



# Research title written in a sentence case (Cambria, 16pt, Bold)

Ika Zenita Ratnaningsih<sup>1</sup>, Dwi Hardani Oktawirawan<sup>2\*</sup> and Author Name (Cambria, 11pt)

<sup>1</sup>Faculty of Psychology, Universitas Diponegoro, Semarang, Indonesia

<sup>2</sup>Name of Department/Faculty, Institution, City, Country

## ABSTRACT

**Background:** This is a revised guideline for Jurnal Psikologi manuscript template. The abstract should be written in a one-space paragraph containing 150-200 words and written in Cambria 10 pt. The abstract is divided into five sections. The first section is Background provides a brief context or rationale for the study.

**Purpose:** The second section is Purpose, where authors should briefly state the main objective or research question.

**Method:** The second section is Method, authors should summarize the approach used to gather and analyze the data, including participant characteristics, population, sample, sampling methods, data collection, and data analysis.

**Findings:** Please briefly describe the key results of the research in the Finding section.

**Implication:** In the last section, authors should write the broader impact of significance of the findings.

## KEYWORDS

Author guidelines;  
jurnal psikologi;  
template

## ARTICLE HISTORY

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## Introduction

In the introduction section, the author must write the objective of the study at the end of the section. Prior to writing the study's objective, the author must write the background of the study and review of previous literature (state of the art) as the baseline for "**gap analysis**," and for **statements such as the novelty of the study, and hypothesis and/or research questions** (if any). In the introduction part, it is not allowed for a literature review to exist in a separated sub-part (sub-section). Write it down integrated with the background explanation of the study so that the literature review could show the "state of the art" or the novelty of the study.

**Layout.** *Page setup:* for submission, the author should write the article with A4 sized paper, using normal margins (1" each side), portrait orientation, and in one column only. *Paragraph:* use no indentation (0" each side; except for the direct citation), with 12pt after paragraph spacing, for a paragraph after a table or a picture/figure use 12pt spacing before and after.

## Method

The method part contains the explanation of the study type or the design. This part explains the number of subjects and their characteristics accompanied by demographic data (Azwar, 2007). In quantitative research, if the study employs specific measurement tools, it is needed to convey the name (capitalize each word of the instrument's name), number of items, reliability coefficient (use the appropriate symbol), sample item, and analytical method/technique used. In qualitative research, the qualitative perspective needs to be explained, up to the data collection, and the analysis method (Willig, 2008).

For quantitative instruments originated from the English language, the author must write the sample item using its original writing and language. The author should state in what language that the instrument was administered to the participants. If the administered instrument was a translated instrument, please state the translation and validation process or credit the author who has done the process.

The use of subsections in the Method section is allowed but should be minimized. The methodological aspect of the research written concisely without any subsection is preferable. If sub-sections are needed, please follow this style (bold, sentence case):

**Participants, Instruments, Analytical technique(s)**

## Result and Discussion

The result and discussion part contain the data results of the study and the scientific discussion. Write the scientific findings obtained from the study's result, which has been done and support the findings with adequate data. The scientific findings mentioned here are not the data itself. Scientific findings mean that the data is **explained** scientifically, including what are the scientific findings obtained? Why could those findings happen? Why does the variable trend act like that? All those questions must be explained scientifically, not only descriptive but also supported by adequate empirical data. Moreover, the scientific findings need to be compared to other results from other authors, which has a similar topic. The research results and findings must answer the hypothesis and/or research question in the introduction part.

The use of subsections in the Result and Discussion section are permitted but should be minimized. If subsections are necessary, please follow the style written in the Method section above.

Tables and Graphs/pictures are placed within the text after that table or graphs are cited. Every graph/picture should be followed by an Arabic number according to its order and the title of the graph on the bottom side. Every table should have a title and an order of Arabic numbers on top of each table. All tables should be editable (not a picture).

**Table 1.**

Correlation Between Variables

|                                  | Stress at Work |          |
|----------------------------------|----------------|----------|
|                                  | <i>r</i>       | <i>p</i> |
| Family Support Aspects           |                |          |
| Emotional support                | .167           | .....    |
| Recognition/appreciation support | .255           | .....    |
| Advice support                   | .285           | .....    |
| Instrumental support             | .....          | .....    |

*Note.* Notes written here are for general notes like description of abbreviations or acronyms, or other general notes to further describe the table in short.

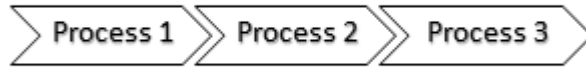
<sup>a</sup>A *specific note* appears in a separate paragraph below the general note.

