



## Title: Short and Concise, no more than 15 words

Author<sup>1\*</sup>, author<sup>2</sup> (use 1, 2 if different Department or University names)

<sup>1</sup>Department, University/Institution, Address, Country

<sup>2</sup>Department, University/Institution, Address, Country

Email<sup>1</sup>, Email<sup>2</sup> (Make sure all author's emails are written)

Article Information	Abstract
Article history Received: filled by the editor Revised: filled by the editor Accepted: filled by the editor  Keywords: type 3-5 keywords, separating them with a semicolon (;) between them	<i>The content of the abstract is between <b>150-300 words</b>. One paragraph is enough. The abstract should provide the context or <b>background</b> of the community activity and state the main objective of the service in 1-2 sentences. Describe the necessary <b>procedures</b> used during the community activities, including selecting research subjects and methods of observation and analysis. Describe <b>the main outcomes</b> measured for each subject group on implementing community engagement. If possible, summarize <b>the main findings</b>, including specific effect sizes and their statistical significance. State the main conclusions, emphasizing new and important aspects of the observations on the issue of community engagement.</i>
	© 20xx Some rights reserved

## INTRODUCTION

The introduction should provide a clear background, **a clear statement of the problem, the relevant literature** on the issue, **the proposed approach or solution, claim the contribution** of the service activity, and end with **the purpose** of the service activity. The background does not explain related theories and, if possible, a development of research that has been done.

The source of information is designated by writing in brackets: the author's last name and year of publication. Presented systematics so that an overview of the basis for making this paper and the expected results is obtained.

Make sure you use the style provided by clicking on the image. A list of styles you can use will appear on the right side of your screen. Sections use the Heading 1 style, while subsections use the Heading 2 style. Try to limit the division of subsections to the third level or simply with Heading 3. To ensure the selected style is correct as the desired section, see the text in the combo box next to the image.

## References

References and quotations use the bracketed reference technique (name, year). Including sources in direct quotations should be accompanied by a description of the exact page number where the quotation originated. Example: (Davis, 2003).

Use the author-date system to write references, such as '(Kosko, 1999)' or 'in the opinion of Kosko (1999) ....'. Use the author's surname followed by the year of publication. Installing the EndNote, Mendeley, or Zotero application on your computer would save energy better.

## MATERIALS AND METHODS

Materials and Methods contain the main materials used in service activities and problem-solving methods, including analysis.

## Materials

The materials written here are only the main materials and must be equipped with brands. The equipment in this section only contains the main equipment equipped with brands used for community service activities.

## Methods

The method used in completing community service activities is written in this section. The method includes the chronology of community service activities, including activity design, activity procedures, instruments, and analysis techniques used in solving problems. In addition, the description of the course of community service activities must be supported by references so that the explanation can be accepted scientifically.

Use methods commonly used in community activities such as **Participatory Rural Appraisal, Rapid Rural Appraisal, Participatory Research and Development, Participation Action Research, Problem-Based Learning, Experiential Learning, Project Based Learning**, or similar community service activity methods.

## RESULTS AND DISCUSSION

Results and Discussion should be **an objective description** of the results and must be in accordance with the objectives of the service activities. **The Discussion also needs to be supported by a bibliography.** Results can be presented in figures, tables, and others, making it easier for readers to understand. Discussion of qualitative and or quantitative analysis results emphasizing answers to problems. This Discussion contains everything about the activities carried out in the paper. Starting from the concept, design, hypothesis (if any), experiment, observation data, and results of existing observation data.

**The results** must be **measured** to determine the level of success of the activities carried out by **the service partners**, not **the service team**. The results achieved need to be compared with similar activities related to claims of contribution, advantages and disadvantages of the service activities carried out.


## General Requirements

The length of the paper is **at least 6 pages**, including attachments. The font used is Times New Roman with the style and size as an example in this

template, except for the font for writing algorithms or programs which will be explained in more detail in a separate section. For page optimization, try to keep the number of pages even.

## Equation

It also still uses styles. Use Microsoft Equation with the Insert | Object... command to write mathematical equations. If you can't find it, you should install it first.

If this is not possible, click  on the toolbars for simple equations that are not a problem to type manually.

$$z_{in_j} = b1_j + \sum_{i=1}^n x_i v_{ij} \quad (1)$$

Use the Equation style to write equations like the one above. Make sure you don't forget to write the equation number in order of appearance :-). This equation number is written in the right parenthesis. Refer to the Equation in this way: in Equation (1) and so on. In writing equations, use font size 9 for variables, while for powers and indices, use font size 8. Fonts in equations are in italic style, except for numbers.

## Tables

Make sure each Table has a sequence number and title. The tables are left-aligned. Don't use 'weird' formatting. Ensure you create the Table correctly via the Table|Insert|Table... menu with Table Style selected 'Table Grid' from the AutoFormat... button in the 'Insert Table' window. The Table should be referred to in the text by writing something like, '...note also the font used in Table 1' (the Table is written with a large 'T').

