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AI Future Leaders: A Community Service Program on the Evolution of Artificial Intelligence, AI Competency Development, and Learning Pathways for Students at the Indosat–IBBI University Event

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ABSTRACT
Artificial intelligence (AI) is reshaping education, industry, and public services, yet many senior high school students and undergraduates in Indonesia still lack clear guidance on where to learn and how to build real AI skills. This community service activity was carried out as a keynote presentation entitled "AI for the Future" at the Indosat "AI Future Leaders" event, attended by senior high school students, teachers, and representatives of the North Sumatra Provincial Education Office, Indosat Ooredoo Hutchison, and Universitas IBBI. The presentation was delivered by the Head of the Information Technology Study Program of Universitas IBBI and covered four themes: (1) the development of AI over time; (2) the expertise of Universitas IBBI lecturers who serve as trainers in the Intel "AI for Future Workforce" program, which involved lecturers and students from Medan, Surabaya, and Yogyakarta and trained students to build their own AI applications; (3) the Information Technology Study Program and its Data Science and AI concentration; and (4) Merdeka Belajar Kampus Merdeka (MBKM) internship pathways in AI through Bangkit Academy, Coding Camp, and Pijak IBM Build for students from the fifth semester onwards. A qualitative descriptive approach was used, drawing on direct observation, documentation, and the presentation materials. The activity showed high audience enthusiasm and helped participants understand the AI learning pathway available at Universitas IBBI, which combines theory with hands-on AI application development. It is expected to encourage young people to pursue AI competencies and to strengthen collaboration among universities, industry, and local government.

Keywords: Artificial Intelligence, AI Literacy, Data Science, MBKM, Coding Camp.

I. Introduction

Artificial intelligence (AI) has become a transformative technology that is reshaping how individuals learn, work, communicate, and participate in the digital economy. The increasing integration of AI into education, business, healthcare, and public services has changed the competencies required to navigate

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contemporary society. Beyond automating routine tasks, AI increasingly supports complex activities involving information processing, decision-making, content generation, and problem-solving. Consequently, the ability to understand and interact with AI is becoming an increasingly important component of digital competence, particularly for younger generations preparing to enter an increasingly technology-oriented workforce. However, technological exposure does not automatically translate into meaningful AI competence. Young people need opportunities to understand the principles underlying AI, recognize its capabilities and limitations, and critically assess its implications for individuals and society (Long & Magerko, 2020; Cetindamar et al., 2024).

Within this context, AI literacy has emerged as an important educational priority. AI literacy extends beyond the ability to operate AI-powered applications; it encompasses the capacity to recognize AI technologies, understand their underlying mechanisms, apply them appropriately, evaluate their outputs, create AI-based solutions, and navigate their ethical implications (Almatrafi et al., 2024). UNESCO (2023) emphasizes that the integration of generative AI into education must be guided by human-centered principles, including data protection, ethical considerations, and appropriate pedagogical practices. Similarly, UNESCO's AI Competency Framework for Students identifies four essential dimensions: human-centered mindset, ethics of AI, AI techniques and applications, and AI system design. These dimensions establish a progression from understanding AI to applying and creating AI systems (Miao et al., 2024). More recently, the OECD and European Commission (2026) have reinforced the importance of equipping primary and secondary learners with the knowledge, skills, and attitudes necessary to understand, critically evaluate, and responsibly use AI.

Despite the growing recognition of AI literacy, an important educational challenge remains: the gap between using AI technologies and developing the competencies required to understand, evaluate, and create them. Students may encounter generative AI through everyday digital platforms without necessarily understanding how AI systems process information, generate outputs, or produce inaccurate and potentially biased results. This distinction is particularly important because familiarity with AI applications does not necessarily indicate the ability to assess their reliability or develop technology-based solutions independently. A systematic review by Casal-Otero et al. (2023), examining AI literacy initiatives in K–12 education, highlights the importance of practical, contextualized, and interdisciplinary learning experiences. Furthermore, Almatrafi et al. (2024) identify six central dimensions of AI literacy, including recognition, understanding, application, evaluation, creation, and ethical navigation. Their findings suggest that AI literacy initiatives should address more than introductory knowledge and provide opportunities for learners to engage with AI development and critical evaluation.

