

# Bandar Lampung Go To School PKM Team: Education, Motivation, and Innovation

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## Article History

Received on 11 Mei 2026  
Revised on 22 Mei 2026  
Accepted on 22 Mei 2026

## Abstract

**Purpose:** This study aims to improve students' knowledge, learning motivation, and creativity through the PKM Go To School Bandar Lampung: Education, Motivation, and Innovation program. It also aims to introduce higher education opportunities and encourage students to develop innovative thinking.

**Research Methodology:** This study was conducted in Bandar Lampung through direct school visits, specifically at MAN 2 Bandar Lampung and SMAN 6 Bandar Lampung. The methods used include seminars, interactive discussions, short training sessions, and experience-sharing activities. The tools used were presentation media (PowerPoint), educational materials, and interactive games. Data collection was conducted through observation, informal interviews, and simple surveys to evaluate student responses and engagement.

**Results:** The results show that students experienced increased learning enthusiasm, better understanding of the importance of higher education, and greater interest in developing creative and innovative ideas. Students were also more active in discussions and showed positive responses to the activities.

**Conclusions:** The PKM Go To School Bandar Lampung program is effective in improving students' motivation, knowledge, and awareness of future educational opportunities. It also strengthens collaboration between universities and schools.

**Limitations:** This study is limited to a small number of schools and a short implementation period, so the results may not represent all student populations.

**Contributions:** This study contributes to the field of education, especially in community service and student development programs. It provides practical benefits for students, teachers, and universities by promoting collaboration, increasing educational awareness, and supporting the development of creative and innovative young generations.

**Keywords:** *Education, Motivation, Innovation, Students, PKM, Bandar Lampung.*

**How to Cite:** Author name. (Year). Title of study. *Name of Journal*, Volume (Issue), Number page.

## 1. Introduction

Education is a fundamental factor in the development of high-quality human resources. Through education, individuals not only acquire academic knowledge but also develop skills, character, and the ability to adapt to the evolving demands of the times. UNESCO emphasizes that education plays a crucial role in creating inclusive, productive, and sustainable societies. Therefore, improving the quality of education requires the involvement of various stakeholders, including higher education institutions, schools, governments, and the community.

In the current era of globalization and technological advancement, students are expected to possess critical thinking, creativity, communication, and collaboration skills. However, many students still face limitations in

accessing information related to self-development, higher education pathways, and innovation opportunities that can be cultivated from an early age. This condition presents a significant challenge for the education sector, particularly in areas that still require improved access to information and stronger learning motivation. The World Bank states that investment in education and the improvement of learning quality are key determinants of the competitiveness of future generations.

As part of higher education institutions, university students have responsibilities in education, research, and community service. One form of implementation is through the PKM Go To School Bandar Lampung: Education, Motivation, and Innovation program. This program is designed as a school visitation activity in Bandar Lampung aimed at providing education, fostering learning motivation, and introducing innovations relevant to the needs of today's younger generation. Through an interactive approach, university students are expected to become agents of change who inspire school students to continuously develop themselves.

This activity is important because direct interaction between university students and school students can provide a real picture of academic life in higher education, career development opportunities, and the importance of having an innovative mindset. In addition, such activities can strengthen the relationship between higher education institutions and secondary schools in creating a mutually supportive educational ecosystem.

The PKM Go To School Bandar Lampung: Education, Motivation, and Innovation program is expected to contribute positively to increasing students' learning motivation, broadening their educational perspectives, and encouraging the emergence of a creative, innovative, and future-ready young generation. The current development of education is not only focused on academic achievement but also on character building, leadership, and adaptability in responding to social and technological changes. UNICEF states that young people need to be equipped with 21st-century skills such as communication, collaboration, creativity, and problem-solving in order to compete globally. Therefore, schools need support from various stakeholders to provide learning experiences that are inspiring and relevant to contemporary needs.

University students, as agents of change, hold a strategic position in making meaningful contributions to society, particularly in the field of education. Their presence in school environments can serve as a source of inspiration for students, as they are perceived to be closer to youth culture and capable of delivering material in a communicative and interactive manner. Moreover, students' experiences in organizations, competitions, research, and social activities can serve as concrete examples for school students in developing their potential.