**Table 1.** Table title, use sentence case (initial letter capitalized)

No	This line	Bold
1	This is the table content; if it is not enough, you can reduce the font size to 8 points. Don't go any smaller than this unless you want your readers to have sore eyes.	Table content font Regular

**Table 1.** Solution of dedication

Problem	Solution	Output
There is no standard for organizing teaching and learning activities in blended or online learning systems.	Assistance in the preparation of standard operating procedures for blended learning implementation	SOP KBM
Non-optimal use of teleconference media and teaching materials in online learning.	Needs analysis and clear SOPs for the provision/preparation of teaching materials	SOP for the preparation and use of teaching materials

**Table 2.** Changes resulting from service activities

Initial Condition	Intervention	Condition Change
There is still low awareness among students to keep the school environment free from rubbish.	Educate and transfer environmental skills to MIN 3 Aceh Barat students	There were changes in the aspects of ecological knowledge (35 students), ecological behavior (35 students), ecological emotions (32 students), and ecological ethics & awareness (30 students) after the intervention using the snakes and ladders board game.

Try not to cut the Table on different pages, unless it is more significant than one page. If it must be truncated, do not forget to rewrite the row headers for each column, give the same table sequence number, and replace the title with Continuation. The table title does not end with a period. **Tables with a width of more than 1 column must be placed at the beginning or end of the page**, while tables with a width of less than 1 column are placed freely as long as they are placed after the sentence that refers to them.

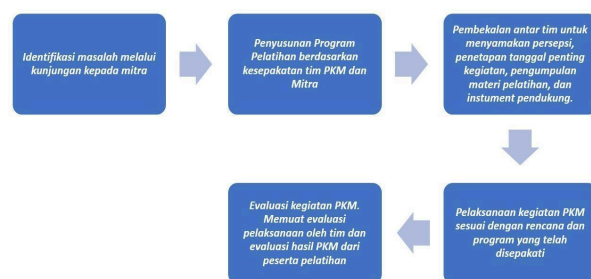
### Figure

As with tables, ensure each image has a sequential number and title. Make the figure you use look

professionally made and do not need to be framed. Make sure to use grayscale images. Use the Image Title style for this format. Images are centre-aligned. Remember, the image must also be referred to in the text by writing something like, '... if the message shown in Figure 1 appears, then Macro Security should be set to Medium' (the image is written with a large 'G'). The title of the figure does not end with a complete stop. For images with a width of more than 1 column, the position of the image must be placed at the beginning or the end of the page, while images with a width of less than 1 column are placed freely. However, these small images should not be placed before the sentence that refers to them, let alone before the paper's title.



**Fig. 1.** Figure title, also in sentence case (initial letter capitalized)



**Fig. 2.** PKM activity stages

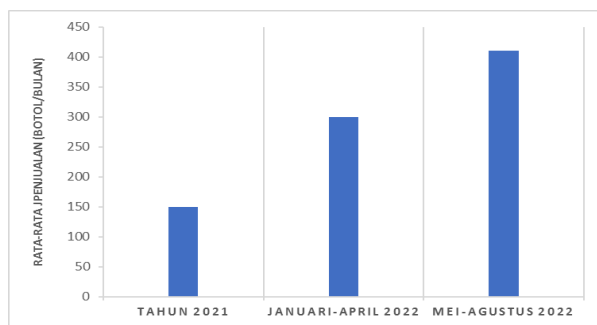


Fig. 3. Increased sales of herbal products

## CONCLUSION

Conclusions are made in **one paragraph** that contains:

- **The steps of data collection** and implementation of the method are carried out.
- **The main contribution** that is measurable and impacts the community from the activities carried out.
- **Limitations** of the results of the activities carried out
- Recommendations for **further service** activities based on the limitations of the results achieved.
- Scope for future work

## ACKNOWLEDGEMENTS

Acknowledgments are at least addressed to the **Institution** and **service partners**.

## REFERENCES

The references must contain **at least 20 references** referring to primary sources and include links to show the references can be accessed. Avoid using sources from **websites** or **similar pages that lack reliable scientific sources**. The title of the references section above is not numbered. You can easily create this format with the help of the EndNote, Mendeley, or Zotero application. If this application is not available on your computer, it is not difficult to use the format in the example below (**APA Style**). For all authors, write the last name followed by the abbreviated middle and first name. Only published papers (book title, journal name and volume number) are italicized. Note that for references from the Internet, all parts of the reference are still written in full. Here is an example of writing a reference.

Don't forget to return the Macro Security settings to their original state after editing the **Wikrama Parahita: Jurnal Pengabdian Masyarakat**.

The reference list is arranged in the following manner and sorted alphabetically.

