



Community-Based Clean Living and Sanitation Awareness at Ummi Rahmah Islamic Learning Center, Aceh Besar District: Efforts to Enhance Awareness and Healthy Living Behavior

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Abstract

Clean living and sanitation are critical determinants of public health, particularly in communities with limited access to proper hygiene facilities. Previous studies have shown that health education and awareness campaigns reduce the risks of communicable diseases; yet, many interventions focus either on theoretical instruction or isolated clean-up efforts. This study aimed to enhance awareness and promote healthy living behaviours through a community-based program at the Ummi Rahmah Islamic Learning Centre in Aceh Besar District. The program integrated classroom education, awareness campaigns, interactive learning, and direct environmental service activities in a faith-based educational setting. A qualitative case study approach was employed, drawing on field observations, interviews with teachers and students, and documentation of program activities. The intervention included classroom socialisation, awareness talks, and hands-on sanitation practices, all supported by visual learning materials. Multi-stakeholder participation, involving facilitators, teachers, students, and community members, was emphasised to ensure sustainability. The results indicate that the program improved knowledge retention, strengthened motivation, and encouraged active student engagement in promoting clean living practices. Teachers played a crucial role in reinforcing health messages, while students acted as agents of change by sharing practices within their families. The faith-based context of the Islamic Learning Centre provided cultural and spiritual reinforcement, enhancing acceptance and long-term relevance. The novelty of this research lies in its holistic integration of educational and practical activities, its application in a religious learning environment, and its participatory teaching model. In conclusion, the study demonstrates that community-based, faith-integrated, and interactive approaches are effective in promoting sustainable clean living and sanitation awareness.

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1. Introduction

Clean living and sanitation are essential determinants of public health and community welfare. In many developing regions, the absence of proper sanitation facilities and limited awareness about hygiene

practices continue to contribute to the spread of communicable diseases. Research has shown that interventions, such as education and awareness campaigns, significantly reduce health risks, especially when targeted at vulnerable community groups or those lacking access to formal health infrastructure [1]–[4]. The Ummi Rahmah Islamic Learning Centre, situated in Lampoh Keudee Village, Kuta Baro Subdistrict, Aceh Besar District, is a traditional Islamic institution that serves not only as a place for spiritual learning but also as a hub for community development. The institution plays an important role in transmitting Islamic values while addressing the socio-cultural needs of its surrounding community. However, observations from community service activities indicate that awareness about clean living and sanitation remains relatively low among students and community members [5]–[7]. This reality underscores the need for structured programs to instil healthy behaviours and promote environmental awareness.

Community service programs, such as those implemented through Kuliah Kerja Nyata (KKN) at Universitas Abulyatama, have taken on the responsibility of addressing these gaps. Activities include education about waste management, separating organic and inorganic waste, promoting clean environments, and raising awareness about the dangers of unhygienic living conditions. Prior studies in pesantren settings demonstrate that such efforts contribute to the formation of environmentally conscious student character and enhance the capacity of educational institutions to serve as role models for their communities [8]–[10]. Furthermore, the integration of literacy, numeracy, and practical education in community service projects demonstrates a broader impact that extends beyond health and sanitation. Programs designed for underprivileged children, such as scavenger children, have proven effective in developing cognitive and social skills, which in turn create positive attitudes toward education and personal hygiene [11]–[13]. This highlights the interconnectedness of health, education, and social empowerment as key aspects of sustainable community development.

In addition to health and literacy interventions, various community empowerment initiatives have also been implemented in diverse educational and social contexts. For instance, training programs in vocational skills, such as basic welding for pesantren students, have been reported to strengthen self-reliance and economic resilience, proving that community service can address both health and livelihood dimensions simultaneously [14]–[16]. Such models can inspire future programs at Ummi Rahmah Islamic Learning Centre to integrate health awareness with vocational and educational development.

