

GUIDELINE FOR MANUSCRIPT WRITING & TEMPLATE

A. GENERAL INSTRUCTION

Manuscript to be sent for publication in the Guidance and Counseling International Conference (GCIC) should be based on results of recent research, either of the quantitative, qualitative, and R&D approaches, involving students as research subjects, either formal, informal, or nonformal education streams.

Manuscripts can be written in **English**. The writer is advised to maintain accuracy including, for example, the use of a proofreader's services. The body of the manuscript can be written either in English or Indonesian. However, the title, abstract, and keywords are written in both languages, especially for Indonesian writers. The language and styles used in the body of the manuscript are to be considered as one aspect of manuscript evaluation. Authors are strongly suggested to carefully check the manuscript and send the manuscript to a reliable language editor before the submission of the manuscript. Secondly, authors have the responsibility to avoid plagiarism at all costs. The editor of Guidance and Counseling International Conference (GCIC) examines the resemblance of texts using computer software (e.g., Turnitin), allowing tolerance of not more than 20%.

The manuscript consists of **5,000** to **8,000** words including title, abstract, tables, and references. Articles are typed in Microsoft Word with 1 space, font size 12 (subtitles) and 11.5 (body paragraphs), in one column with .doc, .docx, or .rtf format (not in pdf format). Page numbers are not needed.

The body of the article consists of four main sections; namely: introduction (20%), method (10), result and discussion (60%), and conclusion (10). The reference list is also an important part of the article. It is advisable to include only internationally accessible, reliable, and reputable references.

Citation:

Citations using **APA 7th Edition**. These citations include only the author's last name and date of publication. When paraphrasing, you must cite the source in the text of your writing. Put the author's last name and year of publication in parentheses, or if you put the author's name anywhere in the sentence, put the year of publication in parentheses next to the author's name. Citation using reference management applications (**Mendeley**, **Zotero**, and **EndNote**).

In-text citations can take two forms: parentheses and narration. Both types are automatically generated when citing sources with Scribbr's APA Citation Generator. Citations refer to the example below:

One-author citations:

Paraphrased citation: According to new research ... (Smith, 2021).

Narrative citation: Smith (2021) notes that...

Two-author citation:

Paraphrased citation: According to new research ... (Smith & Jones, 2022).

Narrative citations: Smith & Jones (2022) note that

Three or more author citations:

Paraphrased citation: According to new research ... (Smith et al, 2022).

Narrative citation: Smith et al. (2022) noted that

When paraphrasing, there are several ways to place quotations in the text, such as the following:

The quote at the beginning: Leskowitz (2021) explains that the development of educational program's needs...

Center quote: ... learning is important (Leskowitz, 2021) because it is a process of self-knowledge.

End quote: ... the role of education affects the progress of the nation (Leskowitz, 2021).

When citing multiple works within the same parenthesis, citations are presented in alphabetical order, separated by semicolons.

Example:

While other positive psychology constructs (e.g., resilience, hope, core self-evaluations, social support) have been studied in people with MS (Alschuler et al., 2022; Arewasikporn et al., 2019; Farber et al., 2020; Lee et al., 2021; Lynch et al., 2019; Madan & Pakenham, 2022), there is a dearth of research examining grit in this population.

B. FORMAT OF ARTICLE

Title of Article (MAX. 15 WORDS, 14 pt, Bold)
(Titles should be Brief, Concise and Articulate the Content)

First Author¹, Second Author², Third Author³ (13 pt Normal)

Institution/Affiliation¹ (10 pt Normal)

Institution/Affiliation² (10 pt Normal)

Institution/Affiliation³ (10 pt Normal)

Email: Email (10 pt Normal)

Abstract: Reflecting the substance of the whole contents of the article and enabling to help readers to determine relevance with their interest and decide whether or not to read the full document. The abstract consists of a statement about the background, the objective of the study or focus of discussion, the method or important research steps, findings and discussion, and the conclusion. The title and abstract are written in Indonesian and English, each in one paragraph, with single spacing, and in total about 150-200 words (10 pt Normal)

Keywords: listing important terms, enabling readers to find the article, 3-5 terms, written below Abstract, boldface and italicized (10 pt Normal)

Author Correspondence:

* Author Name, Email (10 pt Normal)

INTRODUCTION

Contains backgrounds of the problem, depiction, and further scrutiny of the problem or the gap between what is idealized and what is the reality, supported by relevant theories and recent research, and the objective of the study. The problem should offer a new research value or benefit as an innovative endeavor, written more or less 20% of the whole body including the title and abstract (12 pt, Normal).

