



SDG 4: QUALITY EDUCATION

Universitas Sumatera Utara (USU) is committed to supporting the achievement of Sustainable Development Goal (SDG) 4—Quality Education—by implementing various community service initiatives that foster educational growth and skills development. These activities include empowering students with enhanced public speaking and writing skills, integrating digital literacy, and promoting innovative teaching methods among educators. Programs also focus on developing entrepreneurial competencies, career readiness, and statistical literacy, ensuring that education is inclusive and adaptable to modern challenges. USU’s efforts not only enhance students' learning experiences but also build teacher capacity, promote lifelong learning, and encourage meaningful community involvement in educational progress.

No.	Title	Abstract	Outcome	Evident/Attachment
1.	<p>Pemberdayaan Masyarakat Dalam Membangun Budaya karakter Kesadaran Cinta Sejarah Dan Inovasi Kewirausahaan Pada Siswa Sekolah Madrasah Aliyah Negeri 1 Deli Serdang</p> <p>(Community Empowerment in Building Character Culture of Love History Awareness and Entrepreneurship Innovation in Madrasah Aliyah Negeri 1 Deli Serdang School Students)</p>	<p>Community Empowerment in Building a Culture of Character, Awareness of Love of History and Entrepreneurial Innovation among students at Madrasah Aliyah Negeri 1 Deli Serdang is to develop students’ potential in terms of culture of character, historical knowledge and entrepreneurial skills. Some specific targets to be achieved may include increasing students’ awareness of the importance of building a culture of good character, such as integrity, discipline, responsibility and honesty. Increasing students’ knowledge of history, both national and local history, as well as increasing their love for the nation’s cultural and historical heritage. Develop student entrepreneurial skills, including creativity, innovation, problem solving and entrepreneurial spirit. The method that can be used to achieve these specific goals and targets is character education. Through extracurricular activities, classroom learning and self- development programs, students can be involved in activities that support the</p>	<ol style="list-style-type: none"> 1. Increased Student Awareness of History and Cultural Heritage: The program at Madrasah Aliyah Negeri 1 Deli Serdang effectively increased students' understanding of both national and local history. It fostered a deeper appreciation of cultural and historical heritage, encouraging students to value their identity and the nation's history. 2. Development of Entrepreneurial Skills: Through entrepreneurship workshops and training, students gained essential skills in creativity, innovation, and business development. This exposure prepared them to initiate their business ideas and nurtured an entrepreneurial spirit aligned with future career pathways. 3. Strengthened Character Education: The integration of character-building activities such as discussions, role-playing, and collaborative projects encouraged students to develop traits like integrity, discipline, responsibility, and patriotism, forming a well-rounded character foundation. 4. Collaboration with Local Community Figures: The program involved cultural experts and local entrepreneurs, providing students with direct learning experiences. This strengthened ties between students and the local community, 	<p>https://drive.google.com/open?id=1GSVKdsWn3S97RVYU76EoClcqhdSTqcS</p>



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		<p>formation of a positive character culture. For example, through discussions, lectures, role plays and collaborative projects that encourage desired character values. Interesting history teaching, Teachers can use innovative approaches in teaching history, such as the use of visual media, interactive games, visits to historical places, and excursion activities to make students more interested and involved in learning history. Entrepreneurship training, holding entrepreneurship training and workshops involving business practitioners and successful entrepreneurs as guest speakers. Additionally, students may be given the opportunity to develop their own business ideas through entrepreneurship competitions or incubation programs. Use of technology, utilizing information and communication technology in the learning process to increase students interest in studying history and developing entrepreneurial skills. For example, through the use of social media, e-learning platforms, or relevant educational applications. Collaboration with local communities involves local communities, such as historical figures, cultural experts and local entrepreneurs, in student learning and development activities. This collaboration can provide students with direct experience in studying history and entrepreneurship and strengthen their ties with the surrounding community. With this</p>	<p>enhancing the educational impact through real-world applications of history and business.</p> <p>5. Adoption of Innovative Teaching Methods: Teachers used creative approaches in history lessons, including visual media, interactive games, and excursions to historical sites, which increased students' engagement and interest in learning about history and entrepreneurship.</p>	



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		<p>combination of methods, it is hoped that Madrasah Aliyah Negeri 1 Deli Serdang school students can develop a strong culture of character and a high awareness of their love of history. The program's output is in the form of publications in national journal with ISSN, online mass media, videos on YouTube, improvement of cultural community values and human resources related to Pasar Kamu culinary tourism in Deli Serdang Regency. Service activities will be carried out at Madrasah Aliyah Negeri (MAN) 1 Deli Serdang, in synergy between partners and the academic community. Activities are carried out in three stages, including the preparation, implementation and mentoring stages, so that this PKM service can increase public awareness of their love of history and develop entrepreneurial skills at MAN 1 schools in an effort to build the character of young people who love their homeland and develop an entrepreneurial culture for MAN Regency students. Deli Serdang as the nation's next generation.</p>		
2.	<p>Talent Interest Search and Post-Secondary Education Information Debriefing at Madrasah Aliyah Al- Washliyah Gedung Johor</p>	<p>Education is a means or bridge for humans to develop their potential through the learning process. Education is certainly important in every development of an individual's life, from childhood until the individual meets the end of his life. To be able to follow th learning process well and to find out about further education such as college, each individual needs knowledge of their own interests and talents. Knowledge</p>	<ol style="list-style-type: none"> 1. Enhanced Understanding of Interests and Career Goals: The interest and talent tests conducted at Madrasah Aliyah Al-Washliyah Gedung Johor helped students gain insights into their personal strengths and preferences, providing clarity on suitable higher education pathways and potential career options. 2. Increased Student Motivation for Higher Education and Career Planning: With targeted information about post-secondary educational 	<p>https://drive.google.com/open?id=11qJ07Nz1wnYNkdwQpCC4BtjcLJ658y7e</p>



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		<p>of concrete interests and talents requires assessment in the form of tests that can determine individual interests and talents. There are several problems in getting information on further education and knowing one's own interests and talents, namely schools have not provided information about further education, the inability of schools to organize interest and talent tests, lack of information and understanding of students about college majors for the next level of education. As an effort to overcome these problems, the community service team made educational information briefings and procured interest and talent tests. The solutions offered and will be carried out by the community service team are in line with the goals of the SDGs, namely ensuring the quality of education that is inclusive and equitable and increasing lifelong learning opportunities. As long as it runs, this service has produced several outputs such as (1) submitted Scientific Journal articles; (2) mass media publications; (3) publication of activity videos; (4) increased competitiveness; (5) increased application of science and technology; (6) Intellectual Property Rights (HAKI) from cinematography.</p>	<p>opportunities and career paths, students showed increased motivation and focus on planning their future studies or careers, aligning with their individual talents and interests.</p> <ol style="list-style-type: none"> 3. Empowerment of Students in Decision-Making: The program empowered students to make informed decisions about their education and career, reducing the likelihood of choosing unsuitable career paths, which can lead to dissatisfaction and instability. 4. Provision of Resources for Long-Term Career Planning: The addition of a sound system amplifier and other educational tools helped enhance the learning environment, providing lasting resources for career guidance activities at the school. 5. Collaboration Between Educational Institutions: The involvement of the University of North Sumatra's psychology department and other professional resources enriched the program, fostering collaboration and delivering a high-quality career guidance initiative for students. 	
3.	Using Task-Based Language Teaching in Teaching English to Senior High School Students	The main objective of teaching English at senior high schools in Indonesia is to develop the students' communicative competence in English. However, the preliminary observations indicate that most of the teachers remain using grammar-	1. Improved Student Communicative Competence in English: The Task-Based Language Teaching (TBLT) approach significantly enhanced students' ability to communicate in English by engaging them in practical, real-life tasks that	https://drive.google.com/open?id=1tXP3pgLD6RuGS1wNPmWz3uv_c_ZKkKny