The role of social and cultural literacy is equally important in shaping community behaviours. Awareness campaigns on democratic values, responsible social media use, and anti-corruption education in Islamic institutions have shown that values-based education can influence ethical decision-making and promote responsible citizenship [17]–[19]. Similarly, energy-saving behaviour education in primary schools has demonstrated the potential of small-scale interventions in influencing everyday practices that contribute to broader societal sustainability [20]–[22]. These examples reinforce the idea that clean living and sanitation awareness programs can be more impactful when combined with broader social and ethical education. The Ummi Rahmah program is aligned with these best practices, as it integrates elements of environmental hygiene, social participation, and community collaboration. Previous studies have confirmed that when educational institutions serve as both spiritual and social centres, their influence on shaping sustainable behaviours is magnified [23]–[25]. The collaboration between universities, community organisations, and religious institutions is therefore essential in achieving long-term behavioural change and instilling awareness about the importance of clean living [26]–[28].

In this regard, the community-based clean living and sanitation awareness program at Ummi Rahmah Islamic Learning Centre is not only relevant but also urgent. It represents a synthesis of health education, religious values, and community empowerment. By grounding sanitation practices within the framework of Islamic learning and supported by university-led service programs, the initiative reflects a holistic approach that has been proven effective in various contexts. This study aims to document these efforts, evaluate their outcomes, and contribute to the growing body of knowledge on sustainable, community-based health interventions in Islamic educational settings.

2. Methodology

This research and community service program employed a qualitative descriptive approach with a community-based participatory framework. The study was conducted at the Umami Rahmah Islamic Learning Centre in Aceh Besar District, which serves as both a traditional Islamic education institution and a hub for community development. The participants included students, teachers, facilitators, and local community members who were directly involved in the activities.

Research Design

The program was designed as a case study to explore the implementation and outcomes of clean living and sanitation awareness activities. Data were collected through direct field observations, semi-structured interviews with teachers and community members, and documentation in the form of photographs and field notes. This design enabled a comprehensive understanding of how health education could be effectively integrated into both classroom learning and community activities.

Program Implementation

The activities were carried out through several stages:

- a. Needs Assessment: Initial observation and informal discussions with teachers and students to identify existing problems in hygiene awareness and sanitation practices.
- b. Awareness Campaigns: Delivery of educational materials using banners, posters, and interactive presentations to simplify key health messages.
- c. Classroom Socialisation: Student-centred learning sessions involving direct dialogue, demonstrations, and participatory discussions.
- d. Community Service Activities: Practical sanitation actions, such as environmental clean-up around the learning centre, symbolise the integration of knowledge and practice.
- e. Evaluation and Reflection: Informal interviews and observations to assess participant responses and the sustainability of behavioural change.

Data Analysis

The data were analysed using thematic analysis, focusing on recurring themes such as student engagement, teacher involvement, and community participation. Triangulation of observations, interviews, and documentation was conducted to ensure the validity and reliability of findings.

3. Result & Discussion

The results of this research and community service highlight the effectiveness of community-based educational strategies in promoting awareness and practice of clean living and sanitation. Activities such as classroom socialisation, interactive learning sessions, and environmental service initiatives fostered active student participation, strengthened teacher involvement, and encouraged broader community engagement. The integration of visual aids, motivational rewards, and hands-on practices proved essential in making health messages accessible and relatable, particularly for young learners. Students demonstrated enthusiasm and responsiveness, positioning themselves as agents of change who extended the program's impact into their families and neighbourhoods. The program's placement within a faith-based educational setting further enhanced acceptance, as cultural and spiritual values reinforced the significance of healthy living as both a moral and practical responsibility.

Furthermore, the findings suggest that combining theoretical knowledge with direct application ensures greater sustainability of behavioural change. Classroom learning alone, while informative, may not achieve the same long-term impact without being reinforced by practical activities such as environmental clean-up or community awareness talks. The program's participatory and multi-stakeholder model, which engages facilitators, teachers, students, and community members, strengthens continuity and accountability. Teachers provided ongoing reinforcement within the learning process, while students disseminated knowledge within their households, creating ripple effects at the

community level. Overall, these results confirm that interactive, faith-integrated, and community-based approaches not only improve knowledge retention but also instil sustainable habits of clean living and sanitation, demonstrating the importance of integrating education with cultural and environmental practices.

Figure 1 illustrates a community outreach and educational activity conducted at the Ummi Rahmah Islamic Learning Centre, aimed at raising awareness on clean living and sanitation among elementary school students. The photograph captures the interaction between the community service team, teachers, and students, highlighting the collaborative approach taken to promote healthy living behaviours. This visual evidence illustrates how community-based programs can directly engage schoolchildren, a group that plays a crucial role in disseminating health-related knowledge within their families and neighbourhoods. The presence of both educators and facilitators emphasises the importance of partnership in implementing health education programs. By involving teachers, the activity ensures that the message delivered during the session can be reinforced continuously in the classroom. Additionally, the active participation of students shown in the picture demonstrates the effectiveness of interactive learning methods, where children not only receive information but also gain motivation to practice it in their daily routines.



