

# REPORT

## Community Service Report

INSTITUT PENDIDIKAN INDONESIA GARUT

YEAR 2025



## **FOREWORD**

Praise and gratitude to the presence of God Almighty, because by His grace and grace, the 2025 Community Service Implementation Report (PkM) of the Institute of Community Service (LPM) of the Indonesian Institute of Education (IPI) Garut can be prepared properly. This report was prepared as a form of academic and administrative accountability for the implementation of PkM activities during 2025, as well as a medium of reflection in an effort to improve the quality of the implementation of the tridharma of higher education, especially in the field of community service. The PkM activities that have been carried out reflect the institution's commitment to transforming science, technology, and art into real solutions to various problems faced by society. During the implementation of the activity, various programs have been implemented in a systematic, planned, and community-based manner, by actively involving lecturers and students. These programs are expected not only to provide direct benefits to the community, but also contribute to improving the quality of learning and the competence of the academic community.

We recognize that there are still various shortcomings in the implementation and preparation of this report. Therefore, constructive criticism and suggestions are highly expected as material for evaluation and improvement in the future.

Finally, we would like to thank all parties who have contributed to the implementation of Community Service activities in 2025, both institutional leaders, lecturers, students, cooperation partners, and the community who have actively participated. Hopefully this report can provide benefits and become a foothold in the development of a more quality and sustainable PkM program in the future.

**Garut, 2025**

**Head of LPM IPI Garut**

# CHAPTER 1

## INTRODUCTION

### A. Background

Community service (PkM) is one of the main pillars in the implementation of the tridharma of higher education which has a strategic role in bridging the academic world and the real needs of the community. In the context of higher education, PkM is not only interpreted as an institutional obligation, but also as a form of moral and social responsibility of the academic community in transforming science, technology, and art into concrete solutions to various problems faced by society. Along with the development of the times marked by the advancement of science and technology and the complexity of social challenges, the community's need for the active role of universities is increasing. Problems in the fields of education, economics, social, and technology require scientific based, planned, and sustainable interventions. Therefore, PkM activities must be designed not only ceremonial, but also able to have a real, measurable, and sustainable impact on the target community.

The Community Service Institute (LPM) of the Indonesian Institute of Education (IPI) Garut as the PkM implementation unit has the responsibility to manage, develop, and ensure the quality of the implementation of community service activities. In carrying out its role, LPM IPI Garut has developed a PkM management system that refers to the National Standards for Higher Education, which is then adjusted to the characteristics and needs of institutions and communities. This standard covers all stages of activities, from planning, implementation, monitoring, evaluation, to systematic and integrated reporting. Planning of PkM activities is carried out through a process of identifying community needs based on internal and external analysis. This aims to make the program designed really relevant to the real conditions of the community. In addition, the involvement of lecturers and students in PkM activities is an important part of creating contextual learning that not only enriches academic experience, but also increases social sensitivity and problem-solving skills.

In 2025, LPM IPI Garut is committed to continuing to improve the quality and quantity of PkM activities through a collaborative and innovative approach. This effort is carried out by strengthening partnerships with various parties, both the government, the business and industrial world, as well as international institutions. This collaboration is expected to expand the impact of the program and increase the competitiveness of the results of PkM at the national and global levels. In addition, strengthening the monitoring and evaluation system is an important focus in ensuring that every PkM activity runs according to plan and provides optimal results. Through a continuous evaluation mechanism, LPM IPI Garut can identify the

advantages and disadvantages of the program as a basis for making improvements in the future. Thus, the preparation of the 2025 Community Service activity report is an important part of documenting all the processes and achievements that have been carried out. This report not only serves as a form of academic and administrative accountability, but also as an institutional reflection in an effort to improve the quality of community service in a sustainable manner.

## **B. Legal Basis**

The implementation of PkM activities in 2025 is based on the following regulations:

1. Law Number 12 of 2012 concerning Higher Education
2. Law Number 14 of 2005 concerning Teachers and Lecturers
3. Law No. 20 of 2003 concerning the National Education System
4. Permendikbud Number 3 of 2020 concerning National Standards for Higher Education
5. PkM Master Plan of IPI Garut for 2023–2027
6. Strategic Plan and Operational Plan of LPM IPI Garut

This legal basis is the basis for ensuring that PkM activities run systematically, directed, and accountably.