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		<p>based instructions. This study aimed to find out the techniques, tasks, and benefits associated with using a task-based language teaching (TBLT) approach in teaching English at senior high schools in Medan, Indonesia. The study was conducted using a descriptive method, involving the English teachers at senior high schools as participants. The data were collected using observations and interviews. They were then analyzed using an interactive model of data analysis. The findings of this study are: (i) teachers employ role play, playing games, and storytelling as techniques; (ii) they utilize planning, describing, comparing, problem solving, and project creating as tasks; and (iii) implementing TBLT results in advantages such as developing students' active participation, fostering a student-centered learning process, providing more varied exposure to the target language, and promoting cooperative learning. It is concluded that using TBLT helps the English teachers in Medan achieve the main aim of teaching English at senior high schools, i.e., to develop students' communicative competence in English.</p>	<p>emphasized communication over rote grammar instruction.</p> <ol style="list-style-type: none"> 2. Increased Student Engagement and Active Participation: TBLT encouraged students to actively participate in English learning through interactive activities like role-playing, storytelling, and problem-solving tasks. This student-centered environment allowed learners to take a more active role, fostering enthusiasm and motivation. 3. Enhanced Collaborative Learning through Group Activities: The use of group-based tasks in TBLT promoted cooperative learning, as students worked together to complete tasks such as project creation and problem-solving, which built teamwork skills alongside language competence. 4. Broader Exposure to Practical English: By incorporating real-life and meaningful tasks, TBLT provided students with varied exposure to practical English usage, helping them view English as a useful communication tool for everyday situations rather than just an academic subject. 5. Development of Critical Thinking and Problem-Solving Skills: Through tasks like planning and comparing, students developed not only their language skills but also critical thinking and decision-making abilities, which are essential for navigating real-world challenges. 	
4.	Using Communicative Language Teaching Method in Teaching English to Senior High	One of the problems in teaching English in senior high schools in Karo Regency, Indonesia, is the teachers, limited access to various communicative teaching methods. Giving them training to use	<ol style="list-style-type: none"> 1. Enhanced Student Engagement and Active Learning: The Communicative Language Teaching (CLT) method encouraged active participation among high school students in Karo Regency, transforming English learning 	https://drive.google.com/open?id=1OGknRf60krkupwymzkbICgNw3wWfgIZ



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	School Students in Karo Regency	<p>communicative methods in teaching English can be an excellent solution to the problem. This paper aimed to determine the advantages of using a communicative language teaching (CLT) method in teaching English to senior high school students in Karo Regency. This study was conducted using a descriptive method. The teacher who had been given training on using the CLT method was taken as the participants. The data were collected using observations and interviews and were analyzed descriptively. The results of data analysis show that there are five major advantages of using the CLT method in teaching English to senior high school students in Karo Regency: (i) creating an active classroom; (ii) relieving the students; boredom; (iii) throwing away the students; shyness in speaking English; (iv) creating fun learning atmosphere; and (v) improving students; fluency in speaking English. The results of this study confirm that using the CLT method in teaching English to senior high school students in Karo Regency helps teachers achieve the predetermined objective of teaching English, i.e., to develop the students communicative competence in English.</p>	<p>into a more interactive experience with activities like games, role-playing, and puzzles, which helped students engage more deeply with the language.</p> <ol style="list-style-type: none"> 2. Reduction of Student Boredom in English Classes: CLT's interactive nature relieved students' boredom, replacing traditional, teacher-centered methods with collaborative tasks that promoted enthusiasm and sustained interest in learning English. 3. Increased Confidence in Speaking English: By focusing on practical communication, CLT helped students overcome shyness and hesitation, allowing them to practice speaking English more freely and confidently in classroom settings. 4. Creation of a Fun and Supportive Learning Environment: CLT created an enjoyable learning atmosphere, making English class feel more like real-life communication rather than a traditional academic exercise, thus fostering a positive learning environment. 5. Improved English Speaking Fluency: The emphasis on communicative activities in CLT enhanced students' fluency in English, enabling them to use the language more naturally and effectively, preparing them for real-world interactions and global opportunities. 	
5.	Improving the Quality of UTBK Simulations at MA Al-Azhar Asy- Syarif Sumatera Utara through the Development of	To ensure that its graduates can be accepted at various leading universities in Indonesia and also on international campuses, MA Al-Azhar Asy-Syarif implements a Computer Based Written Examination (UTBK Simulation) simulation	<ol style="list-style-type: none"> 1. Increased Efficiency in UTBK Simulation Preparation: The development of the adaptive e-learning-based UTBK simulation system at MA Al-Azhar Asy-Syarif streamlined the weekly simulation process, significantly reducing the time and effort required for teachers to manage 	https://drive.google.com/open?id=1C_-qXhtYYRlovpZzNSxv3znd4IW666S



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	Adaptive Elearning for Teachers and Students	<p>program which is held every week. However, the UTBK simulation exam held by MA Al-Azhar Asy-Syarif is still carried out manually and is not well managed, so it takes a lot of time and energy for the teachers and homeroom teachers to prepare for the UTBK simulation. Based on the problems faced by partners. the service team built a UTBK simulation system based on adaptive elearning. Where the system is built based on the Moodle elearning platform which allows the UTBK simulation exam to be managed quickly and easily by teachers and school IT admins. Management includes implementing UTBK simulations such as selecting questions based on departmental competency and question weight, generating random variations of questions, automatic grading, exam timing management and automatic analytics. The implementation of the service also includes training in using the UTBK simulation system which is attended by all teachers and also the school IT admin. Evaluation and follow-up are carried out by distributing user satisfaction surveys which are carried out by distributing questionnaires to training members. Based on the survey results, the majority of system user respondents, namely 81%, agreed that the UTBK simulation system that was built could increase the effectiveness of implementing UTBK simulations and also improve students' adaptive learning, while 19% expressed a neutral opinion and no</p>	<p>simulations compared to the previous manual method.</p> <ol style="list-style-type: none"> 2. Enhanced Student Adaptive Learning: By allowing students to access a variety of questions tailored to their level and immediate feedback, the system improved adaptive learning, helping students identify and focus on their weaknesses to prepare more effectively for the actual UTBK exam. 3. Automated Grading and Analysis: The system's automated grading feature provided teachers with quick results and comprehensive analysis reports, enabling them to track student performance, evaluate competency areas, and make necessary adjustments to teaching strategies. 4. Promotion of Academic Integrity: Features such as question randomization and a secure browser exam mode increased exam security and encouraged honesty among students during simulation exams, fostering a more authentic testing experience. 5. Positive User Feedback: Survey responses indicated that 81% of system users agreed that the adaptive e-learning system effectively improved the UTBK simulation process and student learning outcomes, demonstrating the system's potential for broader implementation. 	