<sup>b</sup>Subsequent specific notes.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

Write down the *p-value* (not only  $p < .05$  or  $p < .001$ ), except if the results showed  $p = .000$  then write it as  $p < .001$ ; if the result showed  $p = 1.000$  then write it as  $p > .99$ . To make the recognition of significance easier, the symbol superscript asterisk(s) can be implemented: \*\* for  $p < .01$  and \* for  $p < .05$ .

Pictures must be in high quality to make sure it will still hold the clarity when printed. Font size, resolution, and line size need to be taken into consideration, ensuring a high-quality picture. Pictures, tables, and diagrams are better to put on within the text column, or if it's too big, it can be placed central to the page. Tables should not contain vertical lines, but horizontal lines are permitted for necessary separation only.



**Figure 1.** Research Procedure

## Conclusion

The conclusion part is built with only one paragraph that describes and represents the answer for hypothesis and/or the objective of the study, also for the obtained research findings. The conclusion is not meant to repeat the result and discussion section, but it sums up the result and findings of the study as it was expected from the study objective. If necessary, in the last part of the conclusion, the author may write down his/her future studies regarding the result of this study.

## Credit/Acknowledgement

The credit or acknowledgement is addressed to the donator and other parties that helped the execution of the research, whose contribution is not significant enough to be mentioned in authorship.

## References

Every reference cited in the article manuscript should be included in the section of References.

The rule of the references section is that every reference used in the manuscript must be a maximum of ten years and from a primary source (scientific article). Each of those rules must satisfy 80% of all references. The minimum number of references cited in the article is ten (10) references. The writings of citations are suggested to utilize reference management software, such as *Mendeley*, *EndNote*, *Zotero*, or other software the author may find. The writing format for citations and references used in Jurnal Psikologi Undip is the *Publication Manual for APA 7<sup>th</sup> Edition* (American Psychological Association, 2019).

## VERBS

### A. Recommended Verb Tenses in APA Style Papers

| Paper Section                                                             | Recommended tenses | Example                                     |
|---------------------------------------------------------------------------|--------------------|---------------------------------------------|
| Literature review (or whenever discussing other researchers' work)        | Past               | Quinn (2020) presented ...                  |
|                                                                           | Present perfect    | Since then, many investigators have used... |
| Method or Description of procedure                                        | Past               | Participants completed a survey...          |
|                                                                           | Present perfect    | Others have used similar approaches...      |
| Reporting of results                                                      | Past               | Results were nonsignificant...              |
|                                                                           |                    | Scores increased...                         |
|                                                                           |                    | Hypotheses were supported...                |
| Discussion of implications of results                                     | Present            | The results indicate...                     |
| Presentation of conclusions, limitations, future directions, and so forth | Present            | We conclude...                              |
|                                                                           |                    | Limitations of the study are...             |

### B. Active and Passive Voice

Choose active and passive voice carefully. Both the active and passive voice are permitted in APA style, but passive voice is commonly overused. Use the active voice as much as possible to create direct, clear, and concise sentences. Use “the patients took the medication orally” instead of “the medication was taken orally by the patients”.

The passive voice is acceptable in expository writing when focusing on the object or recipient of the action rather than on the actor. For example, a description of the experimental setup in the Method section might read, “the speakers were attached to either side of the chair,” which appropriately emphasizes the placement of the speakers, not who placed them. Similarly, “the tests were gathered promptly” emphasizes the importance of the tests and their timely collection. When it is important to know who performed the action, use the active voice.



## GUIDE FOR COMMONLY USED CITATIONS AND REFERENCES

### A. Periodicals:

#### **Magazine**

Bustillos, M. (2013, March 19). On video games and storytelling: An interview with Tom Bissell. *The New Yorker*.  
<https://www.newyorker.com/books/page-turner/on-videogames-and-storytelling-a-n-interview-with-tom-bissell>

#### **Newspaper**

Hess, A. (2019, January 3). Cats who take direction. *The New York Times*, C1.

#### **Journal article**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

[If the DOI of an article couldn't be found, then mention other data which are available and do not include the URL.]

### B. Books:

Lunsford, A., & Ede, L. (2009). *Child education: Perspective on teaching activities*. Illinois University Press.

Willig, C. (2008). *Introducing qualitative research in psychology: Adventures in theory and method* (2nd ed.). McGraw-Hill Open University Press.

