

The title must clearly reflect the community engagement theme, empowerment focus, or learning innovation addressed in the article (Maximum 15 words, Align Left, Bold, 16 pt)

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Keywords: Provide 3–5 specific, relevant terms reflecting the article's main community engagement or empowerment themes. Write in italic lowercase, separated by semicolons (;), and avoid abbreviations or broad terms.

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Abstract (11pt)

The abstract must provide a concise, coherent, and self-contained summary of the community engagement article, structured logically without subheadings. It should begin with a clear and relevant background highlighting the community issue and its significance, followed by a specific objective or focus of the empowerment activity. The method section should briefly outline the community engagement approach, target participants, implementation stages, and evaluation strategy. The results should summarize the main achievements and observable changes in the community, expressed in a factual, non-interpretive manner. The abstract should conclude with a statement emphasizing the broader implications, social impact, or lessons learned from the activity. It must be written in clear academic English, consisting of 150–250 words in Times New Roman, 11-point font, single-spaced, and presented as a single paragraph without abbreviations, citations, or undefined technical terms. Authors must ensure that the abstract can stand alone, enabling readers to understand the context, approach, key outcomes, and significance of the community engagement without referring to the full manuscript.

How to cite:

Author, Author, Author. (Year). Title of the article. *Community Empowerment and Learning Journal*, volume number(issue number), page range. <https://doi.org/xxxx>

1. Introduction (11pt)

Manuscript Format: Manuscripts must be prepared using Microsoft Word on A4-sized paper with a single-column layout and single line spacing. The text should be written in Times New Roman, 11-point font, with justified alignment. Page margins must be 2.5 cm on the left and 2.0 cm on the top, bottom, and right. The manuscript should not exceed 12 pages for original research articles or 16 pages for review or survey papers, including references, tables, and figures. Authors are strongly encouraged to use the official journal template on the NurseEdu website. Section headings must follow a consistent numbering system, where main headings (e.g., 1. Introduction, 2. Method) are written in bold, sentence case, and left-aligned, while subheadings (e.g., 2.1 Research design) follow the same format and are numbered accordingly. Page numbers, headers, and footers should not be included, as these will be added during the editorial process. All figures must be of high resolution (minimum 300 dpi), clearly legible,

and placed close to their first citation in the text. Figures created using standard software (e.g., Excel or PowerPoint) should be editable. In contrast, figures generated from statistical or modeling software (e.g., SmartPLS, AMOS, SPSS) are acceptable in non-editable formats provided they are submitted in high-quality (PNG, JPEG, or TIFF) and maintain clear readability. All figures must be numbered consecutively (e.g., Figure 1, Figure 2), and each must include a concise, descriptive caption placed below the image. Tables must be created directly using the Word table function—not as inserted images—numbered consecutively (e.g., Table 1, Table 2), and accompanied by a clear title above each table. Substantial figures or tables that exceed the content limit should be submitted as supplementary material.

Title of the Article (Times New Roman, 16 pt, Bold, Left-Aligned): The title must be concise, specific, and clearly reflect the focus of the community engagement or empowerment activity. It should be written in clear and grammatically correct English, with a maximum of 15 words. Avoid abbreviations, technical jargon, or vague expressions. Use sentence case, where only the first word and proper nouns are capitalized. **Example: Empowering rural women through digital literacy training for sustainable livelihoods**

Author(s) Information: Each author's full name must be written in bold, without academic titles or degrees, and formatted in Times New Roman, 11 pt, left-aligned. The affiliation should appear directly below the name and include the department (if applicable), Institution, city, and country. All authors must include their ORCID ID, which should be displayed as the official ORCID ID icon placed immediately after the author's name and hyperlinked to their ORCID profile (e.g., ). The ORCID logo must be visible but unobtrusive, ensuring consistency and clarity across all author entries. Only the corresponding author's email address should be provided and must be indicated with an asterisk (*) following their name. This author will be responsible for all communications regarding the manuscript during the review and publication process. If authors are affiliated with different institutions, superscript numbers must be used after each author's name and linked correspondingly to the correct affiliation. All elements of the author information must be consistently left-aligned and adhere to the specified font and formatting standards.