The PKM Go To School Bandar Lampung: Education, Motivation, and Innovation program also serves as a platform to introduce a culture of innovation to students from an early age. Innovation is not always associated with advanced technology but also includes the ability to find simple, creative, and useful solutions for the surrounding environment. By instilling an innovative mindset, students are expected to become active, independent individuals who are sensitive to various social issues around them.

In addition to benefiting school students, this activity also provides valuable experience for university students in developing public communication skills, leadership, teamwork, and social awareness. Thus, the program creates a positive reciprocal relationship between higher education institutions and schools. This collaboration is essential for building an educational ecosystem that supports the development of competitive and high-quality generations. Through the continuous implementation of this program, it is expected that more students will be motivated to pursue higher education, dare to dream big, and be able to transform creative ideas into tangible works that benefit society.

The PKM Go To School activity is a program carried out by university students or campus organizations by visiting schools to provide direct benefits to students. The term PKM may have different meanings depending on the higher education context, such as Student Creativity Program, Community Service Program, or other forms of student activities. However, in general, PKM Go To School aims to establish connections between higher education institutions and schools through educational, inspirational, and beneficial activities. This program represents a concrete contribution of university students in supporting the improvement of educational quality in society.

The concept of Go To School refers to a team of university students visiting schools as the venue for program implementation. Through direct visits, university students can actively interact with students, teachers, and school authorities, making the delivered material easier to understand. These activities are typically conducted in the form of seminars, outreach sessions, training, interactive discussions, educational games, and motivational sessions. A direct approach is considered more effective because students can ask questions, engage in discussions, and gain new experiences from university students who act as speakers and facilitators.

In its implementation, PKM Go To School often carries themes relevant to the needs of today's students, such as motivation to pursue higher education, the importance of digital literacy, youth entrepreneurship, leadership, character development, adolescent mental health, and the introduction of technological innovation. Through these activities, students not only receive theoretical knowledge but also gain practical insights that can be applied in daily life. The presence of university students often serves as inspiration, as school students can observe real examples of individuals pursuing higher education while actively achieving accomplishments.

The benefits of PKM Go To School activities are extensive for both school students and university students. For school students, these activities can increase learning motivation, expand knowledge, broaden aspirations, and build self-confidence in achieving a better future. For university students, the program serves as a medium to develop communication skills, leadership, teamwork, event management, and social awareness. Furthermore, it enables them to better understand real educational conditions, making them more responsive to the needs of society, particularly younger generations in schools.

Overall, PKM Go To School is a highly positive program as it fosters synergy between universities and schools in creating intelligent, creative, and competitive young generations. This program is not merely a routine visit but represents a form of service and tangible contribution of university students to the field of education. If implemented regularly and sustainably, this activity can have a significant impact in motivating students to continue learning, dare to dream, and be prepared to face future challenges with better knowledge and skills.

In this activity, the lecturer team collaborated with MAN 2 Bandar Lampung and SMAN 6 Bandar Lampung by directly visiting these schools. A total of two schools were visited, involving collaboration between the Medical Study Program and the Management Study Program. The team worked together to encourage students to pursue higher education, promote study programs as leading programs, and provide students with future career opportunities. One of the educational themes presented to students was "Digital Transformation in Business Management", particularly for the Management Study Program.



**Figure 1.** Documentation of the “PKM Go To School” activities at SMAN 6 Bandar Lampung and MAN Bandar Lampung (field documentation, February 10, 2026).