## **C. Strategic Program Targets for PkM in 2025**

The strategic goals of the 2025 PkM program are:

1. Increase in the number of PkM carried out per year
2. Increased Lecturer and Student Engagement
3. Increasing Cooperation Partners
4. Increase in the number of publications of PkM results
5. The increase in the number of uses of PkM results is evidenced through community adoption.

## CHAPTER 2

### PLANNING AND IMPLEMENTATION OF ACTIVITIES

#### **A. Activity planning**

Planning of Community Service (PkM) activities within the Community Service Institution (LPM) is carried out through a need-based approach, which places the community as the main subject in each program designed. This approach aims to ensure that PkM activities are not only academic, but actually answer real problems faced by the community in a contextual and sustainable manner. The initial stage in the planning process begins with the identification of community problems. This process is carried out through field observation activities, literature studies, and relevant data-based studies. Lecturers as implementers of PkM are expected to be able to comprehensively explore information about social, economic, educational, and technological conditions that develop in society. Thus, the issues raised in PkM activities have a strong basis and are relevant to the needs of the target community. Furthermore, lecturers prepare activity proposals as a form of systematic program planning. The proposal contains various important components, such as background, problem formulation, objectives, implementation methods, activity plans, expected outputs, and cost budgets. The preparation of this proposal not only requires precision in the administrative aspect, but also emphasizes the quality of the substance of the program, especially in terms of innovation, usefulness, and sustainability of activities.

The next stage is the selection process and review of proposals carried out by a team of reviewers that have been determined by LPM. The reviewer is tasked with assessing the feasibility of the proposal based on the criteria that have been determined, such as suitability with the theme of PkM, clarity of the method, potential impact on the community, and budget feasibility. This review process is carried out objectively and transparently, so that the selected program is really a quality program and has a high potential for success. Based on the results of the review, LPM then determines the priority programs to be funded and implemented. This determination considers various aspects, including the availability of the budget, the urgency of the problem, and the potential contribution of the program to improving community welfare. Programs that pass the next selection will enter the implementation stage with the support of funding that has been set. Overall, LPM opens calls for proposals twice a year, namely in odd and even semesters. This pattern provides ample opportunities for lecturers to participate in PkM activities. The selection process that is carried out strictly is a form of LPM's commitment to maintaining

the quality of the program, so that every activity carried out really has a real, relevant, and sustainable impact on the community.

#### B. Implementation of Activities

The 2025 Community Service (PkM) activity is carried out by lecturers as the main implementer by actively involving students as part of the contextual learning process. Student involvement is not only administrative or technical support, but is an important part of the *experiential learning* process, where students can interact directly with the community, understand real problems, and apply the knowledge gained in college. Thus, PkM activities become an integrative space between theory and practice that is able to improve academic competence as well as students' social sensitivity. The implementation of PkM activities covers various fields that are adjusted to the needs of the community and the scientific competence of lecturers, including:

1. Education and training, which is focused on increasing the capacity of human resources through activities such as teacher training, learning workshops, and strengthening the competencies of students and the general public.
2. The development of learning technology, which involves designing, developing, and implementing technology-based learning media to support a more innovative, interactive, and effective learning process.
3. Community economic empowerment, which is directed at improving welfare through entrepreneurship training, micro business development, and optimization of local potential owned by the community.
4. Digital literacy and science, which aims to increase public understanding in the wise use of digital technology and strengthen science literacy as a provision to face increasingly complex times.
5. Community mentoring, which is carried out on an ongoing basis through direct interaction with the community to ensure that the programs implemented can have a long-term impact and encourage community independence.

Each activity is carried out based on a plan that has been systematically prepared in the proposal, so that the implementation is directed and in accordance with the goals to be achieved. In addition, PkM activities are supported by internal funding allocated by the institution as a form of institutional commitment in supporting the implementation of the tridharma of higher education of Rp. 5000,000 per lecturer per semester. In addition, lecturers are also encouraged to access external grant opportunities to expand the scope of the program and improve the quality and sustainability of activities. With this support, PkM

activities are expected to be able to provide optimal benefits, both for academic development and for improving the quality of life of the community.

