

Paper Title of The Research Result on Jurnal Edunitro Universitas Negeri Manado (14 Pt)

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Abstract— This template contains basic guidelines for preparing manuscripts for publication in the Edunitro Journal. The manuscript begins with writing an abstract in Indonesian and English with a maximum length of 200 words. Abstract must contain background, objectives, methods, findings, conclusions and research implications. Abstract is only written in one paragraph. The systematics of writing articles consists of an introduction, methods, results, discussion and conclusions.

Keyword: Write down a maximum of 5 (five) keywords or keyword phrases separated by commas from each other and not ending with a period (font type is times new roman, bold, font size is 10 points)

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I. INTRODUCTION

The Edunitro Journal accepts article submissions that provide insight into current and major issues related to electrical engineering education and vocational education management. This journal provides a place for researchers and researchers to discuss, pursue and develop knowledge in the growing and developing fields of electrical engineering education and vocational education management. The language of the script can be in English and Indonesian. There should be a critical discussion of new and significant problems and contributions in the related field. Articles can come from any of the following areas:

1. Education and learning electrical engineering.
2. Electrical Engineering Science (Electric Power, Electronics, Control, and Telecommunications).
3. Management of vocational education.

Prepare your manuscript of 8 to 12 pages, including pictures and tables on A4 paper (210 x 297 mm). Font size and format: For writing each element of the manuscript, follow the size and formatting of the letters as shown in Table 1, with the font is Times New Roman. Margins: top = 25 mm and bottom = 20 mm, left and right = 17.5 mm. The manuscript is written in two columns with a size of 84 mm for each column and a distance of 7.1 mm between columns. Arrange the script to be aligned

left and right in each column. On the last page, set the column length so that the left and right columns are the same length.

II. METHOD

A. Figure and Table

The method contains information about the implementation of research, including the flow of research implementation, the tools and materials used, the place of research and other matters deemed necessary. The method should be written in detail, so that readers who are interested in repeating this research can do so with the information provided in the 'Method' section.

Positioning figures and tables at the top and bottom of the column (not in the middle of the script); To ensure that the image quality remains good at the time of printing, image files are also sent separately with the image format in the EPS extension.

Large pictures and tables can be centered on the page, by joining the two columns. Image titles must be centered on the bottom of the image if they only consist of one line, for titles with more than one row are arranged justified as shown in Figure 1. Table titles must be in the top center of the table if they only consist of one row, For titles that are more than one line are justified. Figures and tables should be mentioned first in the script, then displayed.

The name of the image axis should be written like "Magnetization," or "Magnetization, M," not just "M." Then write the units in parentheses. Do not name axes only in units. Capital letters on image labels must be legible, at least 10-points.

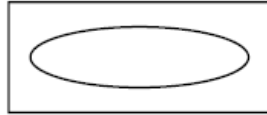


Figure 1. An example of an ellipse schematic surrounded by a rectangular image

Table 1. Font size and format

Font type and size (point.)	Regular	Bold	Italic
8	Table title, top center, Section titles, reference, table, table name, first letter of name (title) table, figure captions		
8	image names, footnotes, text subscripts, and superscripts		
10		Abstract	
11	Authors' affiliations, main text, equations, first letters in section titles ^a		Subheading
12	Authors' names		
14	Paper title		

B. References

Recommended to use of reference applications, such as Mendeley, Zotero, EndNote. Use APA 6, TNR 10pt. The Mendeley application can be downloaded in the Edunitro side menu.

Ensure that only references are cited in the list of references. Ensure that all citations in the text are included in the reference.

C. Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even if they have been defined in the abstract. Abbreviations such as IEEE,

SI, MKS, CGS, sc, dc, and rms do not need to be redefined. Don't use abbreviations in titles, unless you don't have a choice.

D. Equation

Number the equation consecutively with the equation number in flat brackets with a right margin, as in (1). For a more compact representation of the equation, use the exp function or the appropriate exponent. For quantities and variables, italicize (italic) Roman symbols, not Greek symbols. Use en dash (&) instead of hyphen for the minus sign. Use parentheses to highlight the denominator of a fraction. Separate the equation with commas if it is part of a sentence like the following example,

$$a + b = c \quad (1)$$

Symbols in equations should be defined before the equation appears or immediately after. Use "(1)," not "Eq. (1) "or" equation (1), "except at the beginning of the sentence:" Equation (1) is ..."

III. RESULTS

The results of study are presented in the form of diagrams, graphs or tables describing the meaning of what was found.

IV. DISCUSSION

The results of study are discussed about what, how, why and the discussion is strengthened by the results of previous research.

V. CONCLUSION

Conclusions are written in narrative form, not in itemized form. If there is a description for future research development, it can also be written in this section.

