

The Title should Contain a Maximum of 15 Words
(Times New Roman, 14 PT, Bold)

The author's name 1 is written without academic titles, in Times New Roman, 12 pt, bold

The author's institutional affiliation is written in Times New Roman, 11 pt

Email: apasaja@gmail.com written in Times New Roman 11 pt

The author's name 2 is written without academic titles, in Times New Roman, 12 pt, bold (if any)

The author's institutional affiliation is written in Times New Roman, 11 pt

The author's name 3 is written without academic titles, in Times New Roman, 12 pt, bold (if any)

The author's institutional affiliation is written in Times New Roman, 11 pt

Abstract

The abstract must be written in English, using Times New Roman font, 12 pt, with single spacing. For manuscripts written in Indonesian, an English abstract is mandatory. The abstract should be unstructured, written in a single paragraph of approximately 150–300 words, and should include the background and aim of the paper, methods, main results, and conclusions. Abbreviations and citations should be avoided.

Keywords The keywords should consist of 4–5 specific words or phrases, written in English, arranged alphabetically, and separated by semicolons (;). Avoid overly general, wordy, or lengthy terms.

1. Introduction

The Introduction should provide a clear and concise background to the community empowerment activities. It should begin by describing the target community and the social, institutional, or contextual conditions that characterize the community. Authors should identify the main problems, challenges, needs, or relevant phenomena experienced by the community and explain why these conditions require an appropriate community empowerment intervention.

The Introduction should also review relevant efforts that have previously been undertaken by other parties to address similar problems. This discussion should help demonstrate the context of the present program, clarify what has already been done, and identify aspects that remain to be addressed. The objectives of the community empowerment

activities should then be stated clearly and should correspond directly to the problems, challenges, and needs identified in the target community.

The role and involvement of the target community in the empowerment program should be explicitly described. Authors should explain the forms of participation, collaboration, and interaction between the community and the implementing team during the planning, implementation, and evaluation of the activities, where applicable. The community should be presented as an active partner in the empowerment process rather than solely as the recipient of the program.

The rationale for the community empowerment activities should be supported by relevant empirical evidence and an appropriate conceptual or theoretical framework. Authors should use findings from relevant previous studies to establish the academic basis of the program and to demonstrate its relevance to the identified community needs. The Introduction should include recent scholarly references, particularly studies published within the last five years, and should use these sources to strengthen the background and justification of the activities.

The manuscript should be prepared using Times New Roman, 12-point font, with double line spacing, and submitted in DOC or DOCX format. The manuscript should not exceed 4,500 words, including the References section but excluding tables, figures, and appendices. Any abbreviation should be written in full at its first occurrence, followed by the abbreviation in parentheses. The abbreviated form should then be used consistently throughout the manuscript.

2. Method

The Method section should briefly describe the approach and procedures used to address the identified problems and achieve the objectives of the community empowerment activities. It should include the target community or participants, selection procedures, data collection and analysis techniques, instruments used, location, period and duration of the activities.

Authors should describe the initial condition of the target community, the basis for selecting the intervention, and the expected outcomes and how they were assessed. The Method section should be written in coherent paragraphs rather than bullet points. Abbreviations should be defined at first use and used consistently. Methods adopted or adapted from previous publications must be cited, with any modifications clearly explained.

3. Result and Discussion

The Results section should present the main and relevant findings clearly and objectively, supported by appropriate data, tables, or figures where necessary. Avoid interpretation, speculation, and detailed discussion in this section; these should be presented in the Discussion. Subheadings should be written in sentence case.

The results should emphasize changes in the target community before and after the implementation of the community engagement activities. Authors should also report community participation, the impacts of the activities, and, where relevant, the adoption of innovations by the community.

The Discussion should interpret the findings in relation to existing knowledge and relevant previous studies rather than simply repeating the results. Authors should highlight the novelty and significance of the findings, explain relevant assumptions, and relate the findings to the context of the target community and their possible applicability to other communities. The strengths and limitations of the community empowerment activities should also be addressed.

3.1 Tables

Tables should present relevant information that supports the analysis of the community engagement activities. Each table must be referred to and explained in the text, including its relevance or significance to the program. Tables should be numbered consecutively (e.g., Table 1, Table 2) and cited accordingly in the manuscript. For example: “Participants’ involvement in various community activities is presented in Table 1.”

Table 1. Community Participation by Activity

Community Activity	Participants (n)	Percentage (%)
Community Meetings	78	65.0
Mutual Cooperation	92	76.7
Social Assistance	64	53.3
Environmental Activities	71	59.2
Local Decision-Making	55	45.8

3.2 Photos and figures

Photos and figures should be relevant to the community engagement activities and must be cited and discussed in the text, including their contribution or significance to the program. When several photos or images illustrate the same process, they should be presented as a single figure and introduced with a brief description that explains their relationship.