### C. Handbooks:

Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2nd ed., pp. 287–314). American Psychological Association.  
<https://doi.org/10.1037/0000119-012>

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner Instagram and Telegram: @PDFEnglish (Ed.), *Principles and practice of forensic psychiatry* (2nd ed., pp. 7–13). CRC Press.

Goldin-Meadow, S. (2015). Gesture and cognitive development. In L. S. Liben & U. Mueller (Eds.), *Handbook of child psychology and developmental science: Vol. 2. Cognitive processes* (7th ed., pp. 339–380). John Wiley & Sons.  
<https://doi.org/10.1002/9781118963418.childpsy209>

[Chapter in a Handbook is considered as a separate work. Therefore, the credit or citation must use the name of the chapter's author. The name(s) written on the cover page is usually the Editor, which gathers and edits different works and discussions from numbers of authors.]

#### D. Seminar, Proceeding:

Desiningrum, D. R. (2011). Future time perspective, goal orientation, and subjective well being in the elderly. *The Padjadjaran International Conference on Psychology* (pp.17-23), Bandung, Indonesia.

[The format for **proceeding results** could be seen according to the type of publication. Proceeding that is published in a journal or book may follow the format of a journal article, edited book, or edited book chapter.]

[The format for **symposium contribution** could be written as follows:]

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12–15). Everybody's got a little music in them: Using music therapy to connect, engage, and motivate [Conference session]. *Autism Society National Conference*, Milwaukee, WI, United States.  
<https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

De Boer, D., & LaFavor, T. (2018, April 26–29). The art and significance of successfully identifying resilient individuals: A person-focused approach. In A. M. Schmidt & A. Kryvanos (Chairs), *Perspectives on resilience: Conceptualization, measurement, and enhancement* [Symposium]. *Western Psychological Association 98th Annual Convention*, Portland, OR, United States.

#### E. Dissertation/Master's Thesis/Undergraduate's Thesis:

##### **Unpublished**

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. The University of Virginia.

Bambang, H. (2019). *Testing CIAS-R to Indonesian adolescents* [Unpublished undergraduate's thesis]. Universitas Negeri Semarang.

##### **Published**

##### General guide

Author, A. A. (2019). *Title of dissertation* [Master's thesis, Name of Institution Awarding the Degree]. Database/archive name. URL

#### F. Webpage:

##### **News**

Avramova, N. (2019, January 3). *The secret to a long, happy, healthy life? Think age-positive*. CNN.  
<https://www.cnn.com/2019/01/03/health/respect-towardelderly-leads-to-long-life-intl/index.html>

##### **Group author**

World Health Organization. (2018, March). *Questions and answers on immunization and vaccine safety*. <https://www.who.int/features/qa/84/en/>

**No Date**

U.S. Census Bureau. (n.d.). *U.S. and world population clock*. U.S. Department of Commerce. Retrieved July 3, 2019, from <https://www.census.gov/popclock/>

**Guide for In-Text Reference (Citation) Writing**

| Variation                         | First Writing                                                                                          | Subsequent Writing                                                                                |
|-----------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| two authors                       | Mitchell and Smith (2017)<br>(Mitchel & Smith, 2017)                                                   | Mitchell and Smith (2017)<br>(Mitchel & Smith, 2017)                                              |
| three or more authors             | Liphadzi et al. (2015)<br>(Liphadzi et al., 2015)                                                      | Liphadzi et al. (2015)<br>(Liphadzi et al., 2015)                                                 |
| Multiple works, the same author   | Mitchell (2007, 2013, 2017)<br>(Mitchell, 2007, 2013,2017)                                             | Mitchell (2007, 2013, 2017)<br>(Mitchell, 2007, 2013,2017)                                        |
| Multiple works, different authors | Mitchell (2017), Nakaya (2015), Widyanto (2010)<br>(Mitchell, 2017; Nakaya, 2015; Widyanto, 2010)      | Mitchell (2017), Nakaya (2015), Widyanto (2010)<br>(Mitchell, 2017; Nakaya, 2015; Widyanto, 2010) |
| Group/organization                |                                                                                                        |                                                                                                   |
| <i>Without abbreviation</i>       | International Citation Association (2015)<br>(International Citation Association, 2015)                | Citation Association (2015)<br>(Citation Association, 2015)                                       |
| <i>With abbreviation</i>          | National Institute of Mental Health (NIMH, 2020)<br>(National Institute of Mental Health [NIMH], 2020) | NIMH (2020)<br>(NIMH, 2020)                                                                       |

