

## Use a Concise and Informative Title in Title Case with a Maximum of 15 Words **(14 pt & bold)**

**First Author<sup>1</sup>, Second Author<sup>2</sup>, Third Author<sup>3</sup> (10 pt & bold)**

<sup>1</sup> Universitas Negeri Surabaya, Indonesia (email) (9 pt)

<sup>2</sup> Business or Academic Affiliation, Country (email) (9 pt)

<sup>3</sup> Business or Academic Affiliation, Country (email) (9 pt)



### **ABSTRACT (9 & bold)**

#### **Keywords:**

First keyword

Second keyword

Third keyword

Fourth keyword

Fifth keyword

*The abstract is a crucial element of a community service article, serving as the first point of reference for readers in determining the relevance of the entire paper. Written in English in a single, unstructured paragraph with a length of 150–300 words, it must present a concise yet comprehensive summary of the article while ensuring clarity and coherence without using abbreviations or citations. A well-written abstract should begin by introducing the background and objectives of the community service program, explaining its main idea, significance, and goals, particularly in addressing specific gaps or issues within the community. It should then describe the methods and implementation of the program, outlining the approaches taken – whether experimental, theoretical, or a combination of both – along with the procedures and analyses conducted to achieve the intended objectives. Following this, the abstract should summarize the results and impact of the initiative, highlighting key findings supported by quantitative data if available to demonstrate the effectiveness and outcomes of the program. Additionally, it should emphasize the novelty and significance of the initiative, explaining its uniqueness and contribution to the field of community service. Finally, the abstract should conclude by summarizing the main findings and discussing their broader implications, including how the program's results contribute to community development, policy improvements, or future community engagement in the field. A well-structured and informative abstract enhances the readability of the article, ensuring that the essential aspects of the community service initiative are effectively communicated to a wider audience. (9 pt & italic)*

## INTRODUCTION

Use the font Book antiqua with size 12 and each paragraph gives 1 space and does not need to be indented.

The background section of a community service article should clearly outline the issues or challenges faced by the target community, leading to the rationale for implementing the program. This section should begin with a general discussion of the societal problems being addressed and progressively narrow down to the specific context of the community service initiative. It should highlight the target population and its environmental or social conditions, explaining the relevance of the identified problems and how they justify the need for the program. Additionally, this section should discuss the facts or phenomena within the target population that serve as the basis for conducting the community service activities.

A well-structured background must present a logical flow from general to specific, ensuring coherence and avoiding abrupt topic shifts. It should include reviews of previous relevant studies or programs, published within the last five years, to highlight gaps, strengthen the theoretical and empirical foundation, and demonstrate the novelty of the initiative. The discussion should be supported by recent and credible literature, with citations smoothly integrated into the text, avoiding direct quotations in favor of paraphrasing and synthesis of key findings. Furthermore, it is essential to explicitly

describe the participation and interaction of the community in the engagement program, illustrating the collaborative aspects of the initiative.

This section should also emphasize the uniqueness of the community service program, distinguishing it from existing initiatives and explaining its expected contributions. It must explicitly state the objectives of the program in the final paragraph, outlining the specific goals and anticipated impact. If necessary, community engagement aims and guiding questions may also be included to provide additional clarity. The structuring of this section should follow a clear and organized approach, ensuring readability and alignment with academic writing standards.

### **COMMUNITY ENGAGEMENT METHOD**

The methods section should clearly and systematically describe the approach used to achieve the objectives of the community service program. This section serves as a foundation for understanding how the program was designed, implemented, and evaluated. It should be structured in a way that allows for replication in similar contexts and should justify the chosen methodology.