#### C. Resource Management

Resource management in PkM activities includes:

##### 1. Human Resources

Lecturers and students are encouraged to improve their competencies through training, seminars, and cross-disciplinary collaboration.

##### 2. Financial resources

Each lecturer receives internal funding support, as well as facilitated to obtain external funding.

##### 3. Physical resources

Activities are supported by laboratory facilities, technological devices, and access to scientific reference resources.

#### D. Monitoring and Evaluation

To ensure the quality of the implementation of PkM activities, monitoring is carried out 2 times in 1 year through the faculty and internal Quality Audit 1 time in 1 year, which is directly carried out on Community Service Institutions by the Quality Assurance Agency of the Indonesian Institute of Education Garut.

## CHAPTER 3

### RESULTS AND ACHIEVEMENTS OF ACTIVITIES

#### A. Achievements of Activities

In 2025, the implementation of Community Service (PkM) activities shows increasingly significant and progressive developments, in line with the policy direction and strategic plan that has been set by the Community Service Institute (LPM). This increase is not only seen in terms of quantity, but also in the quality of implementation and the impact it has on society. This reflects the institution's increasingly strong commitment to optimizing the role of the tridharma of higher education, especially in the field of community service. Some of the main indicators that show this increase include:

##### 1. The increase in the number of PkM programs

In 2025, the number of PkM activities carried out will increase compared to the previous year. This is driven by a more structured planning system, a call for proposal mechanism that is routinely carried out twice a year, and consistent internal funding support. In addition, the encouragement to obtain external grants has also increased the number of programs that can be realized. The increase in the number of these programs also shows the high enthusiasm of lecturers in carrying out service activities. As for the number of PkM that will be implemented in 2025 as many as 64 PkM with the following data:

No	Lecturer Name	Title of PkM	Title of PkM
1	Nabella Alani	Community service program: Numeracy Literacy Seminar in Elementary Schools	PGSD
2	Dr. Iyam Maryati, M.Pd	Skilled Teachers in the Digital Era: Mastering Artificial Intelligence (AI) and Deep Learning to Improve Student Readiness in Academic Competency Tests	Pend. Matematika
3	Ejen Jenal Mutaqin	Community service program: Numeracy Literacy Seminar in Elementary Schools	PGSD
4	Dini Andriani	Science is Fun for Early Childhood	Pend Fisika

5	Prima Melati	Optimizing Indigenous Values in Improving Food Security and Creative Economy of the Naga Village Community	PKN
6	Hermansyah	Office Administration Transformation through Digital Literacy: Training and Application of Technology for Students of SMK Muhammadiyah Kadungora	PkN
7	Ayu Puji Rahayu	Assistance to Scheduled Communities	Teknologi Pendidikan
8	Ejen Jenal Mutaqin	Community service program: Seminar on Numeracy Literacy Learning in Elementary Schools	PGSD
9	Eko Fajar Suryaningrat	Community service program: Seminar on Numeracy Literacy Learning in Elementary Schools	PGSD
10	Pat Kurniati	The Existence of Pancasila Values in the Millennial Generation	PKN
11	Ayu Puji Rahayu	Assistance to Scheduled Communities	Tekpen
12	Pat Kurniati	The Existence of Pancasila Values in the Millennial Generation	PKN
13	Ayu Puji Rahayu	Managers of social organizations	Tekpen
14	Pat Kurniati	Community Service "Waste Management Education as a Value Learning Media	PKN

		Pancasila and Green Citizenship at the Nurul Huda Islamic Boarding School	
15	Yustika Nur Fajriah	International Community Service	PBI
16	Pat Kurniati	Community Service and Empowerment (PPM)	PKN
17	Yennie Indriati Widyaningsih	8th National Seminar on Educational Innovation (SNIP)	PGSD
18	Demmy Dharma Bhakti	Establishment of Digital Guides for the Education Sector in Garut	PTI
19	Ayu Puji Rahayu	Managers of social organizations	TEKPEN
20	Ayu Puji Rahayu	Pengurus organisasi sosial kemasyarakatan	TEKPEN
21	Muhammad Nurjamaludin	Managers of social organizations	PGSD
22	Ejen Jenal Mutaqin	Community Service Program: Numerical Literacy Seminar in Elementary Schools	PGSD
23	Ade Suherman	The Application of Coffee Roasting Machine as an Effort to Improve the Quality of Leuweung Coffee Business Products in Maleber Village, Ciamis Regency	PKN
24	Ayu Puji Rahayu	Assistance to Scheduled Communities	TEKPEN
25	Deddy Sofyan	Continue to Serve During the Pandemic to Improve Competence and Be	Pend. Matematika