During the activity, educational sessions were delivered by lecturers from both the Management and Medical Study Programs. In the Management session, the topic of digital transformation in business was presented by Amril Samosir, S.Kom., M.Kom., and Dr. Febrianty, S.E., M.Si. Meanwhile, the health education session was delivered by Akhmad Kheru Dharmawa, Dr., M.Kes., and Dita Fitriani, S.Si., M.Sc. The education on digital transformation in business aimed to equip students with a comprehensive understanding of how digital technologies are transforming traditional business operations into more efficient, adaptive, and innovative systems. Through this learning process, students were expected to understand the integration of technologies such as artificial intelligence, data analytics, and cloud computing in improving organizational performance and competitiveness. The main objective was to prepare students to develop strong digital literacy, critical thinking skills, and problem-solving abilities required in today's fast-paced business environment. Furthermore, this education sought to foster an adaptive mindset and a culture of innovation, enabling students to respond to dynamic and competitive market changes, while also understanding the importance of creating added value through personalized customer experiences. With this knowledge, students are expected not only to become users of technology but also initiators who can utilize digital tools to enhance productivity, automate business processes, reduce operational costs, and ultimately create broader career opportunities while supporting business sustainability in the future.

In addition, the health education session focused on reproductive health. The primary objective of reproductive health education for students is to provide a comprehensive understanding of the functions, processes, and proper hygiene of reproductive organs, especially during puberty. Through accurate information, this education equips students with the knowledge and skills to make responsible decisions, prevent risky sexual behavior, and avoid sexually transmitted infections, unintended pregnancies, and sexual violence. Moreover, this education aims to build self-protection awareness, instill respect for one's own body and others, and promote a healthy lifestyle in order to achieve optimal physical, mental, and social well-being from an early age.



Figure 2. Health check-up activities and aptitude testing conducted by university students (field documentation, February 10, 2026)

## Problems Identified in Senior High School Education

### 1. Low student motivation and limited awareness of higher education

Many students still lack a clear understanding of the importance of pursuing higher education, career opportunities, and self-development. This lack of information can lead to low learning motivation and insufficient future planning. Through the PKM Go To School program, university students play a role in providing motivation, sharing experiences, and broadening students' perspectives on the importance of higher education and the opportunities it offers.

In addition, limited knowledge about university life remains a major issue. Many students are not familiar with academic systems, available study programs, scholarship opportunities, campus organizations, and career prospects after graduation. This lack of access to information often causes students to feel uncertain or hesitant about continuing their education. Therefore, programs such as PKM Go To School are essential to provide socialization and motivation so that students can develop a clearer understanding of higher education pathways.

## **2. Limited understanding of skills and innovation in the modern era**

Some students still have limited understanding of essential skills such as digital literacy, creativity, communication, leadership, and entrepreneurship. In fact, these competencies are crucial for facing future challenges and competition. The PKM Go To School program serves as a solution by providing educational sessions and simple training to better prepare students for ongoing developments.

Furthermore, the culture of innovation among students still needs to be strengthened. Many students tend to act as passive recipients of information rather than being encouraged to generate new ideas or solutions to problems in their surroundings. In reality, innovation can begin with simple actions, such as creating creative products, utilizing technology, or developing small business ideas. Through the PKM Go To School program, university students can provide education, training, and real-life examples to help students become more creative, innovative, and competitive in the future.

## **2. Literature Review and Hypothesis/es Development**

### **2.1 Literature Review**

Education plays a central role in developing human capital and preparing individuals to face future challenges. UNESCO emphasizes that quality education contributes to the creation of inclusive, sustainable, and productive societies (UNESCO, 2021). In line with this, the World Bank highlights that investment in education and learning quality significantly influences the competitiveness of future generations (World Bank, 2020).

One of the key issues in secondary education is students' low motivation and limited understanding of higher education pathways. According to motivation theory, students with higher levels of motivation tend to demonstrate better academic engagement and achievement (Ryan & Deci, 2020). Motivation can be enhanced through external stimuli such as mentoring, role models, and exposure to real-life experiences. In this context, university students act as role models who can inspire high school students by sharing their academic journeys and experiences (Eccles & Wigfield, 2020).

Furthermore, the development of 21st-century skills has become increasingly important in modern education. UNICEF states that essential skills such as critical thinking, communication, collaboration, and creativity are necessary for students to compete in a global environment (UNICEF, 2022). However, many students still lack adequate exposure to these competencies, particularly in areas with limited access to educational resources.