Keywords: Authors must provide three to five keywords or phrases that accurately represent the core themes of the article, such as community engagement, empowerment, or lifelong learning. Keywords should be specific, relevant, and searchable, supporting effective indexing and discoverability in databases such as Scopus, DOAJ, and Google Scholar. Write all keywords in italic lowercase, separated by semicolons (;), without abbreviations or overly broad terms (e.g., "education," "community," "program"). Authors are encouraged to include a mix of topical issues, community contexts, participatory approaches, or development frameworks where appropriate. Standardized thematic terms related to social development, education, or sustainability are recommended to enhance retrieval accuracy and visibility. **Example: community empowerment; participatory development; digital inclusion; lifelong education; local innovation**

Introduction: The introduction must be structured, coherent, and contextual, presenting the community issue, rationale, and significance of the empowerment or engagement program clearly and academically. Authors should begin by outlining the background and context of the target community, supported by relevant empirical evidence or reports that justify the need for intervention.

A critical review of recent and credible literature (preferably from the past 5–10 years) should be included to highlight relevant theories, previous community-based initiatives, or best practices, while identifying gaps or unmet needs the current program seeks to address. Authors must clarify how the activity contributes to sustainable community development, education, health, or social transformation, situating it within broader local and global contexts.

The purpose, focus, and specific objectives of the community engagement activity should be explicitly stated at the end of the introduction, followed by a clear statement of its novelty or contribution, whether in terms of model innovation, participatory approach, or social impact.

Clarity, cohesion, and academic tone must be maintained, avoiding vague or descriptive narration. The introduction should be written in precise academic English, accessible to interdisciplinary readers, and fully supported by APA 7th Edition citations. Authors are encouraged to prioritize primary sources, journal articles, and official reports to ensure scholarly credibility.

2. Method (11pt)

This section must describe clearly and systematically how the community engagement or empowerment program was designed and implemented. Authors should present the process chronologically and descriptively, emphasizing community participation, contextual adaptation, and sustainability. Begin by explaining the setting, duration, and characteristics of the target community or partner group, including relevant demographic or situational information that illustrates the context of the activity. Describe the approach or model applied (e.g., service learning, participatory action, community-based education, transformative learning) and the rationale for its selection. Next, outline the implementation stages, typically including planning, preparation, execution, mentoring, and evaluation. Highlight the roles of participants, facilitators, and stakeholders, and describe how community members were involved in decision-making or co-learning processes. Explain the tools, materials, or methods used to deliver the activity and measure its outcomes. Authors should also describe the evaluation process, including how the results or impacts were assessed - quantitatively and qualitatively - through observations, feedback, or pre-post comparisons. Finally, include a brief discussion of ethical considerations and sustainability efforts, such as community consent, respect for local wisdom, and plans for continuity or scaling up the program. The narrative should be written in the past tense, coherent, and aligned with the program's objectives. Avoid fragmented subheadings and ensure smooth transitions between paragraphs to maintain a logical and readable flow..

3. Results and Discussion (11pt)

This section presents and interprets the outcomes of the community engagement or empowerment program in an integrated and systematic manner. The Results subsection describes the factual achievements and observable changes within the target community, while the Discussion subsection provides critical interpretation and theoretical reflection on those outcomes. Together, these parts illustrate the program's effectiveness, relevance, and contributions to sustainable community development and learning.

