

Judul/Tittle [The Title should reflect the core of the community engagement activity and its relevance to the SDGs. It must be written in Sitka Display, 16 pt, Bold, with a maximum of 20 words]

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Abstract

The abstract must be written using Sitka Display, 11 pt font, with single line spacing. It should contain 150–200 words in one paragraph only, covering a brief review of the background, objectives, methods, results and discussion, as well as the conclusion. Authors are also required to narrate the contribution of the community engagement activity to the SDGs.

Keywords: Provide 3–5 relevant keyword phrases that include SDG-related terms. Keywords must be arranged alphabetically and written entirely in lowercase

INTRODUCTION

The introduction section should present a comprehensive overview consisting of a situation analysis, identification of partner or community problems, proposed solutions, the urgency of the community engagement activity, its relevance to the Sustainable Development Goals (SDGs), and the specific objectives of the program. This section must be written in Sitka Display, 12-point font, with single spacing. Articles eligible for publication in ICoCES 2026 are interdisciplinary in nature and may include, but are not limited to, SDG-based community engagement, social and technological innovation, community capacity building, integrated programs such as student community service, and the development of policies and best practices.

METHODS

The methods section should describe the design of the activity, such as education, training, revitalization, or technological intervention, as well as the partner institutions and community participation, and the location and duration of the activity. Authors are encouraged to narrate the stages of implementation, the execution process, and the analytical techniques used, including a clear explanation of the indicators of program success.

RESULT AND DISCUSSION

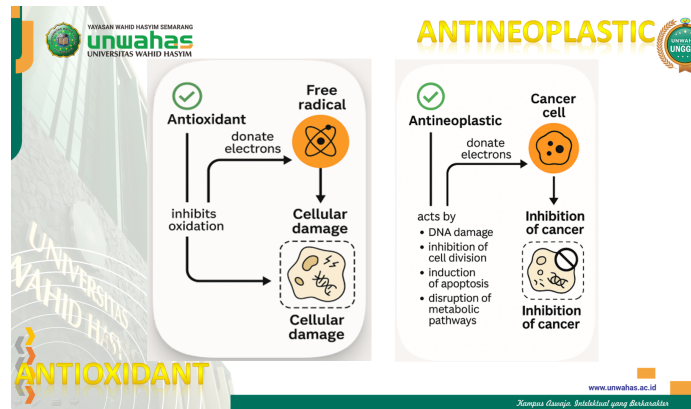
The results and discussion section should highlight the achievements of the activity, its impact on the local community, the challenges encountered along with the solutions applied and potential for replication, and reflections on the relevant SDG indicators. Achievements may be narrated and supported with figures, graphs, or tables to enhance clarity and presentation.

Table 1. The title of the table

No.	Material
1.	Integration of Green Education with Teaching Practices
2.	Implementing Green Education through the Pancasila Student Profile Approach
3.	Integrating Green Education to Enhance Entrepreneurial Interest among Students



(a)



(b)

Figure 1. The title of the figure of (a) The community service documentation, and (b) the presentation materials of the community service

CONCLUSION

The conclusion should contain a summary of the impacts achieved, recommendations for sustainability or replication of the activity in other contexts, and strategic points that can be adopted by institutions or policymakers.

ACKNOWLEDGMENTS

Acknowledgments may be addressed to partner institutions, village governments, local communities, and other relevant stakeholders.

REFERENCES

The references must be written in single spacing, using Sitka Display, 12-point font. The reference list should follow the Harvard citation style (e.g., Priangkoso et al., 2020). Authors are required to include a minimum of 10 references, all of which must be primary sources published within the last 10 years.

Notes:

Example of the reference styles:

- Anwar, S. *et al.* (2025) 'Therapeutic Applications and Mechanisms of Superoxide Dismutase (SOD) in Different Pathogenesis', *Biomolecules*, 15(8), p. 1130.
- Chriscensia, E. *et al.* (2020) 'Phytochemical Screening, Therapeutic Benefits, and Adverse Effects of Citrus aurantifolia - A Review', *Indonesian Journal of Life Sciences*, 02(02), pp. 56–69. Available at: <https://doi.org/10.54250/ijls.v2i2.41>.
- Fidy, K. *et al.* (2016) 'β-caryophyllene and β-caryophyllene oxide—natural compounds of anticancer and analgesic properties', *Cancer Medicine*. Blackwell Publishing Ltd, pp. 3007–3017. Available at: <https://doi.org/10.1002/cam4.816>.