Another challenge concerns the availability of accessible and structured learning pathways through which students can develop AI-related competencies. Introducing AI concepts without explaining subsequent educational and professional opportunities may leave learners uncertain about how to pursue more advanced learning. The development of AI competence therefore requires connections between foundational knowledge, practical experiences, and opportunities for continued learning. This perspective is consistent with research emphasizing that AI literacy is relevant not only to educational participation but also to professional development and workplace readiness (Cetindamar et al., 2024). In addition, competency-based approaches require learning activities that allow individuals to develop confidence in interacting with AI technologies and recognizing their own capacity to apply them. Research on AI literacy measurement also demonstrates the importance of multidimensional competencies, rather than treating AI knowledge as a single technical skill (Carolus et al., 2023; Koch et al., 2024).

In response to these challenges, universities have an important role in extending AI knowledge beyond formal academic environments through community engagement and collaboration with industry and educational institutions. Such engagement can provide students and teachers with access to academic expertise, information about technology-related study programs, and opportunities to explore practical learning pathways. This approach is particularly relevant to secondary education, where students are beginning to make decisions about further education and future careers. The educational value of these

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initiatives lies not merely in introducing emerging technologies but also in connecting technological awareness with accessible opportunities for competency development. Therefore, collaboration among universities, industry, and government can serve as a mechanism for widening access to AI knowledge and strengthening the relationship between education and the changing demands of the digital economy.

Against this background, the Indosat Ooredoo Hutchison AI Future Leaders event provided a contextual opportunity to introduce AI competencies to senior high school students and teachers in Medan, North Sumatra, Indonesia. The event, held on September 18, 2026, at Universitas IBBI, brought together students, teachers, representatives of the North Sumatra Provincial Education Office, Indosat Ooredoo Hutchison, and university representatives. Within this collaborative setting, Universitas IBBI contributed a keynote presentation entitled "AI for the Future," delivered by the Head of the Information Technology Study Program. The presentation addressed four interconnected areas: the historical development of AI, the experience of Universitas IBBI lecturers as trainers in the Intel AI for Future Workforce program, the Data Science and AI concentration within the Information Technology Study Program, and opportunities for further AI learning through Bangkit Academy, Coding Camp, and Pijak IBM Build.

The significance of this community service activity lies in its attempt to connect introductory AI knowledge with practical competency development and accessible educational pathways within a single engagement. Rather than presenting AI solely as an emerging technological phenomenon, the activity introduced examples of how learners could progress from understanding AI concepts toward developing AI applications and exploring structured learning opportunities. Its contribution is therefore positioned within the practical implementation of AI literacy outreach through university–industry–government collaboration. The activity also provides a contextual example of how universities can communicate their academic expertise and connect secondary school students with opportunities for continued learning in AI. Accordingly, this community service activity aimed to: (1) introduce the historical development and contemporary applications of artificial intelligence to students and teachers; (2) communicate the experience and competencies of Universitas IBBI lecturers in AI training through the Intel AI for Future Workforce program; (3) introduce the Information Technology Study Program and its Data Science and AI concentration; and (4) provide information about AI-related learning and internship pathways through Bangkit Academy, Coding Camp, and Pijak IBM Build. Through these objectives, the activity sought to strengthen participants' awareness of AI learning opportunities and demonstrate the potential contribution of university–industry collaboration to the development of future AI competencies.

II. Literature Review and Hypothesis Development

2.1. The Development of Artificial Intelligence

The idea of machine intelligence was raised by Turing (1950), who asked whether machines can think and proposed an imitation-based test of intelligent behavior. The term “artificial intelligence” was introduced in the 1955 proposal for the Dartmouth Summer Research Project (McCarthy et al., 1955), which is widely regarded as the founding moment of the field. Early AI relied on symbolic reasoning and hand-written rules, followed by expert systems and statistical machine learning that learn patterns from data (Russell & Norvig, 2021). A major shift came with deep learning, in which multi-layer neural networks learn representations directly from large datasets (LeCun et al., 2015; Goodfellow et al., 2016). The Transformer architecture (Vaswani et al., 2017) then enabled large language models and other generative systems that can produce text, code, and images (Brown et al., 2020). This historical perspective helps learners see that today’s generative AI is the result of decades of cumulative research rather than a sudden invention.