3.1 Results (11pt)

The Results section must present the factual and observable outcomes of the community engagement or empowerment program in a clear, logical, and objective manner. This section should describe the outputs achieved (activities, products, training, or services provided) and the outcomes or changes within the partner community due to the intervention. Begin with a concise description of the program's main achievements, followed by the observable impacts on participants, organizations, or communities. These may include improvements in knowledge, skills, attitudes, behavior, productivity, collaboration, or social awareness. Authors should present these results chronologically or thematically, depending on the program's structure. Quantitative data, if available, should be summarized using simple descriptive statistics (e.g., percentages, averages, or comparisons before and after activities). Qualitative outcomes may be presented through participant feedback, reflections, testimonials, or representative quotations illustrating community responses. Tables, figures, and photographs may strengthen the narrative, provided they are numbered consecutively, cited in the text, and include clear and concise captions. Figures and tables must appear close to their first mention in the text. Photographs should be high-resolution (≥ 300 dpi) and serve as visual evidence of program activities or results. Avoid excessive repetition between text, tables, and figures. All results must be presented objectively, without interpretation or theoretical discussion — as interpretation belongs to the Discussion section. Authors should ensure that the presentation of results clearly demonstrates the community engagement activity's relevance, effectiveness, and impact on its intended beneficiaries.

Table 1. Pre-test and Post-Test Results of Mindfulness

Intervention	Category	Pre-Test (%)	Pos-Test (%)
Observe	Low	20	0
	Medium	45	40
	High	35	60
Describe	Low	20	0
	Medium	72.5	85
	High	7.5	15



Figure 1. Research framework model

3.2 Discussion (11pt)

The Discussion section must provide a critical and integrative interpretation of the community engagement results, aligning them with the objectives and context described in the Introduction. Authors should begin by explaining how the findings demonstrate the achievement of the program's goals and address the identified community problems or needs. Each key result should be analyzed concerning existing theories, previous empowerment models, and relevant literature, emphasizing how the findings confirm, refine, or extend prior understanding of community development or participatory practices. Authors are encouraged to reference at least three to five recent scholarly works (preferably within the last 5–10 years) from reputable national or international journals to strengthen the theoretical and practical grounding of the discussion.

Rather than repeating data from the Results section, authors must provide insightful interpretation and synthesis, explaining the outcomes for the community, policy, or broader social transformation. The discussion should highlight factors supporting or hindering the implementation, including social, cultural, economic, or institutional aspects influencing the program's success. Authors should also explore the activity's practical implications and social impacts - such as knowledge, attitudes, behavior, empowerment, collaboration, or local capacity changes. When appropriate, draw comparisons between the current engagement outcomes and those reported in other community-based programs, both locally and globally.

A strong discussion should demonstrate the novelty or contribution of the program, such as an innovative model, participatory strategy, or sustainable approach that can inform future community interventions. It should also acknowledge any limitations encountered (e.g., time constraints, resource limitations, community readiness) and discuss how these factors might affect the generalizability or sustainability of the outcomes. Finally, authors are encouraged to reflect on the lessons learned and provide constructive recommendations for future community engagement or capacity-building initiatives. The tone of the discussion must remain scholarly, analytical, and reflective, avoiding descriptive repetition. Appropriate APA 7th Edition must support all claims, interpretations, and references to ensure academic rigor and credibility.

4. Conclusion (11pt)

The Conclusion must present a clear, concise, and integrative summary of the key outcomes of the community engagement or empowerment program. It should address the objectives in the Introduction and reflect the evidence and insights presented in the Results and Discussion sections. Authors must avoid merely restating descriptive findings; instead, they must synthesize them into key takeaways highlighting the program's overall significance and transformative impact on the target community.

The conclusion should also discuss the broader implications of the activity from multiple perspectives:

- Practical implications include the benefits, behavioral changes, or capacity improvements experienced by the community or partner institutions.
- Theoretical or educational implications, showing how the program contributes to knowledge development, innovative learning models, or sustainable empowerment practices.
- Policy or institutional implications, where relevant, particularly how the engagement can inform local governance, organizational development, or social innovation strategies.

Authors are encouraged to reflect on any limitations or challenges encountered during the implementation, such as resource constraints, time limitations, or contextual factors that influenced the results, while briefly suggesting strategies for improvement or replication in future programs.