Figure 1: Community Outreach and Education on Clean Living and Sanitation at Ummi Rahmah Islamic Learning Centre

Another significant aspect of this activity is the use of visual and practical learning materials, as indicated by the banner displayed in the photograph. Such educational tools are crucial in simplifying complex health-related messages into forms that are easily understandable by young learners. Furthermore, providing rewards or tokens, as seen with the children holding snacks, serves as a motivational strategy that increases student enthusiasm and engagement during the program. This combination of visual, verbal, and motivational elements enhances the overall impact of the educational intervention. Overall, **Figure 1** highlights the crucial role of community-based education in promoting sustainable health awareness among children. It demonstrates that integrating schools, community service teams, and local educational institutions fosters a supportive environment for instilling long-term behavioural change. Through these activities, the younger generation not only learns about clean living and sanitation but also becomes active agents of change in promoting healthier lifestyles within their families and communities.

Figure 2 presents an awareness campaign on clean living and sanitation conducted at the Ummi Rahmah Islamic Learning Centre. This activity demonstrates a collective initiative between facilitators, teachers, and students to enhance knowledge about health and hygiene. The photograph underscores the importance of fostering a shared understanding of healthy behaviours at a young age, particularly in a school environment where children can learn and develop positive habits. The involvement of students, as seen in the picture, plays a critical role in the effectiveness of such campaigns. By engaging children directly, the program not only delivers essential knowledge but also fosters enthusiasm and a sense of responsibility in adopting clean living practices. The group photo, with students holding educational tokens, symbolises the inclusivity of the campaign, where children are not passive recipients but active participants in promoting sanitation awareness.



Figure 2: Awareness Campaign on Clean Living and Sanitation at Ummi Rahmah Islamic Learning Centre

The classroom's background setting, featuring posters and banners, also supports the program's educational objectives. Visual aids, such as the banner displayed, serve to reinforce the central messages of the campaign, making them more memorable and accessible for young learners. Furthermore, this structured environment enables the continuous reinforcement of messages through both formal teaching and extracurricular activities, ensuring that students internalise the values of cleanliness and healthy living. Overall, **Figure 2** illustrates the significant contribution of awareness campaigns within school settings to community-based health promotion. By equipping children with knowledge and fostering active engagement, these campaigns create long-term benefits not only for individual students but also for their families and the broader community. Such initiatives emphasise that schools are strategic entry points for implementing sustainable, clean living and sanitation practices.

Figure 3 illustrates a classroom socialisation session on clean living and sanitation at the Ummi Rahmah Islamic Learning Centre. The image shows facilitators standing at the front of the class while students attentively listen, highlighting the structured and interactive nature of the educational activity. This session represents a vital component of the community-based approach, where schools serve as effective entry points for instilling knowledge and awareness about health and hygiene. The arrangement of the students and facilitators reflects the participatory atmosphere of the session. Students, seated in their designated places, are directly exposed to health education that emphasises both the theoretical and practical aspects of sanitation. This classroom-based socialisation ensures that

children understand not only the importance of clean living but also how to apply it in their daily routines, both at school and at home.



Figure 3: Classroom Socialization on Clean Living and Sanitation at Ummi Rahmah Islamic Learning Center

Additionally, the visible use of banners and visual materials in the background reinforces the key messages of the program. Visual aids are particularly effective for young learners, as they simplify complex health information into more engaging and memorable formats. The presence of multiple facilitators also suggests a team-based teaching strategy, which enables more interactive discussions and varied teaching methods to accommodate the diverse learning styles of students. Overall, **Figure 3** highlights the significance of classroom socialisation as a method for strengthening awareness and promoting behavioural change in health education. By engaging children in an organised learning environment, the program lays the groundwork for developing long-term, positive habits regarding sanitation and hygiene. This structured yet interactive approach contributes to shaping a healthier school community while encouraging students to extend the knowledge they gain to their families and broader community.