Authors should use figures selectively and avoid unnecessary or repetitive images. Photos should document the community empowerment activities and should not be presented in selfie or wefie format or intentionally show participants facing the camera. Images must have a minimum resolution of 300 dpi and be submitted in JPEG (.jpg) format. Authors should verify image resolution using appropriate image-processing software.

Figures should be numbered consecutively (e.g., Figure 1, Figure 2) and referred to accordingly in the text. For example: “Digital literacy learning for children is shown in Figure 1.”



Figure 1. Digital literacy learning for children

3.3 Graphs

Graphs should present relevant findings from the community engagement activities and must be cited and explained in the text, including their relevance or significance to the program. Graphs should be presented clearly in a two-dimensional (2D) format without shadows or other visual effects. Graphs should be numbered consecutively (e.g., Figure 2, Figure 3) and referred to accordingly in the text.

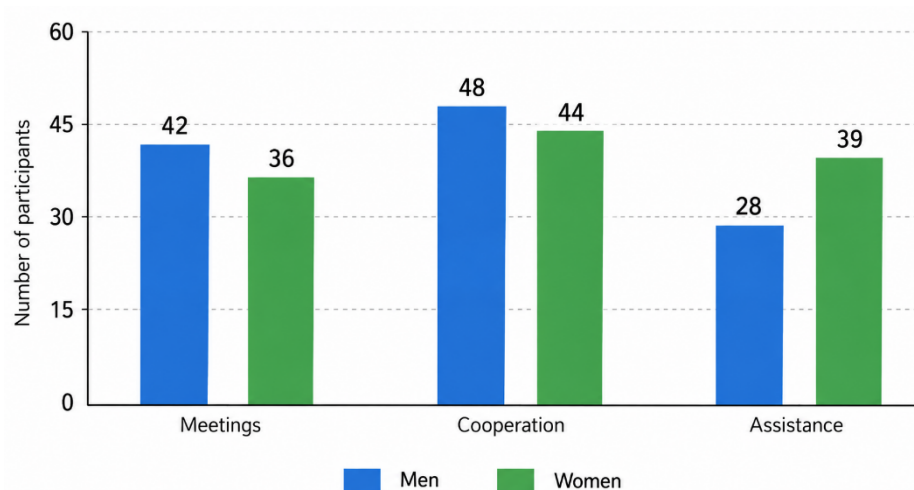


Figure 2. Gender differences in community participation

Graphs must be referred to in the text using sequential numbering (e.g., Figure 1, Figure 2). Example of in-text citation: “The comparison between pre-test and post-test results is shown in Figure 2.”

4. Conclusion

The Conclusion should clearly state the extent to which the objectives and targets of the community empowerment activities have been achieved. It should explain how the approach and methods used addressed the identified problems, needs, and challenges of the target community, as well as the main impacts and benefits of the activities. Where appropriate, authors should provide recommendations for improving or developing future community empowerment programs. The Conclusion should be written as a concise and focused paragraph of no more than 200 words. Do not include citations, tables, or figures in this section.

Acknowledgment

Acknowledgment should appear at the end of the manuscript, before the References, and may mention individuals or organizations that contributed to the community empowerment activities. Any financial, commercial, legal, or professional relationships that may constitute a conflict of interest should be clearly disclosed. Funding sources should be identified by name. If no specific funding was received, state: “This study did not receive specific grants from funding agencies in the public sector, commercial, or non-profit section.”

Conflict of interests

Authors should disclose any financial, professional, or personal relationships that could influence the community empowerment activities or the publication of the article. Any relevant funding sources and their role in the program design, implementation, analysis, or preparation of the manuscript should also be stated.

5. Bibliography

The references section should include all sources cited in the article. At least 70% of the references should come from scientific journals published within the past 10 years. The article must include a minimum of 15 references. References should be formatted in Times New Roman, 12 pt, and listed alphabetically. The citation style should follow the Chicago

Manual of Style, 17th Edition, using the full notes format. Authors are encouraged to use reference management software, such as Mendeley. Grammarly may be used to improve language quality, while Turnitin is recommended for checking plagiarism.

SAMPLE FOOTNOTES:

Book

1. Katie Kitamura, *A Separation* (New York: Riverhead Books, 2017), 25.
2. Sharon Sassler and Amanda Jayne Miller, *Cohabitation Nation: Gender, Class, and the Remaking of Relationships* (Oakland: University of California Press, 2017), 114.