Another important aspect is innovation and digital literacy. The rapid advancement of technology has transformed the way individuals learn, work, and interact. Digital transformation, including the use of artificial intelligence, data analytics, and cloud computing, has become a key driver of change in various sectors (Schwab, 2019). Therefore, introducing these concepts to students at an early stage is crucial to prepare them for future challenges. Community service-based educational programs, such as PKM Go To School, have been recognized as effective approaches to bridging the gap between higher education and secondary schools. These programs provide direct interaction, enabling knowledge transfer, motivation enhancement, and skill development (Bringle & Hatcher, 2018). Through seminars, discussions, and interactive learning, students gain not only theoretical knowledge but also practical insights that can influence their academic and career decisions.

### **2.2 Hypothesis Development**

Based on the literature review above, this study proposes the following hypotheses:

**H1:** The *PKM Go To School* program has a positive effect on students' learning motivation.

- H2:** The *PKM Go To School* program positively influences students' understanding of higher education opportunities.
- H3:** The *PKM Go To School* program improves students' awareness and understanding of 21st-century skills, including digital literacy, creativity, and innovation.
- H4:** The *PKM Go To School* program positively affects students' interest in developing creative and innovative ideas.
- H5:** The *PKM Go To School* program strengthens collaboration between universities and schools in supporting educational development.

### 3. Methodology

The community service method implemented in the *PKM Go To School* program consists of a series of systematic steps designed to provide tangible benefits to partner schools. This program is carried out through direct visits by university students to schools, delivering educational, motivational, and innovation-based activities tailored to students' needs. According to the Ministry of Higher Education, Science, and Technology of the Republic of Indonesia, community service is an essential component of the *Tri Dharma of Higher Education*, which aims to apply knowledge for the direct benefit of society. Therefore, the *Go To School* activity represents a concrete implementation of students' roles in supporting educational development.

The following are the stages in the community service methodology:

#### 1. Initial Survey and Needs Assessment

The first stage involves conducting a preliminary survey and identifying the needs of the school. The implementation team communicates with school principals, teachers, or student affairs staff to understand student conditions and key needs. This process may include interviews, observations, or simple questionnaires. Through this initial identification, the team can determine whether students require learning motivation, digital literacy, information about higher education, entrepreneurship training, or character development. A needs-based approach is essential to ensure that the program is targeted and relevant.

#### 2. Problem Analysis and Program Prioritization

The second stage involves analyzing the identified problems and determining program priorities. After collecting data, the PKM team evaluates the most urgent and relevant issues to be addressed through short-term school activities. For example, if students lack confidence in pursuing higher education, the program focuses on motivation and scholarship opportunities. If students have limited digital knowledge, the program emphasizes digital literacy and responsible social media use. UNESCO states that relevant education must align with learners' needs and societal changes.

#### 3. Structured Activity Planning

The third stage is structured planning of activities. At this stage, the team prepares proposals, schedules, presentation materials, activity tools, delivery methods, and task distribution among members. Effective planning determines the success of the program, as all resources can be managed efficiently. Coordination with the school is also conducted to ensure that the schedule does not disrupt regular teaching and learning processes. This stage reflects students' managerial capabilities in implementing community service programs professionally.

#### 4. Development of Engaging Educational Materials

The fourth stage involves preparing educational materials that are engaging and appropriate for students' age levels. The materials should use simple language, attractive visuals, and relatable examples. Topics may include the importance of education, effective learning strategies, time management, talent development, youth entrepreneurship, simple innovation, and an introduction to university life. UNICEF emphasizes that interactive and contextual learning is more effective in increasing student engagement than one-way teaching methods. Therefore, communication styles must be adapted to students' characteristics.

#### 5. Implementation of Socialization and Interactive Seminars

The fifth stage is the implementation of educational outreach and interactive seminars. In this phase, university students deliver materials directly to school students through presentations, discussions, and experience-sharing sessions. The presence of university students as speakers provides added value, as school students can observe real examples of individuals pursuing higher education. This can increase

students' motivation to set higher aspirations. Educational games are often included to create a more engaging atmosphere.

