

**THE TITLE MUST BE CLEAR, CONCISE, INFORMATIVE, AND MAY INCLUDE A SUBTITLE**  
**(Center, Bold, Cambria 12, No more than 14 words)**

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### **Abstract**

*The abstract serves as a concise overview of your research, designed to offer readers a clear and accurate understanding of the manuscript's scope and key elements. Authors should aim to limit the abstract to between 150 and 200 words, maintaining a coherent and well-structured presentation. Although subheadings are not mandatory, it is advisable to follow a logical sequence: (1) Introduce the research problem, emphasizing its relevance and identifying the specific gap addressed; (2) Clearly define the study's objectives or the hypothesis under investigation; (3) Briefly describe the research methodology; (4) Summarize the principal results or findings; and (5) Highlight the main conclusions or insights derived from the analysis. The abstract must accurately represent the manuscript's content without overstating outcomes or presenting unverified claims. It should be formatted in italics, single-spaced, and typed in 10-point Cambria font. Additionally, include 4 to 5 keywords that precisely reflect the central themes of the manuscript. Avoid general terms, abbreviations, or plural forms in keyword selection. Each keyword should be separated by a semicolon (;). The manuscript's title, abstract, and author information must all appear on the first page of the document.*

**Keywords** *Community Empowerment; Women; Professional Groups; Training; Education*

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### **A. Introduction**

The introduction must constitute no more than 20% of the total manuscript length, which should range between 4.500 and 6.000 words in English or Indonesia, including the main text and references, but excluding tables, figures, and appendices. The manuscript should be formatted in Cambria font, size 11, with 1.0 line spacing. Authors should clearly define the research problem, emphasizing its scholarly and societal significance, while articulating the study's originality and relevance. Rather than separating the literature review, previous studies, and conceptual insights should be integrated into the introduction's flow, ensuring a cohesive and argumentative narrative. A conceptual framework grounded in contemporary theories should be included, reflecting an interdisciplinary or multidisciplinary approach consistent with the Journal of Bale Pengabdian: Journal Of Community Service (BPJCS) guidelines.

### **B. Method**

The methodology section must be concise-preferably within 10% of the manuscript's length-and written in a coherent, well-structured narrative. It should allow other scholars to comprehend, replicate, or build upon the study or Community Service. Rather than discussing theoretical frameworks, this section should focus on describing the research design in line with the chosen approach-Community Based Research (CBR), Participatory Action Research (PAR), dan Asset Based Community Development (ABCD). Authors must justify their methodological choices about the scope of the Journal of Bale Pengabdian: Journal Of Community Service (BPJCS). Detailed explanations of participant selection, data collection, and analysis procedures are required. The methodology must demonstrate academic rigor and clarity, presented in continuous prose without bullet points or subheadings.

### **C. Results and Discussion**

Authors should begin this section with a concise introduction describing its structure, data types, analytical methods, and organization. This overview helps readers understand the logical progression. The results and discussion must then be presented separately under clear subheadings, comprising at least 60% of the core content, to form a coherent and integrated analytical narrative.

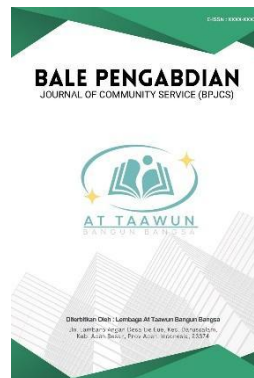
#### **1. Results**

The results section must present the research findings systematically and in alignment with the methods and data collection strategies described earlier in the methodology. Each finding should be directly derived from empirical evidence obtained through fieldwork or validated instruments, and should be organized in a coherent and structured manner. Interpretations or theoretical discussions are not appropriate in this section and should be reserved for the discussion chapter. Authors must ensure that the format of the results corresponds to the nature of the data and analytical techniques used. Whether employing Community Based Research (CBR), Participatory Action Research (PAR), dan Asset Based Community Development (ABCD), findings should be presented proportionately using appropriate formats-such as descriptive text, tables, figures, charts, or direct quotations-each supported by sufficient explanation to enhance comprehension and prevent ambiguity. The narrative should maintain logical flow and may be divided into subsections based on themes or core outcomes. Visual elements must adhere to scholarly formatting, with proper labeling (e.g., Table 1, Figure 1) and minimal repetition in the text.

*Table 1. Proposed word limits per manuscript section*

No	Section	Length (%)	Note
1.	Introduction	20	Maximum, include Title and Abstract
2.	Method	10	Maximum
3.	Result and Discussion	60	Customized
5.	Conclusion (include References)	10	Maximum

Figures and schemes may be inserted within the main text, using consistent formatting as illustrated below.