The methodology should include the following key components:

- 1) Target Community and Participants – Clearly describe the target population involved in the community service initiative, including their demographic characteristics, social or economic conditions, and specific needs. If applicable, explain the criteria for selecting participants or community groups.
- 2) Program Design and Implementation Procedures – Explain the approach taken in delivering the community service activities. This includes the type of intervention, duration, stages of implementation, and engagement strategies used to involve the community. Clearly describe how the program was structured, whether it involved training sessions, workshops, direct assistance, or other forms of service.
- 3) Tools, Materials, and Instruments – Outline any tools, instruments, or materials used in implementing the program. This may include educational modules, assessment forms, technology, or other resources essential for program execution. If data collection was involved, specify the techniques used, such as surveys, interviews, or field observations.
- 4) Data Collection and Analysis – Describe the methods used to collect and analyze data on program effectiveness. The impact of community service activities can be measured using qualitative or quantitative approaches. Qualitative assessments may include behavioral, social, and cultural changes within the target community, while quantitative evaluations can involve statistical analyses of pre- and post-program data. Clearly state the validity and reliability of the data collection tools, and when referring to methods from previous publications, cite the sources accordingly.

- 5) Expected Outcomes and Justification – Provide an overview of the expected results and how they align with the initial problem identification. Explain the conditions before and after the program implementation to highlight the anticipated impact.

This section should be written in a structured and transparent manner, ensuring clarity and replicability. For qualitative approaches, an emphasis on community involvement, participatory action, and contextual adaptation is essential. The methodology should convincingly demonstrate that the community service initiative is based on a solid and systematic approach, ensuring reliability and relevance.

## RESULTS AND DISCUSSION

The Results and Discussion section presents the findings of the community service activities in a structured and comprehensive manner. This section should describe the condition before and after the program implementation, highlighting the level of community participation and the impact achieved. Data should be presented in a clear and systematic way, using tables, graphs, and figures where necessary to enhance understanding.

### Results

The results should be reported objectively, focusing on the outcomes of the community service activities. Original and significant findings must be stated without referring to literature. The data may include both qualitative and quantitative measurements, demonstrating improvements in aspects such as community behavior, social and economic conditions, and skill development.

**Figures and tables** should be labeled clearly and referenced in numerical order within the text. Graphs and tables should be designed for clarity, avoiding unnecessary complexity. The use of photos and figures is encouraged to document the activities, provided they are relevant and meet a minimum resolution of 300 dpi (JPEG format).

**Figure 1.** Comparison of success rates before and after program implementation.

Graphs should be presented in 2D format, without shadows or gridlines, to ensure clarity. Tables should use horizontal lines for borders, with single spacing, and must be directly integrated with analysis and justification related to the program outcomes.

### Discussion

The discussion interprets the findings by linking them to the objectives of the community service initiative. It should analyze how the intervention influenced the target population and whether the goals were met. Key aspects to address in the discussion include:

- 1) A comparison between the initial condition and the post-program outcomes.
- 2) An assessment of the level of community engagement and participation.
- 3) The potential adoption of innovation by the community and its sustainability.

#### 4) Challenges encountered during implementation and possible solutions.

The discussion should avoid merely repeating the results but instead emphasize the analysis of findings within the context of existing knowledge and relevant studies. It should also highlight **the novelty of the approach, the strengths and weaknesses of the intervention, and possible generalizations to other populations**. If applicable, future recommendations and directions for further community service activities should be provided.

### CONCLUSION

The conclusion of this article highlights the key achievements and impact of the community service activities, emphasizing how the program has contributed to empowering the community by addressing its specific needs and challenges. The methods implemented have proven to be relevant in tackling real-life issues, ensuring alignment with the actual conditions of the target community. The results demonstrate not only immediate benefits but also the potential for long-term positive change, fostering community participation, encouraging local innovation, and strengthening social bonds for sustainable development. While the program has achieved significant success, certain limitations have been identified, providing valuable insights for future improvements. Moving forward, refining strategies, expanding program reach, and fostering deeper collaborations with stakeholders will be essential to enhancing the effectiveness of community service initiatives. The lessons learned from this initiative serve as a strong foundation for developing more impactful and sustainable programs in the future.