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2.2. AI Literacy and the Need for Practice-Based Learning

AI literacy refers to the set of competencies that enable people to understand, use, and critically evaluate AI technologies (Long & Magerko, 2020). Building such competencies requires more than lectures. Experiential learning theory argues that knowledge is created through concrete experience, reflection, conceptualization, and active experimentation (Kolb, 1984). In AI education, this implies that students should build, test, and improve real applications, not only study algorithms.

2.3. Merdeka Belajar Kampus Merdeka (MBKM)

MBKM is a national policy that gives students the right to learn outside their study program or campus, including through internships, independent studies, and industry-based projects (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2024). For AI, MBKM-recognized programs such as Bangkit Academy, Coding Camp, and Pijak IBM Build allow students to work in teams, learn from practitioners, and produce AI-based products, so that classroom theory is connected with industry practice.

2.4. University–Industry–Government Collaboration

Collaboration among universities, industry, and government is a central strategy for developing digital talent. In this event, Indosat Ooredoo Hutchison provided the platform and theme, the North Sumatra Provincial Education Office represented the education authorities, and Universitas IBBI contributed academic expertise and learning pathways. Such collaboration widens access to information for senior high school students and teachers (Turban et al., 2018).

III. Research Method

This community service activity used a qualitative descriptive approach to describe the implementation and outcomes of the "AI for the Future" presentation. The activity was delivered as an interactive keynote presentation supported by slides, with opportunities for audience engagement.

3.1. Location and Time of Implementation

The activity was held as part of the Indosat "AI Future Leaders" event on 18th September 2026 at Universitas IBBI, Medan. The audience was seated in an auditorium-style hall.

3.2. Presenter and Partners

The presenter was Wilianto, S.T., S.Pd., M.M., M.TI., Head of the Information Technology Study Program, Universitas IBBI. The activity involved the following parties: Indosat Ooredoo Hutchison (event organizer), the North Sumatra Provincial Education Office (Dinas Pendidikan Provinsi Sumatera Utara), and Universitas IBBI.

3.3. Participants

Participants were senior high school students from various schools, accompanied by teachers, together with representatives of the partner institutions and the university.

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3.4. Presentation Materials

The presentation covered the following topics:

a. The development of AI from past to present and its direction in the future.
b. The expertise of Universitas IBBI lecturers as trainers in the Intel "AI for Future Workforce" program, including international head-trainer experience and collaboration with Sustainable Living Lab Singapore to train lecturers as AI trainers.
c. The training of senior high school students in Medan, Surabaya, and Yogyakarta to create real AI applications.
d. The Information Technology Study Program and its Data Science and AI concentration, with an industry-based curriculum.
e. MBKM internship pathways in AI through Bangkit Academy, Coding Camp, and Pijak IBM Build for students from the fifth semester onwards.

3.5. Data Collection and Analysis

Data were collected through (a) direct observation of audience participation during the presentation, (b) documentation in the form of photographs and presentation slides, and (c) brief informal interactions with participants and partners. The data were analyzed descriptively by identifying audience engagement, the topics that attracted the most interest, and the relevance of the information for participants' learning decisions.

IV. Results and Discussion

The "AI for the Future" presentation was conducted as part of the Indosat AI Future Leaders event at Universitas IBBI, Medan, on September 18, 2026. The activity brought together senior high school students, teachers, university representatives, and institutional partners. The session focused on introducing the development of artificial intelligence (AI), communicating practical experiences in AI competency development, and presenting educational pathways through which students could pursue further learning. Based on the available observations and activity documentation, participants followed the presentation and demonstrated visible engagement throughout the session. However, because the activity did not employ standardized learning assessments, these observations are interpreted as evidence of participation and educational exposure rather than measurable improvements in AI competencies.