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		<p>respondents said this system was ineffective. Based on this, it can be concluded that the UTBK simulation system based on adaptive elearning can be implemented and is beneficial for partners.</p>		
6.	<p>Differentiated Learning with Information Technology for Teachers at SMA Negeri 5 Padangsidimpuan</p>	<p>Differentiated learning is an effort to enhance the classroom learning process, enabling teachers and students with diverse personalities and backgrounds to effectively and efficiently participate in the learning process. The aim of this community service activity is to provide training to teachers at SMA Negeri 5 Padangsidimpuan regarding differentiated learning methods using information technology through a blended learning approach, creating a more effective, efficient, and implementable learning experience. The combination of technology application and the development of learning methods through blended learning in face-to-face interaction between teachers and students can enhance students; academic achievement while developing practical technology usage skills. The combination of student flexibility in learning concepts independently with assistance and direct explanations from teachers in face-to-face interactions is expected to enhance student participation and motivation to learn. Therefore, it is important for teachers to design and implement diverse teaching strategies through interactive media according to students; needs to create</p>	<ol style="list-style-type: none"> 1. Improved Understanding of Differentiated Learning Among Teachers: Training in differentiated learning using technology increased teachers' ability to tailor their teaching strategies to meet diverse student needs. This understanding was reflected in the increased post-test scores following the training sessions. 2. Enhanced Technological Proficiency for Classroom Application: Teachers at SMA Negeri 5 Padangsidimpuan became proficient in using various educational technology applications, such as Kahoot, Padlet, Nearpod, and Classcraft. This technological proficiency allowed them to implement blended learning effectively, engaging students with interactive tools. 3. Increased Student Engagement through Blended Learning: By using technology to supplement face-to-face interactions, teachers reported improved student motivation and participation in learning activities, making the learning environment more dynamic and inclusive. 4. Development of Skills in Implementing Adaptive Teaching Methods: Teachers learned to apply adaptive teaching methods, providing flexible and personalized learning experiences that could better accommodate students' individual learning styles and paces. 	<p>https://drive.google.com/open?id=1LaRVerUIuLb5AmwL-pWP8SOqAYuNnI4I</p>



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		different and meaningful learning experiences for each student.	5. Sustainable Educational Innovation with Institutional Support: The program received positive feedback from school administration, indicating a commitment to sustaining these innovative teaching practices. Additionally, teachers were supported with premium access to the educational applications, ensuring continued usage of the new methods in future lessons.	
7.	<p>Optimalisasi Pembelajaran Berbasis Digital Learning sebagai Media Pembelajaran Masa Kini dengan Peningkatan Softskill Microsoft Office di SMAS Husni Thamrin</p> <p>(Optimizing Learning Based on Digital Learning as a Contemporary Learning Media with Microsoft Office Softskill Improvement at SMAS Husni Thamrin)</p>	<p>In today's era of computers and the Internet, education has undergone a significant transformation. The use of digital learning technology is a big change. Schools must use this technology as best as possible to improve learning outcomes. Education is undergoing major changes in today's information and technology age. Schools around the world are turning to digital-based learning to keep up with the developments of the times. Optimizing digital-based learning in schools is an important step in preparing future generations. The main benefit of digital learning is flexibility; students can access lesson materials anytime and anywhere, which allows them to learn according to their own rhythms and learning styles. It helps overcome the time and place barriers associated with conventional learning. In addition, digital learning enables the use of a variety of educational resources. Students can deepen their understanding of concepts by accessing simulations, videos, and other interactive content. The dedicated Mathematics Teachers Team of USU</p>	<ol style="list-style-type: none"> 1. Enhanced Digital Learning Skills through Microsoft Office Training: The training program at SMAS Husni Thamrin significantly improved both teachers' and students' proficiency in Microsoft Office, particularly Excel, enabling them to apply digital tools in lesson planning and classroom activities more effectively. 2. Support for Blended and Interactive Learning: By integrating Microsoft Office tools, the program supported teachers in creating a more engaging and interactive digital learning environment, which aligns with modern educational standards and caters to students' varied learning needs. 3. Improved Data Management Skills: Participants acquired skills in managing data using advanced Excel features, including spreadsheets, data analysis, and visualization through charts and pivot tables, enhancing their ability to present and analyze academic data. 4. Enhanced Classroom Resources: The donation of technological tools such as projectors and screens facilitated a modernized classroom setting at SMAS Husni Thamrin, allowing for dynamic and resource-rich teaching. 	<p>https://drive.google.com/open?id=1L75yaFgh5NKcKDwMKDQVzQp3zOBakEHL</p>



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		<p>conducted Microsoft excel training at Husni Thamrin SMAS aimed at improving the teacher learning model in school.</p>	<p>5. Commitment to Ongoing Educational Development: The program fostered a collaborative effort among school management, teachers, and external partners to continue enhancing digital literacy and integrating technology in education, supporting long-term growth and adaptability.</p>	
8.	<p>Training In Writing Abstracts of Scientific Works at Jam'iyah Mahmudiyah Islamic High School (STAI- JM), Tanjung Pura, Langkat District</p>	<p>Jam'iyah Mahmudiyah Islamic College (STAI-JM) is located in Tanjung Pura, Langkat district, which has five fields of study. At this high school there has never been any training in writing scientific works, either from within the high school itself or from outside the school. One form of writing scientific works is writing abstracts. An abstract is a short summary of scientific work (such as a thesis, dissertation, or research article). The abstract is a very important part of writing scientific works. The abstract form can be packaged nicely and attractively, so that readers can understand the entire contents of the research. The aim of the community service team (PKM) program activities is to practice writing abstracts of scientific work so that students are able to create abstracts from the results of their research briefly, clearly and measurably. The approach used is to collaborate with partners, the Government and STAI-JM teaching staff with training activities and mentoring methods for writing abstracts of scientific papers. This training was considered successful in increasing partners' knowledge and skills in writing abstracts.</p>	<ol style="list-style-type: none"> 1. Enhanced Skills in Scientific Abstract Writing: Training provided to students at STAI-JM Tanjung Pura significantly improved their understanding and skills in writing scientific abstracts, helping them produce concise, accurate summaries for their academic work. 2. Increased Student Confidence in Academic Writing: Through hands-on practice, students became more confident in their ability to summarize research findings effectively, which is essential for thesis completion and other academic requirements. 3. Development of Practical Tools for Abstract Composition: The program provided students with structured guidelines and methodologies for writing abstracts, equipping them with tools to articulate research objectives, methodologies, and results succinctly. 4. Long-term Commitment to Academic Writing Quality: The enthusiasm from students and faculty for future training initiatives suggests a positive impact, fostering a commitment to continuous improvement in academic writing standards at STAI-JM. 5. Collaboration with Academic Staff for Sustainable Training: Faculty members actively participated in the program, promoting knowledge sharing and ensuring that abstract 	<p>https://drive.google.com/open?id=1x6nsHx-xjyDO1S_UPOLfTPTD-bCufKpA</p>