6. **Practical Training and Simulation**

The sixth stage involves practical training and simulations. In addition to seminars, the program may include activities such as career planning exercises, scholarship interview simulations, public speaking practice, small business idea discussions, and simple innovation projects. Practical methods are considered more effective because students actively engage in the learning process rather than passively receiving information. The Organisation for Economic Co-operation and Development highlights that 21st-century skills develop more effectively through real experiences, collaboration, and problem-solving.

7. **Participatory Approach and Two-Way Communication**

The seventh stage emphasizes a participatory approach and two-way communication. Students are encouraged to ask questions, express opinions, and discuss their challenges. The PKM team acts as facilitators rather than merely information providers. This approach is important because it makes students feel involved and more comfortable sharing their perspectives. Two-way communication also helps the team better understand participants' real needs, making the activity more dynamic and meaningful.

8. **Evaluation of Program Outcomes**

The eighth stage is the evaluation of program outcomes. After the program is completed, the team measures its effectiveness through satisfaction surveys, simple pre-tests and post-tests, teacher interviews, and observations of changes in student enthusiasm. This evaluation helps determine the extent to which the material has been understood and identifies areas for improvement. The World Bank emphasizes that evaluating educational programs is essential to ensure measurable impact.

9. **Reporting and Documentation**

The ninth stage involves preparing a comprehensive report as a form of academic accountability and program documentation. The report includes the implementation process, results, and evaluation findings.

10. **Follow-up and Sustainability**

The final stage is follow-up and sustainability. The PKM team maintains communication with partner schools through follow-up activities, online mentoring, or future visits. Continuous engagement ensures that the program's benefits extend beyond a single session.

Overall, the *PKM Go To School* community service methodology emphasizes a structured, participatory, educational, and sustainable approach, enabling it to generate positive impacts for both students and university participants.

### **Activities Demonstrating the Steps of Solutions to Identified Problems**

1. **(Stage 1): Initial Observation**

The *PKM Go To School* program begins with an observation of the partner school to understand students' conditions and the challenges they face. The team communicates with the principal, teachers, and student representatives to obtain accurate information. This stage commonly identifies issues such as low learning motivation, limited awareness of higher education, and insufficient student skills in adapting to modern developments. Observation is a crucial step to ensure that the solutions provided are aligned with actual needs in the field.

2. **(Stage 2): Activity Planning**

After conducting observations, the team develops a structured and systematic activity plan. This stage includes determining the theme, preparing the schedule, assigning tasks to team members, and developing materials. Challenges at this stage often involve limited implementation time and the need to align with the school's schedule. Therefore, effective coordination with the school is essential to ensure that the activities run smoothly without disrupting the teaching and learning process.

3. **(Stage 3): Educational Motivation Seminar**

The next activity is a motivational seminar aimed at addressing students' low enthusiasm for learning. The student team provides insights into the importance of education for the future, shares university experiences, and highlights opportunities for success through dedicated learning. A common issue is students' lack of confidence or feelings of inferiority. The solution is to involve young speakers who are relatable to students, making the message more easily accepted.

4. **(Stage 4): Higher Education Socialization**

This stage involves introducing students to higher education. Students are provided with information about study programs, academic systems, scholarship opportunities, and career prospects. A common issue is that many students are uncertain about career choices that align with their interests and talents. The solution is to provide simple explanations and short consultation sessions to help students develop a clearer vision of their future.

5. **(Stage 5): Communication Skills Training**

Communication skills training is an important component of the program. Students are taught how to speak in public, express opinions, and collaborate in groups. A frequent issue is that students feel shy or afraid of making mistakes. The solution is to use small group exercises and interactive activities to build confidence and encourage active participation.

6. **(Stage 6): Creativity and Innovation Training**

The team also conducts training on creativity and innovation. Students are encouraged to think critically and find solutions to problems in their school or community. A common challenge is that students tend to be passive and rely on instructions. The solution is to provide simple case studies and group discussions, enabling students to think actively and generate new ideas.