Figure 1. Group Photo of the Presenter, Partners, and Participants at the "AI Future Leaders" Event

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4.1. Introducing the Development of Artificial Intelligence

The first component of the presentation introduced the historical development of AI, beginning with early computational approaches and rule-based systems, followed by statistical machine learning, deep learning, and contemporary generative AI. This historical explanation was intended to help participants understand AI as a continuously evolving scientific and technological field rather than merely a collection of applications currently available through digital platforms. Particular attention was given to the emergence of generative AI and its capacity to produce text, code, and other forms of digital content. The relevance of this introductory material can be understood through the concept of AI literacy. Long and Magerko (2020) argue that AI literacy involves competencies that enable individuals to recognize, understand, interact with, and critically evaluate AI technologies. Similarly, Ng et al. (2021) identify four essential dimensions of AI literacy: understanding AI, using and applying AI, evaluating and creating AI, and recognizing ethical issues. These frameworks suggest that introducing the historical development of AI provides an important conceptual foundation, but should not be considered sufficient evidence of comprehensive AI literacy.

The presentation also addressed the limitations of AI technologies, an important consideration because familiarity with generative applications may lead users to assume that AI-generated information is always accurate or reliable. UNESCO (2023) emphasizes that generative AI in education requires critical consideration of its pedagogical implications, data protection, and human-centered use. This perspective is consistent with UNESCO's Recommendation on the Ethics of Artificial Intelligence, which emphasizes human rights, transparency, fairness, and accountability (UNESCO, 2021). The educational significance of this session is supported by Casal-Otero et al. (2023), whose systematic review of AI literacy in K–12 education highlights the need for interdisciplinary and contextualized approaches to AI learning. Furthermore, Lee and Kwon (2024) identify AI concepts, applications, and ethical considerations as important components of school-based AI education. More recently, the OECD and European Commission (2026) have emphasized that learners should be equipped to understand AI systems, critically evaluate their outputs, and use AI responsibly and creatively. Therefore, introducing the evolution of AI was relevant as an initial step toward developing participants' technological awareness. Nevertheless, a distinction must be made between understanding the historical development of AI and demonstrating the ability to operate or develop AI systems. The presentation provided conceptual exposure to these issues, while further practical activities and structured assessments would be required to establish whether participants had developed more advanced competencies.



Figure 2. The Presenter Delivering the "AI for the Future" Presentation

4.2. Lecturer Competence and the Intel "AI for Future Workforce" Program

The second component highlighted the experience of Universitas IBBI lecturers as trainers in the Intel "AI for Future Workforce" program. The presenter explained that lecturers from Medan, Surabaya, and

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Yogyakarta participated in AI trainer development activities, including collaboration with Sustainable Living Lab Singapore. The program subsequently involved training senior high school students in the three cities, with opportunities to develop their own AI applications. This experience provided participants with an example of how AI knowledge can be transferred through structured training activities involving academic expertise and practical application. The presentation was particularly relevant because it illustrated a possible progression from being an AI user to becoming an AI creator. This distinction is central to contemporary AI literacy frameworks, which emphasize that individuals should not only understand and use AI but also evaluate and participate in the creation of AI-based solutions (Almatrafi et al., 2024).

The relevance of this approach is also reflected in the AI competency framework developed by UNESCO. Miao et al. (2024) identify four dimensions of student AI competency: human-centered mindset, ethics of AI, AI techniques and applications, and AI system design. These dimensions are organized around three progression levels: understand, apply, and create. The training experience presented by Universitas IBBI illustrates the potential relevance of this progression, particularly the transition from foundational understanding toward application development. However, presenting the experience of lecturers as AI trainers should be distinguished from demonstrating the learning outcomes of the participants attending the AI Future Leaders event. The latter received information about the training experience but were not necessarily involved in the same technical training activities during the keynote session. Consequently, the reported activity demonstrates the communication of practical competency development opportunities rather than direct evidence that all event participants acquired application development skills. This distinction is important when interpreting AI education initiatives. Chiu et al. (2024) distinguish between AI literacy as foundational knowledge and AI competency as the ability to apply that knowledge effectively. Similarly, Almatrafi et al. (2024) emphasize that AI literacy encompasses recognition, understanding, application, evaluation, creation, and ethical navigation. These perspectives suggest that future community service activities should complement keynote presentations with practical workshops, allowing students to experience the development and evaluation of simple AI applications.