		Innovative in Mathematics Learning	
26	Dian Mardiani	Continue to Serve During the Pandemic to Improve Competence and Be Innovative in Mathematics Learning	Pend. Matematika
27	Rostina Sundayana	Continue to Serve During the Pandemic to Improve Competence and Be Innovative in Mathematics Learning	Pend. Matematika
28	Reni Nuraeni	Continue to Serve During the Pandemic to Improve Competence and Be Innovative in Mathematics Learning	Pend. Matematika
29	Rohani	School Quality Management and Learning Workshop in the 21st Century	PGSD
30	Karantiano S. Putra	School Quality Management and Learning Workshop in the 21st Century	PGSD
31	Lina Siti Nurwahidah	Alleviation of Illiteracy through the Arisan Leer Indung Method for Housewives	PBSI
32	Mohammad Soni	Business Digitalization: Training and Assistance in the Use of E-Commerce for MSME Actors	PBI
33	Purnomo Sidiq	ICT Volunteers for Community Service	SI

		(RTIKAbdimas) batch VII in 2024	
34	Ade Suherman	Innovative Teachers in the Era of Deep Learning: Transforming the Classroom into an Exciting Learning Space	PKN
35	Chevi Ardiana Rusmawan	Digital Marketing Seminar 2025 with the theme "Utilization of Digital Media to Support MSMEs/Digital Marketing", organized by the Pasirwangi Village KKN 2 Indonesian Institute of Education (IPI) Garut	Pend. Biologi
36	Dian Mardiani	GMM Garut "Writing a High School Math Book"	Pend. Matematika
37	Dian Mardiani	GMM Garut "Strengthening the Understanding of Informatics Logic"	Pend. Matematika
38	Dian Mardiani	Rumpin BCCB and GMM Garut"Deepening SPLDV and Matrix"	Pend. Matematika
39	Deasy Aditya Damayanti	Strengthening Literacy for Quality Reading and Fostering a Literary Community	PBSI
40	Lida Amalia	Community Service "Waste Management Product Education"	Pend. Biologi
41	Lida Amalia	Utilization of Ecoenzyme Technology for Liquid Fertilizers and Pesticides	Pend. Biologi
42	Fitri Ayu Febrianti	Speaker of Talkshow Batch 3	PGSD

43	Fitri Ayu Febrianti	Resource Person for Digital Ethics and Technology Marketing Seminar	PGSD
44	Fitri Ayu Febrianti	Presenter of the Pedagogic Study of the PPG IPI Garut Program: Teacher Competency Development in the 21st Century	PGSD
45	Fitri Ayu Febrianti	Speaker of the Workshop on Improving the Competency of Teacher Functional Positions	PGSD
46	Kuntum An Nisa	Social Media Ethics and Social Media Empowerment in the Business Field	PTI
47	Tetep	Improving the Competence of 21st Century Vocational Teachers	IPS
48	Sri Mulyaningsih	Srikandi Higher Education: Together Building the Nation with the Theme: "Utilization of Ecoenzyme Technology for Liquid Fertilizers and Pesticides"	Pend. Biologi
49	Tetep	Chat Smart Planning Consultation (Ngopi Sultan)	IPS
50	Siti Husnul Bariah, S.Kom., M.Pd	Social Media Ethics and Social Media Empowerment in the Business Field	PTI
51	Neni Nadiroti Muslihah, S.Pd.I., M.Pd.	Training on Making Learning Videos Using Power Point and Bandicam for SLB KKG Teachers in Tasikmalaya Regency	PGSD