THE SCOPE OF THE CALL PAPER

Community engagement is a multidimensional effort that bridges academic research with societal needs. Lecturers, as agents of knowledge and innovation, play a vital role in translating theories into practical solutions that empower communities and contribute to sustainable development. The conference welcomes submissions that highlight diverse initiatives, ranging from education and health to environment, economy, governance, and technology.

The scope of activities is intentionally broad to ensure inclusivity across disciplines. It covers social sciences, humanities, and applied sciences, while also opening space for engineering and technological innovations that directly impact communities. By presenting their work, participants will not only share best practices but also inspire collaborative strategies that strengthen resilience and sustainability at local, national, and global levels.

While the following scopes are suggested, papers addressing additional aspects of community engagement are equally encouraged:

1. Education and Capacity Building

- Community-based literacy and numeracy programs
- Digital literacy and ICT empowerment for rural communities
- Inclusive education initiatives for marginalized groups

2. Health and Wellbeing

- Public health campaigns and preventive healthcare programs
- Nutrition education and healthy eating behavior interventions
- Community-based maternal and child health initiatives

3. Food Security and Quality Assurance

- Hygiene and sanitation training for food handlers
- Halal assurance and certification processes in community products
- Sustainable agriculture and aquaculture practices

4. Environmental Sustainability

- Climate change adaptation and mitigation at the community level
- Waste management and recycling initiatives
- Renewable energy adoption in rural areas
- Conservation of biodiversity and local ecosystems

5. Economic Empowerment and Entrepreneurship

- Women's empowerment through MSMEs
- Digital marketing and e-commerce training for local entrepreneurs
- Cooperative development and financial literacy programs

6. Social and Cultural Engagement

- Preservation of local wisdom and cultural heritage
- Community arts, crafts, and creative industries
- Youth leadership and volunteerism in sustainability projects

7. Governance and Policy Support

- Participatory community planning and decision-making
- Policy advocacy for inclusive and sustainable development
- Monitoring and evaluation frameworks for community programs

8. Engineering and Technology for Community Development

- Appropriate Technology Solutions: Designing low-cost, locally adaptable tools and devices for rural communities.
- Infrastructure Development: Community-based projects in clean water supply, sanitation systems, and rural electrification.
- Renewable Energy Engineering: Solar, micro-hydro, and biogas systems implemented at the community level.
- Disaster Risk Reduction and Resilient Infrastructure: Engineering solutions for flood control, earthquake-resistant housing, and emergency response systems.
- Smart and Sustainable Cities: Community engagement in urban planning, transportation systems, and green building initiatives.
- Digital and Automation Technologies: Introducing IoT, robotics, and automation for agriculture, health, and small industries.
- Waste-to-Resource Innovations: Engineering approaches to convert waste into energy, compost, or reusable materials.
- Product Design and Prototyping: Collaborative projects with communities to develop tools, devices, or machinery that address local needs

9. Foreign Language Studies and Community Engagement

- Language Access for Sustainability Knowledge: translating sustainability materials, health campaigns, and environmental guidelines into local and foreign languages for wider community reach.
- Multilingual Education for Empowerment: community-based foreign language training to enhance employability, global citizenship, and cross-cultural collaboration.
- Intercultural Communication and Social Cohesion: programs that foster mutual understanding between diverse groups through foreign language learning and cultural exchange.
- Language and Digital Literacy: using foreign language skills to access global digital platforms, online learning, and international resources for community development.
- Foreign Language Pedagogy for Marginalized Groups: inclusive language education initiatives for rural, minority, and disadvantaged communities to strengthen participation in global networks.

- Language in Sustainable Tourism and Creative Industries: empowering local communities to engage in eco-tourism, cultural heritage preservation, and creative industries through foreign language skills.
- Community Storytelling and Documentation: using foreign languages to document local wisdom, oral traditions, and sustainability practices for global dissemination.