Figure 4 shows a community service activity conducted at the Ummi Rahmah Islamic Learning Centre, where the facilitators are engaged in environmental maintenance around the institution. The activity underscores the importance of integrating educational campaigns with practical actions to enhance awareness about clean living and sanitation. By taking direct steps to improve the cleanliness of the school environment, the program provides a tangible example of the values promoted during the awareness sessions. The involvement of facilitators in outdoor sanitation activities emphasises the concept of learning by doing. Instead of limiting the initiative to classroom discussions, the program integrates real-world practices that demonstrate how clean environments contribute to better health. This hands-on approach helps students and community members understand that cleanliness is not only a theoretical value but also a responsibility that requires collective participation.

Furthermore, the setting of this activity at the entrance of the Islamic Learning Centre carries symbolic meaning. A clean and well-maintained entrance reflects the institution's identity as a place that promotes both religious and health-related values. It creates a welcoming environment for students, teachers, and visitors, while reinforcing the message that cleanliness is an integral part of daily practice and communal responsibility. Overall, **Figure 4** illustrates how community service complements educational campaigns in achieving the objectives of health awareness programs. By actively engaging in environmental clean-up, the facilitators model positive behaviours that can inspire both students and

the surrounding community. This integration of action and education fosters a culture of shared responsibility, which is essential for sustaining healthy living and sanitation practices in the long term.



Figure 4: Community Service Activity at Ummi Rahmah Islamic Learning Centre

Figure 5 illustrates a community awareness talk on healthy living held at the Ummi Rahmah Islamic Learning Centre. The image depicts a facilitator delivering a talk, accompanied by local community members, which suggests a collaborative approach to promoting public health. Such awareness talks are essential in reaching a broader audience beyond schoolchildren, as they allow for meaningful dialogue with adults and community leaders who play a vital role in sustaining health initiatives. The setting of the activity within a religious learning environment highlights the integration of health promotion with cultural and religious values. By situating the program in a familiar and respected space, the facilitators can strengthen the acceptance of health messages among participants. This approach ensures that discussions about healthy living are not seen as external interventions, but as part of community values that align with both spiritual and practical aspects of daily life.



Figure 5: Community Awareness Talk on Healthy Living at Ummi Rahmah Islamic Learning Centre

The active role of the speaker, as observed in the figure, demonstrates the importance of direct communication in awareness campaigns. Face-to-face engagement enables the transfer of knowledge in an interactive, adaptable, and responsive manner tailored to the specific needs of the audience. Moreover, the presence of community members sitting and listening attentively reflects a supportive environment that values shared learning and collective commitment to health. In summary, **Figure 5** highlights the importance of community-level awareness sessions in promoting healthy living

behaviours. By involving both facilitators and local participants in a setting that combines education with cultural identity, the activity strengthens the relevance and sustainability of the program. This strategy ensures that health messages are internalised not only by individuals but also embedded within the broader community framework.

Figure 6 shows an interactive learning activity where facilitators engage directly with students at the Umami Rahmah Islamic Learning Centre. The interaction between the facilitator and students reflects a participatory teaching approach that emphasises dialogue and involvement rather than passive listening. Such engagement is crucial in instilling awareness of clean living and sanitation, as it encourages students to ask questions, share experiences, and internalise health-related messages. The classroom setting in the figure highlights the role of schools as effective platforms for health education. By embedding clean living awareness into classroom activities, facilitators ensure that knowledge is delivered in an environment familiar to the students, making the learning process more relatable and impactful. The students' active expressions and attention further demonstrate their enthusiasm and receptiveness to the program.



Figure 6: Engaging Students in Clean Living Awareness at Umami Rahmah Islamic Learning Centre

This method of direct engagement also aligns with the principles of child-centred education, where students are encouraged to participate in their own learning process actively. Instead of being passive recipients of information, children are encouraged to think critically and reflect on their daily habits related to cleanliness and hygiene. Through such activities, facilitators can identify the students' level of understanding and adjust their strategies to ensure effective knowledge transfer. Overall, **Figure 6** underscores the importance of interactive teaching methods in promoting health education among children. By creating a supportive and engaging classroom atmosphere, facilitators can foster not only awareness but also behavioural change. These efforts contribute to the sustainability of clean living practices, as children are more likely to adopt and apply hygiene values in their daily lives when they are actively involved in the learning process.

