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The Title is Written in Times New Roman (16 pt) and Preferably not more than 16 Words

S Vongtanaboon¹, W Hancharoen² and S Homya¹.

¹ Environmental Science Department, Faculty of Science and Technology, Phuket Rajabhat University, Phuket., Thailand,

² Entrepreneur Department, Faculty of Social Science, Phuket Rajabhat University, Phuket, Thailand

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CORRESPONDING AUTHOR

*E-mail: xxxxxxxxxxxxxxxxxxxxxxxx

ABSTRACT

The abstract should be written in English in one concise paragraph. It should briefly present the background of the community problem, the objective of the community engagement program or applied research, the method or approach used, the main activities conducted, the key results, and the impact or contribution of the program to the target community. The abstract should not contain citations, tables, figures, or uncommon abbreviations. The recommended length is approximately 150–250 words. The abstract should clearly emphasize the relevance of the article to community engagement, social innovation, applied research, empowerment, or sustainable community development..

1. INTRODUCTION

The introduction should explain the background and problem identification of the manuscript. It should begin by describing the general issue related to the community, partner institution, public service, social innovation, empowerment, or community development context. The author should explain why the issue is important and why it needs to be addressed.

The next part should present the specific problem faced by the target community, partner, institution, village, school, public organization, local business group, or other relevant beneficiaries. This section may include preliminary observation, needs assessment, community mapping, interviews, documentation, or secondary data to support the problem identification.

The introduction should also include relevant literature to strengthen the academic foundation of the manuscript. The

literature may discuss concepts such as community engagement, community empowerment, social innovation, applied research, participatory approach, public service development, education for community development, health promotion, economic empowerment, technology transfer, environmental sustainability, legal advocacy, or public policy in community contexts.

The author should clearly identify the gap between the existing condition and the expected condition. In the context of community service articles, the gap may refer to the difference between community needs and available capacity, between policy/program expectations and field conditions, or between available resources and the ability of the community to use them effectively.

The final paragraph of the introduction should state the objective of the manuscript clearly.

Example:



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Community empowerment has become an important strategy in addressing social, economic, educational, environmental, and public service problems at the local level. Communities often have various potentials, but these potentials are not always supported by adequate knowledge, skills, institutional capacity, or access to technology. Therefore, community service programs are needed to facilitate knowledge transfer, strengthen local capacity, and encourage sustainable community development.

In [name of community/partner institution], the main problem identified was [describe the problem]. Based on preliminary observation and discussion with the partner, the community experienced several challenges, including [mention specific issues]. These problems affected [explain the impact on the community].

Previous studies have shown that community engagement programs are more effective when they involve the community in identifying problems, planning activities, implementing solutions, and evaluating outcomes. A participatory approach allows the community to become an active subject of development rather than a passive recipient of assistance.

This article aims to describe the implementation of a community service program through [name of activity/program] for [target community/partner]. It also examines the contribution of the program to improving [knowledge/skills/capacity/participation/awareness] among the target community..

2. MATERIALS AND METHODS

This section describes the approach, stages, participants, implementation techniques, and evaluation process of the community service program. Since this manuscript is intended for a community engagement journal, the method should not only explain data collection and analysis, but also clearly describe how the program was carried out with the target community or partner institution.

2.1 Program Approach

The author should explain the main approach used in the community service program. The approach must be relevant to the type of activity and the characteristics of the target community.

The program may use one or a combination of the following approaches:

- **Community engagement approach**, which emphasizes active collaboration between the implementing team and the target community.
- **Participatory approach**, which involves the community in identifying problems, planning activities, implementing solutions, and evaluating program outcomes.
- **Training and mentoring approach**, which focuses on improving the knowledge, skills, and practical capacity of participants.

- **Community-Based Participatory Research (CBPR)**, which positions the community as an active partner in the process of problem identification, action, reflection, and improvement.
- **Participatory Action Research (PAR)**, which emphasizes cycles of planning, action, observation, and reflection.
- **Asset-Based Community Development (ABCD)**, which focuses on identifying and strengthening local assets, resources, and community potential.
- **Technology transfer approach**, which is suitable for programs introducing appropriate technology, digital tools, innovation products, or practical applications.
- **Advocacy and public policy assistance approach**, which is suitable for programs related to legal awareness, public policy literacy, community rights, or public service improvement.

Example:

This community service program used a participatory training and mentoring approach. The approach was selected because the program aimed not only to transfer knowledge to participants but also to strengthen their practical skills and encourage active community participation. The target community was involved in identifying problems, determining priority needs, participating in the training process, and providing feedback during the evaluation stage.