Finally, this section should articulate recommendations or future directions for community empowerment initiatives, outlining how the lessons learned from this program can guide similar activities, policies, or research in broader regional or global contexts. The conclusion must be written in one well-structured and coherent paragraph, using precise, reflective, and academic language consistent with CELJ's interdisciplinary readership.

Acknowledgments (if applicable, 11pt)

The Acknowledgment section should briefly recognize all individuals, partner institutions, community organizations, or agencies that contributed to the success of the community engagement or empowerment activity but did not meet the authorship criteria. It may include community leaders, facilitators, volunteers, local partners, or organizations that provided logistical, administrative, or technical support. If the program received funding or institutional sponsorship, authors must clearly state the name of the funding body, grant number, and year of funding. Authors should also specify whether the funders had any role in the activity's design, implementation, evaluation, or publication. Before submission, ensure that all individuals or organizations mentioned in this section have consented to be acknowledged.

Conflict of Interest (11pt)

Authors must disclose any actual or potential conflicts of interest that could influence the planning, implementation, evaluation, or publication of the community engagement activity. Conflicts may include, but are not limited to, financial or material support, employment or consultancy relationships, institutional partnerships, community affiliations, personal or family connections with beneficiaries, or organizational interests that could affect objectivity or interpretation. If the activity was supported or facilitated by a partner institution, sponsor, or community organization, authors should clearly state whether these parties had any role in the design, execution, evaluation, or publication of the program. Where no such conflicts exist, authors must include the following statement: **The authors declare no conflict of interest.** Each author is individually responsible for ensuring the accuracy, transparency, and completeness of this disclosure in accordance with CELJ's publication ethics policy.

References (11pt)

The References section must provide a comprehensive, accurate, and up-to-date list of all sources cited in the manuscript. Authors must follow the APA 7th Edition referencing style, ensuring consistency between in-text citations and the reference list. Authors should use reference management software like Mendeley, Zotero, or EndNote to maintain accuracy and formatting integrity. Each manuscript must include a minimum of 15–25 references, with at least 70% drawn from peer-reviewed national and/or international journals published within the last 5–10 years, unless citing foundational or seminal works. Up to 30% of the references may include books, book chapters, policy documents, official reports, or reputable institutional publications relevant to community engagement and empowerment. All sources must be appropriate, verifiable, and scholarly, directly supporting the manuscript's content. Only references cited in the text should appear in the reference list. Include DOIs or URLs where available. Avoid citing predatory journals, personal blogs, Wikipedia, or non-academic online sources. References must be written in Times New Roman, 11 pt, single-spaced, justified alignment, with hanging indent (0.5 inch).

Examples of Reference Formats

Journal Articles:

Amalia, S., & Santosa, H. (2022). Strengthening digital literacy for rural women through participatory learning. *Community Development Journal*, 57(4), 685–701. <https://doi.org/10.1093/cdj/bsac045>

Books:

Chambers, R. (2014). *Rural development: Putting the last first*. Routledge.

Edited Book Chapters:

Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

Policy Reports or Institutional Documents:

United Nations Development Program. (2021). *Human development report 2021/2022: Uncertain times, unsettled lives*. UNDP. <https://hdr.undp.org/>

Government Regulations or National Guidelines:

Ministry of Education and Culture of Indonesia. (2020). *Community service and empowerment guidelines for higher education institutions*. Directorate General of Higher Education.

Webpages (Institutional/Organizational):

World Health Organization. (2023). *Community engagement for health promotion*. WHO. <https://www.who.int/publications>

Conference Proceedings:

Wibowo, A., & Pratiwi, N. (2021). Empowering coastal communities through eco-tourism development. In *Proceedings of the 3rd International Conference on Community Service and Social Innovation* (pp. 56–64). Atlantis Press. <https://doi.org/10.2991/assehr.k.211122.010>

Theses or Dissertations:

Rahmawati, D. (2020). *Community-based education for sustainable development in rural Indonesia* (Master's thesis, Universitas Gadjah Mada). UGM Repository.