4.3. Introducing the Information Technology Study Program and Data Science and AI Concentration

The third component introduced the Information Technology Study Program at Universitas IBBI, particularly its Data Science and AI concentration. The presentation communicated that the program provides learning opportunities related to data analysis, machine learning, and intelligent system implementation through an industry-oriented curriculum. This information was intended to introduce senior high school students to a formal educational pathway through which they could pursue further studies in AI-related fields. The importance of this component extends beyond institutional promotion. Students who are beginning to consider their future education and career choices require accessible information about the academic fields, competencies, and learning opportunities associated with emerging technologies. In this regard, introducing a Data Science and AI concentration can help connect general awareness of AI with more concrete educational possibilities.

The relevance of such educational information is supported by the broader literature on AI competency development. The OECD and European Commission (2026) emphasize that AI literacy should prepare young people to participate in an increasingly AI-integrated society, including through the development of knowledge, skills, and responsible attitudes. Likewise, Miao et al. (2024) highlight the importance of preparing students not only to use AI technologies but also to understand their underlying mechanisms and contribute to AI system design. From a workforce perspective, AI-related education also requires the integration of technical knowledge and practical problem-solving. Wang et al. (2024), through their systematic review of AI in education, identify the growing diversity of AI applications and their implications for educational processes. These developments indicate that AI education requires learning pathways that connect theoretical knowledge with practical technological capabilities.

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Nevertheless, the presentation of an academic program does not automatically establish that students understand its curriculum, admission requirements, or future employment opportunities. The contribution of this session should therefore be interpreted as providing initial information about an available educational pathway. Future activities could strengthen this component through curriculum demonstrations, career discussions, student project exhibitions, and direct interaction with lecturers and current university students.

4.4. Introducing AI-Related Learning and Internship Pathways

The fourth component introduced opportunities for further AI-related learning through Bangkit Academy, Coding Camp, and Pijak IBM Build. These programs were presented as examples of structured opportunities through which learners could deepen their knowledge of programming, machine learning, cloud technologies, and AI application development.

Table 1. Learning and Competency Development Pathways Presented During the Activity

No.	Program	Main focus presented	Potential learning relevance
1	Bangkit Academy	Independent study and industry-oriented learning in machine learning, cloud computing, and mobile development	Collaborative and project-based technology development
2	Coding Camp	Programming and AI-related training with industry practitioners	Development of programming foundations and applied technical skills
3	Pijak IBM Build	AI and machine learning competency development through IBM SkillsBuild-related learning	Exploration of AI/ML knowledge and collaborative application development

The introduction of these learning pathways addressed an important educational issue: students may become familiar with AI technologies without knowing how to pursue more advanced learning opportunities. Providing information about structured programs can help establish a connection between introductory AI awareness and continued competency development. This perspective is consistent with the competency-based approach to AI education proposed by Chiu et al. (2024), which emphasizes the importance of translating knowledge into effective application. It is also aligned with the multidimensional AI literacy framework proposed by Almatrafi et al. (2024), particularly its emphasis on application, evaluation, and creation.

The presentation also provided a connection with the broader objectives of Indonesia's Merdeka Belajar Kampus Merdeka (MBKM) policy, which encourages learning experiences beyond conventional classroom arrangements. However, the programs presented should not automatically be classified as having identical MBKM recognition or eligibility arrangements. Their implementation, student eligibility, and academic recognition depend on the respective program regulations and institutional policies. The educational relevance of this component lies in making learning opportunities more visible to participants. Nevertheless, information exposure should not be equated with actual participation in these programs. Future activities should provide more detailed information regarding registration requirements, prerequisites, learning duration, certification, mentoring, and the types of projects students can undertake.

4.5. Integrating Conceptual Understanding and Practical Learning

An important message throughout the presentation was that AI education should extend beyond theoretical explanations and provide opportunities to develop practical applications. This principle is closely related to experiential learning theory, which explains learning as a process involving concrete experience,

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reflective observation, abstract conceptualization, and active experimentation (Kolb, 2015). In the context of AI education, these stages suggest that learners should first encounter relevant technological experiences, reflect on how AI systems operate, develop conceptual understanding, and subsequently experiment with applications or projects. The presentation introduced the conceptual and practical dimensions of this process by explaining AI development and presenting examples of training experiences in which students developed AI applications.