2.2 Location, Time, and Partner

This subsection should explain where and when the program was conducted and who the partner or target community was.

The author should include:

- the location of the activity;
- the period or date of implementation;
- the name or type of partner institution/community;
- the profile of the target participants;
- the number of participants;
- the reason for selecting the partner or community.

Example:

The program was conducted in [name of village/institution/community], located in [district/city/province], from [month] to [month/year]. The partner of this program was [name of partner/community/institution]. The participants consisted of [number] people, including [community members, youth groups, MSME actors, teachers, students, village officials, health cadres, public service officers, or other relevant participants]. The partner was selected because it faced specific challenges related

to [state the problem], which required structured training, mentoring, and community-based intervention.

2.3 Program Stages

This subsection should explain the stages of the community service program in a systematic and chronological manner. The stages may be adjusted according to the type of program, but generally include problem identification, planning, implementation, evaluation, and follow-up.

a. Problem Identification

This stage was conducted to understand the main problems faced by the target community. Problem identification may be carried out through observation, informal interviews, focus group discussion, needs assessment, document review, or consultation with community leaders and partner representatives.

Example:

The problem identification stage was conducted through preliminary observation and discussion with the partner. This stage aimed to identify the main needs, obstacles, and potential resources of the target community. The findings from this stage became the basis for designing the program activities.

b. Program Planning

This stage explains how the implementing team prepared the program. It may include coordination with partners, preparation of training materials, development of modules, preparation of instruments, participant selection, scheduling, and logistical arrangements.

Example:

The planning stage involved coordination between the implementing team and the partner institution. The team prepared training materials, mentoring instruments, evaluation forms, and implementation schedules. The program design was adjusted to the needs and capacity of the target participants.

c. Program Implementation

This stage explains the main activities conducted during the program. The implementation may include socialization, training, workshops, mentoring, simulation, demonstration, technology transfer, counseling, advocacy, group discussion, or field practice.

Example:

The implementation stage consisted of three main activities. First, the team conducted a socialization session to introduce the objectives and expected outcomes of the program. Second, participants received training on [topic/material]. Third, the team provided practical mentoring to help participants apply the knowledge and skills gained during the training.

d. Monitoring and Evaluation

This stage explains how the program's effectiveness was assessed. Evaluation may include pre-test and post-test,

observation, participant feedback, interviews, questionnaires, performance assessment, product assessment, or partner evaluation.

Example:

Monitoring and evaluation were conducted to assess the effectiveness of the program. The evaluation focused on participants' knowledge, skills, participation, and ability to apply the materials provided. The instruments used in this stage included observation sheets, participant feedback forms, documentation, and pre-test and post-test questionnaires.

e. Follow-Up

This stage explains the sustainability plan after the program. Follow-up may include continued mentoring, development of community groups, digital communication groups, partner assistance, monitoring of program outputs, or recommendations for future collaboration.

Example:

The follow-up stage was conducted by providing continued communication and consultation with the partner. The team also encouraged participants to apply the knowledge gained during the program and to develop independent initiatives based on local community needs.

2.4 Techniques of Program Implementation

This subsection explains the specific techniques used in conducting the activity. The techniques should be aligned with the program objectives.

The techniques may include:

- lecture and discussion;
- interactive workshop;
- hands-on practice;
- simulation;
- case study;
- demonstration;
- mentoring;
- peer learning;
- group discussion;
- field assistance;
- legal or policy consultation;
- technology demonstration;
- digital platform assistance.

Example:

The program was implemented using interactive lectures, group discussions, practical exercises, and mentoring. The lecture method was used to provide conceptual understanding, while group discussions were used to encourage participant involvement. Practical exercises and mentoring were used to ensure that participants were able to apply the materials directly in their community context.

2.5 Data Collection and Evaluation Instruments

This subsection explains the instruments used to collect information and evaluate program outcomes. In a community service article, data collection is used to describe the process, measure program results, and support the discussion.

The instruments may include:

- observation sheet;
- interview guide;
- attendance list;
- pre-test and post-test questionnaire;
- participant satisfaction questionnaire;
- documentation;
- field notes;
- partner feedback form;
- product or output assessment rubric.

Example:

Data were collected through observation, interviews, documentation, and pre-test and post-test questionnaires. Observation was used to record participant involvement during the program. Interviews were conducted to obtain feedback from the partner and participants. Pre-test and post-test questionnaires were used to measure changes in participants' knowledge before and after the program.

2.6 Data Analysis

This subsection explains how the data were analyzed. For community service articles, data analysis is generally descriptive. If the program uses pre-test and post-test, the author may compare scores before and after the activity.