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			writing skills will be further supported and reinforced within the institution.	
9.	<p>Pelatihan Kesiapan dalam Menghadapi Perubahan pada Guru SMP Negeri 9 Medan</p> <p>(Training on Readiness to Deal with Change for Teachers of SMP Negeri 9 Medan)</p>	<p>Along with the development of SMPN 9 Medan, the school needs to adapt quickly to various changes, especially in human resources. Teachers as educators are required to respond quickly and be ready to adapt to these changes. Based on the results of the needs analysis, a number of problems were found in the behavior and attitudes of teachers, such as resistance to change, slow in adapting to change, various reasons as a form of unwillingness to change, lack of motivation, and unsuitability in teaching methods. Through the intervention Readiness to Face Change training, teachers can realize the importance of making changes and have the readiness to make changes in an effort to adapt to the demands and development of the school. This training was carried out using various methods, as lectures, discussions, questions and answers, and games. To be able to measure the effectiveness of the training program, an evaluation was conducted using a pretest and posttest design, which showed an increase in teachers; knowledge. Based on the feedback provided, it was also found that this training was useful to be able to assist teachers in preparing for change and support their role as teachers and they were better prepared to face school changes.</p>	<ol style="list-style-type: none"> 1. Increased Readiness for Change Among Teachers: The "Readiness for Change" training program effectively prepared teachers at SMP Negeri 9 Medan to adapt to school changes, as shown by an improvement in post-test scores compared to pre-test results. Teachers became more open to new teaching methods and policies. 2. Reduced Resistance to Adopting New Methods: Training sessions addressed common resistance issues among senior teachers, encouraging them to embrace new technology and modern teaching methods. This contributed to a positive shift in their attitudes towards change. 3. Enhanced Problem-Solving and Adaptability: The program equipped teachers with tools to overcome challenges associated with educational advancements, improving their resilience and adaptability when faced with difficulties, especially in adopting digital resources. 4. Positive Feedback and Active Participation: Teachers expressed enthusiasm about the interactive training methods, including lectures, discussions, and games, which made the learning experience engaging and relevant to their roles as educators. 5. Commitment to Continued Development: The success of the training encouraged participants and school administration to consider further, ongoing training sessions to reinforce teachers' 	<p>https://drive.google.com/open?id=1mCW5ljgMWrfvuZdjbBvMSXMP2POurLNm</p>

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			preparedness for future changes and maintain high educational standards.	
10.	<p>Peningkatan Sumber Daya Suku Siladang dalam Mendokumentasikan Bahasa Siladang melalui TELAN</p> <p>(Increasing Siladang Tribal Resources in Documenting Siladang Language through TELAN)</p>	<p>The Siladang language is one of the endangered languages in Indonesia. Siladang ethnic lives in two villages namely Sipapaga and Aik Banir in Panyabungan District, Mandailing Natal Regency, North Sumatra Province. The condition of Siladang speakers is endangered because all Siladang speakers are bilingual/multilingual and use Mandailing and Indonesia language dominantly in terms of language use for socializing and school. This program aimed to transfer knowledge about language documentation using TELAN, a technique of using ELAN software (Eudico Linguistics Annotator) to increase the human resources of the Siladang young generation hence they are directly involved in carrying out documentation of their own language as well as an effort to revitalize the Siladang language. FGD activities were carried out offline and online because the service program implementation team continues to accompany the documentation team in facing obstacles and problems in recording and using ELAN software. Through the provision of recording tools and the transfer of language documentation knowledge, there has been an increase in the ability of the documentation team consisting of Siladang high students to carry out language recording and annotation using ELAN software.</p>	<ol style="list-style-type: none"> 1. Increased Capacity for Language Documentation Among the Siladang Community: The TELAN program trained young members of the Siladang ethnic group in documenting their language using ELAN software, equipping them with skills to record, annotate, and preserve their native language, which is at risk of extinction. 2. Empowerment of Local Youth in Cultural Preservation: By involving Siladang youth directly in the documentation process, the program fostered a strong sense of cultural pride and responsibility, encouraging them to actively participate in preserving their linguistic heritage. 3. Improved Technological Proficiency for Heritage Documentation: The community learned to use recording equipment and software tools, enabling them to document their oral traditions and linguistic nuances systematically, thus ensuring that the data can be stored and accessed long-term. 4. Sustainable Model for Language Revitalization: The TELAN approach provided a replicable framework for community-driven language preservation, with the goal of inspiring similar efforts in other minority communities facing language endangerment. 5. Positive Community Response and Ongoing Support: Feedback from the Siladang community and continuous support through follow-up FGD sessions ensured that the documentation process would be ongoing, 	<p>https://drive.google.com/open?id=1yigzd1GinpTHud7Gaatv1Zp fDuFLDI5-</p>



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			helping sustain the Siladang language for future generations.	
11.	<p>Pengembangan Model Eksplorasi Bakat untuk Meningkatkan Kematangan Karier Siswa SMA Narapidana di Lembaga Pembinaan Khusus Anak Kelas I Medan</p> <p>(Development of a Talent Exploration Model to Enhance Career Maturity of High School Inmate Students in Special Development Institution for Children Class I Medan)</p>	<p>Lembaga Pembinaan Khusus Anak (LPKA) Kelas I Medan is located at Jalan Perumahan, Tanjung Gusta Village, Medan Helvetia District, Medan City, North Sumatra Province. Based on data obtained from the management of the penitentiary in March 2023, it was found that LPKA Class I Medan accommodates 187 juvenile detainees. The Service Team has conducted preliminary interviews with the leadership of the penitentiary and found that children in detention mostly have several family and socio-economic problems before entering the penitentiary, such as (1) disharmonious family relationships; (2) family financial conditions that are classified as middle to lower class; and (3) inadequate access to education. These problems cause a number of students who are in detention to have an educational background that is not appropriate for their age. The leadership of correctional institutions has actually collaborated with a number of agencies to organize education for detainee students, so that students can obtain school certificates using the pursuit of package B or C. However, a number of limitations are still faced by detainees to achieve access to education in correctional institutions, such as (1) teaching and learning schedules that are not similar to those in formal schools; (2) limited facilities and infrastructure for learning; to (3) lack of support from families</p>	<ol style="list-style-type: none"> 1. Enhanced Career Maturity for Incarcerated Students: The talent exploration model developed for juvenile inmates at LPKA Class 1 Medan successfully provided career guidance, helping students gain clarity and confidence about their future through structured sessions on interest and talent assessment, career education, and job preparation. 2. Increased Student Engagement in Career Planning: Through personalized career consultations, students engaged in meaningful discussions about their interests and career options, fostering a stronger sense of purpose and a proactive approach to planning their post-incarceration futures. 3. Skill Development in Career Preparation: The program included practical job preparation training, such as resume writing and interview practice, which equipped students with essential skills for re-entering the workforce or continuing their education. 4. Positive Institutional Impact and Recognition: The initiative brought attention to the importance of career support for incarcerated youth, leading to the program's recognition with intellectual property rights, as well as media and video publications highlighting the positive impact on student career readiness. 5. Collaboration with Psychology Students for Practical Experience: Psychology students from Universitas Sumatera Utara actively participated in administering psychological tests and guiding career planning sessions, 	<p>https://drive.google.com/open?id=19e-ObYkwYPMQBcxllkjcXs6Nwh6iQUs9P</p>



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		<p>in supervising the learning process due to the situation of students in detention. The Service Team also found that most of the detention students felt anxious about the future because they felt they did not know the development of changes in the environment outside of detention. Students are also worried that they will not be able to adapt to situations outside of detention and will be difficult to be accepted back by society due to their status as former prisoners. Therefore, the service team plans to develop a special talent exploration model for detention students with several series of activities, namely (1) interest and talent examination; (2) career direction psychoeducation; (3) career planning training; and (4) individual consultation regarding interests and talents. This model is expected to help students achieve career maturity as Super (1980) states that career maturity can be improved by paying attention to several dimensions, namely (1) career planning; (2) career exploration; (3) decision making; and (4) information about the world of work. The service was carried out with a one group pretest - posttest design model so that the Service Team could determine the effectiveness of the program on the career maturity of inmate students. In this report, the service team has carried out the implementation of the module which consists of (1) interest and talent administration training for students; (2) psychoeducation for various majors to</p>	<p>providing them with hands-on experience and fostering university-community engagement.</p>	



