: Times New Roman: 12; Paragraph: Centered)

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Abstract: Abstract should be written in one paragraph and consist of 150-250 words. Times New Roman, font size 11, single spaced. Follows the following pattern: General statement on the importance of the issue and community service focus, literature gap or discrepancy between theory and practice, goals of empowerment and community service, social engineering methods/approaches/strategies/procedures, results of social empowerment/social engineering/main findings, and conclusion.

Keywords: Abstract; Times New Roman; Font Size 11

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INTRODUCTION

Manuscripts must be saved in doc files. Please do not submit your manuscript in pdf format, as this will complicate the review process. Manuscripts must be between 7 and 20 pages long, excluding references. The body of the manuscript must be written in Times New Roman pt.12.

The introduction must include a description of the actual situation and conditions of the community, issues and focus of community service and empowerment, reasons for choosing the subject matter with supporting related literature. It must also include the expected social engineering, problem-solving plan, and community service and empowerment objectives.

State the objectives of the community service program explicitly at the end of the introduction and how your program will achieve these objectives.

METHOD

Clearly explain the details of the action plan with the community (community organizations). Describe community empowerment and services, the place and location of community service, subject involvement in planning, methods or strategies for achieving objectives, and steps for community service, including evaluation and monitoring of social change. The planning process and strategies/methods must be described in a flowchart.

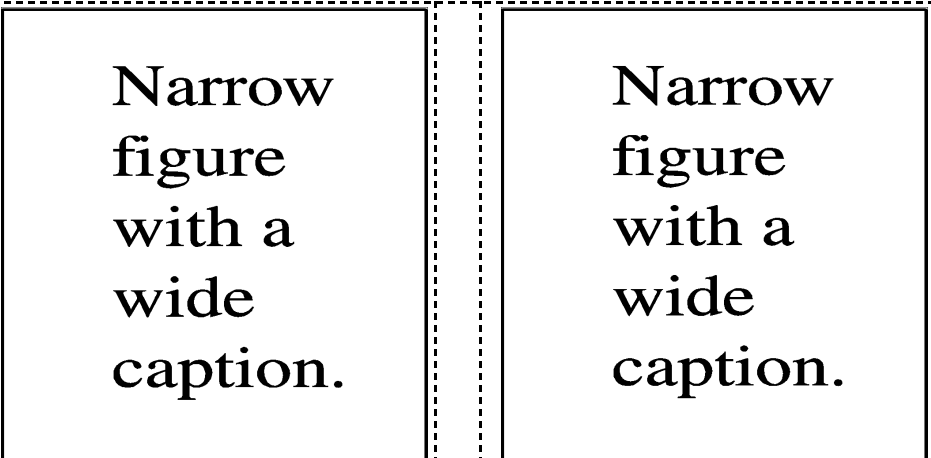
If necessary, subheadings are allowed to explain the participants/research subjects, data collection methods, data collection instruments, data analysis, and the like.

Example Chart / Image:



Wider figure/wider caption

Figure 1. In this case, align the description so that its width is the same as the graph (must be in Times New Roman pt. 11).



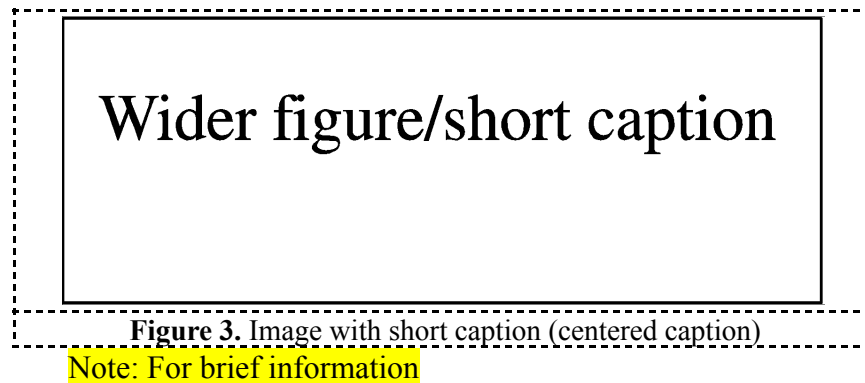
Narrow figure with a wide caption.

Figure 2. These two figures are placed side by side to save space.

Narrow figure with a wide caption.

Figure 3. These two figures are placed side by side to save space.

Note: For detailed information



RESULTS AND DISCUSSION

Results

This section contains a description of the outputs and outcomes of community empowerment and services, including:

- a. Terminology or models (for services, expected skills, and social and cultural engineering), dimensions and specifications (for goods/tools) of the main results or outputs of the program – solutions proposed to the community.
- b. An overview of the dynamics of community involvement (types, forms, and actions technically carried out to solve community problems). The level of difficulty of activities (training, mediation and consultation, education and advocacy) and potential products should also be mentioned.
- c. Description of the emergence of expected social change, such as the emergence of new institutions, behavioral changes, local leaders, and building new awareness towards social transformation.
- d. Relevant documentation of services or goods as outputs of the community service program focus (photos, tables, graphs, charts, images, etc.). Each photo must be accompanied by an explanation of the product or activity in the photo.
- e. The strengths and weaknesses of the output or main focus in terms of its suitability to the social needs at the community service location.
- f. This section can be divided into results/findings and discussion. This section must present the research results in general and a sufficient discussion of the results.
- g. Subheadings can be used if necessary, depending on the nature of the research results/findings.