Research on AI education supports the importance of connecting conceptual knowledge with practical learning experiences. Casal-Otero et al. (2023) emphasize interdisciplinary, contextualized, and active learning approaches in K–12 AI education. Lee and Kwon (2024) similarly identify hands-on activities and varied instructional strategies as important elements in developing AI literacy. Liu and Zhong (2024) further highlight experiential learning as an important pedagogical approach for teaching complex AI concepts. However, the present activity primarily took the form of a keynote presentation rather than a full experiential learning intervention. Although participants were introduced to examples of AI application development, the available documentation does not establish that they personally completed the four stages of experiential learning during the event. Thus, the activity should be understood as an introductory engagement that can prepare participants for subsequent practice-based learning. This distinction has important implications for the design of future community service programs. A more comprehensive model could combine introductory presentations with demonstrations, guided application development, collaborative projects, and reflection sessions. Such a structure would strengthen the connection between AI awareness and practical competency development.

4.6. Challenges Encountered During Implementation

Several challenges emerged during the implementation of the activity. First, participants had different levels of prior knowledge about AI. Some were familiar with generative AI applications, whereas others required more fundamental explanations of AI concepts and their development. This variation required the presenter to communicate technical information using accessible language and relevant examples. Second, the limited presentation time restricted opportunities to explore technical concepts in greater depth. The subject of AI encompasses several interconnected areas, including data processing, machine learning, generative systems, algorithmic decision-making, and ethical considerations. Addressing all these areas in a single keynote presentation was therefore challenging. Third, the large audience limited opportunities for individual interaction. Although participants could follow the presentation and engage with the material, the format did not provide sufficient opportunities to identify individual learning difficulties or assess differences in understanding.

These challenges are consistent with the findings of Casal-Otero et al. (2023), who identified limitations in the implementation and evaluation of AI literacy initiatives in K–12 education. Liu and Zhong (2024) also emphasize the need for appropriate instructional design and educator preparation when introducing complex AI concepts. Furthermore, Lee and Kwon (2024) highlight the importance of selecting learning strategies that correspond to students' educational needs and learning contexts. The challenges identified in this activity indicate that future programs should consider differentiated learning materials, smaller discussion groups, and additional practical sessions. Pre-activity assessments could also help organizers identify participants' existing knowledge and adjust the complexity of the materials accordingly. These improvements would make subsequent AI education activities more responsive to differences in participants' prior experience.

4.7. Educational Contribution and Interpretation of Activity Outcomes

Based on the available observations and documentation, the activity provided participants with information about AI development, lecturer expertise in AI training, the Data Science and AI concentration at

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Universitas IBBI, and potential learning pathways through external programs. Participants' attentiveness and visible engagement indicated that the presentation created an opportunity for educational interaction and exposure to AI-related learning opportunities. The contribution of this activity can be examined through three interconnected dimensions. First, it provided conceptual exposure to AI by introducing its historical development and contemporary applications. Second, it communicated practical competency development experiences through the Intel AI for Future Workforce program. Third, it presented educational pathways that could help students explore further opportunities in AI-related learning.

The combination of these dimensions provides a practical illustration of AI literacy outreach. Nevertheless, the outcomes must be interpreted carefully. Kirkpatrick and Kirkpatrick's (2006) framework distinguishes participants' reactions to an activity from actual learning, behavioral change, and broader organizational results. Within this perspective, visible engagement and positive audience responses primarily provide information about participation and reaction. They cannot independently establish knowledge acquisition, sustained behavioral change, or improved career readiness. Kahu (2013) also emphasizes that student engagement is influenced by multiple interacting factors, including institutional and educational influences. Therefore, visible attention during a presentation should not be interpreted as comprehensive evidence of learning. A more robust evaluation would require additional instruments, such as pre-test and post-test assessments, structured feedback questionnaires, practical assignments, or follow-up interviews. The findings should consequently be interpreted as evidence that the activity successfully delivered its planned educational content and provided participants with exposure to AI-related knowledge and learning opportunities. Claims concerning measurable increases in AI literacy, technical proficiency, or career intentions would require further evaluation.

