

Article Title: A Maximum of 14 Words, Clear, Concise, and Informative, Preferably Without Abbreviations

First Author¹, Second Author², Third Author³ (12pt, bold)

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ABSTRACT

The abstract presents the research problem or objective, methodology, and principal conclusions in a single paragraph of 150–200 words. Authors should avoid abbreviations, citations, and references to figures or tables. Format: Cambria, 10 pt, single-line spacing.

ARTICLE HISTORY

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1. Introduction

This template provides a comprehensive guide on the sections that can be included in a manuscript. It is important to note that while some sections are mandatory, others are optional.

Note 1: Kindly avoid making any changes to the header and footer.

Note 2: Original manuscripts (maximum 7,500 words)

Note 3: For authors who want to combine or separate Results and Discussion, two formats are commonly accepted in academic journals

The introduction should establish the context, significance, and scope of the study. Begin with the broader phenomenon or societal problem that motivates the research, supported by current empirical evidence and key statistics. The text is written in Cambria 12 pt with 1.15 line spacing and a first-line indent of 1.27 cm. Margins are 2.5 cm on the top, bottom, and right, and 3 cm on the left.

Public Power publishes two types of articles. Review articles range from 3,000 to 5,000 words, drawing on books, prior articles published within the last five years, and book chapters. Research articles range from 5,000 to 10,000 words and are based on completed research (theses, dissertations, or other original studies). Numerical formulas should be avoided in the introduction.

In-text citations follow APA Style, 7th edition. For one author, write (Author, Year); for two authors, (Author & Author, Year); for three or more authors, (Author et al., Year). Ensure that every citation in the text appears in the reference list, and vice versa. Conclude the introduction by stating the research objectives, questions, or hypotheses, and briefly outline the remainder of the article.

2. Methods

This section describes the research design with sufficient detail that another researcher could replicate the study. State whether the study is qualitative, quantitative, or mixed-methods, and justify the choice in relation to the research questions. Describe the determination of subjects, informants, or respondents — whether using probability or non-probability sampling — along with data collection and analytical procedures.

For qualitative studies, explain the analytical approach (e.g., thematic analysis, content analysis, or grounded theory) and the steps taken to ensure data trustworthiness (e.g., triangulation, member checking, audit trail). For quantitative studies, specify the statistical tests, software, and significance thresholds used. State the ethical approval received (institutional review board name and approval number) where applicable.

3. Results and Discussion

Present findings in a logical sequence aligned with the research questions. Each paragraph under a sub-heading should contain three to five sentences. Results constitute the principal scientific portion of the article and contain the cleaned outputs of data analysis and hypothesis testing. They may be presented in tables or figures to clarify the narrative findings.

3.1. Results

Begin with descriptive findings (sample characteristics, baseline measures). For surveys, report response rates and respondent demographics. For statistical results, include effect sizes and confidence intervals where appropriate (e.g., $\beta = 0.32$, 95% CI [0.18, 0.46], $p < .001$). For qualitative findings, present themes supported by representative quotations, with each quotation attributed (e.g., Participant 12, female, age 45).

3.2. Discussion

The discussion is the most important part of the scientific article. It addresses the research problem, interprets the findings within the existing body of knowledge, and modifies or builds new theory where appropriate. Compare your findings with previous studies — note where they agree, where they diverge, and propose plausible explanations (e.g., differences in context, sample, measurement, or methodology). Connect findings back to the theoretical framework introduced in the Introduction.

Equations are written separately, not within sentences, and numbered on the right margin. Use Microsoft Equation. Figures should be inserted within text boxes, with figure captions placed below the figure. Captions are numbered and must be referred to in the text. Captions begin with a capital letter; captions exceeding one line use single line spacing. Figures should be drawn with 1 pt line width and have good contrast.

Table 1. Elemental compositions of sampling sites.

Site	TiO ₂ (wt%)	Al ₂ O ₃ (wt%)	MnO (wt%)	MgO (wt%)	Na ₂ O (wt%)
GIJ	0.5	16.4	0.19	2.74	3.00
GPW	0.78	19.0	0.18	4.57	2.55
PWH	0.58	20.9	0.12	1.55	3.00
SKP	0.68	17.8	0.16	3.12	2.75

Source. Primary data (2024). 11pt Italic

Tables are drawn with 1 pt line width, and table captions are placed above the table. Captions exceeding two lines use single line spacing. Each table must be referred to in the text.

If the data are qualitative, the text may use 11 pt with single spacing and 3 cm margins on both left and right, and must include the data source, collection method, and time of collection (where applicable).

"...Primary data quotations are presented in their original language (Indonesian or local language) from the field interviews..."

Source: Interview, 28 May 2021

Figure 1. Figure captions are placed below the figure (capitalized at the beginning).

4. Conclusion and Recommendations

The conclusion provides answers to the hypotheses, research questions, or focus of the study, based on the results and discussion previously elaborated. Recommendations refer to the practical implications of the findings and explicitly identify the intended audience and purpose. The conclusion is written in essay form, not in numbered lists.

Acknowledgments

Acknowledge institutions, colleagues, research assistants, or community partners who contributed to the work but do not meet authorship criteria. Keep this section brief. This section is optional. Remove if not applicable.

5. Declarations

6.1. Ethical considerations

Insert text (Cambria font, size 10, and single-line spacing).

For more details on how to report this, see "Publication and Research Ethics":

Put "Not applicable" if the study does not require an ethical statement.

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All authors should disclose any personal and/or financial relationships with others or organizations that may improperly influence their paper. A conflict of interest statement should be provided in the manuscript file immediately before the References section. Case there are no Conflicts of Interest, so report "The authors declare no conflicts of interest".

6.4. Funding

The names of the funding organizations should be written in full. If there was no financial aid, it should be reported that "This research did not receive any financial support".

6.5 Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. [Or: No data were generated in this paper. Or: Specify the public repository, DOI, and access conditions.]

6. References

The reference list must be arranged alphabetically from A to Z. References from primary sources (peer-reviewed journal articles) must constitute at least 80% of the total bibliography and follow the American Psychological Association (APA) Style, 7th edition, drawn from the most recent research publications. The remaining 20% may include books, research reports, and academic theses or dissertations. Authors are encouraged to use reference management software such as Mendeley, Zotero, or EndNote.

Book

Miles, M. B., & Huberman, A. M. (2009). *Qualitative data analysis: A sourcebook of new methods*. UI Press.

Book Chapter

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

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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. (2017). Interdependence versus truth and justice: Lessons from reconciliation processes in Maluku. *Jurnal Ilmu Sosial dan Ilmu Politik*, 20(1), 34–49. <https://doi.org/10.22146/jsp.17998>

Smith, G. (2012). Barthes on Jamie: Myth and the TV revolutionary. *Journal of Media Practice*, 13(1), 3–17. https://doi.org/10.1386/jmpr.13.1.3_1

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

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

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

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

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Journal article on website

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Harris, M. 2011. "Grades Improve If Classes Start Later, Studies Find." *The Calgary Herald*, [Http://Www.Calgaryherald.Com/](http://Www.Calgaryherald.Com/), August 16.

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.