52	Dr.Pat Kurniati,M.Pd	Waste Management Education as a Learning Media for Pancasila Values and Green Citizenship at the Nurul Huda Islamic Boarding School	PKN
53	Dr.Pat Kurniati,M.Pd	Ramadan and the Internalization of Pancasila Values in an Islamic Perspective	PKN
54	Dr. Asep Nurjamin, M.Pd.	Digital Transformation of Indonesian Language Learning Through Deep Learning: Strengthening the Capacity of Elementary, Junior High, High School, and Vocational School Teachers in Bl. Limbangan District	PBSI
55	Dr. Agus Hamdani, M.Pd,	Strengthening the Pedagogic Competence of Indonesian Language Teachers in the Digital Era Through a Deep Learning Approach	PBSI
56	Dr. Ardi Mulyana Haryadi, M.Hum.	Digitization of Local Wisdom: Environment-Based Indonesian Language Learning Innovation Through a Deep Learning Approach	PBSI
57	Dr. Deasy Aditya, M.Pd.	Deep Learning Indonesian Language Learning Innovation Technology	PBSI
58	Dr. Didin Sahidin, M.Pd.	Implementasi Deep Learning dalam Pembelajaran Bahasa Indonesia	PBSI

59	Dr. Didin Sahidin, M.Pd.	Augmented Reality in Indonesian language learning at the basic level	PBSI
60	Dr. Didin Sahidin, M.Pd.	Digital Evaluation in Innovative Learning	PBSI
61	Dr. Asep Nurjamin M.Pd.	Deep Learning in Indonesian Language Learning	PBSI
62	Dr. Asep Nurjamin M.Pd.	Deep Learning Technology Integration	PBSI
63	Dr. Rostina Sundayana, M.Pd	Deep Learning Optimization for Learning Innovation	Pend. Matematika
64	Dr. Tina Sri Sumartini, M.Pd	Utilizing Deep Learning and Artificial Intelligence to Realize Meaningful, Conscious, and Joyful Learning	Pend. Matematika

## 2. Increased Lecturer and Student Engagement

The involvement of lecturers in PkM activities is increasing as part of fulfilling the obligations of the tridharma. Lecturers not only play the role of executors, but also innovators in designing solutions and science-based programs. On the other hand, student participation has also experienced a significant increase, both as members of the implementation team and as part of contextual learning. This is in line with the institution's efforts to integrate PkM activities with the learning process, so that students gain direct experience in dealing with community problems. 100% of lecturers' PkM activities involve students.

## 3. Increasing Cooperation Partners

LPM IPI Garut has also succeeded in expanding its partnership network with various parties, both at the local, national, and international levels. These partners include local governments, educational institutions, the business and industrial world, and foreign institutions. This increase in the number of partners provides wider collaboration opportunities in the implementation of the PkM program, while strengthening the carrying capacity for the sustainability of activities. In fact, in some cases, international

cooperation has also encouraged PkM activities that have a global perspective. There are additional partners both from education-based institutions such as the education office, and various schools from the elementary and high school levels, as well as institutions from the business world. For the cooperation carried out in 2025, there are 126 collaborations.

4. Increase in the number of publications of PkM results.

Publications in the field of PkM are carried out through journals both at the national and international levels, as well as other types of publications such as books, media and so on. The list of publications in 2025 includes the following:

No	Nama Dosen	Judul Publikasi	Jenis Publikasi	Nama Publikasi
1	T Tetep, Y Setiawan, U Sarippudin, RI Sudarmanto, TW Hardiyanti, I Widi,	Strengthening Civic Education Through Multidisciplinary Collaboration (PKn-Sociology): Examining the Impact of Globalization on National Identity Among Adolescents	Jurnal Internasional	Indonesian Journal of Community Empowerment (IJCE) 6 (1), 62-68, 2025
2	S Supriadi, T Tetep	The Role Of Teens Of The Jami Al-Hidayah Mosque In Anticipation Of Juvenile Delinquency In Cipaku Village, Mekarsari Village, Cilawu District, Garut Regency		Journal Civics And Social Studies 9 (1), 121-127, 2025
3	A Kartini, U Kulsum, D Sahidin, SN Hidayati, MN Utami	Co-design Deep Assessment as a Collaborative Innovation to Improve the Competence of Indonesian Language Teachers		Jurnal Medika: Medika 4 (4), 2379-2390, 2025
4	S Muljanto, AS Andini, A Asri, D 5Hasan, A Agung, A Farhi	Training on the implementation of BOMBASTIK Game-Based Teaching Media (Board Game: Fun Learning Media to Increase Student		Indonesian Journal of Community Empowerment (IJCE) 6 (1), 43-48, 2025