4.8. Institutional Collaboration and Activity Documentation

The AI Future Leaders event also illustrated the potential contribution of institutional collaboration in expanding access to technological knowledge. Indosat Ooredoo Hutchison organized the event, Universitas IBBI contributed academic expertise, and the North Sumatra Provincial Education Office participated as an educational stakeholder. This arrangement reflects the general principles of university–industry–government interaction discussed in the Triple Helix perspective (Etzkowitz & Zhou, 2017). The relevance of such collaboration lies in the complementary resources that each institutional actor can contribute. Universities provide academic knowledge and educational expertise, industry contributes technological contexts and professional experiences, while government institutions connect educational initiatives with broader public education priorities. Chatterjee and Roy (2026) further discuss the role of interactions among these institutional sectors in supporting knowledge exchange and innovation.

However, institutional participation in a single event should not automatically be interpreted as evidence of sustained collaboration or measurable innovation outcomes. The longer-term value of this partnership depends on follow-up activities, continuity of communication, access to practical learning resources, and opportunities for participants to engage in further AI development activities. The activity was documented through photographs, presentation slides, and the event's published social media documentation. Figure 1 presents the presenter, partners, and participants in a group photograph, while Figure 2 documents the delivery of the AI for the Future presentation. These visual records support the description of the event's implementation and institutional participation. Activity documentation: https://www.instagram.com/p/Ddi8PPnq7qi/

Overall, the activity demonstrates how university–industry–government engagement can provide an accessible platform for introducing AI knowledge and further learning opportunities to secondary school students and teachers. Its contribution is best understood as an initial AI literacy outreach initiative that connects technological awareness, examples of practical competency development, and information about educational pathways. Future programs should extend this approach through hands-on workshops,

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structured learning assessments, and sustained institutional collaboration to establish more comprehensive evidence of educational outcomes.

V. Conclusion

The AI for the Future community service activity at the Indosat AI Future Leaders event provided an educational platform for introducing artificial intelligence (AI) development, competency development experiences, and further learning opportunities to senior high school students, teachers, and institutional partners. Conducted at Universitas IBBI, Medan, the activity addressed four main objectives: introducing the evolution of AI, communicating the experience of Universitas IBBI lecturers in the Intel AI for Future Workforce program, presenting the Data Science and AI concentration within the Information Technology Study Program, and providing information about AI-related learning pathways through Bangkit Academy, Coding Camp, and Pijak IBM Build. Based on the available observations and documentation, the presentation facilitated participants' exposure to AI-related knowledge and educational opportunities. The main contribution of this activity lies in connecting three complementary dimensions of AI education: foundational AI awareness, exposure to practical competency development, and information about structured learning pathways. Rather than treating AI solely as an emerging technological tool, the activity presented it as a field of knowledge that requires conceptual understanding, practical exploration, and continued learning. The collaboration involving Indosat Ooredoo Hutchison, Universitas IBBI, and the North Sumatra Provincial Education Office also illustrated the potential role of institutional partnerships in extending access to technological knowledge beyond formal university learning environments.

Nevertheless, the findings should be interpreted within the limitations of the activity. The evaluation relied on direct observation, photographs, presentation materials, and informal interactions. The absence of standardized pre-test and post-test assessments, structured participant feedback, and follow-up evaluations means that measurable improvements in AI literacy, technical skills, or career readiness cannot be established. Furthermore, the keynote presentation provided introductory exposure rather than comprehensive hands-on training in AI application development. Future community service initiatives should therefore incorporate practical workshops in which students develop and evaluate simple AI applications, supported by structured pre- and post-activity assessments. Additional sessions should address responsible AI use, algorithmic bias, data privacy, and the limitations of generative AI. Universities and industry partners should also establish sustained mentoring and follow-up learning opportunities to help participants progress from introductory AI awareness toward practical competencies. These improvements would strengthen the educational value, evaluability, and sustainability of AI literacy outreach programs for younger generations.

AI Disclosure

ChatGPT (OpenAI) was used to support English-language editing, paragraph organization, and clarity of presentation. It was not used to generate or alter primary observations or the reported numerical results. The authors retain responsibility for checking the final manuscript, references, interpretations, and compliance with publication-ethics requirements.

Authorship Contribution

Wilianto was responsible for the conceptualization of the article, preparation of the presentation materials, implementation of the educational activity, data collection, analysis of the activity, and manuscript preparation. The author also reviewed and approved the final version of the manuscript.

Conflict of Interest Statement

The authors declare that they have no competing interests related to the research, authorship, or publication of this article.

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