Figure 7 illustrates an educational session on clean living and sanitation at the Umami Rahmah Islamic Learning Centre. The image depicts facilitators delivering material in a classroom setting, with students listening attentively from their desks. This reflects the formal learning environment where health education is integrated into school-based activities, ensuring that the message of clean living is systematically conveyed to young learners. The involvement of multiple facilitators, as depicted in the figure, indicates a collaborative teaching method that enriches the learning process. With more than one facilitator, students are exposed to diverse teaching approaches, which can help maintain their interest

and enhance their comprehension. Such teamwork in facilitation also models cooperation and shared responsibility, values that align closely with the principles of community-based health promotion.



Figure 7: Educational Session on Clean Living and Sanitation at Ummi Rahmah Islamic Learning Centre

The classroom setting, with posters, banners, and maps in the background, further supports the educational atmosphere of the session. These visual elements not only provide context but also function as reinforcement tools for the key messages being delivered. Students, seated in an organised manner, are allowed to learn in a structured environment where they can absorb information more effectively and reflect on how it applies to their daily routines. In conclusion, **Figure 7** highlights the role of structured educational sessions in reinforcing awareness of clean living and sanitation. By combining organised classroom learning with active facilitation, the program ensures that students develop both knowledge and motivation to adopt healthier habits. This method of engagement strengthens the sustainability of behavioural change, as children who receive systematic health education are more likely to practice and promote clean living within their households and communities.

4. Novelty of the Research and Community Service

The novelty of this research and community service compared to previous studies lies in its holistic integration of education and practical action. While earlier programs on clean living and sanitation often focused solely on classroom health education or limited themselves to community clean-up campaigns, this study combines both approaches. By delivering structured classroom sessions alongside direct environmental service activities, the program ensures that knowledge is reinforced through real-life practice, thus fostering stronger behavioural change among participants. Another aspect of novelty is the context in which the program is implemented. Unlike many prior interventions conducted in general schools or public health facilities, this initiative is carried out at an Islamic Learning Centre. This faith-based educational environment allows the program to integrate cultural and spiritual values with health promotion, making the messages more acceptable, relevant, and sustainable for the local community. Such a context-specific approach represents an important innovation compared to conventional health education methods.

Furthermore, this program introduces student-centred and interactive learning methods that differ from the lecture-based strategies often used in earlier studies. By engaging students through dialogue, active

participation, and direct interaction, the program enhances their involvement and motivation. This approach not only improves knowledge retention but also empowers children to act as agents of change in promoting clean living habits within their families and communities. Finally, the involvement of multiple stakeholders, including teachers, facilitators, students, and community members, distinguishes this program from prior research that typically targeted one group at a time. Teachers provide continuity by reinforcing health messages in daily learning, while students extend the impact by sharing their knowledge with their households. This multi-stakeholder strategy strengthens the foundation for long-term sustainability, marking a significant advancement in community-based health promotion efforts.

5. Conclusion

This research and community service program at the Ummi Rahmah Islamic Learning Centre successfully demonstrated the effectiveness of community-based approaches in promoting clean living and sanitation awareness. Through a combination of classroom education, interactive learning, and direct community service, the program successfully instilled both knowledge and practical understanding in students. The integration of educational sessions with real-life sanitation activities created a holistic learning experience that not only informed but also empowered participants to adopt healthier behaviours. The implementation of the program in a faith-based educational setting proved to be a significant strength. By aligning health promotion with cultural and spiritual values, the initiative gained higher acceptance and relevance within the community. This context-specific approach ensured that clean living and sanitation messages were not perceived as external interventions, but rather as values that complement existing religious and moral teachings. Furthermore, the use of student-centred and interactive teaching methods fostered active engagement and increased the effectiveness of knowledge transfer. Students were not only passive listeners but also participants who reflected on their habits, asked questions, and shared experiences. This participatory model enhanced motivation and positioned students as agents of change in spreading health awareness within their families and communities. Overall, the program highlights the importance of multi-stakeholder involvement, including facilitators, teachers, students, and community members, in ensuring the sustainability of behavioural change. The collaboration across these groups strengthens the long-term impact of the initiative, demonstrating that community-based, faith-integrated, and interactive approaches provide a novel and effective model for enhancing awareness and promoting healthy living behaviours.

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