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		<p>andikpas; (3) preparation for the world of work training for andikpas; and (4) interest and talent tests. Outputs that have been produced include (1) mass media publications; and (2) video publications via YouTube; and (3) IPR. The next plans are (1) career counseling; (2) draft articles; and (3) publication of scientific articles.</p>		
12.	<p>Pembentukan Bocah Apik (Arif Perubahan Iklim) melalui Edukasi dan Literasi sebagai Upaya Penanggulangan Perubahan Iklim di Kecamatan Deli Tua</p> <p>(Formation of Bocah Apik (Arif Perubahan Iklim) through Education and Literacy as an Effort to Mitigate Climate Change in Deli Tua District)</p>	<p>Climate change mitigation and adaptation are the main tools that must be used to anticipate the impacts of climate change. The Ministry of Health supports Community-Based Total Sanitation (STBM) efforts to mitigate and adapt to climate change through the implementation of the five STBM Pillars, one of which is waste management (Ministry of Health of the Republic of Indonesia, 2019). The service activities were carried out on Sunday, September 17 2023 at the Anggrek Early Childhood Education Institute, Kedai Durian Village, Deli Tua District, Deli Serdang Regency, North Sumatra Province. The target of forming Bocah APIK is 24 school-age children in Kedai Durian Village. The implementation phase of the activity includes 3 stages, including healthy walking while picking up rubbish, playing atteropoly as a form of effort to prevent and overcome impacts of climate change, as well as strengthening materials for literacy corner activities. The average pre-test score of respondents (before taking part in the Atteropoly game) was 53.48 and</p>	<ol style="list-style-type: none"> 1. Increased Environmental Awareness Among Children: The "Bocah Apik" program successfully raised awareness among elementary school-aged children in Kedai Durian Village about waste management and climate change, as shown by a 23.57% increase in post-test scores after participating in the Atteropoly game. 2. Enhanced Knowledge of Waste Sorting Through Play-Based Learning: Using the Atteropoly board game, a modified version of Monopoly, children learned the importance of sorting waste and its impact on the environment. This interactive learning approach helped solidify their understanding of waste management concepts. 3. Promotion of Sustainable Environmental Practices: Activities such as a "healthy walk" combined with trash collection encouraged children to take responsibility for keeping their surroundings clean, fostering early habits of environmental stewardship and civic responsibility. 4. Integration of Literacy and Environmental Education: The program included a "literacy corner" where children could engage with educational materials related to climate change. This addition supported knowledge 	<p>https://drive.google.com/open?id=1ascLkLrrZ6NjcyUBI_ZuSk3z05saA-Sn</p>



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		<p>after respondents took part in Atteropoly game, the average post-test score of respondents was 66.09. The difference in average score of respondents before and after participating in atteropoly game was 12.61, meaning average score increased by 23.57%. These results interpret that coaching through Atteropoly children's game media can increase knowledge about waste processing in elementary school age children in Kedai Durian Village. It is hoped that the Atteropoly game has been introduced can be an effective means of educating the public, especially elementary school children, to become smart kids (Climate Change Arif) as an effort to mitigate and adapt to climate change.</p>	<p>retention and provided resources for continued learning on environmental topics.</p> <p>5. Positive Community and Institutional Support: The initiative received support from local leaders and the Early Childhood Education Institute Anggrek, reinforcing the community's commitment to environmental education and creating a model for similar programs focused on climate change adaptation at the local level.</p>	
13.	<p>Implementation Of Google Workspace For Education In Improving Learning In HKBP Sidorame High School Medan</p>	<p>The development of information systems and technology is currently so rapid that it can influence the world of education. In the world of education, teachers are one of the most important parts of the teaching and learning process, whether in formal, informal or non-formal education. Therefore, in every effort to improve the quality of education in the country, teachers are required to have sufficient abilities to keep up with technological developments. The majority of teachers at HKBP Sidorame Medan High School already use Google, but not all HKBP Sidorame Medan High School teachers know and understand how to use the Google Workspace for Education service facilities. Many facilities are offered on Google Workspace for</p>	<p>1. Increased Teacher Proficiency in Digital Tools: Training on Google Workspace for Education improved teachers' skills in using digital tools like Google Docs, Google Sheets, and Google Classroom, helping them integrate these tools into their teaching practices at HKBP Sidorame High School, Medan.</p> <p>2. Enhanced Student Engagement Through Interactive Learning: By adopting Google Workspace tools, teachers created a more interactive learning environment. This shift from traditional methods to technology-based instruction engaged students more actively in their learning process.</p> <p>3. Efficient Collaboration and Document Sharing: The use of Google Drive and Google Sites facilitated seamless document sharing and collaboration between students and teachers,</p>	<p>https://drive.google.com/open?id=1QHLPUCU-BBkCDHIXZ4Zfy-kTF6etnvlb</p>



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		<p>Education to support teachers in teaching, such as writing reports, making presentations, creating quizzes, planning lessons, and grading assignments. The service facilities that will be implemented are Google Mail (Gmail), Google Drive (GDrive), Google Classroom, Google Calendar, Google Docs, Google Sheets, Google Slides, Google Forms, Google Meet and Google Sites. This implementation aims to increase the potential of teachers in teaching using information technology to accelerate education at HKBP Sidorame Medan High School. The output of this service will be published in Abdimas Talenta and published articles in the mass media</p>	<p>improving access to study materials and assignments in real time.</p> <ol style="list-style-type: none"> 4. Modernized Classroom Resources with Practical Equipment: Alongside digital training, the program provided physical tools such as teaching aids and laboratory equipment for biology, chemistry, and physics, supporting hands-on learning and enhancing the practical experience for students. 5. Positive Feedback and Institutional Support for Digital Learning: The program received positive feedback from teachers and school administration, leading to a commitment to sustain the integration of Google Workspace tools as a core part of the school's teaching methods and resources. 	
14.	<p>Pengembangan Alat Peraga Edukatif di TK Falah Almntazir Dusun III Tanjung Gusta, Sunggal, Sumatera Utara</p> <p>(Development of Educational Teaching Tools at Falah Almntazir Kindergarten Dusun III Tanjung Gusta, Sunggal, North Sumatra)</p>	<p>The general problems in this Community Service are first: the lack of educational teaching aids made by PAUD teachers in the classroom learning process, second: the lack of ideas for PAUD teachers in developing educational teaching aids in the classroom learning process so that teachers always use the same media in learning process in the third class: there is a lot of waste from used goods that can be utilized in the learning process so that the teacher automatically becomes an agent of change in reducing waste from used goods because it has been utilized optimally in making media in learning. Making educational teaching aids is not as easy as imagined because teachers have to consider aspects starting from planning the selection of learning media which includes</p>	<ol style="list-style-type: none"> 1. Enhanced Teacher Creativity in Developing Educational Teaching Aids: The program trained PAUD (Early Childhood Education) teachers at TK Falah Al-Muntazir to create innovative educational aids using recycled materials, encouraging teachers to think creatively and sustainably in designing learning tools. 2. Reduction of Classroom Waste through Recycled Materials: By incorporating used materials into educational aids, teachers contributed to waste reduction, making them agents of change in promoting environmental responsibility within the school community. 3. Improved Student Engagement through Interactive Learning Aids: The use of customized, hands-on teaching aids captured young students' attention, promoting active learning and enhancing imagination in line with early childhood development goals. 	<p>https://drive.google.com/open?id=1Z86DbbOMJZQ8qfhCibCIAH1PFmBzMRJC</p>