### ACKNOWLEDGEMENTS

The acknowledgment section should be placed at the end of the article, before the references, and should not appear on the title page or as a footnote. This section recognizes individuals, organizations, or institutions that have provided significant support during the community empowerment activities, whether in the form of technical assistance, resources, or collaboration. If the activities were funded by grants from universities, colleges, or other institutions, the name of the funding organization must be clearly stated. Additionally, any potential conflicts of interest, including financial, commercial, legal, or professional relationships that may influence the study, must be explicitly disclosed. If no external funding was received, the following statement should be included: This study did not receive specific grants from funding agencies in the public sector, commercial, or non-profit sectors.

### REFERENCES (APA style, 7<sup>th</sup> Ed.)

The reference list should follow the APA 7th edition format and be arranged numerically in the order they appear in the text. Only sources cited in the article should be included, and it is the author's responsibility to ensure their accuracy and completeness. Consistency in reference formatting throughout the manuscript is essential. The number of references should ideally range between 10 and 40, with a recommended proportion of 70% journal articles and 30% books. Journal sources should be from publications within the last five years. Authors are encouraged to use reference

management tools, Mendeley to organize their citations. Below is an example of the APA 7th Edition reference format.

- Byman, R. (2005). Curiosity and sensation seeking: A conceptual and empirical examination. *Personality and Individual Differences*, 38(6), 1365-1379. <https://doi.org/10.1016/j.paid.2004.09.004>
- Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52(4), 281-302. <https://psycnet.apa.org/doi/10.1037/h0040957>
- Geddis, A. N. (1993). Transforming subject-matter knowledge: The role of pedagogical content knowledge in learning to reflect on teaching. *International Journal of Science Education*, 15(6), 673-683. <https://doi.org/10.1080/0950069930150605>
- Herráez, A. (2006). Biomolecules in the computer: Jmol to the rescue. *Biochemistry & Molecular Biology Education*, 34 (4), 255-261. <https://doi.org/10.1002/bmb.2006.494034042644>
- Johnson, J. A. (1997). Units of analysis for the description and explanation of personality. In R. Hogan, J. Johnson, & S. Briggs (Eds.), *Handbook of personality psychology* (pp. 73-93). Academic Press.
- Kennedy, M. (2018, October 15). To prevent wildfires, PG&E pre-emptively cuts power to thousands in California. *NPR*. <https://www.npr.org/2018/10/15/657468903/to-prevent-wildfires-pg-e-preemptively-cuts-power-to-thousands-in-california>
- Lamanauskas, V. (2019). 3<sup>rd</sup> international Baltic symposium on science and technology education "Science and technology education: Current challenges and possible solutions (BalticSTE2019)": Symposium review. *Švietimas: politika, vadyba, kokybė / Education Policy, Management and Quality*, 11(1), 42-48. <http://oaji.net/articles/2019/513-1567660630.pdf>
- Nasledov, A. (2005). *SPSS: komp'juternyj analiz dannyh v psihologii i social'nyh naukah* [SPSS: Computer analysis of data in psychology and social sciences]. Piter.
- Novák, M., & Langerová, P. (2006). Raising efficiency in teaching mathematics in non-English speaking countries: An electronic bilingual dictionary of mathematical terminology. In: *Proceedings of 3rd international conference on the teaching of mathematics at the undergraduate level*. Istanbul: TMD (Turkish Mathematical Society), 2006. [CD-ROM].
- Posner, M. (2004). Neural systems and individual differences. *TC Record*. <http://www.tcrecord.org/PrintContent.asp?ContentID=11663>
- Šlekienė, V., & Lamanauskas, V. (2019). Sisteminis „judėjimo“ sąvokos turinio integravimas, kaip viena iš visuminio gamtamokslinio ugdymo prieigų [Systematic integration of the content of "Movement" concept as one of the approaches to comprehensive natural science education]. *Gamtamokslinis ugdymas / Natural Science Education*, 16(1), 43-53. <http://oaji.net/articles/2019/514-1563213127.pdf>
- Thurstone, L. L. (1959). *The measurement of attitude: A psycho-social method and some experiments*. University of Chicago.
- Vaitkevičius, J. (1995). *Socialinės pedagogikos pagrindai* [Basics of social pedagogy]. Egald.
- Walker, J., Halliday, D., & Resnick, R. (2008). *Fundamentals of physics*. Washington: Wiley.