

The title should not exceed 14 words; it should be clear, concise, and informative. Abbreviations should be avoided (16pt, bold)

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¹

Abstract

The abstract text should be fully justified as this paragraph is, and it should stand alone, meaning that no citation should be attached. Additionally, it should provide concise information to the readers regarding the purpose, methods, findings, and value of the manuscript. Furthermore, the abstract should be reasonably nontechnical, yet adequately clear for an informed reader to understand the manuscript's contribution. The abstract should only be typed in a single paragraph and single-column format and consist of 200-250 words. (9 pt, single line spacing, 1 paragraph).

Keywords

keyword 1; keyword 2; keyword 3

The keywords should avoid general and plural terms and multiple concepts. Do not use words or terms in the title as keywords. These keywords will be used for indexing purposes. Keywords should not consist of more than five words or phrases, and they should be arranged in alphabetical order, separated by semicolons (;) (9pt)

Introduction (12pt, bold)

The introduction should contain (sequentially) the general background and research question or hypothesis. If there is literature review, it can be included in this chapter. The study objective should be written at the end of the introduction.

Methods (12pt, bold)

The research methods should elaborate on the method utilized in addressing the issues including the method of analysis. It should contain enough details allowing the reader to evaluate the appropriateness of methods as well as the reliability and validity of findings.

Results and Discussion (12pt, bold)

The research result and discussion section contain results of the research findings and their ensuing discussions. The findings acquired from the results of the conducted research should be

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written with the supplementary support of adequate data. The research results and findings should be able to resolve or provide explanations to the question stated in the introduction.

Conclusion (12pt, bold)

The concluding statement should contain summary and suggestion. The summary should exemplify the answers provided to the hypothesis and/or research objectives or acquired findings. The summary should not contain repetition of research results and discussions, and it should instead contain a summation of research results and findings as expected in the research objective or hypothesis. The suggestions should present matters that will subsequently be conducted in relation to the research's ensuing concepts.

References (12pt, bold)

All reference mentioned should be written down in reference using American Psychological Association (APA) style and arranged from A to Z. It should include references obtained from primary sources (consisting of scientific journals amounting to 80% of the entire bibliography) that have been published in the last 10 (ten) years. The remaining 20% may include research articles or research reports (thesis, books, and other relevant publications).

Books

Anderson, B. (1983). *Imagined communities*. London: Verso.

Book chapter

Smith, F. M., & Jones, W. (2004). The college student. In C. Wood & M. Meyer (Eds.), *Cross-cultural education* (pp. 75-105). London, Canada: MacMillan.

Journal article

Lee, K. (2004). Reading and learning strategies: recommendations for the 21st century. *Journal of Developmental Education*, 28(2), 2-15.

Journal article with DOI

Kusumaningrum, D. (2016). Interdependence versus truth and justice: lessons from reconciliation processes in Maluku. *Jurnal Ilmu Sosial dan Ilmu Politik*, 20(1), 15. doi: 10.22146/jsp.17998

Smith, G. (2012). Barthes on Jamie: Myth and the TV revolutionary. *Journal of Media Practice*, 13, 3-17. doi: [10.1386/jmpr.13.1.3](https://doi.org/10.1386/jmpr.13.1.3)

Journal article on website

Austin, D. (2009). Fatty acids, breastfeeding and autism spectrum disorder. *E-journal of Applied Psychology*, 5(1), 49-52. Retrieved from <http://ojs/lib.swin.edu.au/>

Newspaper article

Fung, M. (2006, December 12). Asthma rates are increasing. *Winnipeg Free Press*, pp. C4.

Newspaper article on website

Harris, M. (2011, August 16). Grades improve if classes start later, studies find. *The Calgary Herald*. Retrieved from <http://www.calgaryherald.com/>

Website

Buzan T. (2007). Mind maps. September 3, 2009, retrieved from http://www.buzanworld.com/Mind_Maps.html.

Website document

TransCanada. (2006). *Annual report*. Retrieved from http://www.transcanada.com/investor/annual_reports/2006/media/pdf/TransCanada_2006_Annual_Report.pdf

Book translation

Mancusa, S., & Viola, A. (2015). *Brilliant green: the surprising history and science of plant intelligence* (J. Benham, Trans.). Washington, DC: Island Press.

Example of Table and Figure

Table 1. / Figure 1.
Title of Table (11pt, bold)

No	Criteria	Description
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