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		<p>(1) Learning planning in Kindergarten/PAUD (2) Learning targets, namely children (3) Whether the media's readability level meets technical requirements. such as clarity, size, and color arrangement. (4) Suitability to the situation and conditions of the place, such as land area, institutional environment, and community resources around the institution and fourth: Objectivity must avoid choosing media based solely on personal pleasure.</p>	<p>4. Strengthened Teacher Competence in Teaching Aid Design: Teachers gained skills in selecting and designing age-appropriate teaching aids, taking into account readability, clarity, and suitability for the classroom environment, which led to more effective lesson delivery.</p> <p>5. Sustained Educational Support through Continuous Mentoring: The program included ongoing mentorship, providing teachers with the opportunity to consult on teaching aid development, ensuring the sustainability of creative and effective teaching practices at the school.</p>	
15.	<p>Training on Making Digital Learning Media to Improve Motivation and Learning Outcomes of Elementary School Students for Teachers SD Negeri 068332 Medan</p>	<p>Learning media today is one thing that is very important in supporting the success of the student learning process at school. Monotonous learning only in the form of narration makes students bored with the learning process, so teachers must change student learning methods to make it more interesting and of course to improve the learning outcomes of these students. The demands of the times have required teachers to understand digital learning media. Of course, it is accompanied by the teacher's ability to mix and design in such a way that the learning process and the material presented can be in line and not boring. The learning process is basically a communication process through interaction between teachers and students. In the communication process the message is conveyed by the teacher to the recipient of the message or student. In the context of learning in the classroom, the message</p>	<p>1. Enhanced Teacher Skills in Digital Learning Media: The training program provided teachers at SD Negeri 068332 Medan with the skills to create digital learning media, which led to more engaging lessons and improved student motivation. Teachers learned to use digital tools to make their lessons visually appealing and interactive.</p> <p>2. Increased Student Engagement and Learning Outcomes: With the implementation of digital learning tools, students showed greater interest in subjects like mathematics, participating more actively in class and responding positively to the new learning format.</p> <p>3. Provision of Digital Learning Templates for Sustainability: Teachers received editable templates for digital learning media, allowing them to easily update and reuse materials, which supports the continuity of digital learning practices.</p> <p>4. Improvement of Classroom Infrastructure for Digital Learning: The program equipped the</p>	<p>https://drive.google.com/open?id=15x0RmvhGWJ3IBNbZDF4WWrkFGOn02i83</p>



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		<p>conveyed can be in the form of teaching materials delivered verbally (oral and written) and / or nonverbally (gestures). Not only teachers as communicators, learners can also act as communicators or messengers. This can happen in the midst of an increasingly modern learning system. Teachers are no longer the only source of learning, but learners can explore themselves to dig up information from various sources and communicate it in the learning process. Thus, there will be two-way communication or multiways traffic communication. Learning with both communication models requires the role of learning media to increase the effectiveness of achieving goals or competencies.</p>	<p>school with necessary tools, such as a smart TV and air conditioning, to facilitate a comfortable and technology-enabled classroom environment.</p> <p>5. Positive Feedback and Institutional Commitment to Digital Education: Teachers and students responded positively to the shift towards digital media, prompting the school administration to consider ongoing support for digital learning initiatives, which aligns with modern educational needs.</p>	
16.	<p>Strengthening Statistical Literacy Through Collaborative Projects for Students in SMPN 2 Sunggal Deli Serdang</p>	<p>Technological advances and society's wealth of data in the information era require schools to introduce basic statistical concepts, especially statistical literacy. Statistical literacy is a person's ability to understand, interpret and represent data in tables or graphs. Problems in SMPN 2 Sunggal include teachers experiencing difficulties in increasing student interaction in understanding statistical literacy. This activity aims to provide statistical literacy training to teachers and students through a project collaborative learning model. The collaborative project learning model is an innovative learning model that centers on students with varying abilities in small groups working together to improve each other's understanding. Based on the paired</p>	<p>1. Improved Statistical Literacy Among Students: The collaborative project-based learning approach significantly enhanced statistical literacy skills among students at SMPN 2 Sunggal, as demonstrated by the paired t-test results, which showed a meaningful improvement in post-test scores compared to pre-test scores.</p> <p>2. Increased Teacher Capacity in Statistics Instruction: Training provided to teachers equipped them with strategies for teaching statistics through project-based learning, enabling them to facilitate active and engaging lessons that better support students' understanding of statistical concepts.</p> <p>3. Enhanced Student Engagement Through Hands-On Activities: By working in small groups to collect and analyze data, students participated</p>	<p>https://drive.google.com/open?id=1gj8nuT4sWbAM5vN-xqmhNxT4Yc_a1dHM</p>



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		<p>t-test, it was found that there was an increase in students' abilities regarding literacy statistics after learning using this method.</p>	<p>more actively in lessons. This interactive approach promoted teamwork and made learning statistics more accessible and enjoyable.</p> <ol style="list-style-type: none"> 4. Establishment of Supportive Learning Resources: The program provided SMPN 2 Sunggal with a smart TV and a printer to aid in delivering interactive and visually engaging statistical lessons, fostering a technology-supported educational environment. 5. Positive Feedback and Commitment to Continuing Collaborative Learning: The program's success and favorable responses from both teachers and students underscored the potential for expanding the collaborative project-based approach to other subjects, supporting sustainable improvements in educational practices at the school. 	
17.	<p>Digital Literacy Training for Adolescent Social Media Users at SMA Negeri 1 Berastagi</p>	<p>This community service activity is entitled Digital Literacy Training for Social Media Users in SMA Negeri 1 Berastagi. Weak digital literacy is a problem faced by adolescents globally. Teenagers are digital natives in the digital era, with a high level of exposure to digital media. There needs to be an effort to provide digital literacy training to adolescents so that they avoid the adverse effects of the digital era. The method used in this service activity is training with details of the participant's digital literacy skills test method, interactive quizzes, case studies and scenarios from participants' real experiences, discussions from videos and animations, and giving personal and group assignments. In addition to presenting the</p>	<ol style="list-style-type: none"> 1. Increased Digital Literacy Among Teenagers: The digital literacy training for students at SMA Negeri 1 Berastagi successfully improved their understanding of safe and responsible social media use, with a notable increase in students' ability to recognize and respond to online threats like cyberbullying and misinformation. 2. Enhanced Critical Thinking and Responsible Online Behavior: Through interactive activities, such as case studies and discussions, students developed critical thinking skills, learning how to evaluate digital content and make informed decisions when engaging online. 3. Promotion of Healthy Digital Habits: The training provided practical tools and strategies to help students balance their online activities, 	<p>https://drive.google.com/open?id=1PPHEQIDTkkkB-R_NfTutIOHtiKlopmkh</p>