- Amanah, S. (2007). Makna Penyuluhan dan Transformasi Perilaku Manusia. *Jurnal Penyuluhan*, 3(1), 63–67. <https://doi.org/10.25015/penyuluhan.v3i1.2152>
- Aniuranti, A., Tsani, M. H. N., & Wulandari, Y. (2021). Pelatihan penyusunan Ice Breaking untuk penguatan kompetensi calon guru. *ABSYARA: Jurnal Pengabdian Pada Masyarakat*, 2(1), 85–93. <https://doi.org/10.29408/ab.v2i1.3578>
- Anwar, M. R. (2019). Guru PAUD dan Kemampuan Public Speaking di Era MEA. *Jurnal Lonto Leok*, 2(1), 56–61. <http://unikastpaulus.ac.id/jurnal/index.php/jilpaud/article/view/338/227>
- Budaraga, I. K., & Devi, W. S. (2021). Pengabdian kepada Masyarakat Peningkatan Kualitas Usaha Keripik Talas Asyifa Oleh-oleh. *Prosiding Seminar Nasional Pengabdian Kepada Masyarakat*, 1(1), 172–180. <https://jurnal.fp.uns.ac.id/index.php/pengmas/article/view/1963>
- Harefa, A. (2007). *Agar Menulis-Mengarang Bisa Gampang* (4th ed.). Gramedia Pustaka Utama. <https://books.google.co.id/books?id=DliaG-3C64C&dq>
- Ibiz Coach. (2018). *Inilah Perbedaan Antara Mentoring, Consulting, Training, dan Coaching*. <https://ibizcoach.com/perbedaan-mentoring-consulting-training-dan-coaching/>
- Kemendikbud. (2019). *Neraca Pendidikan Daerah: Data Uji Kompetensi Guru*. Kemendikbud. <https://npd.kemdikbud.go.id/?appid=ukg>
- Mallapiang, F., Kurniati, Y., Syahrir, S., Lagu, A. M. H., & Sadarang, R. A. I. (2020). Pengelolaan sampah dengan pendekatan Asset-Based Community Development (ABCD) di wilayah pesisir Bulukumba Sulawesi Selatan. *Riau Journal of Empowerment*, 3(2), 79–86. <https://doi.org/10.31258/raje.3.2.79-86>
- Nalhadi, A., Syarifudin, S., Habibi, F., Fatah, A., & Supriyadi, S. (2020). Pemberdayaan Masyarakat dalam Pemanfaatan Limbah Rumah Tangga menjadi Pupuk Organik Cair. *Wikrama Parahita: Jurnal Pengabdian Masyarakat*, 4(1), 43–46. <https://doi.org/10.30656/jpmwp.v4i1.2134>
- Nurgesang, F. A., & Ridlwan, P. P. M. (2019). The Manufacturing of Banana Cutting Machine for Making Chips with Capacity of 35 kg/h to Improve Productivity of a Home Industry in Putat Village, Gunungkidul, Yogyakarta. *Prosiding SNTTM XVIII*, 1–7. <http://prosiding.bkstm.org/prosiding/2019/TM11.pdf>
- Oktaviana, F., Hanidian, O., Aji, B. S., & Baihaqi, I. (2020). Pelayanan Administrasi Desa Berbasis Online di Desa

- Paremono. *ABDIPRAJA (Jurnal Pengabdian Kepada Masyarakat)*, 1(1), 49–56.  
<https://doi.org/10.31002/abdipraja.v1i1.3205>
- Palenti, C. D. (2021). Peningkatan Keterampilan Komunikasi melalui Participatory Learning Pada kegiatan Pemberdayaan Masyarakat. *Diklus: Jurnal Pendidikan Luar Sekolah*, 5(1), 87–98.  
<https://doi.org/10.21831/diklus.v5i1.37074>
- Permana, E. P. (2021). Pengaruh Media Pembelajaran Wayang Kertas Terhadap Nilai Karakter Siswa Sekolah Dasar. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(2), 190–196. <https://doi.org/10.37478/jpm.v2i2.1028>
- Prastyana, R. D. N. (2019). Penguatan Pendidikan Karakter Anak SD Melalui Konsep Pembelajaran Berbasis Kesenian Budaya Daerah dan Permainan Tradisional di Kampoeng Dolanan Nusantara Borobudur Magelang. *Seminar Nasional Pagelaran Pendidikan Dasar Nasional (PPDN)*, 1(1), 93–101.  
<http://www.seminar.uad.ac.id/index.php/ppdn/article/view/1446>
- Yuwanita, E. (2016). Keefektifan Penggunaan Media Video Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Dasar Teknologi Menjahit di SMK Negeri 3 Pacitan. *Skripsi*. Semarang: Universitas Negeri Semarang.  
<http://lib.unnes.ac.id/28353/1/5401411100.pdf>