*Figure 1. Illustrates a diagram; similar format applies to schemes.*

Provide a concise, clear explanation of each table and figure to prevent confusion and ensure that readers can accurately interpret the visual data in your manuscript.

## **2. Discussion**

The discussion section represents the intellectual core of any academic paper, serving as a platform for authors to critically and comprehensively interpret their research or Community Service findings. Rather than reiterating previously presented data, this section must provide a nuanced analysis that links results to the study's conceptual or theoretical framework. Authors are expected to present coherent, evidence-based arguments that clearly and concisely convey their interpretations and insights regarding the research problem. Each finding should be examined in depth, highlighting its significance within a broader academic context. The narrative must demonstrate a systematic integration of empirical data, methodological design, and contextual relevance, avoiding redundancy while deepening the reader's understanding of the results' implications. To enhance scholarly impact, authors should reference key studies from established national and international journals, situating their work within ongoing theoretical debates or using it to propose new conceptual models. Articulating the research's broader and potentially global contribution is essential for engaging meaningfully in international academic discourse.

## **D. Conclusion**

The conclusion should present a comprehensive and well-integrated summary that encapsulates the research outcomes or community service and the analytical perspectives previously explored in the study. Instead of reiterating the main findings, it must combine evidence, arguments, and the author's viewpoint into a unified and reflective narrative. Authors are encouraged to critically evaluate their findings to demonstrate depth of analysis and scholarly insight. It is essential to clearly state the study's or community service contributions-whether theoretical advancements, novel insights, or practical implications. Additionally, the conclusion should consider the broader theoretical, empirical, or social relevance of the research, accounting for approximately 10% of the full manuscript.

## **Acknowledgment**

Acknowledgments may be included here to thank sponsors, donors, or contributors significantly involved in supporting or enabling the research and community service.

## **Bibliography**

The bibliography section is essential in showcasing the scholarly depth and academic integrity of a manuscript. In the Bale Pengabdian: Journal Of Community Service (BPJCS), references are not

included in the manuscript's word count, allowing authors to allocate space for citations strategically. Authors are encouraged to include 35 to 55 references, depending on the topic's complexity and the level of analysis. Emphasis should be placed on recent and relevant sources, with at least 60% published within the past 5 to 10 years. Moreover, 80% of the citations must come from reputable, accredited national or international academic journals.

Authors must follow APA 7th Edition citation standards precisely. The use of reference management tools like Mendeley is recommended to maintain consistency. All sources cited in the text must be included in the reference list, and conversely, each reference must be cited appropriately within the manuscript. In-text citations should follow the correct format, including single (Sulaiman, 2017), dual (Muhammad & Sulaiman, 2020), and multiple authors (Walidin, Yusuf, & Sulaiman, 2020), with subsequent citations shortened (Fithriani et al., 2024). Page numbers are necessary for direct quotes, although paraphrasing is generally preferred.

It is essential that all references are valid, complete, and where applicable, include DOIs or URLs. References should be meaningfully positioned-especially in the introduction and discussion sections-to reinforce theoretical grounding and highlight the manuscript's academic contribution.

Reference entry samples:

(Type: book, *author* = publisher)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC: Author.

(Type: *e-book*)

Saefullah, E, et al. (2021). 47 Hari Mengabdi Di Desa Kamurang. [https://www.google.co.id/books/edition/47\\_Hari\\_Mengabdi\\_di\\_Desa\\_Kamurang/vodmEAAQBAI?hl=en&gbpv=1&dq=pengabdian+kepada+masyarakat&pg=PT50&printsec=frontcover](https://www.google.co.id/books/edition/47_Hari_Mengabdi_di_Desa_Kamurang/vodmEAAQBAI?hl=en&gbpv=1&dq=pengabdian+kepada+masyarakat&pg=PT50&printsec=frontcover)

Archie Holmes, A., Brenner, K., & Gao, J. (2025). *Transforming Undergraduate STEM Education: Supporting Equitable and Effective Teaching*. <https://nap.nationalacademies.org/catalog/28268/transforming-undergraduate-stem-education-supporting-equitable-and-effective-teaching>

(Type: *book section*)

Umar, M. N., Murziqin, R., Baihaqi, Sanusi, Andriyadi, F., Sulaiman, Syahril, & Tabrani ZA. (2020). Emerging Perspectives and Trends in Innovative Technology for Quality Education 4.0. In Kusmawan et.al. (Eds.). *The local governance system based on the special autonomy law in Indonesia*. London: Routledge, pp. 196-200.