7. **(Stage 7): Digital Literacy Education**

Digital literacy activities are implemented to address technological developments. The team educates students on responsible internet use, personal data security, and the use of digital media for learning. A common issue is that students primarily use digital devices for entertainment rather than productivity. The solution is to introduce educational applications and effective methods for accessing reliable information online.

8. **(Stage 8): Educational Games and Ice Breaking**

To maintain student engagement, activities are complemented with educational games and ice-breaking sessions. This step helps prevent boredom and encourages active participation throughout the program. A common issue in seminars is that participants lose focus easily. The solution is to create an enjoyable and interactive atmosphere to sustain enthusiasm.

9. **(Stage 9): Evaluation**

After the main activities, the team conducts an evaluation through question-and-answer sessions, simple questionnaires, and discussions with teachers. The objective is to measure students' understanding after participating in the program. A common challenge is the difficulty of assessing impact within a short time frame. The solution is to use immediate feedback from students and teachers as an initial evaluation measure.

10. **(Stage 10): Follow-up and Sustainability**

The final stage involves follow-up actions and maintaining relationships with partner schools. The team may implement follow-up programs such as mentoring, future visits, or online communication with students. A common issue is that activities often end after the event. The solution is to develop sustainable programs to ensure that the benefits of *PKM Go To School* have a long-term impact on students' development.

#### **4. Results and Discussions**

The activities also include digital literacy and the wise use of technology. In this session, students are provided with an understanding of how to use the internet for learning, protect personal data, and evaluate reliable information. This topic is highly relevant as adolescents today live in a rapidly evolving digital information environment. Without adequate understanding, students are at risk of exposure to misinformation, misuse of social media, and unproductive use of technology.

To maintain participant engagement, the activities are complemented with interactive discussions, question-and-answer sessions, and educational games. This approach encourages students to be more active and prevents boredom during the program. Discussions also provide opportunities for students to express their opinions, aspirations, and challenges. UNICEF states that participatory learning can enhance students' confidence and engagement in the learning process.

The results of the program implementation indicate that most students showed increased enthusiasm toward pursuing higher education. Many participants began asking questions about study programs, scholarships, and career opportunities aligned with their interests. This demonstrates that the *PKM Go To School* program successfully broadened students' perspectives. Additionally, students became more confident in expressing their

opinions during discussion sessions. The presence of university students as speakers had a positive impact, as they are perceived as relatable role models in terms of age and experience. University students are seen as real examples of young individuals striving to achieve higher education. This communication model makes motivational messages more effective compared to one-way formal delivery. Therefore, collaboration between universities and schools is essential and should be continuously strengthened.

Overall, the implementation of the PKM Go To School program has been effective in providing education, motivation, and increasing students' knowledge. This program demonstrates that education-based community service can serve as a simple yet impactful solution for youth development. If implemented regularly and sustainably, the program has the potential to foster students who are more confident, future-oriented, and prepared to face global challenges.

The purpose of evaluation in the PKM Go To School program is to determine the extent to which the implemented activities achieve the planned objectives. Evaluation is a crucial component, as it allows the implementation team to assess whether the program provides real benefits to students. Without evaluation, program success would remain an assumption without clear evidence.

Furthermore, evaluation aims to measure students' level of understanding of the materials delivered during the program. Through methods such as pre-tests, post-tests, or direct participant feedback, the team can assess improvements in students' knowledge, insights, and skills. This ensures that the materials are not only heard but also understood and applicable in daily life.

Evaluation also serves to assess the effectiveness of the delivery methods used by the PKM team. Each activity employs different approaches, such as seminars, interactive discussions, and practical sessions. Through evaluation, the team can determine whether these methods are suitable for students' characteristics or require adjustments to improve engagement and comprehension.

In addition, evaluation helps identify the strengths and weaknesses of program implementation. From the evaluation results, the team can determine which aspects have been successfully executed and which require improvement. This information is valuable for reflection and for enhancing the quality of future programs, making them more effective and targeted.

Finally, evaluation serves as a form of academic accountability and a foundation for sustainable program development. The results provide evidence that the activities have been conducted effectively and have generated positive impacts. Moreover, evaluation supports the design of follow-up actions to ensure that the program's benefits extend beyond a single activity and continue to have a long-term impact.