Example:

The data were analyzed descriptively. Quantitative data from the pre-test and post-test were compared to identify changes in participants' knowledge and skills. Qualitative data from observation, interviews, and participant feedback were analyzed by identifying recurring themes related to program implementation, participant responses, supporting factors, and obstacles. The analysis was used to evaluate the effectiveness of the program and its contribution to the target community.

2.7 Indicators of Program Success

This subsection is important in community service articles because it explains how the success of the activity was measured.

The indicators may include:

- increased participant knowledge;
- improved practical skills;
- increased community participation;
- improved awareness of the issue;
- ability to use technology or tools;
- production of community outputs;
- improved service capacity;
- stronger community organization;
- increased legal or policy literacy;
- partner satisfaction;
- sustainability of program results.

Example:

The success of the program was measured using several indicators: increased participants' knowledge, improved practical skills, active participation during the activity, positive feedback from the partner, and participants' ability to apply the materials in their community setting. These indicators were used to assess whether the program achieved its objectives and provided practical benefits for the target community.

3. RESULT AND DISCUSSION

This section presents the results of the community service program and discusses their meaning. The results should be written clearly, systematically, and directly connected to the objectives of the manuscript. The author may present the results in the form of narrative explanation, tables, figures, graphs, or documentation, depending on the type of data obtained.

The results may include:

- improvement in community knowledge;
- improvement in participants' skills;
- increased awareness or participation;
- development of community products or services;
- improvement in public service capacity;
- strengthening of community institutions;
- application of appropriate technology;
- development of social innovation;

- improvement in legal or policy awareness;
- contribution to sustainable community development.

Example:

The results of the program showed that participants experienced an improvement in their understanding of [topic]. Before the program, most participants had limited knowledge of [problem/topic]. After the training and mentoring activities, participants were able to [describe the improvement]. This indicates that the program contributed to strengthening community capacity in [specific area].

If necessary, the author may use a table to present the results.

Table 1. Participants' Knowledge Before and After the Program

Indicator	Before Program	After Program	Change
Understanding of the topic	...	...	...
Practical skills	...	...	...
Participation level	...	...	...
Confidence in applying the knowledge	...	...	...

The discussion should interpret the results and relate them to the objective of the manuscript. The author should explain why the results occurred, how the program contributed to the community, and what factors supported or hindered the implementation.

The discussion should also connect the findings with relevant theories or previous studies. This section should not only repeat the results, but also provide analysis of the program's contribution to community engagement, empowerment, social innovation, applied research, or sustainable community development.

Example:

The findings indicate that the participatory approach was effective in encouraging community involvement. The active participation of the target community supported the implementation of the program and helped ensure that the activities were relevant to community needs. This finding is consistent with the concept of community engagement, which emphasizes collaboration, participation, and shared problem-solving between facilitators and the community.

The program also demonstrated that social innovation can be developed through simple, practical, and community-based interventions. By combining training, mentoring, and evaluation, the program helped participants transform knowledge into practical skills that can be applied in their daily activities.

The results also show that the success of community service programs depends on the relevance of the materials, the active

involvement of participants, the suitability of the method, and the continuity of mentoring. Therefore, community service should not be limited to one-way knowledge transfer but should encourage interaction, reflection, practice, and follow-up assistance.

4. CONCLUSION

The conclusion should summarize the main findings of the manuscript and answer the objective stated in the introduction. It should be written in paragraph form, not in bullet points. The conclusion should not introduce new data or repeat the discussion in detail. The conclusion should explain the contribution of the program to the target community and may include recommendations for future activities.

Example:

This article concludes that the community service program contributed to improving participants' knowledge, skills, and awareness in [topic]. The method used in the program enabled the target community to participate actively in the process of problem identification, implementation, and evaluation. The results show that community-based programs can be an effective strategy for strengthening empowerment, social innovation, and sustainable community development. Future programs should include longer mentoring periods and broader stakeholder collaboration to ensure sustainability.

REFERENCE

All citations and references must follow the APA 7th Edition style. Authors are encouraged to use recent and relevant references, especially journal articles, books, official documents, and credible institutional reports.

Examples:

Journal article:

Author, A. A., & Author, B. B. (Year). Title of the article. *Title of Journal*, volume(issue), page–page. <https://doi.org/xxxxx>

Book:

Author, A. A. (Year). *Title of the book*. Publisher.

Book chapter:

Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* (pp. xx–xx). Publisher.

Official document:

Institution Name. (Year). *Title of document*. Publisher/URL.

Online source:

Author/Institution. (Year). *Title of webpage or report*. URL