		Engagement) at SMAN 6		
5	FA Febrianti, N Alani, MA Rahman, L Asyari, CMA Faisal, M Ramdan, ...	Implementation of the Inclusive Tutoring Program as an Effort to Improve the Literacy of Elementary, SLB, and Illiterate Students in Garut Regency		Badranaya: Jurnal Pengabdian Kepada Masyarakat 3 (2), 102-110, 2025

5. Increase in the number of utilization of PkM results as evidenced through community adoption.

Overall, the PkM programs implemented in 2025 are able to have a real impact on society, especially in the fields of education and empowerment. In the field of education, activities such as teacher training, learning media development, and literacy improvement contribute to improving the quality of learning. Meanwhile, in the field of empowerment, programs that focus on strengthening the economy, improving skills, and assisting the community are able to encourage community independence. This shows that PkM activities are not only oriented to output, but also to sustainable long-term outcomes and impacts.

#### B. Activities Output

Outputs of PkM activities include:

1. Scientific publications in journals and proceedings
2. Technology-based innovation products
3. Learning modules and media
4. Community capacity building

These outputs are systematically documented and accessible through platforms such as SINTA as a form of transparency and accountability

#### C. User Satisfaction Levels

The results of the survey show that the level of satisfaction with PkM services reaches the very satisfied category with a percentage of around 88%. This shows that the program implemented is in accordance with the needs and expectations of the community.

## CHAPTER 4

### EVALUASI DAN TINDAK LANJUT

#### **A. Evaluation of Activities**

From the results of the evaluation carried out through internal quality monitoring and audit, very good results were obtained, but there are still several obstacles faced, including:

1. Although many PkM activities produce outputs in the form of scientific articles, modules, or learning media, publications, Intellectual Property Rights (IPR) but in the form of copyrights or patents are still limited.
2. The number of lecturers who have passed the PkM external grant is still small.

The various obstacles above can be caused by the limited understanding and competence of lecturers in certain technical and administrative aspects, including mastery of IPR/patent procedures, the ability to write competitive grant proposals.

#### **B. Follow-up**

As an effort to continuous improvement, LPM has set several strategic steps:

1. Carry out training on Copyright or Patent registration procedures
2. Assistance in making external PkM grant proposals

This step is expected to be able to improve the quality and competitiveness of PkM in the future.

## **CHAPTER 5**

### **CONCLUSION**

Based on the results of the implementation of Community Service (PkM) activities in 2025 by the Community Service Institute (LPM) of the Indonesian Institute of Education (IPI) Garut, it can be concluded that the PkM program has run well, planned, and shown significant achievements both in terms of quantity and quality. This is shown by the increase in the number of PkM activities which reached 64 programs, the high involvement of lecturers and students (100% involving students), and the increase in cooperation partners at the local, national, and international levels. The implementation of PkM has also been proven to have a real impact on society, especially in the fields of education, literacy, technology, and economic empowerment. The programs implemented not only produce outputs in the form of scientific publications, innovation products, and learning media, but also are able to increase the capacity and independence of the community. The level of community satisfaction which reached around 88% shows that PkM activities have been in accordance with the needs and expectations of the target community.

However, there are still several obstacles that need attention, such as the low number of publications in the form of Intellectual Property Rights (IPR) or patents, and the limited participation of lecturers in external grants. These obstacles are caused by limited competence in technical and administrative aspects, especially in writing competitive proposals and managing IPR. As a follow-up, LPM has formulated strategic steps in the form of IPR/patent registration training and assistance in the preparation of external grant proposals. With this continuous improvement effort, it is hoped that the quality, competitiveness, and sustainability of the PkM program in the future can be further improved, so as to be able to strengthen the role of universities in making a real contribution to society.