The impact of the PKM Go To School program can be observed through changes in students after participating in the activities. One of the main impacts is the increase in students' learning motivation. Through engaging and interactive sessions, students become more aware of the importance of education and develop stronger aspirations to achieve their goals, whether by pursuing higher education or developing their personal potential. In addition, the program contributes to the enhancement of students' knowledge and perspectives. Topics such as digital literacy, higher education, entrepreneurship, and self-development help students understand concepts that were previously unfamiliar. As a result, students are better prepared to face future challenges, as they have a clearer understanding of available opportunities.

Another significant impact is the development of students' skills, particularly soft skills. Through practical activities, discussions, and simulations, students improve their communication, critical thinking, teamwork, and self-confidence. These skills are essential not only in education but also in everyday life and the professional world.

The program also influences students' attitudes and mindsets. Students become more open to new ideas, more confident in expressing their opinions, and more optimistic about their future. Direct interaction with university students as speakers provides inspiration and real-life examples that encourage continuous personal growth.

Finally, the impact of the program is also experienced by schools and participating university students. Schools benefit from additional educational programs that support the learning process, while university students gain practical experience in applying their knowledge, engaging with communities, and developing managerial and communication skills. Therefore, this program creates mutual benefits for all parties involved.

## **5. Conclusions**

### **5.1. Conclusion**

The PKM Go To School program represents a form of student community service that focuses on improving students' knowledge, motivation, and skills within the school environment. Through the implementation of

seminars, higher education socialization, soft skill training, and digital literacy activities, the program has demonstrated a positive impact on participants. Students show a better understanding of the importance of continuing education, increased learning motivation, and enhanced awareness of essential skills required in the modern era.

This program also highlights that collaboration between higher education institutions and schools can serve as an effective approach to improving the quality of human resources. To maximize its impact, the PKM Go To School program should be implemented regularly and sustainably, involving more partner schools. The materials delivered should also be continuously adapted to students' needs, such as entrepreneurship, digital technology, character development, and career preparation. Furthermore, periodic evaluation is necessary to measure program outcomes effectively. Support from schools, universities, and other stakeholders is essential to ensure the sustainability and expansion of this program in contributing to educational development.

### **5.2. Research Limitations**

This study has several limitations. First, the program was conducted within a limited number of schools and participants, which may not fully represent the broader student population. Second, the duration of the activity was relatively short, making it difficult to measure long-term impacts on students' behavior and academic development. Third, the evaluation methods relied mainly on simple observations, questionnaires, and immediate feedback, which may limit the depth and accuracy of the findings.

### **5.3 Suggestions and Directions for Future Research**

Future research is recommended to involve a larger number of schools and participants to obtain more comprehensive and generalizable results. Longitudinal studies are also suggested to examine the long-term impact of the PKM Go To School program on students' academic achievement, career choices, and personal development.

In addition, future programs can incorporate more advanced evaluation methods, such as quantitative analysis, structured surveys, and comparative studies, to improve the accuracy of results. Further research may also explore the integration of digital platforms or hybrid learning models to expand the reach and effectiveness of the program. Finally, collaboration with various stakeholders, including government institutions, educational organizations, and industry partners, should be strengthened to enhance the sustainability and broader impact of the program.

## **Acknowledgement**

We would like to express our deepest gratitude to SMA Negeri 6 Bandar Lampung and MAN 2 Bandar Lampung for the opportunity, support, and warm welcome extended to our team during the implementation of the PKM Go To School program. The cooperation and active participation of the school management, teachers, and students greatly contributed to the smooth execution of the activities, enabling the program to run successfully and provide meaningful benefits to all participants.

We also extend our sincere appreciation and gratitude to all members of the community service team for their dedication, time, effort, and commitment in planning and implementing this program. The spirit of collaboration, teamwork, and shared responsibility demonstrated throughout the process has been a key factor in the success of this initiative. We hope that the synergy established through this program will continue to grow and lead to further positive collaborations in advancing the field of education.

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