The introduction section contains:

- a. **Background of the Research**, this section describes the reasons for (1) the urgency of the importance of the problem you raise (introduce the topic); (2) describe why the topic you raise/research is important to study/discuss.
- b. **Literature review**, this section describes the results of previous research studies related to your topic (current) and relates them to current knowledge (**state of the art**).
- c. **Gap Analysis**, this section describes (1) what has been done so far related to your topic; (2) what needs to be done related to your topic.
- d. **Study Rationale**, this section describes the importance of your research for its differentiating value.
- e. **Aims of Research**, describe what is being researched in your article (research objectives).
- f. **Research Contribution**, this section explains the contribution of your research (the article you are discussing) to science (according to the field of science).

METODE/LITERAURE RIVIEW

This section contains an explanation of the research approach, subjects of the study, the conduct of the research procedure, use of materials and instruments, data collection, and analysis techniques. These are not theories. In the case of statistical uses, formulas that are generally known should not be written down. Any specific criteria used by the researcher in collecting and analyzing the research data should be completely described, including the quality of the instruments, the material of the research, and the procedure of data collection. This section should be written about 10% (for qualitative research) or 15% (for quantitative research) of the body (11,5 pt, Normal).

The methods section contains:

1. Research Design (11,5 pt, Normal)
Describe the research design used (approach and method) (11,5 pt, Normal)
2. Location of Research (11,5 pt, Normal)
Describe the research site (location and year of implementation) (11,5 pt, Normal)
3. Population, Sample, or Research Subject (11,5 pt, Normal)
Describe the population, sample, or subject studied (11,5 pt, Normal).
4. Instruments and Data Collection (11,5 pt, Normal)
Describe the types of instruments and data collection techniques (11,5 pt, Normal)

5. Data Analysis (11,5 pt, Normal)

Describe the type of data analysis and data analysis process (11,5 pt, Normal)

6. Research Procedures

Describe the procedure for conducting the research (11,5 pt, Normal)

RESULTS AND DISCUSSION

To facilitate reading and understanding, the findings are presented first followed by a discussion. The sub-title Findings and the sub-title Discussion are presented separately. This section should occupy most, at least 60%, of the entire article (11,5 pt, Normal).

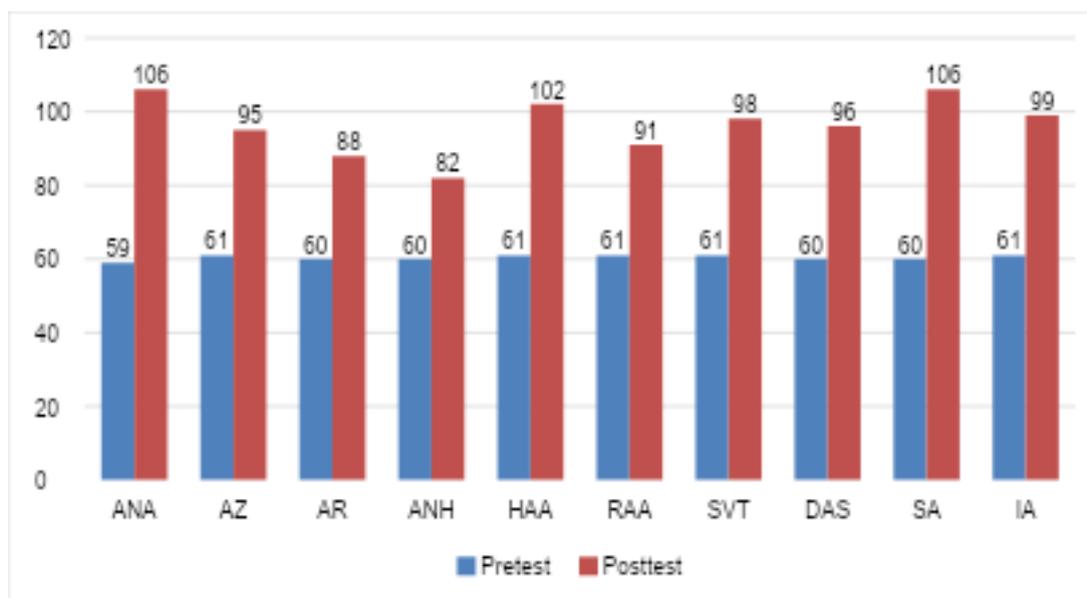
The results of data analysis can be presented in the form of tables, graphs, and figures. Authors are advised to use appropriate variety in presenting tables, graphs, or verbal descriptions. All tables, figures, and graphs presented should be referenced in the text. The format of tables, figures, and graphs is shown in Table 1/Figure 1/Chart 1. The font of the table entries may be reduced. The presentation of Table 1/Figure 1/Chart 1 may refer to the example below:

Example of table presentation:

Table 1. Pretest and Posttest Control Group Design (10 pt, Normal)

| Groups | Pre-test | Treatment | Post-test |
|------------------|----------|-----------|-----------|
| Experiment Group | O1 | X | O2 |
| Control Group | O3 | Y | O4 |

Example of graphical presentation:



Graph 1. Development of Student Achievement Motivation (10 pt, Normal)

Example of image presentation:



Fig. 1. Process of Group Guidance Implementation (10 pt, Normal)

The research results are presented in full and according to the scope of the research. And presented in the form of theoretical descriptions both qualitatively and quantitatively. Research results can be interpreted following the provisions and truth of the research results (11,5 pt, Normal).

The discussion is intended to provide interpretation and meaning to the research results following the theories and references used. The discussion is not solely used to present the findings. Interpretation should be enriched by referring, comparing, or contrasting with previous research findings published in reputable journals, not predatory journals. Integration of the findings into an established body of theory or knowledge, development of new theory, or modification of the existing theory is encouraged. Implications of the research findings are given.

The discussion section contains:

- a. Answering the research problem: supporting and defending the answer with results
- b. Compare with relevant research results: (1) what distinguishes your results from previous research, (2) state the limitations of the study conducted
- c. Describe the significance of your research findings (findings)
- d. Suggest further research

CONCLUSIONS (12 pt, Bold)

The conclusion contains the substantialization of meaning. The conclusion can present statements about what was expected as proposed in the "Introduction" and what has happened as reported in the "Findings and Discussion" so that there is congruence. Prospects for the enrichment of research findings and potential development for future research can be added (11,5 pt, Normal).

REFERENCES (12 pt, Normal)

(11,5 pt, Normal). The references contains reference sources with at least 80% of the literature published in the last 10 years. Literature sources come from accredited national journals and/or international journals. References from the Internet must include a clear source.

All references referred to in the text of the article must be listed in the Bibliography section. Writing bibliography and citations with APA Style 7th Edition. Writing the bibliography uses reference managers (Mendeley, Zotero, and EndNote).

Examples of reference entries (APA Style 7th Edition):

Books:

- Harris, A. (2019). Teaching and learning in the effective school. Routledge.
- Paris, D., & Alim, H. S. (Eds.). (2017). Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. Teachers College Press.
- Kurtz, S., Draper, J., & Silverman, J. (2017). Teaching and learning communication skills in medicine. CRC press.

Book Chapters:

- Suffragettes. (2016). In J. Palmowski (Ed.), *A dictionary of contemporary world history* (4th ed.). Oxford University Press. <https://prospero.murdoch.edu.au/record=b2902355>
- Yura, P. (2020). 'Good or bad': How people think of me is not important. In B. Rudy & H. Dion (Eds.), *Mental health policy* (pp. 368-389). University of Life Press.

Books:

- Harris, A. (2019). *Teaching and learning in the effective school*. Routledge.
- Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- Kurtz, S., Draper, J., & Silverman, J. (2017). *Teaching and learning communication skills in medicine*. CRC press.

Book Chapters:

- Suffragettes. (2016). In J. Palmowski (Ed.), *A dictionary of contemporary world history* (4th ed.). Oxford University Press. <https://prospero.murdoch.edu.au/record=b2902355>
- Yura, P. (2020). 'Good or bad': How people think of me is not important. In B. Rudy & H. Dion (Eds.), *Mental health policy* (pp. 368-389). University of Life Press.