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		<p>material, we also employ gaming as a medium to explore information related to their knowledge, understanding, and experiences in using social media, illustrating how digital literacy is practiced in the daily lives of teenagers.</p>	<p>promoting healthier digital habits and reducing the likelihood of internet addiction.</p> <ol style="list-style-type: none"> 4. Use of Engaging Educational Methods: The program effectively used games, videos, and quizzes to engage students, making digital literacy training enjoyable and interactive, which contributed to better retention of the material. 5. Positive Community Impact and Role Modeling: Students were encouraged to act as digital literacy ambassadors, using their knowledge to promote safe online practices within their peer groups and the broader community, supporting a culture of responsible digital citizenship. 	
18.	<p>Pengelolaan Seni Pertunjukan Pada Sanggar Siswo Langgeng Budoyo Di Kecamatan Beringin Kabupaten Deli Serdang (Performing Arts Management at Siswo Langgeng Budoyo Studio in Beringin District, Deli Serdang Regency)</p>	<p>Javanese arts and culture studios play an important role in the development of Javanese culture and arts in North Sumatra. One of these studios is Siswo Langgeng Budoyo which is located in Beringin Deli Serdang District. This studio functions as a place where Javanese art and culture are developed and demonstrated. However, this studio faces challenges in terms of management and finances. Therefore, this community service activity focuses on strengthening Sanggar Siswo Langgeng Budoyo in terms of performance management. The approach used in this activity was mentoring through Focus Group Discussions (FGD) which was carried out for three months. Apart from providing assistance, the service team has also provided supporting equipment, such as musical instruments and accessories, needed for traditional music performances</p>	<ol style="list-style-type: none"> 1. Enhanced Performance Management Skills in Traditional Art Studios: The mentoring program for Sanggar Siswo Langgeng Budoyo strengthened its ability to manage performances effectively, fostering improved organization and planning for cultural events. 2. Increased Youth Engagement in Cultural Preservation: By providing training in Javanese traditional arts, the program successfully engaged younger members, particularly female adolescents, fostering a sense of pride and active involvement in preserving their cultural heritage. 3. Provision of Essential Musical Equipment for Cultural Activities: The project supplied essential musical instruments and accessories, which addressed financial constraints and improved the quality of traditional Javanese performances, supporting the continuity of cultural events. 4. Development of Sustainable Cultural Practices: Through regular Focus Group Discussions 	<p>https://drive.google.com/open?id=10FfWG0VnQWdz_Av6Z5O5bXAoplmm21OH</p>



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		<p>for studio members. The approach methods that have been used include lectures, questions and answers, and demonstrations. The results of this service activity have produced outcomes in the form of services to improve the quality of knowledge and insight in the management of performing arts through training and mentoring which aims to increase creativity, innovation and other abilities of studio members in the field of arts and culture.</p>	<p>(FGDs) and mentoring, the studio's members enhanced their skills in cultural arts, enabling Sanggar Siswo Langgeng Budoyo to serve as a long-term cultural hub for the local community.</p> <p>5. Positive Community and Institutional Support: The program garnered support from local institutions and community members, highlighting the importance of maintaining traditional arts, thus strengthening local identity and cultural awareness in North Sumatra.</p>	
19.	<p>Increasing the Skills of Santri through Life Skill Development as an Effort to Develop Personal Potential at the Ulumul Qur'an Stabat Islamic Boarding School</p>	<p>Education is an important component in determining nation development. As the nation's successors, it is important for the younger generation to receive proper education through formal, non-formal and informal education. The aim of this research is to provide direct service to the community in the form of life skills development training through technology for the younger generation at the Ulumul Qur'an Stabat Islamic Boarding School so that they are able to compete in the world of work. The method used in the activity is the lecture and discussion method. The results of this activity, namely First, the Service Team Discussion about preparing the young generation to build the nation, improve life skills, utilize technology, and develop personal potential were well understood by the participants. Second, the students from the Ulumul Qur'an Stabat Islamic Boarding School showed enthusiasm and interest in</p>	<ol style="list-style-type: none"> 1. Increased Life Skills Among Santri through Screen Printing Training: The life skills program at Ulumul Qur'an Stabat Islamic Boarding School successfully equipped santri with hands-on screen printing skills, allowing them to explore creative and entrepreneurial opportunities. 2. Enhanced Student Engagement in Practical Learning: Santri showed enthusiasm and active participation during the training, reflecting a high level of interest in learning skills that could be applied outside the classroom, thus fostering a practical approach to education. 3. Development of Entrepreneurial Potential: By learning screen printing, the santri gained skills that could serve as a foundation for future income-generating activities, promoting a spirit of entrepreneurship and self-sufficiency. 4. Promotion of Technological Utilization in Education: The integration of technology in the training process highlighted the importance of digital tools in modern education, encouraging santri to use technology creatively and 	<p>https://drive.google.com/open?id=10T6XTEBcu456IPT-V_2goxUyLyd9diAp</p>

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		improving life skills through screen printing training.	effectively in their personal and professional lives. 5. Positive Institutional Support for Skill Development: The school administration expressed strong support for the life skills initiative, which aligns with the institution's goals to develop well-rounded students who are prepared to face the challenges of the modern workforce.	
20.	Pemberdayaan Siswa SMP dalam Penanggulangan Narkoba dengan Metode Ceramah serta Diskusi dan Ceramah dengan Permainan Roda Putar Berbasis IT Di SMP 41 Medan (Empowerment of Junior High School Students in Countering Drugs with Lecture and Discussion Methods and Lectures with IT-Based Spinning Wheel Games at SMP 41 Medan)	Drug abuse is a very complex problem, which requires comprehensive mitigation efforts involving multidisciplinary, multisectoral cooperation and active community participation which is carried out continuously, consistently and consistently. Word Drugse Reports in 2018 published by the United Nations Office on Drugs Drug use cannot be separated from cigarettes and alcohol which have addictive properties. The results of research at Columbia University USA, teenagers who smoke are 5 times more likely to drink alcohol and use marijuana 13 times more. The spinning wheel game is a learning media using the twister game where students are required to be active, making students think, talk, listen and work together. The spinning wheel used in this service is an IT-based rotating wheel board media. The service carried out is empowering junior high school students in preventing and controlling drugs through lecture and discussion methods as well as lectures and IT-based spinning wheels. The activities carried out began with socialization, namely	<ol style="list-style-type: none"> 1. Improving Students' Knowledge of the Dangers of Drugs: The training using lectures and discussions, as well as lectures with IT-based spinning wheel games, successfully improved the understanding of students of SMP Negeri 41 Medan on the dangers of drugs. Students' knowledge score increased from 83 to 95 in the lecture and discussion group, and from 86 to 109 in the wheel game group. 2. Enthusiasm and Active Participation of Students: Both training methods, especially the IT-based spinning wheel game, were enthusiastically welcomed by the students. They were actively involved in the discussions and games, showing high interest in learning more about drug prevention. 3. Formation of Drug Prevention Teams in Schools: The program encourages the formation of special teams in schools of trained students to support drug prevention efforts, serving as agents of change within the school community. 4. Innovative Learning Methods that Appeal to Youth: The use of an IT-based spinning wheel game as a learning tool makes the training more engaging and interactive, which improves the 	https://drive.google.com/open?id=1L3QthurbKAb4XIP8tKYOsUjabeFYOfqo



