**Title (Font: Capitalize Each Word, Cambria, Size 16)**

(The title has to reflect the issue and focus of community service, subject of devotion, action and strategies, and the purpose of expected social changes)

Do not write the identity of authors, its Blind review. The Identity attached on the other form

|  |  |  |
| --- | --- | --- |
| **Article History:**  Received:  Revised:  Accepted: |  | ***Abstract:*** *contains the issue and focus of community service, subject of devotion, the purpose of community service, methods / approaches / strategies of community service research, and the results of community service (maximum 150 words).*  *(Cambria, size 11 font Italic)* |
| **Keywords:** *3-6 word* |

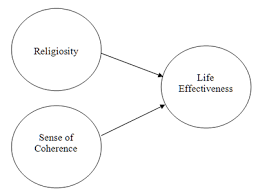
**Introduction (Cambria, size 13)**

Includes an overview of the situation analysis or objective conditions of the community service subject (assisted community), the issues and focus of the service, reasons for selecting the community service subjects, and anticipated social changes or goals of the community service, all supported by qualitative and quantitative data and a relevant literature review. References should follow Turabian Style (Cambria, size 12, Spacing: before 6 pt; after 6 pt, Line spacing: 1.15).

**Method (Cambria, size 13)**

This document outlines the joint community action planning process within the context of community organizing. It explains the identification of the key subjects who will receive the community service, the selection of the appropriate location for the service, and the engagement of these individuals in the planning and organizing process. The document also details the research methods or strategies employed to achieve the desired outcomes and describes the various stages of the community service activities. The planning process and the strategies or methods used are visually represented through a flowchart or diagram. The document is formatted in (Cambria, size 12, with 6 pt spacing before and after, and a line spacing of 1.15).

Figure Example:



*Figure 1.* Diagram Examples

(Figure must be numbered, for example: *Figure 1.* Diagram examples. Image captions (number and title of images) placed in the bottom center)

**Result (Cambria, size 13)**

This section describes the outcomes of the community service process, focusing on the dynamics of the assistance provided, including the various activities undertaken and the specific technical or programmatic actions implemented to address community issues. It also highlights the social changes that were anticipated, such as the establishment of new institutions, shifts in behavior, the rise of local leaders, and the development of new awareness towards social transformation. The document is formatted in (Cambria, size 12, with 6 pt spacing before and after, and a line spacing of 1.15).

Table Example:

(The table must be numbered, for example: *Table 1.* Descriptive Statistics. The table description (table number and title) is placed in the top center)

| *Tabel. 1* Descriptive Statistics | | | | |
| --- | --- | --- | --- | --- |
| N | Minimum | Maximum | Mean | Std. Deviation |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Discussion (Cambria, size 13)**

This section provides a discussion of the results of the community service, including a theoretical analysis relevant to the findings. It examines the theoretical implications of the service process from its inception through to the point where social changes have occurred. The discussion is reinforced by references and theoretical perspectives, supported by relevant literature reviews. All references are cited using Turabian Style. The document is formatted in (Cambria, size 12, with 6 pt spacing before and after, and a line spacing of 1.15).

**Conclusion (Cambria, size 13)**

This section presents the conclusions drawn from the community service, offering theoretical reflections and providing recommendations. The document is formatted in (Cambria, size 12, with 6 pt spacing before and after, and a line spacing of 1.15).

**Acknowledgements (Cambria, size 13)**

This section includes acknowledgments to individuals or institutions that were directly or indirectly involved in the success of the community service program activities. The document is formatted in (Cambria, size 12, with 6 pt spacing before and after, and a line spacing of 1.15).

**References (Cambria, size 13)**

(References writing should be according to Turabian Style rules. (Cambria, size 12, before 12 pt; after 12 pt; Line spacing: 1).

Example References:

Ayatusaadah, Yatin Mulyono, Isnaini Siwi Handayani, Anna Vania Ulfa, and Zaitun Qamariah. “Ethnobotanical Study of Kumpai Babulu (Paspalidium Punctatum) to Community of Watermelon Farmers in Palangka Raya.” *Journal of Physics: Conference Series* 1511, no. 1 (March 2020): 012058. https://doi.org/10.1088/1742-6596/1511/1/012058.

Bilad, Cecep Zakarias El, and Dony Apriatama. “Terapi Dzikir Tarekat Qadiriyah Naqsyabandiyah Dalam Peningkatan Kecerdasan Emosional.” *ESOTERIK* 6, no. 2 (December 18, 2020): 179. https://doi.org/10.21043/esoterik.v6i2.8627.

Hafizi, Muhammad Riza. “PENGARUH BEBAN KERJA TERHADAP KINERJA KARYAWAN DI LINGKUNGAN INSITUT AGAMA ISLAM NEGERI PALANGKA RAYA.” *At-tijaroh: Jurnal Ilmu Manajemen dan Bisnis Islam* 6, no. 1 (June 30, 2020): 119–31. https://doi.org/10.24952/tijaroh.v6i1.2060.

Jasiah, Jasiah. “Analisis Kebutuhan Pengembangan Bahan Ajar Mata Kuliah Budaya Lokal Di IAIN Palangka Raya: Analysis of Needs Development Material Learning Program Local Cultural in State Islamic Institute of Palangka Raya.” *Anterior Jurnal* 19, no. 1 (December 19, 2019): 148–52. https://doi.org/10.33084/anterior.v19i1.1199.

Lestariningsih, Nanik, Ridha Nirmalasari, and Zatun Qamariah. “The Development of an Integrative Botanical Textbook Based on Islamic Values and Medicinal Herbs Studies of Central Kalimantan.” *BIO-INOVED : Jurnal Biologi-Inovasi Pendidikan* 3, no. 2 (June 27, 2021): 78. https://doi.org/10.20527/bino.v3i2.10598.

Mualimin, Mualimin. “Makan Besaprah: Pesan Dakwah Dalam Bingkai Tradisi Pada Masyarakat Melayu Sambas, Kalimantan Barat.” *Ath-Thariq: Jurnal Dakwah Dan Komunikasi* 4, no. 1 (June 12, 2020): 1–19. https://doi.org/10.32332/ath\_thariq.v4i1.2017.

Sabarun, Sabarun. “Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.” *Vision: Journal for Language and Foreign Language Learning* 9, no. 1 (April 25, 2020): 18–33. https://doi.org/10.21580/vjv9i14652.

Wahdah, Nurul. “TATHAWWUR MU’TAQADĀT AL-THULLĀB HAULA TA’ALLUM AL-LUGHAH FI BARNĀMAJ DAURAH AL-LUGHAH AL-ARABIYYAH AL-MUKATSTSAFAH ‘ABR AL-JINSI WA AL-KHALFIYĀTI AL-TARBAWIYYAH: DIRĀSAH MAQTA’IYYAH WA THŪLIYYAH.” *Al Mi’yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 4, no. 1 (April 5, 2021): 85. https://doi.org/10.35931/am.v4i1.536.

Yuliani, Hadma. “Penerapan Problem Based Learning (PBL) Dengan Pemberian Biografi Ilmuwan Pada Mata Kuliah Fisika Dasar I: Dampak Sikap Ilmiah Dan Motivasi Belajar.” *Kappa Journal* 5, no. 1 (June 30, 2021): 128–36. https://doi.org/10.29408/kpj.v5i1.3591.