Table (Subheading 1)

All tables must be numbered with Arabic numerals. Each table must have a caption. The title must be placed above the table, aligned to the left. Only horizontal lines may be used within the table, to distinguish column headings from the body of the table, and immediately above and below the table. Tables must be embedded in the text and not provided separately. Below is an example that may be useful for authors.

Table 1. Example table (must be in Times New Roman pt. 11).

Example column headings	Column A (t)	Column B (t)
And an entry	1	2

And another entry	3	4
And another entry	5	6

Equations

Equations and formulas must be typed in Mathtype and numbered sequentially with Arabic numerals in parentheses on the right side of the page (if explicitly mentioned in the text). They must also be separated from the surrounding text by a single space.

Pembahasan

Discussing the results of your community empowerment and service programs is a must and very important for your paper. Included in this section is a discussion of the results of your community service and empowerment programs based on the theoretical framework used. You should also compare the program with the theory on the relevant topic that you mentioned (or synthesized) in the introduction. Complete the discussion with theoretical findings on community empowerment and service from the initial process to the emergence of social change.

CONCLUSION

The conclusion can restate the research findings; however, it should not only state the main findings. Describe the conclusions of community empowerment and service in the form of reflections and theoretical recommendations.

Furthermore, your conclusion should add emphasis to your manuscript, tie together the different parts of the manuscript, highlight important points, and indicate possible future explorations of the topic under study. Finally, provide some possible implications of your research for the field of study and education in general.

ACKNOWLEDGMENTS

References may be preceded by acknowledgments if necessary. Please keep acknowledgments as brief as possible.

REFERENCES

References/bibliography should be written using the American Psychological Association (APA) guidelines. The number of primary source references must be above 80%. Mendeley reference management must be used.

Example :

Text book:

Gronlund, NE & Linn, RL (1990). *Pengukuran dan Evaluasi dalam Pengajaran*. (edisi ke-6). New York: Macmillan

The textbook is compiled:

Effendi, S. (1982). *Unsur-unsur Penelitian Ilmiah. Dalam Masri Singarimbun (Ed.). Metode penelitian survei*. Jakarta: LP3ES.

Book translation:

Daniel, WW (1980). *Statistik Nonparametrik Diterapkan*. (Terjemahan Tri Kuntjoro). Jakarta: Gramedia. Makalah/skripsi/

Suyanto, Slamet (2009). *Keberhasilan Sekolah dalam Ujian Nasional Ditinjau dari Pembelajaran Organisasi* . Disertasi, tidak diterbitkan. Universitas Negeri Jakarta.

From the Journal:

Prita, PE (1992). Studi Tentang Mekanisme Peningkatan Roti Alfa-amilase Jamur. *Jurnal Pendidikan Biologi*, 26(1), 14-17.

Collection of abstracts or research proceedings:

Paidi.(2008). Urgensi Pengembangan Abi-Ladies-Solving Dan Metakognitif Siswa SMA Melalui Pembelajaran Biologi. *Prosiding, Seminar dan Munas diselenggarakan oleh FMIPA UNY*, tanggal 30 Mei 2008 Yogyakarta: Universitas Negeri Yogyakarta.

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Putih, H. (2007). *Pembelajaran Berbasis Masalah Dalam Ilmu Pengantar Lintas Disiplin Ilmu*. Diakses pada 27 Maret 2007 dari <http://www.udel.edu/chem/white/finalrpt.html>.

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Hanula, MS (2002). Sikap Terhadap Matematika: Emosi, Harapan dan Nilai-Nilai. *Studi Pendidikan dalam Matematika*, 49, 25–46. doi:10.1023/A:1016048823497.

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Mairing, JP (2014). Kesulitan Siswa dalam Memecahkan Masalah Analisis Real. Dalam H. Sutrisno, WS Dwandaru, & KP Krisnawan (Ed.), *International Conference on Research, Implementation and Education of Mathematics and Sciences (ICRiems)* (pp. ME 321 – 330). Yogyakarta, Indonesia: Universitas Negeri Yogyakarta.

Rossi-Le, L. (1989). Preferensi Gaya Belajar Perseptual dan Hubungannya dengan Strategi Pembelajaran Bahasa pada Siswa Dewasa Bahasa Inggris Sebagai Bahasa Kedua. (Disertasi tidak dipublikasikan). Universitas Drake, AS.

Ruffel, M., Mason, J. dan Allen, B. (1998). Mempelajari Sikap Terhadap Matematika. *Studi Pendidikan dalam Matematika*, 35, 1–18. doi:10.1023/A:1003019020131