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		<p>an explanation of the training plan, to the school principal for the recruitment of students who took part in the training. Carrying out training activities on empowering junior high school students in drug prevention and control, and forming drug control teams in schools. The results of the service show that students are very interested and enthusiastic in participating in activities in both methods and media. Apart from being caused by the methods and media applied, it is also related to material that is hot for teenagers and is available in the surrounding environment. The results of the service show that drug training for students using lecture and discussion methods and spinning wheels is very popular with middle school students. Descriptively, there was an increase in the average score of students who were given training with lectures and discussions, which was 6.786 and the wheel group was 7.786. There is an average difference between the lecture and discussion method and the spinning wheel method. It is hoped that participants in community service activities can apply what has been trained by the service team regarding drug prevention.</p>	<p>retention of information about the dangers of drugs among adolescents.</p> <p>5. Educational Model with Potential to be Implemented in Other Schools: The program demonstrated the effectiveness of active learning methods in educating students about the dangers of drugs, providing a model that can be adopted in other schools to address the problem of drug abuse among students.</p>	
21.	Training to Improve Writing News Texts Using a Genre-Based Approach for Stabat 1 State High School Students	In order to produce news that is interesting to read and easy for readers to understand, skills are needed, one of which is writing skills. With writing skills, someone can express events into news that needs to be written into a news article that is ready to be	1. Improved News Writing Skills among Students: The genre-based approach training at SMA Negeri 1 Stabat successfully enhanced students' ability to write news articles, following the 5W+1H structure and including reliable	https://drive.google.com/open?id=1kFMJsP7t3-aitJSjNRsNIWHQS7BGJJBy



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		<p>published in the mass media. The partners involved in this service program are students at SMA Negeri 1 Stabat where the main problem experienced by the partners is the students' lack of understanding in writing news texts. The location for this activity is at SMA Negeri 1 Stabat, Langkat, North Sumatra. This program consists of preparation, implementation, monitoring and evaluation stages. Training activities regarding this were carried out on 23 and 30 September 2023 offline and online using lecture, direct training, discussion and question and answer methods. The conclusion that can be drawn is that participants in service activities write news texts that must fulfill several rules that are in accordance with the genre-based approach, namely that there must be a news-worthy event, source, and answer the 5W=1H information. Furthermore, this activity is able to increase students' literacy in writing news as evidenced by the results of news written by students.</p>	<p>sources, which are essential for producing credible and structured news.</p> <ol style="list-style-type: none"> 2. Increased Student Engagement in Literacy Activities: Students actively participated in both offline and online training sessions, demonstrating interest and enthusiasm in applying new skills to write news articles that meet genre-based standards. 3. Enhanced Critical Literacy Awareness: Through hands-on writing exercises, students learned to differentiate between types of news (hard and soft news) and understand the importance of factual accuracy, supporting critical literacy in evaluating and producing media content. 4. Provision of Sustainable Learning Resources: The program provided materials and templates for news writing, giving students ongoing access to resources that support their literacy development in line with curriculum standards. 5. Positive Feedback from School Administration: School officials expressed appreciation for the program's impact on improving student literacy, prompting plans for continued collaboration with educational institutions to strengthen students' writing and critical thinking skills. 	
22.	Climate Justice Campaign with Theme-Based Learning Approach to Achieve SDGs on Climate Action	Community service activities are a mandatory responsibility for university lecturers as part of the Tri Dharma. This research aimed to investigate attitudes and behaviors towards environmental conservation and analyze the impact of theme-based learning on children in Sei Tuan Village, contributing to broader community-level efforts to protect and	<ol style="list-style-type: none"> 1. Increased Environmental Awareness Among Children: The theme-based learning approach helped children in Sei Tuan Village recognize the importance of environmental preservation and the impacts of pollution, with 85% of participants successfully identifying healthy and unhealthy environmental practices. 2. Improved Understanding of Waste Management: The program taught children how to categorize trash into organic, inorganic, and 	https://drive.google.com/open?id=1qAq02pZCCeDRWC0winNrc1B3zji-qfdM



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		<p>preserve the environment. A mixed-methods approach was employed, involving both qualitative and quantitative paradigms to collect and analyze data from 13 children residing in Sei Tuan Village, Deli Serdang Regency. A Pre-Test – Treatment – Post-Test methodology and observations were utilized in conducting the research. The results revealed that 85% of children in Sei Tuan Village demonstrated proficiency in distinguishing between healthy and unhealthy environments. Additionally, all individuals exhibited concern for the environment, including methods of preservation and the benefits of a pristine environment. Notably, 77% of students received comprehensive instruction on categorizing trash into organic, inorganic, and hazardous types. Moreover, 88.5% of individuals articulated positive effects resulting from nurturing environmental affection. Theme-based learning was found to enhance children's recognition of environmental and climate change issues, sparking their interest in learning, particularly in applying basic English vocabulary to care for and protect the environment.</p>	<p>hazardous types, with 77% of participants accurately sorting different types of waste, fostering better waste management practices in the community.</p> <ol style="list-style-type: none"> 3. Promotion of Climate Justice Awareness: Through engaging activities, children learned about the principles of climate justice, becoming aware of their role in protecting the environment and understanding the consequences of environmental neglect. 4. Application of Basic English Vocabulary: The program incorporated English language learning, allowing children to describe environmental concepts in English, which increased their language skills and understanding of climate-related terminology. 5. Positive Community Feedback and Parental Support: Parents and community members responded favorably to the program, recognizing its value in building environmental responsibility among young people, and suggesting support for continued education on climate action. 	
23.	Improving Public Speaking Competence for the Students of SMA Al Washliyah 1 Medan	Public speaking competence are needed in various interactions between people, both in personal and social contexts, including leadership, business, religion, law, education, and others. In the field of education, for example, the need for public speaking	<ol style="list-style-type: none"> 1. Enhanced Public Speaking Skills among Students: The public speaking training program at SMA Al Washliyah 1 Medan significantly improved students' confidence and communication abilities, enabling them to present effectively in front of an audience and overcome their fear of public speaking. 	https://drive.google.com/open?id=1a1r7F37nSEGuANCfqiU6K6fSpH3CCaDc



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		<p>skills especially for students is very necessary. The ability to speak in public is very helpful in increasing students' self-confidence which can support their performance both in education and social life. This ability is not only to encourage students to excel in the academic field within their school, but also to excel in other fields outside of school. As an implementation in helping to improve students' public speaking skills, the FISIP USU service team has carried out public speaking training service activities in one of the schools in Medan City, namely SMA Al Washliyah 1 in September 2023. The service team provided provision for students to be more capable of communicating in front of the public. Participants received public speaking materials and some of them practiced public speaking directly in a competition. This service activity is a form of contribution to the implementation of the fourth point of Sustainable Development Goals, namely Quality Education.</p>	<ol style="list-style-type: none"> 2. Increased Student Confidence and Engagement: Through structured exercises and practical sessions, students gained confidence in their ability to speak publicly, which is essential for their academic and social lives. 3. Practical Application through Public Speaking Competitions: The training included a public speaking competition, allowing students to apply their skills in a real setting, which encouraged active participation and gave them a sense of accomplishment. 4. Strengthening of Soft Skills for Future Opportunities: The program provided students with essential skills like body language control, audience engagement, and clear communication, supporting their readiness for future academic and professional challenges. 5. Positive Institutional Impact and Requests for Program Expansion: Both the school administration and students expressed positive feedback, suggesting that similar training be offered to a wider audience, including teachers, to further promote effective communication within the school community. 	