Chapter or other part of an edited book

3. Mary Rowlandson, "The Narrative of My Captivity," in *The Making of the American Essay*, ed. John D'Agata (Minneapolis: Graywolf Press, 2016), 19–20.
4. John D'Agata, ed., *The Making of the American Essay* (Minneapolis: Graywolf Press, 2016), 19–20.

Translated book

5. Jhumpa Lahiri, *In Other Words*, trans. Ann Goldstein (New York: Alfred A. Knopf, 2016), 146.

E-book

6. Fyodor Dostoevsky, *Crime and Punishment*, trans. Constance Garnett, ed. William Allan Neilson (New York: P. F. Collier & Son, 1917), 444, <https://archive.org/details/crimepunishment00dostuoft>.
7. Eric Schlosser, *Fast Food Nation: The Dark Side of the American Meal* (Boston: Houghton Mifflin, 2001), 88, ProQuest Ebrary.

Thesis or dissertation

8. Guadalupe Navarro-Garcia, "Integrating Social Justice Values in Educational Leadership: A Study of African American and Black University Presidents" (PhD diss., University of California, Los Angeles, 2016), 44, ProQuest Dissertations & Theses Global.

Journal article

9. Shao-Hsun Keng, Chun-Hung Lin, and Peter F. Orazem, "Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality," *Journal of Human Capital* 11, no. 1 (Spring 2017): 9–10, <https://doi.org/10.1086/690235>.
10. Jesse N. Weber et al., "Resist Globally, Infect Locally: A Transcontinental Test of Adaptation by Stickleback and Their Tapeworm Parasite," *American Naturalist* 189, no. 1 (January 2017): 45, <https://doi.org/10.1086/689597>.

News of magazine

11. Farhad Manjoo, "Snap Makes a Bet on the Cultural Supremacy of the Camera," *New York Times*, March 8, 2017, <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

If repeated, footnotes should be shortened:

1. Kitamura, *Separation*, 91–92.
2. Sassler and Miller, *Cohabitation Nation*, 205.
3. Rowlandson, “Captivity,” 48.
4. D’Agata, *American Essay*, 48.
5. Lahiri, *In Other Words*, 184.
6. Dostoevsky, *Crime and Punishment*, 504–5.
7. Schlosser, *Fast Food Nation*, 100.
8. Navarro-Garcia, “Social Justice Values,” 125–26.
9. Keng, Lin, and Orazem, “Expanding College Access,” 23.
10. Weber et al., “Resist Globally,” 48–49.
11. Manjoo, “Snap.”

SAMPLE REFERENCES/BIBLIOGRAPHY (In alphabetical order):

- D’Agata, John, ed. *The Making of the American Essay*. Minneapolis: Graywolf Press, 2016.
- Dostoevsky, Fyodor. *Crime and Punishment*. Translated by Constance Garnett, edited by William Allan Neilson. New York: P. F. Collier & Son, 1917.
<https://archive.org/details/crimepunishment00dostuoft>.
- Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. “Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality.” *Journal of Human Capital* 11, no. 1 (Spring 2017): 1–34. <https://doi.org/10.1086/690235>.
- Kitamura, Katie. *A Separation*. New York: Riverhead Books, 2017.
- Lahiri, Jhumpa. *In Other Words*. Translated by Ann Goldstein. New York: Alfred A. Knopf, 2016.
- Manjoo, Farhad. “Snap Makes a Bet on the Cultural Supremacy of the Camera.” *New York Times*, March 8, 2017.
<https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.
- Navarro-Garcia, Guadalupe. “Integrating Social Justice Values in Educational Leadership: A Study of African American and Black University Presidents.” PhD diss., University of California, Los Angeles, 2016. ProQuest Dissertations & Theses Global.
- Rowlandson, Mary. “The Narrative of My Captivity.” In *The Making of the American Essay*, edited by John D’Agata, 19–56. Minneapolis: Graywolf Press, 2016.
- Sassler, Sharon, and Amanda Jayne Miller. *Cohabitation Nation: Gender, Class, and the Remaking of Relationships*. Oakland: University of California Press, 2017.
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the American Meal*. Boston: Houghton Mifflin, 2001. ProQuest Ebrary.
- Weber, Jesse N., Martin Kalbe, Kum Chuan Shim, Noémie I. Erin, Natalie C. Steinel, Lei Ma, and Daniel I. Bolnick. “Resist Globally, Infect Locally: A Transcontinental Test of Adaptation by Stickleback and Their Tapeworm Parasite.” *American Naturalist* 189, no. 1 (January 2017): 43–57. <https://doi.org/10.1086/689597>.