VI. DECLARATIONS

The Declaration section provides transparent information regarding matters that may affect the integrity, accountability, and credibility of the published article. Authors are expected to clearly disclose the following information:

- Use of Artificial Intelligence (AI): Authors should state whether AI tools or generative AI technologies were used in the preparation of the manuscript and, where applicable, describe their use appropriately.

- Author Contributions: The specific contributions of each author should be clearly stated to ensure proper recognition and accountability for the work.
- Funding: Authors should disclose all sources of financial support for the research and publication, or explicitly state if no specific funding was received.
- Conflict of Interest: Authors should declare any financial, professional, or personal relationships that could potentially influence the research, interpretation of results, or publication process.

All declarations should be presented clearly and placed in a prominent and easily accessible location within the published article. This ensures transparency and helps readers assess the article objectively.

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(Type: *authors' book* is the same as publisher)
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6 ed.). Washington, DC: Author.

(Type: *e-book*)
Bransford, J. D., Brown, A. L., & Cocking, R. R. (2005). *How people learn: Brain, mind, experience and school*. Retrieved from <https://www.nap.edu/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition>

(Type: *laws and regulations in abroad*)
Child Protection Act 1999 (Qld), s.5

(Type: journal articles with more than 6 authors)
Fuchs, L. S., Fuchs, D., Kazdan, S., Karns, K., Calhoon, M. B., Hamlett, C. L., & Hewlett, S. (2000). Effects of workgroup structure and size on student productivity during collaborative work on complex

tasks. *The Elementary School Journal*, 100(3), 183-212. doi: 10.2307/1002151

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Janssen, J., Kirschner, F., Erkens, G., Kirschner, P. A., & Paas, F. (2010). Making the black box of collaborative learning transparent: Combining process-oriented and cognitive load approaches. *Educational Psychology Review*, 22(2), 139-154. doi: 10.1007/s10648-010-9131-x

(Type: one author's book from Indonesia)
Madya, S. (2011). *Teori dan praktik penelitian tindakan (action research)*. Bandung: Alfabeta.

(Type: journal articles by Indonesian authors)
Nurdiyantoro, B., & Efendi, A. (2013). Prioritas penentuan nilai pendidikan karakter dalam pembelajaran sastra remaja. *Cakrawala Pendidikan*, XXXII(3), 382-393. doi: 10.21831/cp.v3i3.1626

(Type: document of manual book/report of government institution/organization)
NCTM. (2000). *Principles and standards for school mathematics*. Reston, VA: Author.

(Type: statutory document)
Permendiknas 2009 No. 22, Kompetensi Dasar Pendidikan Pancasila dan Kewarganegaraan Sekolah Dasar Kelas I-VI.

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Purdue Online Writing Lab. (27/03/2015). APA Style. *Reference list: Electronic sources (web publications)*. Retrieved 12 March, 2017, from <https://owl.english.purdue.edu/owl/resource/560/10/>

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Retnowati, E. (2012, 24-27 November). *Learning mathematics collaboratively or individually*. Paper presented at the The 2nd International Conference of STEM in Education, Beijing Normal University, China. Retrieved from http://stem2012.bnu.edu.cn/data/short%20paper/stem2012_88.pdf.

(Type: *edited book* with four editors)



Ritter, F. E., Nerb, J., Lehtinen, E., & O'Shea, T. M. (Eds.). (2007). *In order to learn: how the sequence of topics influences learning*. New York, NY: Oxford University Press.

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Sahlberg, P. (2012). The most wanted: Teachers and teacher education in Finland. In L. Darling-Hammond & A. Lieberman (Eds.), *Teacher education around the world: changing policies and practices*. London: Routledge.

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Schunk, D. H. (2012a). *Learning theories an educational perspective*. Boston, MA: Pearson Education, Inc.

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Schunk, D. H. (2012b). *Learning theories an educational perspective* (E. Hamdiah & R. Fajar, Trans.). Yogyakarta: Pustaka Pelajar. (Original work published 2012).

(Type: *two author's books*)

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (Fifth ed.). Needham Heights, MA: Allyn & Bacon.

(Type: *three authors' journal articles*)

Thomas-Hunt, M. C., Ogden, T. Y., & Neale, M. A. (2003). Who's really Sharing? effects of social and expert status on knowledge exchange within groups. *Management Science*, 49(4), 464-477. doi: 10.2307/4133951

(Type: *edited book with two editors*)

Tobias, S., & Duffy, T. M. (Eds.). (2009). *Constructivist instruction: Success or failure?* New York, NY: Routledge.

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Undang-Undang RI 2005 No. 14, Guru dan Dosen.