Blog Post:

- Rutledge, P. (2019, March 11). The upside of social media. *The Media Psychology Blog*. <https://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media/>

Conference and Proceedings Session:

- Davidson, R. J. (2019, August 8–11). Well-being is a skill [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf
- Eguchi, A. (2014). Robotics as a learning tool for educational transformation. In *Proceedings of 4th international workshop teaching robotics, teaching with robotics & 5th international conference robotics in education* (Vol. 18, pp. 27-34).
- Froyd, J. E., Wankat, P. C., & Smith, K. A. (2012). Five major shifts in 100 years of engineering education. *Proceedings of the IEEE, 100*(Special Centennial Issue), 1344-1360.
- Mandel, L. (Ed.). (2012). *Coherence and Quantum Optics: Proceedings of the Third Rochester Conference on Coherence and Quantum Optics Held at the University of Rochester, June 21–23, 1972*. Springer Science & Business Media.

Data Set:

- O'Donohue, W. (2017). Content analysis of undergraduate psychology textbooks (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Dissertation From a Database:

- Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367). [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

E-books:

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*. <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>.
- Eckes, T. (2000). *The developmental social psychology of gender*. Lawrence Erlbaum Associates. <https://lib.ugm.ac.id/443/record=b1600608>

Edited Book Chapter:

- Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Film or Video:

- Docter, P., & Del Carmen, R. (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

Journal article:

Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. *Behavioral Sleep Medicine*, 16(1), 1-26. <https://doi.org/10.1080/15402002.2016.1163702>

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article:

Thomson, J. (2022). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Online Dictionary Entry:

American Psychological Association. (2021). Internet addiction. In *APA dictionary of psychology*. Retrieved April 24, 2022, from <https://dictionary.apa.org/internet-addiction>

Online Newspaper Article:

Roberts, S. (2020). Early string ties us to Neanderthals. *The New York Times*. <https://www.nytimes.com/2020/04/09/science/neanderthals-fiber-string-math.html>

Open Educational Resource:

Fagan, J. (2019). Nursing clinical brain. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Podcast Episode:

Santos, L. (Host). (2017.) Psychopaths and superheroes (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Preprint Article:

Latimier, A., Peyre, H., & Ramus, F. (2020). A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention. *PsyArXiv*. <https://psyarxiv.com/kzy7u/>

Press Release:

American Psychological Association. (2020, March 2). APA reaffirms psychologists' role in combating climate change [Press release]. <https://www.apa.org/news/press/releases/2020/03/combating-climate-change>

Print Magazine Article:

Nicholl, K. (2020). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Print Newspaper Article:

Reynolds, G. (2019). Different strokes for athletic hearts. *The New York Times*, D4.

Radio Broadcast:

Hersher, R. (2020). Spring starts today all over America, which is weird [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Report by a Group Author:

World Health Organization. (2014). Comprehensive implementation plan on maternal, infant and young child nutrition. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors:

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). How playful learning can help leapfrog progress in education. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_educ

[ation.pdf](#)

Report by a Group Author:

World Health Organization. (2014). Comprehensive implementation plan on maternal, infant and young child nutrition. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Song or Track:

Nirvana. (2017). Smells like teen spirit [Song]. On *Nevermind*. DGC.

TV Series Episode:

Dippold, K. (Writer), & Trim, M. (Director). (2011). Fancy party (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar:

Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). Creating references using seventh edition APA Style [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

Webpage:

Chandler, N. (2020). What's the difference between Sasquatch and Bigfoot? How stuff works. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-bigfoot-difference.htm>

Webpage with an author:

World Health Organization. (2018). Climate change and health. <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>

Webpage on a News Website:

Machado, J., & Turner, K. (2020). The future of feminism. Vox. <https://www.vox.com/identities/2020/3/7/21163193/international-womens-day-2020>

Webpage With a Retrieval Date:

Center for Systems Science and Engineering. (2020). COVID-19 dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU). Johns Hopkins University & Medicine, Coronavirus Resource Center. Retrieved May 6, 2020, from <https://coronavirus.jhu.edu/map.html>

YouTube Video:

Above The Noise. (2017). Can procrastination be a good thing? [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>