(Type *book*: Original Indonesian book, not a translated edition)

Mardhiah, A., AR, M., & Sulaiman. (2025). Implementasi Moderasi Beragama: Integrasi Nilai Dan Penggerak Moderasi Pada PTKI. Zahir Publishing.

(Type *book*: Single-authored scholarly book)

Sulaiman. (2017). Metodologi Pembelajaran Pendidikan Agama Islam (PAI) (Kajian Teori dan Aplikasi Pembelajaran PAI). PeNa.

(Type *book* with two authors)

Syabuddin, & Sulaiman. (2019). Pengembangan Interaksi Edukasi Pembelajaran Pendidikan Agama Islam: Teori dan Praktik. Ar-Raniry Press

(Type *book* with three authors)

Amin, M. A., Salman, & Sulaiman. (2025). *Pendampingan Penguatan Moderasi Beragama Kepada Masyarakat Mualaf: Teori dan Praktik*. Zahir Publishing.

(Type: Online scholarly journal article)

Gradini, E., & Dhari, P. W. (2025). From training to practice: A community-based mentoring model for implementing Kurikulum Merdeka. *Transformasi: Jurnal Pengabdian Masyarakat*, 21(1), 1-18. <https://doi.org/10.20414/transformasi.v21i1.13153>

Maharani, S. D., Harini, B., Susanto, I. A., Hikmah, P. D., & Yolanda, P. A. (2025). Developing social-emotional learning programs for elementary school teachers in Prabumulih city. *Transformasi: Jurnal Pengabdian Masyarakat*, 21(1), 34-43. <https://doi.org/10.20414/transformasi.v21i1.11750>

Fithriani, F., Darmiah, D., Walidin AK, W., Syabuddin, S., & Sulaiman, S. (2024). Professionalism Competency Of Public Islamic Senior High School (MAN) Teachers In Welcoming The Era Of The Industrial Revolution 4.0 In Aceh. *Jurnal Ilmiah Islam Futura*, 24(2), 561–578. <https://doi.org/10.22373/jiif.v24i2.11131>

Mardhiah, A., AR, M., Ak, W. W., Thalal, M., & Sulaiman. (2025). Legal Implementation Of Religious Moderation Policy At State Islamic Higher Education In Indonesia. *Petita: Jurnal Kajian Ilmu Hukum Dan Syariah*, 10(1), 179–194. <https://doi.org/10.22373/petita.v10i1.417>

AR, M., AR, N., Hayati, H., Nurbayani, N., Masrizal, M., & Sulaiman, S. (2025). Integrating Anti-Corruption Education in Acehese Dayahs: A Moral-Pedagogical Model for Character Formation. *Jurnal Ilmiah Peuradeun*, 13(2), 1581–1606. <https://doi.org/10.26811/peuradeun.v13i1.1086>

Walidin, W., Fajriah, Fithriani, Sulaiman, & Syabuddin. (2023). The implementation of character education during the COVID-19 pandemic in state islamic senior high schools in Indonesia. *Multidisciplinary Reviews*, 6(4), 2023037. <https://doi.org/10.31893/multirev.2023037>

(Journal article type; if no DOI is available, provide the article's URL instead)

M.Chalis, M. C., Suhaimi, S., & Sulaiman, S. (2024). The Implementation of Religious Moderation in the Quran and Hadith Learning At Islamic Senior High Schools in Aceh. *DAYAH: Journal of Islamic Education*, 7(1), 1–18. <https://jurnal.ar-raniry.ac.id/index.php/JIE/article/view/19696>

(Type: journal article whit three authors)

Sulaiman, S., Yusnaini, S., & Widyanto, A. (2023). Development of islamic sharia-based curriculum in islamic universities in aceh. *Journal of islamic studies*, 27(1), 89-114. <https://doi.org/10.20414/ujis.v27i1.521>

(Types: *prosiding*)

AR, M., Suhaimi, Jabaliah, Sulaiman, Zulkifli, & Zulfahmi, I. (2020). Character Education, Student Mental Revolution, and Industry 4.0: The Case of State Islamic Senior High Schools in Indonesia. *Proceedings of the International Conference on Progressive Education (ICOPE 2019)*, 422(Icope 2019), 132–135. <https://doi.org/10.2991/assehr.k.200323.105>

(Type: Legal document containing original terms with translation)

Peraturan Menteri Agama. Nomor 66. (2016). Tentang Perubahan Kedua atas Peraturan Menteri Agama Nomor 90 Tahun 2013 tentang Penyelenggaraan Pendidikan Madrasah.

## Supplementary appendix

Appendices are optional and must not exceed four pages.